

PSCI3600: Government and Politics around the World*

Spring 2026

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Class meeting: Mondays and Wednesdays, 10:00-11:20pm, 312 Wooten Hall

Instructor office hours: Mondays and Wednesdays, 1:00-1:50pm, 160 Wooten Hall, or by appointment

Course Description

This course offers an introduction to a key sub-field of political science – comparative politics – with particular emphasis on the politics and economics of the developing world. The course, like comparative politics, focuses on identifying and explaining differences among and across countries. In particular, we explore four key political objects that we will call our key variables – (i) the state, whether orderly or collapsed; (ii) the regime, whether democratic or autocratic; (iii) identity, whether homogenous or heterogeneous; and (iv) development, whether rich or poor. In addition to defining these dependent variables and considering how they might be observed and measured cross-nationally, we will discuss and evaluate competing explanations for each. Factors that help explain variation in the dependent variables –including prior levels of development, natural and human resources, cultural norms, and institutional factors – are called independent variables, and they too need to be defined, observed, and measured.

Required text:

- O’Neil, Patrick. *Essentials of Comparative Politics*, 8th edition. W.W. Norton (Listed as “Essentials”)
- Required readings assigned each week (on Canvas)

Assessment

Students are required to attend classes, read the course materials, participate in in-class discussions, and complete assigned materials. The final grade will be composed as follows: class participation 20%, weekly reading questions 20%, mid-term quiz 20%, final quiz 20 %, and final research presentation 20%. Detailed descriptions of the assessment are as follows:

| | |
|------------------------------|-----|
| In-class participation (20%) | 20% |
| Reading questions (20%) | 20% |
| Mid-term quiz (20%) | 20% |
| Final quiz (20%) | 20% |

* This syllabus is subject to change.

| | |
|-----------------------------|-------------|
| Research presentation (20%) | 20% |
| Total | 100% |

** Grades will be posted on the Canvas course website, but students should interpret the grades based on the proportions provided below, because the calculated grades often do not fully incorporate the varied weights placed on each assignment.*

Participation (20%):

Class participation (18%) Students are expected to attend regular classes, read carefully the assigned materials prior to class; and participate actively in the discussion of these materials. Your active participation will serve as a starting point for an active discussion, contribute to create a seminar-like environment where you feel comfortable both talking in front of an audience and asking questions, and help you engage thoughtfully with the readings. Throughout the semester, I will distribute some pop quizzes without a prior notice which will count towards part of your participation grades.

Syllabus quiz (2%) I will distribute a short quiz about this syllabus in the first week of the semester. The main goal of this quiz is to help you fully grasp key components of this course.

Reading questions (20%):

Each week, there will be a set of reading questions that cover (some of) the assigned reading, asking students to engage with what they have read, with the goal of deepening their understanding of the material as well as developing their analytic skills. Answers to these questions will also be used to guide discussion in section. Satisfactory completion of the reading questions will form the bulk of students' final grades, so it is important that they are written with care, even though they are short.

Reading questions will be distributed through the Canvas website and answers should be uploaded as a .pdf or .doc* (.doc or .docx) file to Canvas by **11:59 PM on Friday each week**. There will be **twelve** problem sets throughout the semester, and responses with the lowest **two** grades will be dropped. Each response will count towards 2.5% of the final grades (2.5% \times 8=20%).

Multiple choice exams (20% each)

There will be two exams for the course, one taken in Week 8 and the other held on the last day of class. Each will be given in-class and will consist of multiple-choice questions based on the readings, lectures, and discussion section. To perform well on these exams, students should do the readings and make sure they understand them. The first exam will cover material from the first half of the course only while the second exam will explicitly cover material from the second half only (although material from the first half will be implicitly important). Prior to both exams, we will have an in-class review session where I will answer questions submitted by students.

No makeup or rescheduled exams will be given except for most extreme and unusual circumstances (not for, say, illness or transportation problem). Each exam should be completed within the regular class time of 80 minutes. The instructor has the discretion to decide whether and

when a makeup exam will be granted. No collaboration is permitted during the exams. However, students are allowed to use a single page letter-sized sheet of hand-written notes (one-sided, should be approved by the instructor before the exam).

Research presentation (20%)

In this assignment, you will conduct research on a topic from this course and present your findings to the class. You should incorporate key components you learn throughout the course and apply them to one or two countries of your choice. It is a group assignment, and you will work with 2-3 other group members on a single research project. You can create your own groups with peers or will be assigned to groups based on their research interests.

The main objective of this assignment is helping students to transition a real-world phenomenon into a research project, using key concepts discussed in class. Students will present the introduction, literature review, and empirical analysis. Each section should include the following components:

1. Research question: Which real-world cases are you discussing in your paper? Why is that variation inherently important?
2. Related studies: How do some of the previous studies discuss your research question? What is missing from the studies and how will you fill this gap?
3. Empirical analysis: From which countries do you draw your empirical analysis? What kind of empirical evidence do you use in your analysis? How does the main empirical evidence support your main argument?
4. Conclusion: What is the main finding from your project? How much better can we understand a particular real-world phenomenon after reading your work than before?

You can find the schedule and topics of presentation on **page 9**.

Course Policies

Attendance. Students are expected to attend class meetings regularly. It is important that you communicate with the professor prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are ill, or came into contact with someone who is, please let the instructor know in a timely manner and the course materials for that day will be provided to you.

Lecture slides. I will not be distributing lecture slides for the class. It is important that you come to class and take careful notes, as this is the best way to prepare for the exams. The slides are simply a basic outline and are not sufficient for understanding the course material. That said, if you have a legitimate, documented, and excused reason to be absent, I will send you the slides upon request. Students with an ODA accommodation may request a copy of the slides.

Use of Electronics. Use of cell phones in class is strictly prohibited; please turn off or silence your phones. If you have an emergency and must make a call, please leave the classroom quietly. Use of laptops or tablets to take notes is permitted, but highly discouraged. Research has shown that students retain information better if they take hand-written notes. In addition, screens can be disruptive to other students in class. If you still choose to use a laptop or tablet, please use them

exclusively for note taking. If your use of electronics becomes disruptive or is used for purposes other than taking notes, you will be asked to leave the classroom.

Late Policy. Students are expected to complete all assignments by the dates and times specified on the syllabus. Reading questions turned in within an hour of the due date will lose one (1) point, or ten (10) percent of the total points for tardiness. Any assignments turned in after that will receive zero (0) points. The student alone is responsible for uploading assignments on time and in a readable format.

Grade scale

| Grade | % |
|-------|-----------------|
| A | 89.50 - 100 |
| B | 79.50 - 89.49 |
| C | 69.50 - 79.49 |
| D | 60.00 - 69.49 |
| F | 59.99 and below |

Assignment format

All assignments should be submitted in a Microsoft Word or pdf format. For Word documents, the font should be 12 points in size and either Aptos/Calibri (basic Word font) or Times New Roman. For the group presentation, each group should submit their slide deck file in a PowerPoint or pdf format.

There is no required citation style for your final paper, but APA style is recommended. Please check this [UNT Libraries](#) website for more information.

Guidelines for using Artificial Intelligence tools

Artificial Intelligence (AI) tools have become more accessible in recent years and can generate outcomes that comparable to human-generated ones. While I value the advance in AI tools, using such tools should be strictly limited to the following purposes: **correcting grammatical errors in your writing and receiving assistance in finding key resources for your paper.** One of key purposes of this course is helping you to become an independent scholar, which is focused on developing your skills in conducting critical thinking, coming up with creative research arguments, and implementing empirical analysis that can support your argument. I believe communicating with your advisors and colleagues is more valuable in this process than relying on machine-generated answers.

If you use any of the available AI-assisted tools, please cite them properly in your paper. For example, if you use them to improve your writing grammatically or find resources for your paper, please indicate it in text using a footnote. But if you can find the original resources instead of the AI-generated text, please refer to the original text, read it properly, and include it in your paper. Any part of the paper that is detected as AI-generated is susceptible to deductions to your final grades.

Course schedule and assigned reading (subject to change as semester progresses)[†]

| Date | # | Topics and reading materials | Key concepts, activities | RQs |
|--------------------------|------|---|--|-----|
| M | 1/12 | 1-1 <u>Syllabus, Introduction to Comparative Politics</u> | | |
| Part I. The State | | | | |
| W | 1/14 | 1-2 <u>Comparative Research Methods, Defining the State</u> | Comparing states, regimes, and governments | |
| | | <ul style="list-style-type: none"> - Essentials Chs. 1-2.1 Defining the State - Giovanni Sartori. 1991. "Comparing and Miscomparing." <i>Journal of Theoretical Politics</i>. 3(3): 243-257. - Thomas Hobbes. 1651. <i>Leviathan, or the Matter, Form and Power of a Commonwealth, Ecclesiastical and Civil</i>. Chapters 13 ("Of the Natural Condition of Mankind as Concerning their Felicity and Misery") and 17 ("Of the Causes, Generation, and Definition of a Commonwealth"). | #0 | |
| M | 1/19 | 2-1 <u>MLK Day (No class)</u> | | |
| W | 1/21 | 2-2 <u>The Origins of Political Order I: Where do states come from?</u> | Social contract, War and states | |
| | | <ul style="list-style-type: none"> - Essentials Ch. 2.2 The Origins of Political Organizations--2.3 The Rise of the Modern State - Charles Tilly. 1985. "War Making and State Making as Organized Crime," in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., <i>Bringing the State Back In</i>. Cambridge: Cambridge University Press, pp. 169-91. | #1 | |
| M | 1/26 | 3-1 <u>The Origins of Political Order II: Where do non-Western state come from?</u> | State formation in non-Western countries | |
| | | <ul style="list-style-type: none"> - Jeffrey Herbst. 2000. <i>States and Power in Africa</i>. Princeton: Princeton University Press. Chapter 9 ("The Past and Future of State Power in Africa"). | | |
| W | 1/28 | 3-2 <u>Legitimacy and State Capacity: What should states deliver and how?</u> | Legitimacy, <u>failed states</u> | |
| | | <ul style="list-style-type: none"> - Essentials Ch. 2.4 Comparing State Power - Lange. "British Colonial State Legacies and Development Trajectories: A Statistical Analysis of Direct and Indirect Rule," in Matthew Lange and Dietrich Rueschemeyer, eds., <i>States and Development: Historical Antecedents of Stagnation and Advance</i>. New York: Palgrave MacMillan, pp. 117-39. | Presentation #1 | #2 |

[†] The current schedule is based on the Spring 26 academic calendar.

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|----------------------------|------|-----|---|
| | | | <ul style="list-style-type: none"> - Fragile State Index: https://fragilestatesindex.org/analytics/fsi-heat-map/ |
| Part II. The Regime | | | |
| M | 2/2 | 4-1 | <p><u>Defining Democracy and Autocracy: What is democracy... and is not?</u></p> <ul style="list-style-type: none"> - Essentials Ch. 5.1 Defining Democracy, 5.5 Models of Democracy, 5.6 Parliamentary ... Benefits and Drawbacks - Adam Przeworski. 2024. "Who decides what is democratic?" <i>Journal of democracy</i> 35(3): 5-16. |
| W | 2/4 | 4-2 | <p><u>The rules of political competition</u></p> <ul style="list-style-type: none"> - Essentials Ch. 5.7 Political Parties--5.8 Electoral Systems - Seymour Martin Lipset and Stein Rokkan. 1967. "Cleavage structures, party systems, and voter alignments: An introduction." |
| M | 2/9 | 5-1 | <p><u>Theories of Democratization I: Where do democracies come from?</u></p> <ul style="list-style-type: none"> - Essentials Ch. 5.3 Contemporary Democratization - Adam Przeworski and Fernando Limongi. 1997. "Modernization: Theories and facts." <i>World Politics</i> 49 (2): 155-183. |
| W | 2/11 | 5-2 | <p><u>Theories of Democratization II: Why did the Arab Spring fail? (Or did it fail?)</u></p> <ul style="list-style-type: none"> - Essentials pp.238-239. - The Economist. 2020. "The Arab Spring at ten." (December 16, 2020) - Kali Robinson and Will Merrow. "The Arab Spring at Ten Years: What's the Legacy of the Uprisings?" Council on Foreign Affairs. (December 3, 2020) |
| M | 2/16 | 6-1 | <p><u>Democratic Culture and Establishing Democracy</u></p> <ul style="list-style-type: none"> - Essentials Ch. 3.7. Political Culture - Ronald Inglehart. 1988. "The Renaissance of Political Culture," <i>American Political Science Review</i> 82 (4): 1203-30. |
| W | 2/18 | 6-2 | <p><u>What Is Autocracy?</u></p> <ul style="list-style-type: none"> - Essentials Ch. 6.1 Defining Nondemocratic Rule—6.2. Totalitarianism and Nondemocratic Rule - Ronald Wintrobe. 1990. "The tinpot and the totalitarian: An economic theory of dictatorship." <i>American Political Science Review</i> 84(3): 849-872. |
| M | 2/23 | 7-1 | <p><u>Autocracy: What Are the Different Types of Autocracy?</u></p> <ul style="list-style-type: none"> - Essentials Ch. 6.5 Models of Nondemocratic Rule - Barbara Geddes. 1999. "What Do We Know About Democratization After Twenty Years?," <i>Annual Review of Political Science</i> 2: 115-44. |

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|---|------|------|--|--|----|
| W | 2/25 | 7-2 | <u>Hybrid Regimes: Is the United States a Democracy?</u> <ul style="list-style-type: none"> - Essentials Ch. 6.6 Retreat or Retrenchment for Nondemocratic Regimes? - Steven Levitsky and Lucan Way. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." <i>Journal of Democracy</i> 13(2): 51-66. | Competitive authoritarianism Presentation #5 | #6 |
| M | 3/2 | 8-1 | Midterm review | | |
| W | 3/4 | 8-2 | Midterm quiz #1 | | |
| | | | 3/9, 3/11 Spring break (No class) | | |
| | | | Part III. Identity | | |
| M | 3/16 | 9-1 | <u>Nationalism and Nation-building: Is National Identity Just Our Imagination?</u> <ul style="list-style-type: none"> - Essentials Ch. 3.2 National Identity; 10.4. The Challenges of Post-Imperialism - Benedict Anderson. 1991. <i>Imagined Communities</i>. Verso, Chs. 1, 3 | National identity, nationalism | |
| W | 3/18 | 9-2 | <u>Ethnic Identity and Ethnic Conflict</u> <ul style="list-style-type: none"> - Essentials Ch. 3.1 Ethnic Identity; 3.3. Citizenship and Patriotism - Daniel N. Posner. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," <i>American Political Science Review</i> 98 (4): 529-45. | National vs. ethnic identification, ethnic violence Presentation #6 | #7 |
| M | 3/23 | 10-1 | <u>Social Identity and Political Identity</u> <ul style="list-style-type: none"> - Leonie Huddy, Lilliana Mason, and Lene Aarøe. 2015. "Expressive partisanship: Campaign involvement, political emotion, and partisan identity." <i>American Political Science Review</i> 109 (1): 1-17. | Social identity and political identity. Affective polarization | |
| W | 3/25 | 10-2 | <u>Immigration and Conflicts of Identity</u> <ul style="list-style-type: none"> - Essentials Ch. 7.3 Comparing Explanations of Political Violence - Lotte Thomsen, Eva GT Green, and Jim Sidanius. 2008. "We will hunt them down: How social dominance orientation and right-wing authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways." <i>Journal of Experimental Social Psychology</i> 44 (6): 1455-1464. | Identity and violence; growing ethnic intolerance around the world Presentation #7 | #8 |
| M | 3/30 | 11-1 | <u>Case Study: China</u> <ul style="list-style-type: none"> - Rana Mitter. 2025. "The Once and Future China: How Will Change Come to China?" <i>Foreign Affairs</i> 104 (May/June): 52-65. | State and regime in China | |

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|-----------------------------|------|------|--|--|-------------------------|-----|
| W | 4/1 | 11-2 | <p><u>Case Study: China: Are Taiwanese citizens Chinese?</u></p> <ul style="list-style-type: none"> - Christine Huang and Kelsey Jo Starr. "Most people in Taiwan see themselves as primarily Taiwanese; few say they're primarily Chinese." <i>Pew Research Center</i> (January 16, 2024). https://pewrsr.ch/48V0H4r. | Chinese and Taiwanese nationalism; China-Taiwan relationship | Presentation #8 | #9 |
| Part IV. Development | | | | | | |
| M | 4/6 | 12-1 | <p><u>Conceptualizing Development</u></p> <ul style="list-style-type: none"> - Essentials Ch 4.2. Political-Economic Systems; Ch. 9.1-9.4. Putting Communism into Practice. - <i>World Development Report 2025: Standards for Development</i>, doi: 10.1596/978-1-4648-2275-9. | Economic systems: capitalism vs. communism | | |
| W | 4/8 | 12-2 | <p><u>Provision of Public Goods and Corruption</u></p> <ul style="list-style-type: none"> - Essentials Ch 4.1. The Components of Political Economy; - Raymond Fisman and Edward Miguel. 2007. "Corruption, Norms and Legal Enforcement: Evidence from Diplomatic Parking Tickets," <i>Journal of Political Economy</i> 115 (6): 1020-48. | Public goods provision, social norms, and corruption | Presentation #9 | #10 |
| M | 4/13 | 13-1 | <p><u>Colonial Legacies and Development</u></p> <ul style="list-style-type: none"> - Essentials Ch. 10.2. Imperialism and Colonialism— Ch. 10.3. Institutions of Imperialism - Daron Acemoğlu, Simon Johnson and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," <i>American Economic Review</i> 91 (5): 1369-1401. | Colonial legacies, institutions and development | | |
| W | 4/15 | 13-2 | <p><u>Foreign Aid and Resource Curse</u></p> <ul style="list-style-type: none"> - Essentials Ch. 10.5. Puzzles and Prospect for Democracy and Development-10.6. The Challenges of Development. - Haug, Sebastian; Novoselova, Anna; Klingebiel, Stephan (2025): Trump's assault on foreign aid: Implications for international development cooperation, IDOS Discussion Paper, No. 4/2025, https://doi.org/10.23661/idp4.2025 | Resource curse, foreign aid (cuts) | Presentation #10 | #11 |
| M | 4/20 | 14-1 | <p><u>Economic Decline and Democratic Backsliding</u></p> <ul style="list-style-type: none"> - Nancy Bermeo. 2019. "On democratic backsliding." <i>Journal of democracy</i> 27 (1): 5-19. | Democratic backsliding, autocratization | | |
| W | 4/22 | 14-2 | <p><u>The Rise of Radical-right Populist Ideology</u></p> <ul style="list-style-type: none"> - Essentials pp. 272-273. | Trading democracy for policy outcomes | Presentation #11 | #12 |

- Francis Fukuyama, Chris Dann, and Beatriz Magaloni. 2025. "Delivering for Democracy: Why Results Matter." *Journal of Democracy* 36 (2): 5-19.

M 4/27 15-1 AI and the future of democracy

- Sarah Kreps and Doug Kriner. 2023. "How AI threatens democracy." *Journal of Democracy* 34(4): 122-131.

W 4/29 15-2 Review

M 5/4 16-1 **FINAL QUIZ**

Presentation topics and schedule

Below is a list of presentation dates and topics. You can choose a topic you would like to present along with one or two real-world cases where you conduct your empirical analysis. The questions in each topic are suggestions from the instructor and students can modify them or replace them with new ones.

| | Date | Topic |
|-----|-------------|---|
| #1 | January 28 | The State: Did the countries you chose become states through wars? The State: Are the countries you chose failed states? If so, what are the causes of their failure? |
| #2 | February 4 | The Regime: Are the countries democracies? Why and why not? The Regime: Are autocracies better at economic development than democracies? |
| #3 | February 11 | The Regime: Should dictatorships democratize? Why and why not? Identity: Is nationalism still important in the age of globalization? How strong is nationalism in the countries you chose? |
| #4 | February 18 | Identity: Is ethnic conflict still a big problem in the world? Where can we see examples of ongoing ethnic conflict? |
| #5 | February 25 | Identity: Why do some countries accept immigrants while others do not? Development: What do we mean by developing countries? Why does the typology matter? |
| #6 | March 18 | Development: Should developed countries provide foreign aid to developing countries? Why and why not? |
| #7 | March 25 | Development: How can we mediate the rise of radical-right ideology? |
| #8 | April 1 | |
| #9 | April 8 | |
| #10 | April 15 | |
| #11 | April 22 | |

Course and University Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at anytime, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault,

there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Course Policy on Academic Integrity, Plagiarism, Cheating, and Generative AI/Chatbots

This policy pertains to *all* assignments in this course that require writing. That includes – but is not limited to – papers and examinations. All written work you submit in this course must be your own, original work.

What does that mean?

- You give appropriate credit to each and every source, and do so each and every time you use that source, irrespective of whether you paraphrase or quote that source. Failure to give appropriate credit means you present the work as your own.
- You do not use any material written by someone else or by generative AI – including, but not limited to chatbots such as ChatGPT – and present it as your own work.

Why?

- According to the UNT Academic Integrity Policy ([UNT Policy 6.003](#)), any form of “unauthorized assistance” constitutes cheating. As a result, use of any artificial intelligence is not authorized for completion of assignments or exams in this course, unless specifically authorized by the instructor.
- Academic integrity is defined in [UNT Policy 6.003](#) and indicates that the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).
- For additional information, consult [UNT Policy 6.003](#).

What are the consequences?

- Violations will not be tolerated. Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures, as described at <https://vpaa.unt.edu/ss/integrity>.
 - If this is your first academic integrity violation, you can expect a failing grade on the assignment, and you will be reported to the university's Academic Integrity office.
 - Repeat violations will lead to stronger sanctions up to and including expulsion from UNT.

- These penalties will apply even if you did not knowingly intend to plagiarize or cheat. You must familiarize yourself with the rules of academic integrity and do your own original work – whether at UNT or later in your career – and ignorance is no excuse.