Political Science 4640  
Revolution and Political Violence  
12:00-12:50 MWF Sage 306

David Mason  
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TURNITIN.COM: class ID/password: 15900057/mason

REQUIRED TEXTBOOKS
T. David Mason and Sara McLaughlin Mitchell, eds. 2016. What Do We Know About Civil Wars? Lanham, MD: Rowman & Littlefield (978-1-4422-4225-8 (pb))  
Karl DeRouen, Jr. 2015. Introduction to Civil Wars. CQ Press. (978-1-4522-4432-7 (pb))  

COURSE OBJECTIVES
The purpose of this course is to give students some understanding of the forms, causes, and consequences of revolution, ethnic conflict, terrorism, and other types of civil conflict in the post-World War II era. This course focuses on conflict within nations. As such, it is intended to complement courses on interstate conflict, or conflict between nations. We will begin with a brief overview of the patterns of civil conflict over the last 70 years. This will give us some idea of just what it is we are trying to understand. We will then survey the major theoretical schools that have emerged to explain the phenomenon of civil conflict. In the second half of the course, we will use these theories to make some sense of three especially common forms of civil war: peasant-based revolutionary insurgencies, ethnic conflict, and terrorism. We will conclude the course by exploring the factors that influence the outcomes of civil wars (government victory, a rebel victory, or a negotiated settlement) and the politics of sustaining the peace in the aftermath of civil war.

COURSE REQUIREMENTS

GRADES: Your grade for the course will be determined by two take-home exams and a research project. Collectively, the exams will determine 60% of your final grade. The research project will determine 30% of your final grade. Attendance and participation determining the remaining 10%.

Both your research project and your take home exams must be submitted to turnitin.com. You should register under this course on TURNITIN.COM during the first week of class. The course code is 15900057 and the password is mason.

A. PARTICIPATION (10%): Attendance at all class sessions is expected and will be checked on a regular basis. As much as 10% of your final average will be determined by the percentage of class sessions you attend and your contribution to discussions in those classes. Obviously, you must be in attendance if you are to participate in discussions. You must have read the assigned readings before class if you are to make informed contributions to class discussions.

The only excused absences are for University-sponsored events where your attendance is required; absence for illness and all other matters counts as an absence. If you have a chronic medical condition that requires you to miss class on a regular basis, come to see me to make special arrangements.

You are responsible for all material covered in class and for all other tasks assigned for completion outside of class. Absence from class does not excuse ignorance of the material covered or failure to complete assignments made that day or to turn in assignments due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.

B. EXAMS: There will be a mid-term exam and a final exam. Both will be take-home essay exams. You can use any books and notes that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with anyone else will be treated as an instance of cheating and dealt with according to University rules
on cheating. You will receive a grade of "0" for the exam and an "F" for the course.
* submit a printed copy on the due date (October 20 for the midterm; December 13 for the final).
* You are also required to submit an electronic version of your exam to www.turnitin.com.
* There is a 3 point per day penalty for late exams (weekends count; you can email your exam to me and post it to turnitin.com to stop the clock).
* No late exams will be accepted more than 7 days after the due date; after that you will receive a grade of "0" for the exam.

C. RESEARCH PAPER: You will be expected to complete a research paper on some topic having to do with civil conflict. You can focus on some phase in the civil conflict process, a particular form of civil conflict, the conflict in a particular nation or set of nations, or any related topic under the rubric of armed conflict within nations. My only requirements are, first, that your paper be an analytical/explanatory paper and not simply a descriptive or journalistic account of events or other phenomena. Second, the paper should focus on some contemporary issue in civil conflict, not some historical conflict that occurred and ended before 1989. If you have any doubts about the acceptability of your topic, clear it with me first.

The purpose of the research project is to help you develop your ability to conduct research, to think and write analytically and critically, and to present your arguments in a concise and persuasive manner. This requires that you develop certain skills, such as a familiarity with the resources available to you at this University. In order to avoid the horrors of "over-night wonders", and give you some experience in the mechanics and process of social science research, I am requiring that you complete your project in two installments (the percent of your final grade on the research project that is determined by each installment is in parentheses):

1. Problem statement and annotated bibliography (30% of paper grade) Due: September 25
2. Final Draft of your paper (70% of paper grade) Due: November 6

Part 1: PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY (30%) Due: September 25
In the first installment you are expected to submit a first installment of your project that consists of (1) a detailed problem statement, (2) an annotated bibliography that presents detailed, substantive summaries of 5 academic journal articles that are directly relevant to your topic, and (3) a list of references that includes complete bibliographic citations for each of those five articles, plus citations for five more academic journal articles that are directly relevant to your topic.

(1) Problem Statement: the problem statement should describe in detail the research question that will be the subject of your project, the reasons that this question is important to our understanding of the politics of civil conflict, and the major theoretical issues that will have to be addressed in order to devise a solution to this puzzle. The problem statement should be about one page, single spaced. It draw on material in the articles you read for the annotated bibliography.

(2) Annotated Bibliography: this consists of detailed summaries of the major themes and findings on the subject from each of five (5) journal articles from scholarly sources that are directly relevant to your topic. You man NOT use articles that are assigned readings for this class. For this installment you may use ONLY articles from academic journals. Each article should be at least 5 pages long. Book reviews are not journal articles. The format for each of these summaries is:
(a) A Full bibliographic citation for each article (see the format for citations at the end of this syllabus); for example:
(b) a detailed summary of the material in that article that is relevant to your research problem (½ page to one page, single spaced. Do NOT put each one on a separate page; just double space between summaries – SAVE PAPER).
(3) List of References that contains a complete citation for each of the five articles you summarize plus full citations for five additional articles on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). You MUST use the International Studies Quarterly citation format (appended to this syllabus and posted on Blackboard). The list of references should be alphabetized by author's last name.

Your problem statement should reference and cite the five articles that you summarize. It should clearly demonstrate
that you have read all five articles and that you have found in each of them material that is directly relevant to the
definition and analysis of your research question.

For this installment, you should confine yourself to academic journal articles. You may NOT use books, book reviews,
government documents, news sources, web sources, or other non-academic publications. Those can be used in the
final draft but they do not count toward fulfilling requirement of five academic journal articles. Book reviews in
academic journals are not journal articles. Articles that are less than 5 pages long are not sufficient for this
installment. Scholarly journals will allow you to develop some theoretically grounded understanding of the issue.

Part 2: FINAL DRAFT (70%)  
Due: November 6
The final draft should begin with (1) a clear and detailed explication of your research puzzle (going beyond what you
submitted in Part I) and why it is important. (2) your own theoretically grounded analysis of the research question:
a logically coherent theoretical explanation for the research question. It should be grounded in existing theory and
provide some answers to the question of how do we explain the phenomenon under investigation and what questions
remain to be addressed in the existing literature on that topic. You should finish with a discussion of (3) the
conclusions and policy implications of your analysis. For the final draft, you may use books, book chapters, or other
source in addition to academic journal articles.

RULES FOR RESEARCH PROJECTS:
1. Completing both parts is not optional! You will receive a failing grade for the course if you fail to complete either
part of the research project assignment, regardless of your scores on exams.
2. You may not use a paper that you have written (or are writing) for another class. If you do, this will be
treated as an instance of plagiarism, and you will receive a "0" for the assignment, and "F" for the course, and you
will be referred to the appropriate student disciplinary office.
3. You may not do a paper on an issue in U.S. domestic policy or politics (such as gun control, budget deficits,
health care reform). If you do so in Part 1, you will be required to start over with a new topic that is approved by me.
If you have any doubts concerning the legitimacy of your paper topic, clear it with me ahead of time (i.e., before
devoting too much time to a topic that might not be acceptable).
4. You may not change topics after you complete part 1 without my permission. If I do approve a topic change,
you will have to complete the first installment on the new topic and take a late penalty.
5. Deadlines will be enforced! There is a 3 point penalty for each day you are late with any one of the parts of the
assignment. No papers will be accepted more than 7 days after the due date. Weekends count: you can email
your paper to me and submit it to turnitin.com 24 hours a day, 7 days a week to stop the late clock.
6. Both written installments should be typed, single spaced with 1 inch margins on all four sides, 12 pt font printed
on one side of the page.
7. Use the citation format of the International Studies Quarterly (posted on Blackboard and in this syllabus).
Do NOT use MLA or APA or any other format. Failure to use the correct citation format will result in a 5 point
penalty.
8. You must submit a printed copy and an electronic copy ( to www.turnitin.com) of each installment. You are
not counted as having completed the assignment until BOTH versions are submitted. Include your last name in the
file name. For example, my first installment would be "mason-psci4640-Fall2017-v1.doc". Class ID and password
for turnitin.com are listed on the first page of this syllabus.

ACADEMIC INTEGRITY - CLASS POLICY ON PLAGIARISM AND CHEATING
You are expected to do your own work for this course, and it must be original work for this course. Unfortunately,
some students cheat and some students plagiarize other people's work. If you plagiarize or turn in as your own work
something that someone else did either in its entirety or in large part, or if you turn in work that does not properly cite
the sources from which you got your material (thereby creating the impression that the work is your original work),
you will receive a grade of "F" for the course, and you will be referred to the appropriate student judicial authorities
for violation of the University's academic integrity policies. If you do not understand what constitutes cheating or
plagiarism, ask me. Specifically, the following are unacceptable and will be treated as instances of plagiarism:
1. You may not turn in a paper that someone else wrote either in whole or in part. That includes papers written
in whole or in part by a friend, relative, classmate, roommate, or other human being, including those working for
term paper services. You may not turn in a paper that you have purchased from a term paper/research service.
Nor may you turn in your paraphrased or otherwise rewritten version of a paper you obtained from one of these
services or from another human being. YOU are supposed to do the research AND the writing.

-3-
2. You may not turn in a paper that you have turned in for another class, regardless of whether that other class is this semester or some previous semester.

3. You may not quote or paraphrase long passages from books, journals, or web sites without attribution. Even with proper citation, it is not wise to turn in a paper that is largely a collection of quotes.

4. Plagiarism also includes using passages from the works of others without citing the source. Any time you use more than ten consecutive words from a source, you should put that passage in quotation marks and cite the source (including the page number where the quoted passage is found). When you paraphrase a source (so that quotation marks are not needed) you still need to cite the source (including the page number). When in doubt, provide a citation. Otherwise, you may be guilty of plagiarism, and I consider that a very serious offense.

If you are unsure whether you need to cite a source, cite it. You will not be penalized for having too many citations. You will be penalized for failure to cite sources. Plagiarism of any form will not be tolerated. If you have any doubts about whether what you are doing amounts to plagiarism, see me. Turnitin.com provides me with a report on the percent of each paper that is lifted verbatim from other sources, and it provides the citation of the source. Plagiarism will be detected and punished, so avoid it.

CLASSROOM ETIQUETTE

All students must treat the instructor, the other students, and the classroom setting with respect. You should also show respect for alternative opinions and points of view expressed in class. You should listen politely when either the instructor or a fellow student is speaking to the class, and refrain from insulting language and gestures. Repeated or egregious instances of classroom disruption will result in referral to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at www.unt.edu/csrr.

OTHER RULES:
1. As a courtesy to your fellow students (and the instructor) get to class on time every day and remain in the classroom for the duration of the class.
2. Make your bathroom and food/drink visits BEFORE class. It is disruptive and distracting to get up and wander in and out of the room while class is in session. If you must leave early for some reason, let me know ahead of time and sit near the door so that you can leave with a minimum of disruption.
3. Turn off your cell phone and if you use an electronic device to take notes, refrain from using it for activities that might be distracting to other students.

IMPORTANT DATES:
Take note of the following deadlines and important dates. Keep in mind that deadlines will be enforced.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop courses:</td>
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<tr>
<td>Research Paper Part 1 due:</td>
<td>September 25</td>
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<tr>
<td>Research paper Final Draft due:</td>
<td>November 6</td>
</tr>
<tr>
<td>Mid-Term Exam distributed:</td>
<td>October 13</td>
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<tr>
<td>Mid-Term Exam due:</td>
<td>October 20</td>
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<tr>
<td>Final Exam distributed:</td>
<td>December 6</td>
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<td>Final Exam due:</td>
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COURSE OUTLINE AND READINGS

The course outline spells out the topics we will cover each week of the semester and the assigned readings for each topic. You are expected to have completed the readings by the first day of class each week. If it becomes apparent that large numbers of students are not reading the assigned articles and book chapters, I reserve the right to administer pop quizzes on the readings and to adjust the formula for calculating final grades accordingly.

1. August 28-September 1: Dimensions and Patterns of Civil Conflict

We shall begin the course with an overview of the extent and forms of civil violence in the post-World War II era. Despite the fact that the nuclear confrontation between the U.S. and the Soviet Union dominated the national security policies of the major powers on both sides of the “iron curtain”, conflict continued unabated in the world, with all but a few instances occurring in the Third World and much of that conflict occurring within rather than between Third World nations. We will discuss the extent of this conflict, the forms it assumed, and introduce some of the major analytical frameworks used to make sense of civil conflict.
2. **September 6-8** (no class on September 4: Labor Day) **Forms of Civil Conflict**

Civil conflict can take a number of forms, including revolution, secessionist war, ethnic conflict (both revolutionary and secessionist), and terrorist violence. We will review the different forms and examine different criteria that have been used to determine whether a conflict is a “civil war” and, if so, what type it is. These distinctions among types of armed conflict are important in that the causal processes that lead to the outbreak of each type differ from those that lead to the others. Likewise, conflict termination modes and post-war peace duration vary across conflict types.

**Readings:**

**Suggested Readings:**

3. **September 11-15**: **Why do People Rebel: Grievance-based Theories of Civil War**

In this section we shall examine several of the major theoretical frameworks that contemporary social scientists have developed to explain mass-based revolution. We will begin with individual-level explanations by focusing greed versus grievance based theories of why civil wars occur. Generally, "deprived actor" models of revolution suffer from the problem of over-predicting revolution: inequality and deprivation are far more widespread in space and time than is revolution. Accordingly, we will discuss the theoretical shortcomings of these models that contribute to the problem of over-prediction.

**Readings:**
- DeRouen, Karl. *Introduction to Civil Wars*, chapter 4

**Suggested Readings:**

4. **September 18-22**: **Why do People Rebel: Greed-Based Theories of Civil War**

An alternative to grievance-based theories is what Paul Collier has termed the “greed” perspective. This approach depicts rebels as political entrepreneurs. Mounting an armed rebellion requires human and material resources. Therefore, according to Collier, rebellions should be more likely to occur where there is an ample supply of recruits and “lootable” resources that the rebel leadership can capture in order to finance their operations.

**Readings:**
- Collier et al., *Breaking the Conflict Trap*, Ch. 3
RESEARCH PAPER - PROBLEM STATEMENT/ANNOTATED BIBLIOGRAPHY DUE SEPTEMBER 25

5. September 25-29 - Why do People Rebel: Rational Rebel
Rational actor models (RA) represent a reaction to the deficiencies of RD theory. Specifically, RA theories focus on the "rebel's dilemma": why would a rational individual participate in violent collective action when the benefits of such activity (the public goods of regime change) will be available to that individual whether or not s/he participated in the collective action? This variant of Mancur Olson's classic collective action problem is especially acute in the case of revolutionary collective action, given the low probability of revolutions succeeding (and producing the public goods) and the extreme risks that participation in a revolution entails.

Readings:
- Mason, Caught in the Crossfire, Chapter 4

Suggested Readings:

6. October 2-6 - Solving the Rebel's Dilemma: Resource Mobilization
Resource mobilization theory arose out of a concern with the tendency of rational actor models to underpredict the occurrence of revolutionary violence. Charles Tilly (1978) pointed to the importance of revolutionary leadership and revolutionary organization in mobilizing discontented populations for violent collective action. In the absence of effective mobilization, deprived populations suffer in silence.

Readings:

Suggested Readings:


7. **October 9-13 - States and Social Revolutions**

A third group of scholars, led by Theda Skocpol (1979), argued that both deprived actor models and resource mobilization theory implicitly discount the role of the state in generating the crises that sometimes degenerate into revolutionary violence. Skocpol and her colleagues "brought the state back in" to the analysis of revolution by pointing out the ways in which actions by the state are critical in determining whether discontent will arise and whether revolutionary elites will succeed in mobilizing discontented populations for revolt.

**Readings:**

- DeRouen, Jr., Karl and David Sobek. 2016. "State Capacity, Regime Type and Civil War," Chapter 3 in Mason and Mitchell, *What Do We Know About Civil Wars?*

**Suggested Readings**


**MID TERM EXAM WILL BE DISTRIBUTED ON OCTOBER 13; DUE OCTOBER 20**

8. **October 16-20 - Ethnic conflict**

One source of group identity and sub-national social organization is ethnic identity. Ethnic identity and ethnic conflict are especially prevalent in many regions of the Third World because the formal boundaries of the nation-states (especially in Africa and parts of Asia) were drawn by European powers during the colonial era, and they were drawn with little or no regard for the geographic distribution of "nations" of people who shared a common language, religion, culture and heritage. Thus many Third World nations are characterized by multiple ethnic groups coexisting (uneasily) as citizens of a single nation state and/or identifiable ethnic groups being divided between two or more nation states. In this section we will examine the ethnic dimension of politics in the Third World.

**Readings:**

- COPY ONE CHAPTER FROM HOROWITZ AND DROP ONE OF THE FOLLOWING

**Suggested Readings**


9. **October 23-27 - Environment, Resource Curse, and Civil War**

Recent research has explored the question of whether nations with certain natural resource endowments are more likely to experience civil war. We will examine the evidence for the "resource curse" and the logic by which the presence of oil, gemstones, and other natural resources affect the risk of civil war onset. We will also look at a new body of research that examines how climate change affects the risks of civil conflict.
10. October 30 - November 3 - Peasant based revolutions

In this section we will explore the dynamics of rebellions among rural populations of Third World nations. This requires that one first gain some understanding of traditional social structure in rural societies, including the dynamics of patron-client politics. We will then explore the conditions and forces that erode these structures, freeing up peasant populations for mobilization by opposition movements. Finally, we will explore the question of what conditions must prevail before an otherwise cautious peasant, who is largely indifferent to the intra-elite struggles for power at the national level, would take up arms against the incumbent regime and, in the process, assume the extreme risks that such behavior entails.

Readings:
- Mason, Caught in the Crossfire, chapters 5, 6, 8, 9

Suggested Readings

RESEARCH PAPER FINAL DRAFT DUE NOVEMBER 6

11. November 6-10 -- Women and Revolution

Until recently, the role of women in civil conflict has been largely ignored. Recent research has revealed a number of important reasons for us to examine the role of women more closely. First, those nations where the status of women in society is better are less likely to experience civil war. Second, women have been involved in civil wars, and not just as victims or in support roles as "keepers of the home fires". Women have played leadership roles in a number of revolutionary movements, and large numbers of women have served as combat soldiers in a number of revolutionary movements. In this section, we will examine how women get mobilized as participants in civil conflicts and how the status of women in a society affects that nation's risk of civil war.

Readings:
- Melander, Erik. 2016. “Gender and Civil Wars,” Chapter 12 in Mason and Mitchell, What Do We Know About Civil Wars?

Suggested Readings:
12. November 13-17 - Terrorism
The events of September 11 brought home to the U.S. the destructive potential of terrorist violence. Terrorist violence has been used by opposition groups and by states for centuries. During the Cold War, it became a favored tactic of ethnonationalist groups that lacked the capacity to mount a full-scale revolutionary challenge. With the end of the Cold War it has become a favored tactic of transnational groups opposed to U.S. hegemony. In this section we will examine the types of terrorist groups, their motives, why they choose terrorist violence, and how terrorist violence serves their goals.

Readings:
DeRouen, Karl. Introduction to Civil Wars, Chapter 8

Suggested Readings:

13. November 20-22 (no class on 11/24 - Thanksgiving): How Civil Wars End
One promising trend in recent years has been that a number of civil wars have been brought to an end by negotiated settlement. In this section, we will explore the conditions -- characteristics of the conflict and of the government and rebel organizations involved in the conflict -- that make negotiated settlement more of less likely. Finally, we will examine some of the outcomes of revolutions: do they often deliver what they promise? Is the new order after the revolution all that different from the pre-revolutionary status quo? why does the new order so often stray from what the leaders promised their followers to get them to take up arms?

Readings:
Mason, Caught in the Crossfire, Chapter 7.
DeRouen, Introduction to Civil Wars chapter 6
Linebarger, Christopher and Andrew Enterline. 2016. “Third Party Intervention and the Duration and Outcome of Civil Wars,” Chapter 6 in Mason and Mitchell, What Do We Know About Civil Wars?
Kathman, Jacob and Megan Shannon. 2016. “Ripe for Resolution: Third Party Mediation and Negotiating Peace Agreements,” Chapter 7 in Mason and Mitchell, What Do We Know About Civil Wars?
Hartzell, Caroline. 2016. “Negotiated Peace: Power-Sharing and Peace Agreements,” Chapter 8 in Mason and Mitchell, What Do We Know About Civil Wars?
Suggested Readings:

14. November 27-December 1: Sustaining the Peace After Civil War
Once a civil war ends, that nation faces a high risk of relapse into renewed war; the post-war peace is fragile. We conclude the course by examining some of the factors that affect the risk of civil war recurrence and the policy options available to post-civil war nations and the international community to build a more durable peace.

Readings

15. December 4-6: Post-war Peace Building
Once a civil war ends, that nation faces a high risk of relapse into renewed war; the post-war peace is fragile. We conclude the course by examining some of the factors that affect the risk of civil war recurrence and the policy options available to post-civil war nations and the international community to build a more durable peace.

Readings:
Collier et al., *Breaking the Conflict Trap*, Chapters 5, 6
DeRouen, *Introduction to Civil Wars*, chapter 7

STATEMENT OF ADA COMPLIANCE
The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, 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 Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

Department of Political Science – POLICY ON CHEATING AND PLAGIARISM
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case. Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

Department of Political Science POLICY ON ACADEMIC INTEGRITY

The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Violations of academic integrity in this course will addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT The UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity

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 Center for Student Rights and Responsibilities 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 https://deanofstudents.unt.edu/conduct.