

## **CPO 2001 – Introduction to Comparative Politics**

Meeting days, time, and location : online on Canvas page, asynchronous and self-paced  
Course instructor : Ayu Diasti Rahmawati  
Office Building/Number : Anderson Hall, 201B  
Email : [arahmawati@ufl.edu](mailto:arahmawati@ufl.edu),  
please send all class-related messages via Canvas  
Office hours : Monday, 4.00 PM – 6.00 PM  
Thursday, 09.00 AM – 11.00 AM,  
please book a time slot via Canvas  
Zoom Conferences >> Appointments in Canvas

### **Course overview**

This course introduces major concepts and theories in comparative politics, such as the state, democracy, party system, etc. Using a combination of lectures, online discussions, and readings, this course explores common questions in comparative politics, such as how governments and other political institutions work in various countries, what are the issues facing developed and underdeveloped countries, why ethnic conflicts occur in some countries but not in others, etc. Cases are drawn from different world regions to ground students in comparative analysis. To answer those questions and receive a good grade for this course, students must read the assigned chapters, view the recorded lectures, complete the weekly quizzes, interact during the weekly virtual discussions, and present a comparative analysis by the end of the class.

### **Course objectives**

By learning about central concepts and theories in comparative politics and applying them to analyze various cases from different regions of the world, students taking this course will be able to:

- Develop a better understanding of foundational concepts and theories in comparative politics and political science in general.

- Apply comparative politics concepts and theories to critically examine various global socio-political phenomena.
- Gain comparative knowledge of various countries from different regions of the world.
- Improve skills in comparative research and analysis.

This course fulfills the Social Sciences General Education Requirement (S). A grade of a “C” or above is required to satisfy this requirement. The UF Undergraduate Affairs website states, “Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.”

### **Prerequisites**

None – this is an introductory course.

### **Course material**

This class will use the following textbooks:

- O’Neil, Patrick H. 2023. *Essentials of Comparative Politics, 8<sup>th</sup> Edition*. New York: W. W. Norton & Company, Inc. (ECP)
- O’Neil, Patrick H., Karl Fields, and Don Share. 2023. *Cases in Comparative Politics, 8<sup>th</sup> Edition*. New York: W. W. Norton & Company, Inc. (CCP)

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials: <https://www.bsd.ufl.edu/AllAccess>. UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 (one) week prior to the start of the semester

and ending 3 (three) weeks after the first day of class. If students cannot get the course materials on UF All Access, they can purchase them at UF Bookstore.

### **Course organization and requirements**

This course is taught online and asynchronously via Canvas. That said, the students are responsible for regularly checking the Canvas page, completing the assigned readings and lectures, being prepared for the weekly quizzes, contributing to the weekly class discussions, and submitting a country report presentation on time. Since the course is **self-paced**, students are advised to keep up with the readings and assignments daily to avoid being overwhelmed by coursework.

The class is organized into **modules**. Each module covers lectures, readings, and assignments for the whole week. The lectures are in a voice-over PowerPoint format. They generally focus on the concepts and themes of the week, with examples from the week's case studies. Students are required to complete the **readings** for the module before watching the **lectures**. At the end of each module, students must complete a **quiz** on the concepts and themes of the week and contribute to a **virtual discussion** on the week's case studies. Think of the quizzes as exams to test the students' understanding of the week's module, and the class discussion as a space to sharpen the students' skills in comparative analysis. Only after completing a module can students unlock the next one. Those who experience difficulties completing the module in time are expected to reach out to the instructor as early as possible.

Students will submit a **country report presentation** to Canvas at the end of the semester. The presentation is a comparative analysis of two countries on a chosen topic. For example, the role of media in democratic vs. non-democratic countries. Students are encouraged to select a topic relevant to their academic or research interests. Students may choose the countries from the CCP reading. Still, those keen to develop their skill in comparative research may also choose one country from the CCP and another representing their academic or research interests. To help with the process, this assignment is broken down into three parts:

- **Week 3** – students must discuss their initial ideas on their country and topic selection for the presentation with the Instructor.

- **Week 4** – students must submit a short essay (500-1,000 words) outlining the topic and the country selection for the presentation, the importance of the topic, why the countries are the best case studies for the topic, the research question, how the research will be done – i.e., what are the concepts/theories that will be used in the analysis, what are the sources that the students will look into to find evidence for the analysis, etc., and what are the expected findings. The essay must also include references that the students use in their writings. The essay must be submitted to Canvas as a single-spaced, Microsoft Word or PDF document in 12-point font, Times New Roman, with 1” margins.
- **Week 6** – students must submit the voice-over presentation about their comparative analysis to Canvas. The presentation must be between 10-12 minutes.

Students can meet the Instructor during office hours or send a Canvas message if they have questions about the course organization, materials, and assignments. The instructor will also provide a **discussion board** on Canvas on lecture-related questions (which is different from the weekly case discussion boards) where students can post their questions on the readings and lectures of the week to be responded to by the instructor. Students are advised to use the discussion board to ask questions about the lectures or the reading materials so that the whole class can access the answers.

### Course assignments and grading

Students are required to complete all readings for the module before watching lectures. Students will be asked to work on a weekly conceptual quiz and contribute to class discussions to complete a module and unlock the next one. Students will submit a country report presentation at the end of the semester. The grading rubric for each assignment is the following.

Conceptual quizzes	35%	Weekly, Week 1-5, The questions are based on the ECP readings. The quizzes are open-book. Each quiz consists of 7 questions, which must be answered in 10 minutes. The quizzes will consist of a mix of multiple-choice, true or false, matching, and other question types.
--------------------	-----	--

Case discussions	25%,	Weekly, Week 1-6 The discussion will be based mainly on the CCP readings. Students must contribute to five weekly case discussions. Maximum points will be given to students who base their comments on the reading materials, mention current events as examples, and interact with other students. Students who contribute to all six weekly case discussions will get extra points.
Consultation on country report presentation	5%	The country report presentation represents 40% of the final grade, which is broken down into three parts to ensure that the students are taking the time necessary to produce a well-researched comparative analysis.  <ul style="list-style-type: none"> <li>The first part is a consultation with the Instructor, which is expected to be completed by <b>Week 4</b>.</li> <li>The second part is a short essay outlining the country report presentation. <b>Due August 3, midnight.</b></li> <li>The third part is a 10-12-minute voice-over presentation showcasing the student's comparative analysis on a particular topic in two countries. <b>Due August 10, at midnight.</b></li> </ul>
Short essay outlining the country report presentation	15%	
Country report presentation	20%	

### *Grading rubric*

The above assignments will be graded based on the following rubric:

Conceptual quizzes	Each question is worth 1 point. Each quiz is worth <b>7 points</b> . Students who get maximum points for each quiz will earn 35 points for the final grade.
--------------------	---

Case discussions	<p>Each weekly case discussion is worth 5 points. Students with a maximum points for each of the five weekly case discussions will get 25 points. Students who contribute to all six weekly case discussions will get extra points. The points will be given based on the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>5 points</b> will be given to students who respond the discussion prompt with any references to the reading materials, provide any current events as examples in their responses, and make at least 2 (two) other comments or questions to other students' responses.</li> <li>• <b>4 points</b> will be given to students who respond the discussion prompt with any references to the reading materials, provide any current events as examples in their responses, and make at least 1 (one) comment or question to other student's response.</li> <li>• <b>3 points</b> will be given to students who respond the discussion prompt with any references to the reading materials and make at least 1 (one) comment or question to other student's response <u>without</u> providing any current events as examples.</li> <li>• <b>2 points</b> will be given to students who respond the discussion prompt with any references to the reading materials <u>without</u> providing any current events as examples and responding to other student's response.</li> <li>• <b>1 point</b> will be given to students who respond the discussion prompt <u>without</u> any references to the reading materials, providing any current events as examples, and responding to other student's response.</li> <li>• <b>0 point</b> will be given to students who do not contribute to the weekly class discussions.</li> </ul>
Country report presentation consultation	<p>Students will choose two countries and an issue as a basis for comparison—for example, a comparative analysis of the transitions to democracy in Brazil and Egypt. Students may select</p>

	<p>both countries from the CCP book, but those keen to develop their research skills can choose only one country from the CCP book and another representing their research interests. The country selection must be “apple to apple” – students cannot compare the US and Timor-Leste, for example! Students who discuss their initial ideas about their topic and country selection with the Instructor will get <b>5 points</b>.</p>
Short essay outlining the country report presentation	<p>On August 3 at 11:59 PM, students must submit a short essay (500-1,000 words) outlining their country report presentation. The maximum grade for this assignment is <b>15 points</b>, which will be given to essays with the following elements:</p> <ul style="list-style-type: none"> <li>• A brief but clear description of the topic and countries selected for the comparative analysis, and the reasons why the student selects them.</li> <li>• A brief but clear description of the importance of the analysis – think of your audience, why do you think they need to know about it.</li> <li>• A clearly stated research question.</li> <li>• A brief but clear description of the concepts or theories that will help the students in their analysis.</li> <li>• A brief but clear description of the data and the method that the student will use to collect them.</li> <li>• A brief description on the expected findings.</li> <li>• A reference, consistently written in a specific format.</li> </ul>
Country report presentation	<p>On August 10 at 11:59 PM, students must submit a voice-over presentation of their comparative analysis. The presentation will be uploaded to Canvas and must be 10-12 minutes long. The maximum grade for this assignment is <b>20 points</b>, which will be given to presentations with the following elements:</p> <ul style="list-style-type: none"> <li>• A brief but clear description of the topic and countries selected for the comparative analysis, and the reasons why the student selects them.</li> <li>• A brief but clear description of the importance of the analysis – think of your audience, why do you think they</li> </ul>

	<p>need to know about it.</p> <ul style="list-style-type: none"> <li>• A clearly stated research question.</li> <li>• A brief but clear description of the concepts or theories that will help the students in their analysis.</li> <li>• A brief but clear description of the data and the method that the student will use to collect them.</li> <li>• Relevant country contexts that help the audience understand the comparative analysis.</li> <li>• A comparative analysis that utilizes resources from both the reading materials used in class and outside sources, such as other books, journal articles, news reports, videos, etc.</li> <li>• A brief, but clearly stated conclusion.</li> <li>• A reference, consistently written in a particular citation format.</li> </ul>
--	---

*Grading scale*

<b>Letter Grade</b>	<b>Number Grade</b>
A	100-92.5
A-	92.4-89.5
B+	89.4-86.5
B	86.4-82.5
B-	82.4-79.5
C+	79.4-76.5
C	76.4-72.5
C-	72.4-69.5
D+	69.4-66.5
D	66.4-62.5
D-	62.4-59.5
E	59.4-0

Further information on current UF grading policies can be accessed at:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.



## **Class calendar**

The class will be organized into modules. Each module consists of readings and activities for five working days. Completing a module will allow students to progress to the next one. Although the course is self-paced, students must carefully plan their learning pace to avoid becoming overwhelmed with coursework.

### **Module 1, Week 1 – June 30-July 4, 2025**

#### **What and why do comparative politics compare?**

This module introduces the scope and definition of comparative politics as a field within political science, including a general look at how comparative political scientists compare political systems. It also discusses the state, the oldest form of political organization.

- June 30: introduction and review of syllabus video, ECP 1 - Introduction
- July 1: ECP 1 - Introduction, ECP 2 - States
- July 2: CCP 2 – United Kingdom
- July 3: CCP 3 – United States
- July 4: Quiz 1 and discussion day!

### **Module 2, Week 2 – July 7-11, 2025**

#### **Regimes of the world**

The world is increasingly becoming non-democratic, what does it mean? This module contrasts democratic and non-democratic regimes. It also discusses the various forms and origins of non-democratic rules and the emergence and consolidation of democratic regimes.

- July 7: ECP 5 – Democratic Regimes
- July 8: ECP 6 – Non-democratic Regimes
- July 9: CCP 4 – France
- July 10: CCP 10 – Iran
- July 11: Quiz 2 and discussion day!

### **Module 3, Week 3 – July 14-18, 2025**

#### **Political economic systems**

This module discusses how politics and the market interact, including how political-economic systems evolve. It also reviews the global experiment with communism, why it failed, and how communist countries transitioned to post-communism.

- July 14: ECP 4 – Political Economy
- July 15: ECP 9 – Communism and Post-Communism
- July 16: CCP 7 - Russia
- July 17: CCP 8 - China
- July 18: Quiz 3 and discussion day!

#### **Module 4, Week 4 – July 21-25, 2025**

##### **Developed vs. developing countries**

Developed or developing, what's in a name? This module contrasts countries labeled as developed and developing, including the particular political and economic problems the latter face.

- July 21: ECP 8 – Developed Democracies
- July 22: ECP 10 – Developing Countries
- July 23: CCP 5 – Germany
- July 24: CCP 11 - Mexico
- July 25: Quiz 4 and discussion day!
- Consult the country and topic selection with the Instructor!

#### **Module 5, Week 5 – July 28-August 1, 2025**

##### **Society, nations, and violence**

This module discusses the concept of identity and citizenship and how identities can contribute to the emergence of political violence.

- July 28: ECP 3 – Nations and Society
- July 29: ECP 7 – Political Violence
- July 30: CCP 9 – India
- July 31: CCP 14 – Nigeria
- August 1: Quiz 5 and discussion day!
- August 3: Short essay outlining the presentation's due at midnight!

#### **Module 6, Week 6 – August 4-8, 2025**

##### **Comparative politics, going forward**

This module discusses the consequences of globalization on politics and political science.

- August 4: ECP 11 – Globalization and the Future of Comparative Politics
- August 5: CCP 6 – Japan

- August 6: CCP 12 – Brazil
- August 7: CCP 13 – South Africa
- August 8: Discussion and catch-up day!
- August 10: Country report presentation's due at midnight!

### **University policies on attendance**

This course is online and asynchronous so students can complete it at their own pace. However, since the summer semester tends to be very fast, students are advised to do the readings and assignments daily to avoid being overwhelmed by coursework.

Students who cannot complete the modules on time due to what the Office of the University Registrar counts as **excused reasons** from class, such as “illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena)” must contact the Instructor. **All excused absences require documentation from a physician, government agency, court, university, or other documentation on a case-by-case basis.**

A student must inform the Instructor as early as possible of all **planned absences** due to required class activity or other excused reasons. For all **unplanned absences** because of accidents or emergencies, students should contact the Instructor as soon as conditions permit.

Requirements for attendance, make-up assignments, and other work in this course are consistent with the University of Florida's policies, which can be found at:  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### **University policies on students requiring accommodations**

Students who experience learning barriers and would like to request academic accommodations must first register with the Dean of Students Office. Information about accommodation letters and testing accommodations can be found at <https://disability.ufl.edu/>. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodations. You must submit this documentation prior to submitting assignments if you wish receive accommodations for those assignments. Accommodations are not retroactive, so students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **University honesty policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### **University policies on class recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or

by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **University policies on software use and student privacy**

All faculty, staff, and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

There are federal laws protecting students' privacy with regards to grades earned in courses and on individual assignments. For more information, please see:  
<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>.

### **Course evaluation process**

Students are expected to provide respectful and professional feedback on the quality of the instruction of this course by completing an online evaluation online. Students can complete evaluations in three ways:

- The email they receive from GatorEvals,
- Their Canvas course menu under GatorEvals, or
- The central portal at <https://my-ufl.bluera.com>.

Guidance on how to provide constructive feedback is available at:

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

### **Registration of student complaints**

Any classroom issues, disagreements or grade disputes should be discussed first between the Instructor and the student. If the problem cannot be resolved, please contact the Department Chair, Dr. Benjamin Smith ([bbsmith@ufl.edu](mailto:bbsmith@ufl.edu), 352-273-2345). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

### **Campus resources available to students**

For health and wellness matter:

- U Matter, We Care – if you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center – visit [the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center – call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center website](#).
- University Police Department – visit the [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- UF Health Shands Emergency Room/Trauma Center – for immediate medical care call [352-733-0111](tel:352-733-0111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608, or visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services – for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

For academic matter:

- E-learning Technical Support – contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#) – visit Reitz Union Suite 1300, or call [352-392-1601](tel:352-392-1601) for career assistance and counseling services.
- [Library Support](#) – for various ways to receive assistance with respect to using the libraries or finding resources, call [866-281-6309](tel:866-281-6309) or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- [Teaching Center](#) – visit 1317 Turlington Hall, call [352-392-2010](tel:352-392-2010), or [352-392-6420](tel:352-392-6420) to make a private appointment, or email [teaching-center@ufl.edu](mailto:teaching-center@ufl.edu) for general study skills and tutoring.
- [Writing Studio](#) – visit anytime between 9:30am-3:30pm at 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) or between 5:00pm-7:00pm at 1545 W University Avenue (Library West, Rm. 339) for help in brainstorming, formatting, and writing papers.
- Academic Complaints – contact Office of the Ombuds, or visit [the Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions) – view [the Student Complaint Procedure webpage](#) for more information.