

INTRODUCTION TO COMPARATIVE POLITICAL ANALYSIS (CPO 6091)
FALL 2025

TUESDAYS, 3:00-6:00
PROF. SEBASTIAN ELISCHER

****The syllabus may be subject to change****
****Always consult the Canvas page for changes/final adjustments****

The seminar will be held in 107 Matherly Hall.
*I do **NOT** use the conference room in Anderson Hall for my graduate seminars*

Professor Sebastian Elischer
320 Anderson Hall
Email: selischer@ufl.edu

Office Hours

T 12:30 AM – 2:30 PM
R 1:30 PM – 2:30 PM
or via appointment

COURSE OBJECTIVES

This course exposes graduate students to major trends in the study of comparative politics, particularly its theoretical and methodological foundations. Like the larger subfield, Comparative Politics at the University of Florida focuses on the study of domestic politics in countries besides the United States. While the United States may be an important case for comparison, our emphasis in this class lies beyond America's borders. Student may acquire detailed knowledge of U.S. politics via the Department's American Politics subfield.

Over the course of the semester, the seminar will address a wide range of questions and issues. I view the course as an *introduction* to the subfield; thus, the material covered is, by necessity, quite broad in age, methods, and scope. The readings range from foundational works to recently published research. Students will engage in debates about the advantages and disadvantages of different methodologies, as well as the validity and generalizability of different hypotheses and theories. Substantive themes include the politics of development, revolutions, democracy, and authoritarianism as well as questions related to the state, political culture, civil society, ethnic conflict, and political institutions.

Despite a conscious attempt to cover an array of topics, students should be aware that the readings are mere samples of rich research traditions. Each book or article gives only a taste of what Comparativists (political scientists who study Comparative Politics) do. The Department offers many additional courses that provide the kinds of depth that an introductory seminar must forego. Still, if you adequately fulfill your responsibilities in this class and other classes, then you can be confident that your initial footing in the subfield will be solid.

STUDENT RESPONSIBILITIES

Students are expected to remain civil and courteous in all communications with one another and with the professor. Political science classes often tackle sensitive issues. Discussions may become heated. Disagreements are part of the academic enterprise. Insults and hurtful language are not.

- I reserve the right to remove students who disrupt the class or disrespect others in the class from any session.
 - In such instances, students should meet with me to discuss their behavior prior to returning to class.
 - Students will **not receive attendance credit** for the session in question or for any sessions missed while the issue is being resolved.

Prior to each seminar, students should read and spend time *critically thinking* about all readings listed for the week. Performance will be based on attendance and participation in the seminars, written analyses of the assigned reading, and the written assignments. More details will be available in class.

Required Reading

Like the reading load for the course, the cost of required books for this seminar is considerable. Nevertheless, students should view the cost as an investment. These are either classic works in the subfield or valuable examples of Comparative Politics research. You can expect to read (or at least reference) many of them repeatedly during your academic career.

Besides the required books, we will read many scholarly articles and additional book chapters. The journal articles are available electronically for free through the University of Florida's library system, which eases their acquisition and helps reduce costs. I will make copies of book chapters available on Canvas. Some required books also may be available electronically via the UF library. If so, I will make them available using UF's Course Reserve system (<https://ares.uflib.ufl.edu>).

Required Books

1. Dahl, Robert A. 1989. *Democracy and Its Critics*. New Haven. CT: Yale University Press. **[An electronic version is available via the UF library.]**
2. Feldstein, Steven. 2021. *The Rise of Digital Repression: How Technology is Reshaping Power, Politics, and Resistance*. New York: Oxford University Press. **[An electronic version is available via the UF library.]**
3. Wimmer, Andreas. 2020. *Nation Building: Why Some Countries Come Together While Others Fall Apart*. New Jersey: Princeton University Press.
4. Hanson, Stephen E. and Jeffrey S. Kopstein. 2024. *The Assault on the State: How the Global Attack on Modern Government Endangers Our Future*. Hoboken, NJ: Polity Press.
5. Putnam, Robert D. 1994. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press. **[An electronic version is available via the UF library.]**
6. Slater, Dan and Joseph Wong. 2024. *From Development to Democracy: The Transformations of Modern Asia*, NJ: Princeton University Press.

Final grades for the course will be based on the following:

1. Weekly participation, worth 30%.
 - Attendance
 - Attendance is a *necessary but insufficient condition* for success
 - Any absence requires an explanation.
 - Each student can miss two ***classes without an excuse***
 - ***Each additional*** absence will result in a **30% deduction** for this portion of the student's grade, regardless of whether discussion questions (see below) are submitted. Remember, with one absence you will have missed one week of class.
 - All students who miss a seminar, for any reason, should meet with me during office hours to discuss the material.
 - Weekly discussion questions
 - **A third of the weekly participation grade** (10% of the total grade) will be based on the weekly submission of discussion questions.
 - Each student must submit two written questions that demonstrate an ability to thoughtfully, if not critically engage the main ideas raised in the assigned reading.
 - Discussion questions are due **before 1:00 pm on Tuesdays**--that is, two hours before class. This will allow me an opportunity to reflect on how to organize our discussion for the day.
 - **No questions will be accepted after 1:00 pm** on the due date. Students who fail to submit discussion questions by 1:00 pm will receive a **zero** for this portion of that day's participation grade.
 - Class Participation
 - **Two-thirds of the participation grade** (20% of the final grade) will be based on students' ability to orally develop the issues or concerns raised in their questions **and** their ability to address or build upon the issues or concerns raised by other students.
 - **Points will be deducted** for arriving late or leaving class early as well as for instances of inattentiveness (e.g., cell phone or computer use for purposes not related to class).
 - Should Zoom classes be necessary, students must not only join the Zoom meeting but also must enable video of themselves paying attention throughout the class session.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>Links to an external site.

2. Four reaction papers on the assigned readings, worth 20% (5% each) of the final course grade.
 - The syllabus provides ***seven different options*** for reaction papers. ***Students must write on four of them.***
 - Students may write five papers (but no more), in which case I will use only the four best paper grades when calculating this portion of the students' final grades.

- Papers must be submitted to Turnitin.com (see below) by **2:00 pm, Wednesday** (i.e., before class).
 - Reactions paper should be **no more than 750** words in length and they must be **double-spaced** with standard margins.
 - Students must observe the word limit and format requirements.
 - Failure to observe one requirement will result in a **10% penalty**.
 - Failure to observe both will result in a **20% penalty**.
 - If you plan to pursue a career in academia, you will almost always be confined to a limited amount of space and required to follow specific formatting. In addition, learning to use space wisely often results in a better product.
 - In the papers, students may constructively criticize the main ideas of a substantial component of the reading or use the reading as a point of departure to develop theoretical or empirical insights on the topic under consideration.
 - The papers should demonstrate a strong understanding of the readings for the week, but they **should not simply summarize** the readings. While some summary will be necessary, students should keep it to a minimum. I am interested in promising ideas that you may be able to develop in the years to come.
 - Also, be aware that if you have a “pet” country or theme, you should limit its use. In other words, I require you to branch out and **I will deduct points if your reaction papers become repetitive**.
 - Since you have seven opportunities to write four papers, turning reaction papers in late is not acceptable.
 - If for some reason a student turns in a paper following the seminar and is out of paper options to meet the four required, the student will be assigned to write on an additional work of my choosing and the average grade across the two papers will receive a **20% penalty**.
3. A final paper, worth 50% of the final course grade. Information about the final paper (around 8 000 words excluding bibliography) will be provided in class throughout the semester.

POLICIES AND RELATED INFORMATION

Below are some of the policies governing the course. The full list is available via Canvas.

Persons with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements.

Policies on Cell Phones and Laptops

Students should turn cell phones to silent or vibrate before coming to class. If a call or text is urgent, please quietly leave the classroom to answer it. Laptops should be used only for course-related activities (e.g., taking notes or reviewing the reading).

Policy on Cheating and Plagiarism

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

If I discover that a student is cheating or has plagiarized, s/he will automatically fail the course and will be reported to Student Judicial Affairs. Acts of plagiarism include:

- Turning in a paper or another assignment that was written by artificial intelligence (AI) or someone else (e.g., another student or a research service);
- Copying, verbatim, a sentence or paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style *and* using quotation marks;
- Paraphrasing (i.e., restating in your own words) text written by someone else without citing that author;
- Using a unique idea or concept, which you discovered in a specific reading, without citing that work.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF's Policy on Recording

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 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.

COURSE OUTLINE (***SUBJECT TO CHANGES***)

Week 1 (August 26) – Course Introduction

- Useem, Bert. 1997. “Choosing a Dissertation Topic.” *PS: Political Science & Politics* 30(2): 213-216.
- Snyder, Richard. 2007. “The Human Dimension of Comparative Research.” In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press), pp. 1-31.

Week 2 (September 2) – Conceptualization and Operationalization

- Munck, Gerardo L. 2007. “The Past and Present of Comparative Politics.” In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press), pp. 32-59.
- Sartori, Giovanni. 1970. “Concept Misformation in Comparative Politics.” *American Political Science Review* 64(4): 1033-53
- Collier, David and James E. Mahon. 1993. “Conceptual ‘Stretching’ Revisited: Adapting Categories in Comparative Analysis.” *American Political Science Review* 87(4): 845-55
- Collier, David, and Robert Adcock. 1999. “Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts.” *Annual Review of Political Science* 2: 537-65

- Schedler, Andreas. 2006. "The Logic of Electoral Authoritarianism." In Andreas Schedler, ed. *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder, CO: Lynne Rienner, pp. 1-23.
- Jee, Haemin, Hans Lueders and Rachel Myrick. 2021. "Towards a Unified Approach to Research on Democratic Backsliding." *Democratization* 29(4): 754–67.
- Claassen, Christopher, et al. 2024. "Conceptualizing and Measuring Support for Democracy: A New Approach." *Comparative Political Studies*, 0(0). Available Online at: <https://doi.org/10.1177/00104140241259458>

Week 3 (September 9) – Strategies of Comparative Inquiry

REACTION PAPER, OPTION 1

- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 65(3): 682-693.
- Bates, Robert H. 1997. "Area Studies and the Discipline: A Useful Controversy?" *PS: Political Science and Politics* 30(2): 166-9
- Johnson, Chalmers. 1997. "Preconception vs. Observation, or the Contributions of Rational Choice Theory and Area Studies to Contemporary Political Science." *PS: Political Science and Politics* 30(2): 170-4
- Coppedge, Michael. 1999. "Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics." *Comparative Politics* 31(4): 465-476.
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *American Political Science Review* 94(2): 251-267.
- Snyder, Richard. 2001. "Scaling Down: The Subnational Comparative Method." *Studies in Comparative International Development* 36(1): 93-110.
- Lieberman, E. S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99(3): 435-452.

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Week 4 (September 16) – The State

REACTION PAPER, OPTION 2

- Hanson and Kopstein, *The Assault on the State*
- Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102(6): 1565-1605
- Wedeen, Lisa. 2003. "Seeing Like a Citizen, Acting Like a State: Exemplary Events in Unified Yemen." *Comparative Studies in Society and History* 45(4): 680-713.

Week 5 (September 23) – Revolutions and Rebellions

REACTION PAPER, OPTION 3

- Skocpol, Theda. 1976. "France, Russia, China: A Structural Analysis of Social Revolutions." *Comparative Studies in Society and History* 18(2): 175-210
- Scott, James C. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press. **Introduction & Chapter 7**
- Popkin, Samuel. 1979. *The Rational Peasant: The Political Economy of Rural Society in Vietnam*. Berkeley: The University of California Press. **Chapters 1 & 2**
- Tucker, Joshua. 2007. "Enough! Electoral Fraud, Collective Action Problems, and Post-

Communist Colored Revolutions.” *Perspectives on Politics* 5(3): 535-551.

Week 6 (September 30) – Political Culture

REACTION PAPER, OPTION 4

- Eckstein, Harry. 1988. “A Culturalist Theory of Political Change.” *American Political Science Review* 82(3): 789-804.
- Lane, Ruth. 1992. “Political Culture: Residual Category or General Theory?” *Comparative Political Studies* 25(3): 362-387
- Muller, Edward N. and Mitchell A. Seligson. 1994. “Civic Culture and Democracy: The Question of Causal Relationships.” *American Political Science Review* 88(3): 635-652.
- Wedeen, Lisa. 2002. “Conceptualizing Culture: Possibilities for Political Science.” *American Political Science Review* 96(4): 713-728.
- Pop-Eleches, Grigore and Joshua A. Tucker. 2014. “Communist Socialization and Post-Communist Economic and Political Attitudes.” *Electoral Studies* 33: 77-89.
- Inglehart, Ronald and Pippa Norris. 2017. “Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse.” *Perspectives on Politics* 15(2): 443-454.

Week 7 (October 7) – Civil Society

- Putnam, *Making Democracy Work*
- Berman, Sheri. 1997. “Civil Society and the Collapse of the Weimar Republic.” *World Politics* 49 (3): 401-429.

Week 8 (October 14) – Authoritarian and Democratic Regimes

REACTION PAPER, OPTION 5

- Dahl, *Democracy and Its Critics*, **Chapters 3-9** (Parts Two and Three)
- Olson, M. 1993. “Dictatorship, Democracy, and Development.” *American Political Science Review* 87(3): 567-576.
- Howard, Marc Morje, and Philip G. Roessler. 2006. “Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes.” *American Journal of Political Science* 50(2): 365–81.
- Wright, Joseph. 2008. “To Invest or Insure? How Authoritarian Time Horizons Impact Foreign Aid Effectiveness.” *Comparative Political Studies* 41(7): 971-1000.

Week 9 (October 21) – Democracy and Economic Growth

- Salter and Wong, *From Development to Democracy: The Transformations of Modern Asia*
- Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science* 50(4): 860-874.

Week 10 (October 28) – Ethnic Politics

- Wimmer, *Nation Building: Why Some Countries Come Together While Others Fall Apart*
- Choi, Donghyun Danny, J. Andrew Harris, Fiona Shen-Bayh. 2022. “Ethnic Bias in Judicial Decision Making: Evidence from Criminal Appeals in Kenya.” *American Political Science Review* 116(3): 1067-1080.

Week 11 (November 4) – Institutions

REACTION PAPER, OPTION 6

- Mainwaring, Scott. 1993. “Presidentialism, Multipartyism, and Democracy: The Difficult Combination.” *Comparative Political Studies* 26(2): 198-228.

- Tsebelis, George. 1995. "Decisionmaking in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25(3): 289-325.
- Wright, Joseph and Abel Escribá-Folch. 2012. "Authoritarian Institutions and Regime Survival: Transitions to Democracy and Subsequent Autocracy." *British Journal of Political Science* 42(2): 283-309.
- Kroeger, Alex M. 2020. "Dominant Party Rule, Elections, and Cabinet Instability in African Autocracies." *British Journal of Political Science*. 50(1): 79-101.
- Helmke, Gretchen and Steven Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2(4): 725-740.
- Stockemer, Daniel, Michael Wigginton, and Aksel Sundström. 2021. "Boys' Club or Good Ol' Boys Club? Corruption and the Parliamentary Representation of Young and Old Men and Women." *Parliamentary Affairs* 74(2): 314-332.
- Ji, Chengyuan and Xiao Ma. 2024. "Revolutionaries for Railways." *Comparative Political Studies* 0(0). <https://doi.org/10.1177/00104140241269843>

Week 12 (November 11) – No class (Veterans' Day)

Week 13 (November 18) – Emotion, Misinformation, and Disinformation

REACTION PAPER, OPTION 7

- Pearlman, Wendy. 2013. "Emotions and the Microfoundations of the Arab Uprisings." *Perspectives on Politics* 11(2): 387-409.
- Vasilopoulou, Sofia and Markus Wagner. 2017. "Fear, Anger and Enthusiasm about the European Union: Effects of Emotional Reactions on Public Preferences towards European Integration." *European Union Politics* 18 (3): 382-405.
- Zimmermann, Fabian and Matthias Kohring. 2020. "Mistrust, Disinforming News, and Vote Choice: A Panel Survey on the Origins and Consequences of Believing Disinformation in the 2017 German Parliamentary Election." *Political Communication* 37: 215-237.
- Lewandowsky, Stephan and Sander van de Linden. 2021. "Countering Misinformation and Fake News through Inoculation and Prebunking." *European Review of Social Psychology* 32 (2): 348-84.
- Stukal, Denis, Sergey Sanovich, Richard Bonneau, and Joshua A. Tucker. 2022. "Why Botter: How Pro-Government Bots Fight Opposition in Russia." *American Political Science Review* 116(3): 843-57.
- Esaiasson, Peter, Sveinung Arnesen, and Hannah Werner. 2023. "How to be Gracious about Political Loss—The Importance of Good Loser Messages in Policy Controversies." *Comparative Political Studies* 56(5): 599-624.

Week 15 (November 25) – No Class (Thanksgiving)

Week 16 (December 2) – Repression

- Rivera, Mauricio. 2017. "Authoritarian Institutions and State Repression: The Divergent Effects of Legislatures and Opposition Parties on Personal Integrity Rights." *Journal of Conflict Resolution* 61(10): 2183-2207.
- Feldstein, *The Rise of Digital Repression*

FINAL ASSIGNMENT: DUE DATE TO BE DETERMINED

ADDITIONAL UNIVERSITY POLICIES

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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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 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.

Campus Resources: Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact 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 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 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; 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.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.