

INTRODUCTION TO COMPARATIVE POLITICAL ANALYSIS (CPO 6091)  
FALL 2022

THURSDAYS, PERIODS 5-7 (11:45-2:45)  
PROFESSOR MORASKI

\*\*This document is an August 24, 2022 draft of the course syllabus. It is subject to changes.  
Once the semester begins, changes will be available only via  
UF's e-Learning platform (i.e., Canvas).

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#### CONTACT INFORMATION

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Office Hours (via Zoom)  
Tuesdays, 10:30 am – Noon,  
1:00– 2:30 pm,  
or by 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 academic discipline of political science itself, the Department of Political Science at the University of Florida is divided into a number of subfields, of which Comparative Politics is one of the largest. 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 various 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. While the reading load for this course is substantial, the seminar itself is only the first step toward acquiring the knowledge necessary for taking a qualifying examination in Comparative Politics. The Department offers a number of additional courses that provide the kinds of depth that an introductory seminar must forego. Still, I make an effort to draw on the subfield's master syllabus (available on the Department's website) when constructing the syllabus for this seminar while also attempting to limit the duplication of material assigned in other regularly offered courses. 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.

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#### 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 and 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.

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Prior to seminar, each student should read and spend time *critically thinking* about all of the readings listed for the week. Student performance will be assessed on the basis of attendance and participation in the seminars, written analyses of the assigned reading, and a final written assignment.

1. Weekly attendance and participation, worth 30%.
  - 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>
  - Students should be on time and attentive.
    - Should Zoom classes be necessary, students must not only join the Zoom meeting but also enable video of themselves paying attention throughout the class session to receive attendance credit.
  - The seminar is an opportunity for the exchange of ideas among scholars. We will discuss and evaluate the ideas and concepts presented in the weekly readings. Everyone must contribute to the weekly discussions to receive a passing grade for this component of the final grade.
  - Any absence requires an explanation.
  - I require documentation to excuse an absence.
    - Students are encouraged to review the University's attendance policies at <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>.
    - Students who miss class should make arrangements to get notes from another student in the class.
  - **One unexcused** absence will result in a 10% reduction for this portion of the student's grade. **More than one unexcused** absence will result in a **zero** for this component of the course grade. Remember, with one absence you will have missed three academic hours of content.
  - Points will be deducted for arriving late or leaving class early.
2. Four reaction papers on the assigned readings, worth 20% (5% each).
  - 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 **11:45 am, Thursday** (i.e., before class).

- For the papers, students must write about the reading that we will discuss in that week's seminar.
  - Reaction papers should be **no more** than 750 words in length. They should be **double-spaced** and have standard margins.
    - Students must observe the word limit. You will encounter many situations in your careers that confine you to a limited amount of space. In addition, learning to use space wisely often results in a better product.
  - In the papers, students may 1) constructively criticize the main ideas of a substantial component of the reading or 2) 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 papers should not simply summarize the readings. While some summary may 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 resulting grade will be the average grade across the two papers minus 10%.
3. A final written assignment, worth 50%.
- The assignment will require you to demonstrate what you have learned over the course of the semester. More details will be available as the semester progresses.

To receive credit for the reaction papers and the final exam, you must turn in electronic copies to Turnitin (<http://turnitin.com/>). To avoid last minute problems with your first submission, you should register at Turnitin.com as soon as possible. You will need the following information:

Class ID: **TBA**  
Enrollment Key: CP@UF

I will use the date and time of submission at Turnitin.com to assess late penalties (see above).

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### 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 (e.g., as you write papers for other courses, as you prepare for your comprehensive exams, as you write your dissertation, and as you prepare lectures for your own classes).

Besides the list of required books, we will read a number of scholarly articles and additional book chapters. In many cases, the articles complement the assigned books. Not only are the journal articles available through the University of Florida's library, they also are available electronically, which eases their acquisition and helps reduce costs.

I will make copies of book chapters available, most likely via UF's e-learning system, Canvas (<https://lss.at.ufl.edu/>). 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. Bjarnegård, Elin. 2013. *Gender, Informal Institutions and Political Recruitment: Explaining Male Dominance in Parliamentary Representation*. Houndmills, Basingstoke: Palgrave Macmillan. **[An electronic version is available in the Files section of Canvas.]**
2. Chenoweth, Erica. 2021. *Civil Resistance: What Everyone Needs to Know*. New York: Oxford University Press
3. Dahl, Robert A. 1989. *Democracy and Its Critics*. New Haven, CT: Yale University Press. **[An electronic version is available on Course Reserve.]**
4. Feldstein, Steven. 2021. *The Rise of Digital Repression: How Technology is Reshaping Power, Politics, and Resistance*. New York: Oxford University Press.
5. Hale, Henry. 2008. *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World*. Cambridge: Cambridge University Press.
6. Mauk, Marlene. 2020. *Citizen Support for Democratic and Autocratic Regimes*. New York: Oxford University Press. **[An electronic version is available in the Files section of Canvas and on Course Reserve.]**
7. Rothstein, Bo. 2011. *The Quality of Government: Corruption, Social Trust, and Inequality in International Perspective*. Chicago: The University of Chicago Press.
8. Scott, James. 1999. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press.

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### POLICIES AND RELATED INFORMATION

Below are some of the policies governing the course. The full list will be available via Canvas when the semester begins.

#### 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.

In the event that 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 someone else (i.e., by another student, by a research service, or downloaded off the Internet);
- 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.

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COURSE OUTLINE  
(*SUBJECT TO CHANGES*)

Week 1 (August 25) – 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 1) – Concept Formation

- 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.
- Coppedge, Michael, John Gerring, David Altman, Michael Bernhard, Steven Fish, Allen Hicken, Matthew Kroenig. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics* 9(2): 247-267.
- Varshney, Ashutosh. 2021. “Populism and Nationalism: An Overview of Similarities and Differences.” *Studies in Comparative International Development* 56: 131–147.

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Week 3 (September 8) – 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.
- 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.
- Nielsen, Richard A. 2016. “Case Selection via Matching.” *Sociological Methods & Research* 45(3): 569-597.

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Week 4 (September 15) – The State

**REACTION PAPER, OPTION 2**

- Scott, *Seeing Like a State*
- Wang, Yuhua. 2022. “Blood is Thicker Than Water: Elite Kinship Networks and State Building in Imperial China.” *American Political Science Review* 116(3): 896-910.

Week 5 (September 22) – Political Culture

**REACTION PAPER, OPTION 3**

- 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 6 (September 29) – Ethnic Politics

- Hale, 2008, *The Foundations of Ethnic Politics*
- 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.

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Week 7 (October 6) – Authoritarian and Democratic Regimes

**REACTION PAPER, OPTION 4**

- 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.
- Schedler, Andreas. 2002. “The Menu of Manipulation.” *Journal of Democracy* 13(2): 36–50.
- Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science* 50(4): 860-874.

Week 8 (October 13) – Governance

- Rothstein, *The Quality of Government*
- Fukuyama, Francis. 2016. “Governance: What Do We Know, and How Do We Know It?” *Annual Review of Political Science* 19: 89–105.

Week 9 (October 20) – Evaluating Regimes

- Mauk, *Citizen Support for Democratic and Autocratic Regimes*
- Mittiga, Ross. 2022. “Political Legitimacy, Authoritarianism, and Climate Change.” *American Political Science Review* 116(3): 998-1011.

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Week 10 (Oct 27) – Formal Institutions

**REACTION PAPER, OPTION 5**

- Tsebelis, George. 1995. “Decisionmaking in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism.” *British Journal of Political Science* 25(3): 289-325
- Cheibub, José Antonio and Fernando Limongi. 2002. “Parliamentary and Presidential Democracies Reconsidered.” *Annual Review of Political Science* 5: 151-179.
- Wright, Joseph. 2008. “Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth and Investment.” *American Journal of Political Science* 52(2): 322-343.
- Stykow, P. 2019. “The Devil in the Details: Constitutional Regime Types in Post-Soviet Eurasia.” *Post-Soviet Affairs* 35(2): 122–139.
- Lueders, Hans. 2022. “Electoral Responsiveness in Closed Autocracies: Evidence from Petitions in the former German Democratic Republic.” *American Political Science Review* 116(3): 827-42.

Week 11 (Nov 3) – Informal Politics

- Bjarnegård, *Gender, Informal Institutions and Political Recruitment*
- Malmberg, Fredrik G. 2022. “Extending a Hand: Corruption and Solidarity with the Less Privileged Domestically and Beyond.” *Studies in Comparative International Development* 57: 222–248

Week 12 (November 10) – Civil Society and Collective Action

- Tucker, Joshua. 2007. “Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Colored Revolutions.” *Perspectives on Politics* 5(3): 535-551.
- Chenoweth, *Civil Resistance*

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Week 13 (Nov 17) – Repression

**REACTION PAPER, OPTION 6**

- Feldstein, *The Rise of Digital 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.

Week 14 (Nov 24) – No Class (Thanksgiving)

Week 15 (December 1) – Misinformation and Disinformation

**REACTION PAPER, OPTION 7**

- Farhall, Kate, Andrea Carson, Scott Wright, Andrew Gibbons, and William Lukamto. 2019. “Political Elites' Use of Fake News Discourse across Communications Platforms.” *International Journal of Communication* 23: 4353-4375.  
<https://doi.org/10.1177/1477370821994059>
- Templeman, Khari. 2020. “How Taiwan Stands Up to China.” *Journal of Democracy* 31(3): 85-99.
- 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.
- Esaiasson, Peter, Sveinung Arnesen, and Hannah Werner. “How to be Gracious about Political Loss—The Importance of Good Loser Messages in Policy Controversies.” *Comparative Political Studies*. Available online here.  
<https://doi.org/10.1177%2F00104140221109433>
- 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.

Week 16 (December 8) – No Class (Reading Day)

**FINAL PAPERS DUE BY NOON ON MONDAY, DECEMBER 12 VIA TURNITIN.COM.**

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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/>.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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](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 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](http://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](mailto: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.