

CPO6091: Introduction to Comparative Political Analysis
Fall 2023

Ben Smith
002 Anderson

Office Hours: M 3-5pm (signup on my website at www.benjaminbsmith.net)
bbsmith@ufl.edu

COURSE OBJECTIVES: This is the graduate-level gateway course to the study of comparative politics at the University of Florida. It exposes graduate students to major trends in the study of comparative politics through a survey of important topics and thinkers. Because of the centrality of these topics and authors to the subfield, it also serves to introduce students to its theoretical and methodological foundations as well.

Like the broader profession, the Department of Political Science at the University of Florida is divided into four main subfields, of which Comparative Politics is one of the largest. Like the larger subfield, Comparative Politics at UF focuses on the study of domestic politics in the countries of the world. Unlike the American Politics field, we view the United States as simply one case among many, whether that is accomplished by including US data in a broad statistical sample or by including it as a qualitative case for structured comparison.

Over the course of the semester, the seminar will address a wide range of questions and issues. Since it is intended to be an introduction to the subfield, the material covered is by necessity quite broad in date of publication, methods, and scope. The readings range from foundational works to recently published research. Students will engage in debates about the strengths and shortcomings of different methodologies, as well as the validity and generalizability of various hypotheses and theories.

Despite a conscious attempt to cover a wide array of topics, students should be aware that the readings are merely samplings of rich research traditions. Each book or article gives only a taste of what comparativists do. So 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 an array of additional courses that provide the kinds of depth that an introductory seminar must forego. Successful navigation of the requirements of this course is a first step in establishing a basis to explore comparative politics in greater depth.

STUDENT RESPONSIBILITIES

This is a reading- and discussion-intensive seminar. You need to attend all sessions, arrive on time, and be prepared. We will discuss and evaluate the ideas and concepts presented in the weekly readings. Prior to each session, each student should read and spend time critically thinking about all of the readings for the week. You need to move beyond the undergraduate habit of passing your eyes over the words and declaring an assignment completed. In the case of research articles and books, this means that *you should be able to identify the author's research question, the strategy devised for answering it, the method(s) and data used to answer it, as well as assess the validity of the results presented*. For more descriptive or synthesizing works on the history of the subfield, you should be able to master the content and relate it to the intellectual development of the subfield over time. Prior to class, students should familiarize themselves with the intellectual biographies of the authors we are reading and their contributions to the discipline.

Reaction Paper Assignments (40%, 8% each)

For each of the five papers, students must cover the readings (all of them) that we will discuss in that week's seminar. You may choose which weeks in which to write and submit these, but the first one must be submitted by September 26 and the second by October 31.

Reaction papers should be **no more** than 1,000 words in length. They should be **double-spaced** with one-inch standard margins, either 11- or 12-point font. Students must observe the word limit. You will encounter many different writing structures 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 readings or 2) use the readings 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 them. 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.

If you have a main country or theme, you strictly should limit its use. In other words, I require you to branch out and I reserve the right to require redirection if your reaction papers become repetitive. As comparativists, we must aim to think and to research broadly.

These papers are due by 1pm each Tuesday before we meet—and you must submit reaction papers *before* we meet to discuss the readings you are covering.

Student participation and attendance (25%):

Informed and civil participation is an integral part of the seminar's strategy for learning. Discussion will be structured by the posing of questions by the instructor. Guessing, uninformed answers, and speculation will not help you in my assessment of your mastery of the material assigned and will be apparent to those who are prepared around the table. I expect all enrolled to participate. *Students who are clearly unprepared for more than one meeting should expect to be asked to leave and to return only when they are fully prepared.*

Policy on attendance:

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. Finally, late arrivals or early departures that are unexcused will incur penalty.

Final Examination (35%):

The final will comprise simulated comprehensive exam questions and will require you to answer three questions. It will serve to prepare you for the comprehensive exam. It is take-home, open-book and you must work individually on your exam.

A General Note on Written Work:

No collective effort is permitted and the use of large language models or AI tools such as ChatGPT is prohibited. Any assignments that are tagged by the plagiarism or AI detectors on Canvas will result in follow-up one-on-one meetings and, should those reveal a sizable gap in understanding between written and oral responses, will result in a zero for those assignments.

The final will be available on Wednesday, December 6 and will be due Monday, December 11.

POLICY ON LATE ASSIGNMENTS:

For documented reasons, accommodations may be possible on late assignments and must be made prior to the due date for the assignment. Retroactive accommodation will only be granted in the rarest cases.

READINGS: Several books that you will read in full are available for purchase at the bookstore. All other readings should be available through the UF libraries either electronically or on the course Canvas page. Boix and Stokes is available on line as an e-book through the UF library.

- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy* (Boston, Beacon)
- Gerardo L. Munck and Richard Snyder, eds. 2007. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press).
- Carles Boix and Susan C. Stokes, eds. 2007. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press). Available through UF Libraries in digital format.
- Erica Simmons and Nicholas Smith, *Rethinking Comparison*.
- Benedict Anderson, *Imagined Communities* (1991 edition)

DETAILED COURSE OUTLINE

August 29: Introduction

Foucault, Michel. *Discipline and Punish*. Introductory passage, on Canvas.

Marx, Karl, and Engels. *The Communist Manifesto*.

September 5: Social Theory and the Origins of Social Science

Durkheim, E. 1964. *The Division of Labor in Society* (New York, Free Press): Book One, Chapter 1, Chapter 2 sections 1 and 4, Chapter 3 sections 1 and 4, Book Three Chapter 1.

Marx, K. 2000 [1852]. "The Eighteenth Brumaire of Louis Bonaparte." In D. McLellan, ed. *Karl Marx: Selected Writings*, Second Edition (Oxford: Oxford University Press): 329-355. Also available online, among other places, at Marxists.org (not .com!)

Weber, M. 1978. *Types of Legitimate Domination. Economy and Society: An Outline of Interpretive Sociology* (Berkeley, University of California Press): 212-299. (Available online at archive.org)

James Coleman, *Foundations of Social Theory*, pp. 1-23.

Huntington, Samuel P. 1965. "Political Development and Political Decay." *World Politics* 17(03): 386-430.

Therborn, Goran. 1977. "The Rule of Capital and the Rise of Democracy." *New Left Review* 103: 3-41.

September 12: Thinking Theoretically and Paradigmatically

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): 1-31.

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): 32-59.

Katznelson, Ira. From *Structure, Culture, and Rationality*. To be distributed.

Kiser, Edgar. 1996. "The Revival of Narrative in Historical Sociology: What Rational Choice Theory Can Contribute." *Politics and Society* 24, 3: 249-71.

Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96, 4: 713-28.

James March and Johan Olsen, "Elaborating the 'New Institutionalism'," in *Oxford Handbook of Political Science* (working paper version archived on Canvas).

September 19: The Politics of Modernity

Munck, Gerardo L. and Richard Snyder. 2007. "Barrington Moore, Jr.: The Critical Spirit and Comparative Historical Analysis." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 86-112.

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy* (Boston, Beacon). Read (in this order) the Prologue and Chapters VII-IX and *then* Chapters IV-VI, which you should be prepared to relate to the book's central argument(s).

Skocpol, Theda. 1973. "A Critical Review of Barrington Moore's Social Origins of Dictatorship and Democracy," *Politics and Society* 4, 1: 1-34.

September 26: Politics and Development

Munck, Gerardo L. and Richard Snyder. 2007. "Samuel P. Huntington: Order and Conflict in Global Perspective." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 210-233.

Huntington, Samuel. 1971. "The Change to Change: Modernization, Development, and Politics," *Comparative Politics* 3, 3: 283-322.

Munck, Gerardo L. and Richard Snyder. 2007. "Robert H. Bates: Markets, Politics, and Choice." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 504-555.

Robert Bates, *Markets and States in Tropical Africa* (University of California Press, 1981), pp. ix-xiv, 1-8, 11-44.

Keefer, Philip. 2007. "The Poor Performance of Poor Democracies." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 886-909.

Adam Przeworski and Fernando Limongi, "Political Regimes and Economic Growth," *Journal of Economic Perspectives* 7, 3 (1993), 51-69.

Carnes, Matthew E. and Isabella Mares. 2007. "The Welfare State in Global Perspective." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 868-885.

Frye, Timothy. 2007. "Economic Transformation and Comparative Politics." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 940-965.

October 3: State, Society, Power

Munck, Gerardo L. and Richard Snyder. 2007. "James C. Scott: Peasants, Power, and the Art of Resistance." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 351-391.

James Scott, *Weapons of the Weak* (Yale University Press, 1985), Preface (xv/15-xxii/22), Chapter 2 (pp. "28-47" which is pp. 50-69 of the pdf version on Canvas).

_____, *Seeing Like a State* (Yale University Press, 1998), pp. 1-8, 22-52, 87-102.

Mann, Michael. 1986. "The Autonomous Power of the State: Its Origins, Mechanisms and Results." In John Hall, eds. *States in history* (Oxford: Blackwell): 109-136.

Jonathan Hanson and Rachel Sigman, "Leviathan's Latent Dimensions: Measuring State Capacity for Comparative Political Research," *Journal of Politics* 83, 4: 1495-1510.

Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In Peter Evans, Dietrich Rueschemeyer and Theda Skocpol, eds. *Bringing the State Back In* (Cambridge: Cambridge University Press.): 169-191.

Beissinger, Mark and Crawford Young. 2002. "Convergence to Crisis: Preindependence State Legacies and Post-Independence State Breakdown in Africa and Eurasia," In Mark Beissinger and Crawford Young, eds. *Beyond State Crisis* (Washington, D.C., Woodrow Wilson Center): 19-52.

Migdal, Joel. 1994. "The State in Society: An Approach to Struggles for Domination." In Joel S. Migdal, Vivienne Shue, and Atul Kohli, eds. *State Power and Social Forces: Domination and Transformation in the Third World*, (Cambridge, Cambridge University Press): 7-36.

October 10: Regimes

Munck, Gerardo L. and Richard Snyder. 2007. "Juan J. Linz: Political Regimes and the Quest for Knowledge." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 150-209.

Diamond, Larry. 2003. "Defining and Developing Democracy." In Robert Dahl, Robert Alan, Ian Shapiro and José Antonio Cheibub, eds. *The Democracy Sourcebook* (MIT Press): 29-39.

Linz, Juan J. & Alfred C. Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: Johns Hopkins University Press): 38-55.

Schedler, Andreas. 2006. "The Logic of Electoral Authoritarianism." In Andreas Schedler, ed. *Electoral Authoritarianism* (Boulder, Lynne Rienner).

Barbara Geddes, Joseph Wright, and Erica Frantz, "Autocratic Breakdown and Regime Transitions: A New Data Set," *Perspectives on Politics* 12, 2 (2014): 313-331.

Steven Levitsky & Lucan Way *Competitive Authoritarianism: Hybrid Regimes After the Cold War* (Cambridge University Press, 2010), chapters 1-2.

October 17: Regime Change

Munck, Gerardo L. and Richard Snyder. 2007. "Adam Przeworski: Capitalism, Democracy, and Science." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 456-503.

Adam Przeworski and Fernando Limongi, "Modernization: Theories and Facts," *World Politics* 49 (1997): 155-83.

Munck, Gerardo L. and Richard Snyder. 2007. "Guillermo O'Donnell: Democratization, Political Engagement, and Agenda-Setting Research." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 273-304.

Juan Linz and Alfred Stepan, "Toward Consolidated Democracies," *Journal of Democracy* 7, 2 (1996): 14-33.

Geddes, Barbara. 2007. "What Causes Democratization?" In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 317-339.

Joseph Wright and Abel Escribá-Folch, "Authoritarian Institutions and Regime Survival: Transitions to Democracy and Subsequent Autocracy," *British Journal of Political Science* 42 (2011): 283-309.

Dan Slater and Joseph Wong, "The Strength to Concede: Ruling Parties and Democratization in Developmental Asia," *Perspectives on Politics* 11, 3 (2013): 717-32.

October 24: Institutions

Munck, Gerardo L. and Richard Snyder. 2007. "Arend Lijphart: Political Institutions, Divided Societies, and Consociational Democracy." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 234-272.

Lijphart, Arend. 2004. "Constitutional Design for Divided Societies." *Journal of Democracy* 15(2): 96-109.

Douglass North, "The New Institutional Economics and Development."

Posner, Daniel, *Institutions and Ethnic Politics*, Chapter 1.

Tsebelis, George. 1995. "Decisionmaking in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25(3): 289-325.

Daron Acemoglu, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91(5): 1369-1401.

October 31: Identity, Politics, and Conflict.

Varshney, Ashutosh. 2007. "Ethnicity and Ethnic Conflict." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 274-296.

Ashutosh Varshney, "Ethnic Conflict and Civil Society: India and Beyond," *World Politics* 53 (2001): 362-98.

Lars-Erik Cederman, Andreas Wimmer and Brian Min, "Why do Ethnic Groups Rebel? New Data and Analysis," *World Politics* 61, 1: 87-119.

Ashley Jardina, "In-Group Love and Out-Group Hate: White Racial Attitudes in Contemporary U.S. Elections," *Political Behavior* 43 (2021): 1535-1559.

Anna Grzmala-Busse, "Why Comparative Politics Should Take Religion (More) Seriously," *Annual Reviews of Political Science* 15 (2012): 421-42.

_____. 2020. "Beyond War and Contracts: The Medieval and Religious Roots of the European State," *Annual Reviews of Political Science* 23 (2020): 19-36.

November 7: Contentious Politics

Munck, Gerardo L. and Richard Snyder. 2007. "Theda Skocpol: States, Revolutions, and the Comparative Historical Imagination." In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press): 649-708.

Skocpol, Theda. 1976. "France, Russia, China: A Structural Analysis of Social Revolutions." *Comparative Studies in Society and History* 18(2): 175-210.

Kalyvas, Stathis. 2007. "Civil Wars." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 416-434.

Stathis Kalyvas and Laia Balcells, "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict," *American Political Science Review* 104, 3 (2010), 415-29.

Tarrow Sydney and Charles Tilly. 2007. "Contentious Politics and Social Movements." In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, Oxford University Press): 461-498.

November 14: Nationalism

Smith, Anthony D. 1995. "Gastronomy or geology? The role of nationalism in the reconstruction of nations," *Nations and Nationalism* 1, 1: 3-23.

Benedict Anderson, *Imagined Communities*

November 21: Area Studies and Social Science: Cases, Aggregate Data, Inductive and Technical Approaches.

"Comparative Method in the 1990s," APSA-CP exchange, 9, 1 (Winter 1998): 1-31.

Robert Bates, "Area Studies and the Discipline," *APSA-CP* 7, 1 (1996), 1-2.

Felix Elwert and Christopher Winship, "Endogenous Selection Bias: The Problem of Conditioning on the Collider Variable," *Annual Reviews of Sociology* 40 (2014): 31-53.

David Waldner and Benjamin Smith, "Survivorship Bias in Comparative Politics: Endogenous Sovereignty and the Resource Curse," *Perspectives on Politics* 19, 3 (2021), 890-905.

Pepinsky, Thomas. 2019. "The Return of the Single-Country Study." *Annual Review of Political Science* 2019 (22): 187-203.

Naoki Egami and Erin Hartman, "Elements of External Validity: Framework, Design, and Analysis," *American Political Science Review* 117, 3 (2023) 1070-88.

November 28: Doing Comparative Politics: Two Perspectives and a New Approach to Qualitative Replication

Geddes, chapters 1 & 3 of *Paradigms and Sand Castles*.

Simmons & Rush, *Rethinking Comparison*.

Megan Becker et al. 2023. "Replicating the Resource Curse: A Qualitative Replication of Ross 2004," forthcoming in *International Studies Quarterly*

December 5: Course Conclusion + Question Framing or How to Start Thinking about a Dissertation.

Wasby, Stephen L. 2001. "Introduction: Advisors and the Dissertation Proposal." *PS: Political Science & Politics* 34(04): 841-842.

May, Peter J. 2001. "Constructing the Prospectus." *PS: Political Science & Politics* 34(04): 843-844.

Fox, Richard L. 2001. "Developing the Dissertation Prospectus." *PS: Political Science & Politics* 34(04): 849-850.

den Dulk, Kevin R. 2001. "Proposing a Dissertation with a Free Rein." *PS: Political Science & Politics* 34(04): 851-852.

Benesh, Sara C. 2001. "The Key to a Successful Prospectus: Consult an Advisor, Early and Often." *PS: Political Science & Politics* 34(04): 853-854.

Useem, Bert. 1997. "Choosing a Dissertation Topic." *PS: Political Science & Politics* 30(02): 213-216.

Scheppele, Kim Lane. 1986. "Living a Dissertation." *PS: Political Science & Politics* 19(01): 61-63.

Pion-Berlin, David. 1986. "Reflections on Writing a Dissertation." *PS: Political Science & Politics* 19(01): 63-64.

Grant, Ruth. 1986. "Advice to Dissertation Writers." *PS: Political Science & Politics* 19(01): 64-65.

Chisolm, Donald. 1986. "On Writing a Dissertation." *PS: Political Science & Politics* 19(01): 65-69.

Jentleson, Bruce W. 1986. "Strategic Choices and Dangerous Traps." *PS: Political Science & Politics* 19(01): 69-70.

Final Exam (Distributed December 6; due December 11).

UF Syllabus information (not specific to this seminar):

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, 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.