



**School of Public &  
International Affairs**  
**UNIVERSITY OF GEORGIA**

**INTL 3300**  
**INTRODUCTION TO COMPARATIVE POLITICS**

Term: Fall 2025  
13 August – 5 December 2025  
MWF 10:20am – 11:10am  
Candler Hall 214

General Information			
<b>Instructor</b>	Dr. B. Bryan Barber <a href="mailto:bryan.barber@uga.edu">bryan.barber@uga.edu</a>	<b>Instructor's Student Hours</b>	Wed & Fri 12:30pm – 1:30pm Candler Hall 217 Use <a href="#">Calendly</a> to make appointment
<b>Peer Learning Assistant (PLA)</b>	The PLA program is a university-wide initiative that provides selected courses with quality students who have previously completed the course to serve as leaders and mentors throughout the semester. PLAs improve student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. Please see <a href="#">this recent article</a> to learn more.  For this course, our PLAs are <a href="#">Aaron Knapp</a> and <a href="#">Abby Wright</a> . Aaron and Abby are top-notch students in International Affairs who have completed this course with distinction. Please get to know them throughout the semester!		

**“Those who only know one country, know no country.” – Seymour Martin Lipset**

## Course Description

This course introduces students to the fascinating field of comparative politics. Comparative politics is about looking under the hood – *inside* states around the world – to explain economic, political, and social outcomes. Among the major subdisciplines of political science, only comparative politics is identified by the method, and not by the substance (indicates the *how*, but not the *what*). So naturally, the course begins by focusing on the comparative method so that students can not only aptly apply this research method in subsequent courses, but also break down and analyze challenges in different parts of the world in a more nuanced manner. It is through the comparative lens which we can obtain a more informed perspective on events not only here in the U.S., but in other countries as well. The course proceeds by discussing two of the most fundamental questions in comparative politics: “Why are some countries democratic while others authoritarian?” and “Why are some countries wealthier than others?” The course then considers variations in government institutions and political culture. Throughout the course, students are working on a policy report which is prepared as if submitted to a government of their choice. Students apply the concepts and comparative methods in analysis to develop the final policy report.

## Prerequisite Requirements

Successful completion of INTL 1100 Introduction to Global Issues *or* POLS 1101 Introduction to American Government is required for enrollment in this course. While the title of this course includes the words “Introduction to,” it is not an introductory level course; rather, it is a gateway course which provides the

foundations for further progress in the field of Comparative Politics. As a 3000-level, upper-division gateway course, it must be considered more challenging than 1000- and 2000-level, lower-division introductory courses. Basic knowledge of political science and international affairs is necessary to succeed in this course.

## Student Learning Outcomes

Every aspect of this course is designed by me to help you successfully achieve the learning outcomes. Upon completion of this course:

- explain events in specific political systems by assessing the subdiscipline of comparative politics, its basic structure, its foundational assumptions, and how it works;
- argue how and why different countries develop different approaches to similar challenges;
- predict outcomes of events in different political systems by deducing patterns of behavior;
- apply the comparative research method;
- evaluate a contemporary political issue and create original policy recommendations as solutions;
- assess issues in American politics with a more nuanced perspective through the application of the comparative approach.

## Required Course Materials

	<p><b>Title:</b> <i>Comparative Politics</i>, 4<sup>th</sup> ed.</p> <p><b>Authors:</b> J. Tyler Dickovick, et al.</p> <p><b>Publisher:</b> Oxford University Press</p> <p><b>Year:</b> 2023</p> <p><b>ISBN:</b> 978-0-197-63330-4 (paperback)</p> <p><b>ISBN:</b> 978-0-197-63334-2 (epub)</p>
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**You will need Perusall access for this textbook.** To obtain this, you can choose to either: (a) purchase directly in Perusall via our course eLC page; or (b) enter an access code obtained from a participating bookseller (including the UGA Bookstore) together with the purchase of the paperback or ebook.

Do not use an earlier edition of the textbook, as it does not contain the necessary and relevant information, and will not give you Perusall access. **Use of an earlier text edition does not excuse incompleteness or misunderstandings of course assignments.**

UGA Student Care and Outreach has support funds available for one-time hardships and unforeseen expenses, and textbook costs can be considered for this funding. They also manage a SPIA support fund, which is specifically for SPIA students in need of support for textbooks or unplanned bills. To request support funding, reach out to Student Care and Outreach via phone (706-542-8479), email ([sco@uga.edu](mailto:sco@uga.edu)), walk-in (318 Tate Student Center), or by filling out their [CARE Report Form](#).

**Any additional readings will be available on the course eLC site and in Perusall.**

## Active Learning Statement

I seek to make this a course which is not only informative and enjoyable for you, but also serves as the basis for your further studies in International Affairs and related courses, and, lastly, provides you with distinct tools and knowledge applicable in your future careers. I aim for you to discover not only that the comparative method is not

all that challenging, but that, in fact, you enjoy employing applying it in your studies! Moreover, I want to provide for you the chance in this course to establish a network with others which will last well beyond your time at UGA, and perhaps, someday, result in professional opportunities in your future. I aim to do all of these through the use of active learning. In this class, you play a more active role, with more engagement, greater responsibility, and frequent collaboration so that you can attain these objectives. I hope to make this course an enjoyable experience for you, but in return, I need you to commit to providing your active participation throughout the course.

## Communication

### Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email “Dr. Barber,” “Dear Dr. Barber,” or “Dear Professor Barber” for initial contact. I will not answer emails that use an improper salutation.
2. I often teach multiple sections of the same course, so please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
4. For questions about groupwork assignments, always CC all group members.
5. I prefer corresponding via @uga.edu email rather than eLC email.
6. **Always ensure your question is not already addressed in this syllabus before emailing me.**

### Student Hours

I do not keep “office hours”; rather, I keep “student hours,” because this time is dedicated to you! Please make a 15-minute appointment time here: <https://calendly.com/bbryanbarber/student-hours> . If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, contact me and I will work with you to arrange that.

### eLC

**\*\*\*Please register for Announcement Notifications!\*\*\***

I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

## Analog Classroom

In this course, we take a break from the distractions of the digital life. This is an analog classroom course, meaning that **all electronic devices are prohibited**. By “digital,” I mean any tool that is primarily constructed by software code, uses electronic hardware, and/or uses the internet. By “analog,” I mean anything we can do without digital.

### Laptops

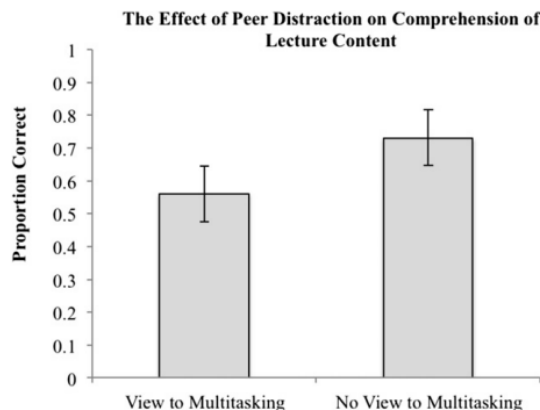
Laptops are **not** welcome in class unless I instruct you to use one. Your laptop should stay off your desk. Now, allow me to explain why.

A [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.<sup>1</sup> The same study also concluded that students with high grade point

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<sup>1</sup> Carter, S.P., Greenberg, K., and Walker, M.S. 2017. “Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning.” *Education Next*, 17(4), p. 73. Access: [https://www.educationnext.org/wp-content/uploads/2022/02/ednext\\_xvii\\_4\\_carter\\_etal.pdf](https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf)

averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices!<sup>2</sup> Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.<sup>3</sup> Further research also suggests that a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (see the graph below)!<sup>4</sup>



I am committed to your academic success throughout this course, so given the abundance of evidence in the abovementioned studies, **laptops are not welcome in class unless I instruct you to bring one**. This rule can be waived only under the following circumstances:

- (1) you provide proper documentation from UGA's Disability Resource Center (DRC), stating that the use of a laptop is required;
- (2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

### Phone

Similarly, the use of phones and other electronic communication devices are not permitted in this class, unless I give you specific permission to do so. Repeated unnecessary use of such devices will negatively affect your grade, and I may ask you to leave the room and you will forfeit your ability to earn attendance or participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave the room and you will forfeit your ability to earn attendance or participation credit for that day.

### Earbuds and Earphones

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will *definitely* be asked to leave, and forfeit your ability to earn attendance or participation credit for that day.

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<sup>2</sup> Ibid.

<sup>3</sup> Mueller, P.A., and Oppenheimer, D.M. (2014). "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking." *Psychological Science*, pp. 1-10.

<sup>4</sup> Sana, F., Weston, T., and Cepeda, N.J. (2013). "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education* 62, p. 27.

# Assessment

## Policy Report (30%)

This is your *magnum opus* for the course! You have been hired by a government to analyze a problem using the comparative approach, and present your findings to this government, attempting to persuade them to accept the reforms you propose. The Policy Report has multiple steps, including: (a) **Selection** of country and issue, with justification; (b) **Report Proposal**, including a research question, with justification, and a preliminary hypothesis (or hypotheses); (c) two **Analysis Papers**, graded separately (see below); (d) **Report Outline**; (e) **Peer Review Draft**; and (f) **Presentation** to the class, with discussion; and finally, the actual **Policy Report** submission.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late.

Late submissions are not accepted unless approved documentation outlined below (under “Attendance”) indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

## Formative Quizzes (20%)

The quizzes in this course follow the format of “two-stage quizzes”: the first stage is completed individually in a standard format, and the second stage is completed in a small group which comes to a consensus on the suitable responses. The individual stage is worth 75% and the group stage is worth 25% of the quiz grade. If your group stage grade ends up lower than your individual stage grade, it is not recorded and your individual stage grade will account for 100%. An exception to this rule is an incomplete, or no submission of the group stage, in which case it remains 25% of your quiz grade. “Two-stage quizzes” are utilized because not only do they assess your comprehension of course material, but they also significantly improve comprehension and longer-term retention of content. The quizzes cover material in lectures and readings, and may include multiple choice or short answer. Quizzes are taken in class, without access to notes or the text. Students who arrive late to class unexcused, after the group stage has begun, may join a group, but are not permitted to attempt the individual stage already completed, and must take a zero for that portion of the quiz. Make-up quizzes are only considered if the absence is excused in accordance with the below attendance excusal policy. Do not ask to make-up a quiz if your absence cannot be considered for excusal. Given the unlikelihood a group of your classmates can be formed for a make-up quiz, expect make-up quizzes to include only the individual stage (in which case, for full credit).

## Analysis Papers (15%)

These assignments are synchronized with the Policy Report, but assessed as separate grades. In each analysis paper, you do a comparative study regarding some issue in the state you selected for your Policy Report, comparing it to two or more other cases. These analysis papers are designed to help you make progress on the Policy Report. Further details are forthcoming.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late. If you missed the submission deadline, I am not interested in seeing a timestamp of your latest edit on the document as proof it was completed by the submission deadline. It is a *submission* deadline, not *completion* deadline.

Late submissions are not accepted unless approved documentation outlined below (under “Attendance”) indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

### Reading Annotations (15%)

As a way to equip you with the necessary information to engage in class with the reading material, Reading Annotations are assigned using Perusall. For each week's readings (except Week 1), you must write at least three critical statements or questions about the reading content, and at least two responses to your peers' statements/questions, for a total of at least five comments in total. The following are some examples of critical responses you could write: (a) questioning the author's analysis or research; (b) adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class; (c) connecting it to other material in this course or other courses; or (d) agreeing or disagreeing with the authors or a peer and justifying why you are doing so. If the annotation is simply adding details to the material, no credit is earned. **All annotations need to be personal and reflective.** Moreover, all annotations must be your own thoughts! I want to see evidence you have thought deeply about the author's arguments and your peers' comments. If I suspect one or more annotations are not your own thoughts, I will request you discuss it/them with me individually to determine whether credit can be earned.

Reading annotations are due when class begins. Late attempts of reading annotations are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not contribute to the reading annotations for the entire availability period (and not just the final day, for example). Without said documentation, please do not contact me with a request for late comments. It is advised that you work well ahead of these deadlines. Contributions to the reading annotations must be completed on your own time. Reading annotations made during class, as recorded in Perusall, are an automatic zero, as this is an inappropriate use of class time.

### Participation (10%)

Being an active-learning course, active participation from all students is essential. You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. On Fridays, we will have discussion classes, where students lead the discussion. You are expected to ask critical questions and respond to questions throughout the class based upon that week's lectures and readings.

The participation grade is assessed on a scale from 10 to 0 based upon the quality and quantity of student engagement in the classes for the week. Among the three class days in an ordinary week, participation grades are distributed at a ratio of 2:2:6, meaning that Mondays and Wednesdays are each worth 2 of the 10 points in a standard three-class week, while Friday discussion classes count for 6 of the 10 weekly participation points. If you attend all three classes in the week, but do not ask or respond to questions, you will earn a 0 of 10 for participation that week.

Each of you will lead Friday discussions one or more times throughout the semester. As discussion leaders, you will need to prepare a brief 10-minute summary of the themes from the readings and lectures, then have some critical questions prepared for class discussion. Each time served as discussion leader is equivalent to one week's participation grade.

### Attendance (10%)

Attendance is recorded in a binary 0 for absent and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a "present" attendance grade. If you arrive late or leave class early, you cannot earn "present" for the attendance grade. If you receive an absence for a class meeting which you believe you earned "present," notify me within 24 hours of the grade posting in eLC, else it cannot be disputed. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual, and to prepare everyone for the "real world," **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

**Absences** can be excused only under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead is needed as documentation);

2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, in accordance with [UGA's Religious Holidays Attendance Policy](#), approval of such absences can only be granted if I receive written notice from you at least one week [seven days] in advance of the religious holiday);
6. The wedding or funeral of a *close relative* (defined as abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

**Excusal requests for absences are not accepted any later than one week (seven days) from when the absence took place (#5 is an exception which must be made beforehand). When possible, I greatly appreciate receiving excusal requests prior to the date in question.**

Do not ask about having an absence excused without any of the aforementioned documentation which must include your full name and the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but **SCO is clear that their notification to faculty does not excuse absences**. Official documentation, as outlined above, is still necessary for excusal.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are not grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including Thanksgiving Break and the final class meeting before Winter Break**).

Assessment	Percent of Final Grade
Policy Report (1)	30%
Formative Quizzes (5)	20%
Analysis Papers (2)	15%
Reading Annotations (11)	15%
Participation (17)	10%
Attendance (42)	10%
<b>Total</b>	<b>100%</b>

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.00%	Excellent
Grade = A-	92.99 - 90.00%	Excellent
Grade = B+	89.99 - 87.00%	Good
Grade = B	86.99 - 83.00%	Good
Grade = B-	82.99 - 80.00%	Good
Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.99 - 77.00%	Satisfactory
Grade = C	76.99 - 73.00%	Satisfactory
Grade = C-	72.99 - 70.00%	Satisfactory
Grade = D	69.99 - 60.00%	Poor
Grade = F	59.99 – 0.00%	Fail

There is no rounding of grades beyond the **basis point** (1/100<sup>th</sup> of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, “What is my current grade in the course?” or “How much do I need to score on x in order to earn y in the course?” refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

### Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examine your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

### Mercy Day

Sometimes things happen which prevent you from completing an assignment on time, or attaining the quality of work you expect of yourself. Therefore, **December 5 is Mercy Day for this course.** Students are permitted to submit late any one missed assignment, *or* resubmit any one assignment poorly performed, and I will (re)assess and accept it with no questions asked. Again, you are allowed only one for the entire course, and it must be



submitted by Mercy Day 11:59PM. Note Mercy Day submissions may only come from the Analysis Papers or Policy Report.

### Extra Credit

Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

### Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced receiving emails from students wanting their final grades changed to reflect what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across universities nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptional grade from this course for whatever reason, the only possible way of receiving this is to work hard and perform extraordinarily well. The grade you *earn* is the grade you will receive, meaning **the sole factor that matters in determining your grade is your performance in the course**. Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving the State of Georgia and your tax-paying fellow citizens.

## Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

**The minimum penalty for any type of plagiarism or cheating will be an “F” on the assignment.** As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

*Plagiarism is using another’s work as your own without correct citations. Examples include, but are not limited to:*

- i. Directly quoting another’s written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else’s original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*
- vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

*The bottom line:*

- If it’s not your writing, thought, creation, or composition, cite it.*
- If it is your previous work, make sure you are allowed to use it.*
- If you had someone create or do this work on your behalf (paid or not), then it’s contract cheating.*

**As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university’s code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.**

## **AI Policy**

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is strictly prohibited. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools such as ChatGPT, Copilot, Writesonic, Rytr, and Rtutor. If you are uncertain about using a particular tool to support your work, please consult with me before using it. This prohibition also extends to word mixing tools to attempt disguising AI writing.

The use of generative AI to help with style, content, organization, or references is strictly forbidden. Since AI is already built into word processing programs, I cannot forbid the use of AI for catching typos or grammatical errors. However, any suspected substantive use of AI will be directly reported to the Office of Academic Honesty, and I will pursue the maximum penalty of no less than a failing grade for the course as well as a permanent note on your student record. I already have the unpleasant experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do terrible damage to their academic careers (to which I take no joy whatsoever!).

You must do all your drafting in Google docs and keep the version that has your revision history. Everyone is required to share your accessible Google doc link for all written assignments.

## **Copyright on Course Materials**

All handouts used in this course, inclusive of digital materials, are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

## **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Accessibility and Testing, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- Will use the records only for personal academic use during the specific course;
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way;
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study;
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings, and also that you will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;
- Will erase/delete all recordings at the end of the semester;
- Understand that violation of these terms may subject you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

In the last decade a certain powerful foreign government has enacted a law which put at risk anyone whose recorded words or actions may be construed as criticism by said government, regardless of where you are located. This law violates the International Covenant on Civil and Political Rights as well as your academic freedom, but, alas, we live in a new age! Recording our class exposes to legal jeopardy me and all your classmates who may be recorded speaking negatively of said government. To protect myself and others in the class from such jeopardy is yet another reason why audio and video recordings are prohibited in our class. For the aforementioned reason I have not specified which foreign government has done this, but if you are curious please feel free to ask me in person and I'll be glad to discuss it verbally.

## Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this is achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.
- You are encouraged to use technology in the classroom for the explicit purpose of engaging more fully with the course materials.

There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to “call in” when mistakes (intentional or not) occur, rather than “call out” or “cancel” so that we may learn from each other.

## Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

## Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## Accessibility Note

If you plan to request accommodations for a disability, register **within the first two weeks of class** with the Accessibility and Testing *and then* make an appointment with me to discuss the accommodation. According to Accessibility and Testing, “accommodations **are not** applied retroactively” for lapsed course work, so act promptly. Accessibility and Testing can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://accessibility.uga.edu/>.

## Letters of Recommendation Policy

It is very important to me that students who work hard and develop intellectually in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully;
- Earned good grades (B or higher) in at least one of my courses;
- Make their initial request for the letter at least two weeks prior to the deadline.

Do not use any AI tools to make your letter request to me sound more “professional” or “formal.” They all sound the same, and “sameness” is the last way you want to project yourself when preparing applications! Likewise, I can promise I will never use any AI tools in crafting a unique letter for you. If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The

more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

<b>CLASS SCHEDULE</b>	
<b>Module I: Comparative Political Analysis</b>	
<b>Week 1: Introduction to the Course</b>	
<b>Aug 13 (W)</b>	<input type="checkbox"/> carefully read through your syllabus <input type="checkbox"/> turn eLC notifications on for course
<b>Aug 15 (F)</b>	<input type="checkbox"/> complete and bring your True Colors Test to class
<b>Week 2: The Comparative Approach</b>	
<b>Aug 18 (M)</b>	<input type="checkbox"/> Ch. 1
<b>Aug 20 (W)</b>	<input type="checkbox"/> Collier & Mahon article <input type="checkbox"/> Gerring & Seawright article
<b>Aug 22 (F)</b>	<b>Discussion</b>
<b>Week 3: The Cornerstone Concept – The State</b>	
<b>Aug 25 (M)</b>	<input type="checkbox"/> Ch. 3 <input type="checkbox"/> “The Art of not Being Governed,” talk by James Scott <a href="https://www.youtube.com/watch?v=RNkkEU7EoOk">https://www.youtube.com/watch?v=RNkkEU7EoOk</a>
<b>Aug 27 (W)</b>	<input type="checkbox"/> Tilly, Ch. 5
<b>Aug 29 (F)</b>	<b>Discussion</b>
<b>Week 4: Wrap Up Module I</b>	
<b>Sep 1 (M)</b>	<b>***Labor Day – No Class***</b>
<b>Sep 3 (W)</b>	The State (cont. – no reading)
<b>Sep 5 (F)</b>	<b>Quiz 1</b>
<b>Module II: Why are some countries democratic while others not?</b>	
<b>Week 5: Democracy</b>	
<b>Sep 8 (M)</b>	<input type="checkbox"/> Ch. 6 <input type="checkbox"/> “The Edge of Democracy” Documentary on Netflix
<b>Sep 10 (W)</b>	<input type="checkbox"/> Schmitter & Karl <input type="checkbox"/> Collier & Levitsky
<b>Sep 12 (F)</b>	<b>Discussion</b>
<b>Sep 14 (X)</b>	<b>Policy Report Selection due by 11:59pm</b>
<b>Week 6: Authoritarianism</b>	
<b>Sep 15 (M)</b>	<input type="checkbox"/> Ch. 7 <input type="checkbox"/> “How to Defend Democracy against Illiberal Challengers?” V-Dem webinar <a href="https://www.youtube.com/watch?v=ZGuVx_6lQs4">https://www.youtube.com/watch?v=ZGuVx_6lQs4</a>
<b>Sep 17 (W)</b>	<input type="checkbox"/> Linz & Stepan <input type="checkbox"/> Lührmann & Lindberg

	<input type="checkbox"/> Gandhi & Przeworski (recommended) <input type="checkbox"/> Treisman (recommended)
Sep 19 (F)	Discussion
<b>Week 7: Comparative Analysis</b>	
Sep 22 (M)	Quiz 2
Sep 24 (W)	<input type="checkbox"/> Ch. 2
Sep 26 (F)	<input type="checkbox"/> Fearon <input type="checkbox"/> Odell (recommended) <input type="checkbox"/> Lijhardt (recommended)
Sep 28 (X)	Policy Report Proposal due by 11:59pm
<b>Module III: <i>Why are some countries wealthier than others?</i></b>	
<b>Week 8: Political Economy</b>	
Sep 29 (M)	<input type="checkbox"/> Ch. 4 <input type="checkbox"/> "Commanding Heights: The Battle of Ideas" documentary <a href="https://www.youtube.com/watch?v=gfRTpoYpHfw">https://www.youtube.com/watch?v=gfRTpoYpHfw</a>
Oct 1 (W)	<input type="checkbox"/> Lee, et al. <input type="checkbox"/> Steinberg <input type="checkbox"/> "The Global Roots of Neomercantilism" podcast with Eric Helleiner <a href="https://www.youtube.com/watch?v=RQgdvUlHXM">https://www.youtube.com/watch?v=RQgdvUlHXM</a>
Oct 3 (F)	Discussion
<b>Week 9: Political Development</b>	
Oct 6 (M)	<input type="checkbox"/> Ch. 5 <input type="checkbox"/> "Big Men" documentary <a href="https://www.youtube.com/watch?v=Gz-3NyPqMt8">https://www.youtube.com/watch?v=Gz-3NyPqMt8</a>
Oct 8 (W)	<input type="checkbox"/> Marglin article <input type="checkbox"/> Martin essay <input type="checkbox"/> <i>The Conversation</i> article <input type="checkbox"/> Heinonen article <input type="checkbox"/> "Guns, Germs, and Steel" documentary (from the text Insights box on p. 128) Part I: <a href="https://www.youtube.com/watch?v=i885hopsw6E&amp;t=1s">https://www.youtube.com/watch?v=i885hopsw6E&amp;t=1s</a> Part II: <a href="https://www.youtube.com/watch?v=dCBod2jFFyQ">https://www.youtube.com/watch?v=dCBod2jFFyQ</a> Part III: <a href="https://www.youtube.com/watch?v=aJ9espgY-Po">https://www.youtube.com/watch?v=aJ9espgY-Po</a>
Oct 10 (F)	Discussion
Oct 12 (X)	Analysis Paper I due by 11:59pm
<b>Week 10: Class Activity</b>	
Oct 13 (M)	Quiz 3
Oct 15 (W)	Class activity
Oct 17 (F)	Class activity
<b>Module IV: <i>What are the effects of different institutions?</i></b>	
<b>Week 11: Constitutions &amp; Parties</b>	

Oct 20 (M)	Constitutions <input type="checkbox"/> Ch. 8
Oct 22 (W)	Parties & Interest Groups <input type="checkbox"/> Ch. 11 <input type="checkbox"/> “An African Election” documentary (use UGA credentials to access <i>Kanopy</i> ) <a href="https://www.kanopy.com/en/uga/watch/video/213782">https://www.kanopy.com/en/uga/watch/video/213782</a>
Oct 24 (F)	Discussion
Oct 26 (X)	Policy Report Outline due by 11:59pm
Week 12: Legislatures & Executives	
Oct 27 (M)	Legislatures <input type="checkbox"/> Ch. 9
Oct 29 (W)	Executives <input type="checkbox"/> Ch. 10
Oct 31	***Fall Break – No Class***
Week 13: Wrap Up Module IV	
Nov 3 (M)	Discussion
Nov 5 (W)	Quiz 4
Nov 7 (F)	Class Review
Nov 9 (X)	Analysis Paper II due by 11:59pm
Module V: What are the effects of different political cultures?	
Week 14: Revolutions & Nationalism	
Nov 10	Revolutions <input type="checkbox"/> Ch. 12
Nov 12	Nationalism <input type="checkbox"/> Ch. 13
Nov 14	Discussion
Week 15: Identity & Ideology	
Nov 17 (M)	Race, Ethnicity, & Gender <input type="checkbox"/> Ch. 14
Nov 19 (W)	Religion <input type="checkbox"/> Ch. 15 Policy Report Peer Review Draft due by class time
Nov 21 (F)	Discussion
Week 16: Wrap Up Module V	
Nov 24 (M)	Quiz 5
Nov 25 (T)	Policy Report due by 11:59PM
Nov 26-29	***Thanksgiving Break – No Class***
Module VI: Presentations & Discussion	
Week 17: Presentations & Discussion	

<b>Dec 1 (M)</b>	<b>Presentations &amp; Discussion</b>
<b>Dec 2 (T)</b>	<b>Presentations &amp; Discussion</b>
<b>Dec 5 (F)</b>	<b>Presentations &amp; Discussion (8:00 AM – 11:00 AM)</b> <b>***MERCY DAY***</b>

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EDT until 2 November, EST thereafter, pending the outcome of the Sunshine Protection Act). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

**NOTE:** This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.