CPO 3103 - COMPARATIVE POLITICS

Section: B060

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2026
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Course Description

CPO 3103 COS-POLS 3(3,0)Comparative Politics: PR: ENC 1102 or POS 2041 or C.I. Government and politics in selected nations, with emphasis upon comparative analysis of contemporary problems, politics, political culture, behavior, and institutions. Spring.

Welcome to Comparative Politics!

This course is an introduction to the study of comparative politics and is intended to help students compare and contrast the wide variety of political systems, institutions and behavior around the world. Comparative politics is a subfield of political science that can help us make arguments about cause and effect by drawing evidence from across nations and over time that enable us to then make generalizations about political phenomena.

This course will provide you with an overview of the major theoretical approaches and debates to the study of comparative politics, utilizing a case study approach to focus on the history, political system, political institutions, political cultures and political behavior of the following nations:

- China
- France
- India
- Iran

- Japan
- Mexico
- Russia
- United Kingdom

These nations will help illustrate many of the broader concepts and ideas we will encounter this semester. They will also provide a solid background and introduction for any future courses you may take on one or more of these nation's political system, or for doing independent research on comparative politics such as an **Honors Undergraduate Thesis.**

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from you!

Instructor Information

Jonathan Knuckey
Office Location: HPH 302L

Office Hours:
By appointment via Zoom
Email: Use email in Canvas

About me

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool**, my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans.**

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C.**

Communication Expectations

Clear and professional communication is essential to success in this course. The following expectations apply to all course-related communication.

Email Communication

- **Students must use Canvas when contacting the instructor.**
- **Your message should include:**
  - **A clear subject line (e.g., "CP0 3103 – Question about UK Politics")**
  - **A professional greeting - hint you can never go wrong with "Dear Dr. Knuckey..."**
  - **Specific, concise explanation of the question**
  - **The student's full name**
- **Allow up to 24 hours on weekdays for a response.**
- **Emails sent on weekends or holidays may receive a response on the next business day.**

I do not respond to emails that:

- **Ask questions already clearly answered in the syllabus or assignment instructions**
- **Are sent without identifying information**

Response Time from Students

Students are expected to:

- **Check Canvas and email regularly (at least once per weekday)**
- **Monitor announcements**
- **Respond promptly to instructor communication when requested**

Failure to monitor course communication does not excuse missed deadlines.

Professional Tone

All communication should be respectful and professional. Disagreements about grades or policies should be addressed constructively and supported by evidence.

Zoom

I am also happy to talk via Zoom about all course-related matters. Always use this Zoom link for any meeting: https://ucf.zoom.us/j/672087228

Student Learning Outcomes

1. **Understanding of Political Systems**: Students will develop a comprehensive understanding of the political systems of the nine nations studied, including their structures, institutions, decision-making processes and citizen political behavior.

2. **Analytical Skills**: Through comparative analysis, students will enhance their analytical skills, enabling them to identify similarities and differences between the political systems of different countries, and to evaluate the factors influencing political outcomes.

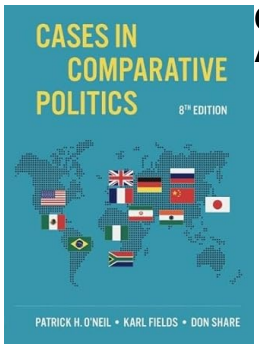
3. **Cultural and Historical Context**: Students will gain insight into how culture and history interact with and shape the politics of the nine nations we will study this semester.

4. **Critical Thinking**: The course will foster critical thinking skills by encouraging students to critically evaluate political theories, ideologies, and policies in the context of real-world examples from the nine nations studied.

5. **Global Perspective**: By studying a diverse set of nations, students will develop a global perspective on politics, gaining awareness of the interconnectedness of political phenomena across borders and the implications of global trends on national politics.

6. **Research and Communication Skills**: Students will refine their research and communication skills through analyzing data, synthesizing information, and presenting arguments supported by evidence in written assignments.

Required Course Materials and Resources



Case in Comparative Politics, 8th Edition
Authors: Patrick H. O'Neil, Karl Fields, and Don Share

Technology and Access Requirements

Online Access

Because this is an online course, students are expected to have regular and reliable access to the technology required to participate fully. This includes consistent access to the internet, a computer or device capable of accessing Canvas, and the ability to view course materials, submit assignments, and complete online activities by posted deadlines.

Students are responsible for ensuring that they have adequate access throughout the semester and for planning ahead in case of potential technology issues.

In the past there have been occasions when access to Canvas has not been accessible. when this happens students will be notified by UCF IT, and assignment deadlines will be modified accordingly.

Respondus LockDown Browser and Monitor; Computer & Webcam Requirements

To help ensure fairness and academic integrity, both exams will be

administered using Respondus LockDown Browser with Monitor. This system creates a secure testing environment by preventing access to other websites, applications, and files during the exam.

Both exams must be taken on a laptop or desktop computer with a functioning webcam. Tablets and cell phones are not compatible with Respondus and may not be used. Students are responsible for ensuring they have access to an appropriate device and a stable internet connection before the exam.

Using Respondus allows all students to be assessed under the same conditions and helps ensure that exam results accurately reflect individual learning and understanding. It also protects the value of your work and the credibility of course assessments.

Respondus does not record your screen or use your webcam unless explicitly stated for a specific exam.

You must have a webcam turned on when you take the exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

In addition to your webcam, you are required to use a second camera (mobile device, such as your phone) that has a QR code scanner.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

https://www.respondus.com/products/lockdown-browser/student-movie.shtml

To test whether your mobile device is compatible, visit the Device Check at respondus.com/camera2

Download and install LockDown Browser from this link. There are options for both PC and Mac:

https://download.respondus.com/lockdown/download.php?id=472413933

Once Installed

- **Start LockDown Browser**
- **Log into to Canvas**
- **Navigate to the exam**

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Course Assessment and Grading Procedure

Quizzes

You will complete 9 quizzes, one for each chapter of the textbook assigned and its accompanying PowerPoint lecture slides.

Each quiz:

- **Does not have any time limit. So you don't need to complete it in one session**
- **Does not require the Respondus LockDown Browser**
- Contains **20 multiple-choice questions** and **10 true/false questions**
- Is due **by 11:59 PM (midnight) on the assigned deadline.**

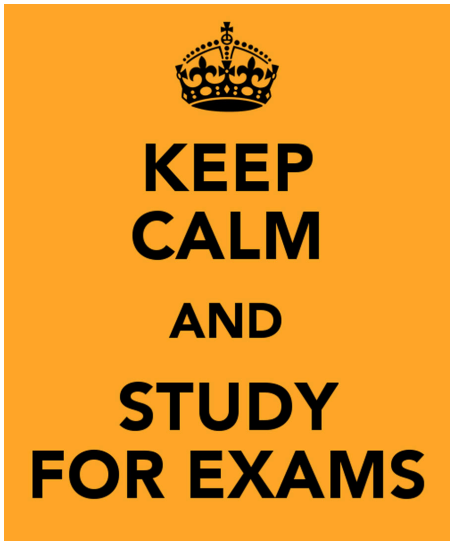
To prepare, you should:

- **Carefully read the assigned chapter**
- **Review the corresponding PowerPoint lecture slides**
- **Take your own notes to reinforce key concepts**

Quizzes are designed to assess your understanding of both the textbook

and lecture material, which will also help you on the exams.

Exams



First exam

The first exam is due on Wednesday, July 15th (midnight). The exam is timed and once you open the exam, you will have 2 hours to complete it.

The first exam will cover the UK, France, Japan and Russia.

The exam will consist of:

- **25 multiple choice questions**
- **5 short essay questions with answers to each being approximately 200 words**

An exam study guide will be provided to help you prepare.

Second exam

The second exam is due on **Wednesday, July 29th (midnight).** The exam is timed and once you open the exam, you will have 2 hours to complete it.

The second exam will cover the China, Iran, India and Mexico

The exam will consist of:

- **25 multiple choice questions**
- **5 short essay questions with answers to each being approximately 200 words**

An exam study guide will be provided to help you prepare.

Use of Respondus LockDown Browser & Monitor for Exams

As noted previously, you must use Respondus LockDown Browser and Monitor for the two exams. A desktop or laptop computer is required with a **functioning webcam**. In addition to your webcam, you are required to use a **second camera (a mobile device such as your phone)**.

No exam will be accepted that did not use both the webcam and secondary browser.

Both exams are closed book/note.

Follow all on-screen instructions from the LockDown Browser before beginning the exam.

Failure to follow these guidelines may result in exam penalties or an academic integrity violation.

Grades

Your final grade will be weighted as follows:

- *Quizzes: 30%*
- *First Exam: 35%*
- *Second Exam: 35%*

These are the only criteria for which a grade can be earned for our class.

There is no extra credit offered.

Grading Scale

Your overall course grade earned corresponds to the following grade boundaries:

A, 92%+

A-. 90-91.9%

B+, 87-89.9%

B, 80-86.9%

C+,77.9-79.9%

C, 70-76.9%

D, 60-69.9%

F, Below 60%.

Grades for all assignments and exams will be posted in Canvas. Students are responsible for reviewing their grades and ensuring that posted scores are accurate. While every effort is made to grade carefully and consistently, occasional errors can occur (such as arithmetic mistakes, missing points, or misunderstandings of a response).

If you believe there is an error, you must request a grade review within one week of the grade being posted. This provides sufficient time to identify and address any issues. Requests submitted after this one-week window will not be considered, as this policy helps keep the course on schedule and ensures fairness for all students.

Requests to adjust or "bump" final course grades will be considered only when a student's final average falls exactly on the borderline between letter grades (e.g., 91.9%, 89.9%, 86.9%, 79.9%, 76.9%, 69.9%). Even in these cases, rounding up is not automatic. Decisions will be based on the student's overall performance and engagement throughout the semester.

Grade grievance policies are outlined under the UCF Golden Rule.

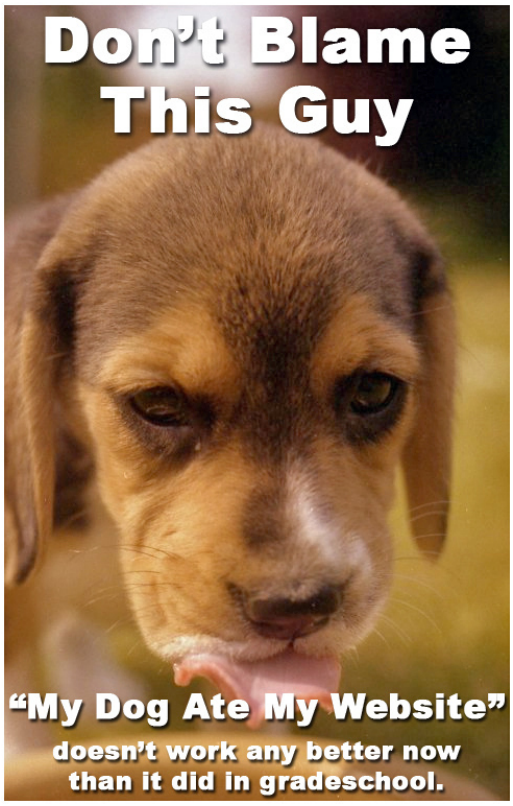
Policies for Course Grade

"After Hours" Policy for Submission of Quizzes

Please note the following policy for late submission of quizzes:

- Work submitted ***after the midnight deadline up to 9.00am the following day*** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted ***after 9.00am the following day after a deadline up to midnight*** is considered late but can still be submitted but will only receive half-credit
- *No late work will be accepted for credit after this.*

- *This policy does **<u>not</u>** apply to the midterm or final exam.*



Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. **Such extensions will not be granted unless they genuinely are unexpected or extenuating circumstances beyond the control of the students**. The following would **not** be grounds for an additional time to complete an assignment:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"Canvas was down, for me specifically..."*
- *"I could not find the assignment...."*
- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*

- *"I didn't understand the assignment..."*
- *“I misread the deadline and thought it was next week....”*
- *““I didn’t think the assignment would take that long...."*
- *“I started it on time, but then other assignments took priority....”*
- *“I thought I submitted it, but apparently I only thought about submitting it....”*
- *“I didn’t check Canvas that day....”*
- *“I thought the deadline was flexible.”*

The above are all **actual excuses** I have received! Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and are not acceptable. It's your responsibility to plan ahead and avoid procrastination.

Incomplete Grades

Grades of “Incomplete” (I) are awarded only in rare and exceptional circumstances. To be eligible, a student must have completed the vast majority of the coursework and must experience documented emergency circumstances that prevent completion of remaining assignments during the final weeks of the semester.

Please note that degrees cannot be certified while an incomplete appears on a degree audit. Any “I” grade that is not resolved by the institutional deadline will automatically convert to an “F.” Until resolved, an incomplete grade is considered unsatisfactory for program-of-study purposes.

Incomplete grades are not counted as completed courses and may affect financial aid eligibility. Students receiving financial assistance are strongly encouraged to consult with the Financial Aid Office to determine how an incomplete grade may impact their aid.

Make-up Assignments for Authorized University Event or Co-curricular Activities

Students who represent the university an an authorized event or activity (for example, student athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied if the student gives advance notice and communicates with the instructor following UCF policy. In the case of an authorized university activity, it is your responsibility to show the instructor a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs or due date you need extended. For more information, see UCF Policy 4-401.

Make-up Assignments for Religious Observances

A student who desires to observe a religious holy day of his or her religious faith must notify their instructor as soon as practicable prior to the observance. Students who are absent because of religious observances will be permitted a reasonable amount of time to complete any missed work. For more information, see UCF Regulation 5-020.

Artificial Intelligence (AI) Use Policy

Students may use generative AI tools (such as ChatGPT) for learning and study purposes, including:

- the creation of study guides
- outlines
- practice questions
- summaries of course readings
- exam review materials.

When used in this way, AI should support your understanding of course concepts rather than replace your own engagement with the material.

However, AI tools may not be used to complete work you submit for grading. When you submit work for this course, it is expected that the ideas, analysis, and writing are your own. All assignments are designed to assess your individual reasoning, critical thinking, and communication skills. For this reason, the use of generative artificial intelligence (AI) tools to produce, revise, or substantially shape assignment content is not permitted in this course. Work that is produced by, heavily influenced by, or derived from generative AI will be treated as a violation of academic integrity, in accordance with the policies outlined above.

Sanctions that can be applied include zero for the assignment, a failing grade for the overall course grade and referral to the Office of Student Conduct. Therefore, before using AI to do the work for you, you should consider whether any short-term benefit is worth the potential academic and disciplinary consequences.

More generally, college coursework is intended to help you develop strong skills in writing, analysis, and critical thinking—skills that are essential for success both professionally and as an informed citizen. Writing is not simply about producing an answer; it is a process through which you learn to think clearly, evaluate evidence, and communicate ideas effectively. When that work is delegated to a machine, those learning opportunities are lost.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion and specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. **Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.**
b. **Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.**
c. **Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written**

permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. **Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).**

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- **Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu**
- **Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu**
- **Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)**
- **UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu**
- **The Ombuds Office is a safe place to discuss concerns.**

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- **In an emergency, always dial 911.**
- **Every UCF classroom has an Emergency Procedure Guide posted**

on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.

- In the event of an active threat, remember **AVOID, DENY, DEFEND.** Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID.** Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Disclaimer

I reserve the right to modify, add to, or amend this syllabus as necessary.

Class Schedule

Introduction to Studying Comparative Politics

Reading: Cases in Comparative Politics, ch.1

Quiz: Introduction to Studying Comparative Politics (due 6/28).

Note: This quiz will be used to document student academic engagement as required for financial aid purposes.

United Kingdom

Reading: Cases in Comparative Politics, ch.2

Quiz: UK (due 7/1)

France

Reading: Cases in Comparative Politics, ch.4

Quiz: France (due 7/5)

Japan

Reading: Cases in Comparative Politics, ch.6

Quiz: Japan (due 7/8)

Russia

Readings: Cases in Comparative Politics, chapter 7

Quiz: Russia (due 7/12)

First Exam

Exam covers UK, France, Japan & Russia (due 7/15).

Refer to the study guide found under Modules.

China

Readings: Cases in Comparative Politics, chapter 8

Quiz: China (due 7/19)

Iran

Readings: Cases in Comparative Politics, chapter 10

Quiz: Iran (due 7/22)

India

Readings: Cases in Comparative Politics, chapter 9

Quiz: India (due 7/24)

Mexico

Readings: Cases in Comparative Politics, chapter 11

Quiz: Mexico (due 7/26)

Second Exam

Exam covers China, Iran, India and Mexico (due 7/29)

Refer to study guide found under Modules.