



PS-102: COMPARATIVE POLITICS AND GOVERNMENT

Also listed as: PS-102H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PS - Political Science

Course Number

102

Course Title

Comparative Politics and Government

Short Title

Comparative Politics

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No



Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

PS-102H

C-ID (Admin Only)

C-ID POLS 130

CB 00

CCC000004120

Course Title

Honors Comparative Politics and Government

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID POLS 130

Catalog Description

This course is a comparative analysis of the politics and governmental institutions of democratic and non-democratic based political systems. The course will include an analysis of the crises and stages of political development; a discussion of the relationship of geography, history, and economics to political development; an examination of the role of socialization, culture, and ideology in political development; a discussion of intra-national conflicts; and the problems of developing-world nation building.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

POLS-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

2207.00 - Political Science

CIP Code

45.1001 - Political Science and Government, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Political Science (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze different political systems and their institutions.
2. Develop independent learning and research skills in the field of political science.
3. Employ use of the internet to do research on different political systems and their institutions.
4. Appraise the history of issues related to diversity, social and economic inequities, and political power in other countries.
5. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in other countries.
6. Appraise and use the comparative method.
7. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in other countries; and, identify those that offer redress for these issues.
8. Appraise and analyze the difference between democratic and non-democratic political systems.
9. Examine beliefs, attitudes, and biases about historically marginalized people and cultures in other countries.

Honors Objectives

1. Develop critical thinking and analysis of different political systems and their institutions.
2. Develop independent learning and research skills.
3. Develop internet literacy for the purpose of researching political institutions and systems.
4. Analyze the government or electoral systems of different countries through in-depth case studies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will identify and define various types of political systems (democratic and non-democratic).
2. Students will compare and contrast the governmental institutions and processes of democratic and non-democratic political systems.
3. Students will compare and contrast the impact of political systems on political outcomes in democratic and non-democratic political systems.

Content

Course Lecture Content

I. Foundations

- A. Introduction to the Concepts of Politics and Government
- B. The Comparative Method
- C. The State and the Nation
- D. Democracy and Authoritarian Rule
 - Full Democracy
 - Flawed Democracy
 - Authoritarian Hybrid
 - Authoritarian Rule
- E. Diversity, Equity, and Inclusion in Political Systems
 - Historical and theoretical foundations of DEI
 - Definitions and frameworks for understanding marginalization
 - The role of state ideology in shaping DEI policies
- F. Current political issues and trends should be incorporated throughout or via case studies

II. Political Mobilization

- A. Political Culture, Ideology, and Public Opinion
- B. Political Communication
- C. Political Participation
 - Conventional and Unconventional Methods
 - Revolution and Nation Building
 - The Role of Crises in Political Participation
- D. Elections and Voters
- E. Political Parties
- F. Interest Groups
- G. DEI and Political Mobilization
 - Political participation of marginalized groups
 - Social movements, identity politics, and representation
 - Barriers to access and the fight for political inclusion
- H. Current political issues and trends should be incorporated throughout or via case studies

III. Government and Governance

- A. Constitutions and the Law
- B. Legislatures
- C. Multilevel Governance
- D. The Political Executive
- E. Current political issues and trends should be incorporated throughout or via case studies

IV. Public Policy

- A. The Policy Process
- B. Political Economy
 - Including stages of economic development
- C. Political Geography
- D. Equity and Inclusion in Public Policy
 - Representation and resource allocation
 - Social policy responses to systemic inequality
 - DEI approaches in education, healthcare, and justice systems
- E. Current political issues and trends should be incorporated throughout or via case studies

V. Instructional Framework

- All topics will be explored through the lens of general principles of comparative politics, particularly using the Comparative Method.
- The course will include case studies of various countries and political systems to contextualize theory.
- Case studies will illustrate types of political and electoral systems, the impact of history and geography, and the challenges of nation-building and inclusion across diverse political landscapes.

Honors Content

The topics covered in the Honors Section are the same as those covered in the regular section. Honors students are expected to cover the topics in greater depth. This will be demonstrated with the completion of an Honors Research Project. In addition to the regular section content, Honors students may cover:

A. Regime and well-being:

Analyzing how different types of governments affect the material well-being of their citizens.

B. Politicization of identity:

Investigating why some countries politicize ethnic groups while others do not.

C. Party systems:

Examining the factors that lead to different numbers of political parties in various countries.

D. Government formation:

Studying how governments are formed and what determines the types of governments that take office.

E. Democracy and stability:

Evaluating how the type of democracy in a country impacts its stability.

F. Historical and structural analysis:

Exploring historical influences, such as the Cold War, and structural approaches like world systems theory.

Methods of Instruction

Method

Discussion

Integration

In-class discussion will be used to discuss current intra-national conflicts, issues, and trends. Discussion will include content to include the examination of historically marginalized groups in other countries.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class. Instructor participation and feedback will take place weekly on the discussion board within the CMS.

Method

Film/video Viewing and Discussion

Integration

Films and videos will be used to enhance student knowledge of current intra-national conflicts, issues, and trends, and to stimulate class discussion. Discussion will include content to include the examination of historically marginalized groups in other countries.

DE Adaptations for MOI

Films and online videos will may be made available through uploaded to the online course management system and will include closed captioning and other accessibility features for class viewing. Discussions and analysis will be conducted through asynchronous discussion forums or synchronous video meetings, allowing students to engage with each other, the instructor, and the content in multiple formats. Reflective writing assignments will further support student comprehension and interaction with course materials.

Method

Lecture

Integration

Class lectures will be used to analyze the theories of causation of democratically and non-democratically based systems. Lecture will include content to include the examination of historically marginalized groups in other countries.

DE Adaptations for MOI

Lecture can be communicated through the CMS in a variety of formats including accessible slide deck presentations and video lectures. Accessible websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through video conferencing platforms.

Method

Papers and Reports

Integration

Research papers and or/writing assignments will enhance student knowledge of the course material, stimulate class discussion, and improve student research skills. Assignments will include content to include the examination of historically marginalized groups in other countries.

DE Adaptations for MOI

The assignment can be done in the online format by supplying assignments to the students through the Assignment Pages in the CMS, and having students submit their worksheets to those pages in the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

The class can then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using the discussion board in asynchronous settings or via Zoom or other similar software in synchronous settings. Instructor feedback can be provided through the discussion board, or within the CMS gradebook using rubric and written feedback options.

Method

Projects

Integration

Comparative case studies of various countries will be conducted in order to compare and contrast the political systems of different countries. Projects will include content to include the examination of historically marginalized groups in other countries.

DE Adaptations for MOI

Accessible videos of demonstrations of comparative politics topics can be provided through the CMS using accessible websites including OER resources to demonstrate comparative research methods and comparative analysis. Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some papers and projects may also use asynchronous threaded discussions in Discussion Boards, where students can post their ideas for research projects and compare or share resources or websites related to content for their and other's project ideas. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can

Additional Methods of Instruction for Honors

Additional Methods of Instruction for Honors Courses include, but are not limited to, the following. Honors students are required to meet with the instructor a minimum of three times over the course of the semester. These meetings may be group, individual, or a combination of the two. Meetings may be used to discuss the course material in more depth, additional readings recommended by the instructor to Honors Students, or the Honors Project.

Additional Online Discussion of topics via the District Course Management System. These additional discussions will allow honors students and the instructor to share ideas and further analyze the theories and concepts presented in class lectures and readings. In addition, additional discussions will be used to discuss the concepts and theories presented in the additional honors readings. The additional discussions can also be used to discuss progress on the honors assignments.

Methods of Evaluation

Method

Class Participation

Integration

In-class discussions will be used to assess students' understanding of lecture participation using question and discussion comments based on course readings, their ability to distinguish information, and to demonstrate synthesis and application of comparative politics theories. Students will be evaluated using participation rubric measuring frequency, relevance, and accuracy of their contributions. Class participation activities will include theory-based discussions, current event applications, and structured debates related to the political and electoral systems of other countries.

DE Adaptations for MOE

In online settings, participation will be assessed through structured discussion forums and open-ended prompts that evaluate students' ability to analyze and critique comparative politics and comparative political issues. Posts will be graded using a participation rubric for accuracy, insight, and application of theory. Feedback will be provided weekly through the grading tools in the course management system.

Method

Exams/Tests

Integration

Essay-type exams evaluated based on content will be used to determine student understanding of the various theories of comparative politics and student ability to apply them to contemporary issues, events and problems in comparative political affairs.

DE Adaptations for MOE

Essay exams will be administered using the course management system. Essay type exams evaluated based on content will be used to determine student understanding of the various theories of comparative politics and their ability to apply them to contemporary issues, events and problems in comparative political affairs. Multiple choice style tests will be used to assess student understanding of general concepts in comparative politics. Feedback will be provided in a timely manner via the District CMS.

Method

Papers

Integration

Students will complete writing assignments of varying lengths and formats, including policy analyses, response papers, and theory-application essays. These assignments will be used to evaluate students' ability to synthesize course material and apply it to comparative political dynamics, such as electoral systems, issues of diversity within a comparative context, or comparative political participation.

DE Adaptations for MOE

All paper assignments will be posted and submitted through the CMS. Files will be accessible and compatible with screen readers. Feedback will be provided within one week via the CMS grading tools.

Method

Research Projects

Integration

Students will conduct research on a comparative issue of their choice, applying course theories and methodologies to analyze real-world political problems. The research project will assess students' ability to interpret data, evaluate sources, and construct analytical arguments tied to comparative politics content.

DE Adaptations for MOE

Research projects will be submitted through the CMS and evaluated for completeness, analytical depth, and theoretical application. All submissions will comply with accessibility standards, and feedback will be returned within two weeks via the CMS.

Evaluation of Honors assignments

Honors students will be evaluated first according to the requirements and criteria of the regular section.

To receive honors credit the student must complete one of the above enrichment assignments at a level and quality considered by the instructor passing.

The grading of the written component should be based on the following:

1. Coverage of aspects of the topic agreed to by the student and instructor.
2. Critical thinking and analysis skills demonstrated by the student.
3. Demonstrated ability to synthesize textbook, course materials, and outside research and draw conclusions.
4. Demonstrated ability to use accepted college-level grammar and spelling.
5. Originality of the thesis or argument.

The service-learning assignment will be evaluated based on the student's ability to reflect on their 10 hours of field participation in relation to course content. Evaluation will also include the ability to critically analyze and synthesize their experience with academic literature and political science theory, interpret the broader social and political significance of their service, and submit a thoughtful, well-organized reflection that meets high academic standards.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discussion: Does the development of capitalism enhance or hinder the development of democratically based political systems, particularly in relation to issues of diversity, equity, and inclusion (DEI)? In your response, consider how capitalist structures may support or challenge equitable representation, inclusive participation, and the protection of marginalized communities within a democracy.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback. Students will be provided links to accessible assignment files via the District Course Management System.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the Constitution of the Russian Federation and come prepared to critically compare and contrast its structure, principles, and protections with those of the United States Constitution. Pay close attention to how each document addresses issues such as the separation of powers, individual rights, and the role of government.

How assignment will be adapted in online format

Students will be provided links to access the reading via the District Course Management System. Students will be provided links to accessible reading files via the District Course Management System.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Analyze and critique the various theories regarding the causation of democratically based political systems. What current global political, social, and economic conditions are conducive to the development of these systems, particularly in terms of advancing diversity, equity, and inclusion? Conversely, what conditions—such as systemic inequality, cultural exclusion, or authoritarian tendencies—are likely to hinder the development or sustainability of democratic systems? Support your analysis with relevant examples and scholarly perspectives.

How assignment will be adapted in online format

Students will submit the assignment via the assignment function in the District Course Management System. Students will be provided links to accessible assignment files via the District Course Management System.

Honors Assignments**Assignment**

Honors students are expected to complete all of the regularly assigned work for PS 102, and in addition must complete at least one of the assignments from options 1-2 and one of the options from 3-4.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students are required to complete all the assignments in the regular course PS 106 and additional honors assignments and research. This is a vital part of the rigor and research core value, because it gives students the opportunity to challenge their understanding beyond the basics of the course.

Justify how the assignment reflects the Engagement Core Value

Students are required to complete all the assignments in the regular course PS 106 and additional honors assignments and research. This is a vital part of the engagement core value, because it gives students the opportunity to challenge their understanding beyond the basics of the course.

Justify how the assignment reflects the Inclusivity Core Value

Students are required to complete all the assignments in the regular course PS 106 and additional honors assignments and research. This is a vital part of the inclusivity core value, because it gives students the opportunity to challenge their understanding beyond the basics of the course.

Assignment

1. Film Analysis: As an honors student, you will be required to write an analysis of selected films as they relate to the course theories and concepts. You will be asked to explain how film and theory connect. Films can be watched as a group or individually. You will focus your analysis on one or more films. A list of potential films will be developed in consultation with the instructor. Your film analysis will be 3-4 pages typed, double-spaced, 12-point Times New Roman Font, standard one-inch margins. A minimum of 1 film and three academic/peer-reviewed sources are required. The course textbook cannot be used as a source. Papers should follow standard APA citation and formatting guidelines.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

The film analysis assignment aligns with the core value of research and academic rigor because students must locate and integrate at least three peer-reviewed academic sources into their film analysis. By requiring sources beyond the course textbook, the assignment emphasizes the importance of independent research and scholarly engagement.

Justify how the assignment reflects the Engagement Core Value

The film analysis assignment aligns with the core value of engagement by allowing students to select films that resonate with their interests and connect them to course theories and concepts. Watching films either as a group or individually offers flexibility and ensures that students can immerse themselves in the material and encourages active engagement with both the visual medium and academic theory.

Assignment

2. Write a policy analysis paper. For example, choose a particular political issue and compare and contrast the policies surrounding that issue in two or more countries.

Write a political analysis paper that analyzes a current comparative political topic. Your paper should address the background of the topic, and its economic, cultural and societal impact. Some examples would be white privilege, religious liberty or police relations with minority communities.

Your political analysis paper will be 3-4 pages typed, double spaced, 12-point Times New Roman Font, standard one-inch margins. A minimum of three academic/peer reviewed sources are required. Course textbook cannot be used as a source. Papers should follow standard APA citation and formatting guidelines.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

This political analysis paper aligns with the core value of rigor and research by requiring students to conduct in-depth analysis of a current political topic, involving a detailed examination of its background and impacts. Students must use credible sources and data to support their arguments, integrating economic, cultural, and societal dimensions into their analysis. The paper emphasizes critical thinking and academic rigor as students are expected to synthesize various perspectives and draw connections to broader political theories.

Justify how the assignment reflects the Inclusivity Core Value

The political analysis paper aligns with the core value of inclusivity by encouraging students to explore topics that directly affect marginalized or underrepresented communities, such as white privilege or police relations with minority communities. By examining how political topics impact different groups, students gain a deeper understanding of societal inequalities and the experiences of diverse populations.

Assignment

3. Write a comparative research paper. For example, compare and contrast the electoral systems in two or more countries.

Students are required to complete a research project that takes an in-depth look at the electoral systems in two countries of their choice. They will also be required to present original research and an original thesis. The project should demonstrate a sophisticated understanding of comparative electoral theory and apply relevant scholarly sources, including both primary and secondary materials. Students are expected to critically analyze their topic, synthesize information from diverse perspectives, and clearly articulate their findings in a well-organized, academically rigorous paper. In addition to the written component, students will be asked to share their research findings through either a formal presentation, discussion, or visual display (student choice). All work should reflect honors-level standards in research, writing, and critical thinking.

Students will present their research project in one of the following options:

1. A 10-minute prerecorded video uploaded to the course management system. You should be visually present in the video and the presentation should include a visual aide, such as slides, posters, or other acceptable alternatives.
2. A 10-minute in class presentation. The in-class presentation should include a visual aide, such as slides, posters, or other acceptable alternatives.

Your research project will conform to the following guidelines: Papers should be 12- 15 pages typed, double-spaced, 12-point Times New Roman Font, standard one-inch margins. A minimum of eight academic/peer-reviewed sources are required. Course textbook and assigned course readings cannot account for more than 2 of the 8 required sources. Papers should follow standard APA citation and formatting guidelines.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research paper assignment aligns with the core value of academic rigor and research because it requires a 12–15-page paper that demands in-depth analysis, the development of an original thesis, and the use of at least eight peer-reviewed sources, challenging students to engage with a broad range of political science literature. The strict APA formatting and citation guidelines reinforce academic integrity, structure, and attention to detail, ensuring that students maintain high standards throughout their work. Limiting course readings to only two sources out of eight pushes students to rely on academic databases and peer-reviewed materials, ensuring the work is well-supported and researched.

Assignment

4. Case Study. Students will write a comparative case study that critically examines the political activities (activity is student's choice with instructor approval) of a specific country other than the United States and evaluates its impact on its population and/or the surrounding region. The paper must include a clear and original thesis statement that offers a critical interpretation or creative argument rather than simply describing events. The topic should be relevant and important to comparative politics. The thesis should address a central question or issue and reflect the student's unique interpretation of the topic.

In addition to the written component of the project, students will present their research project in one of the following options:

1. A 10-minute prerecorded video uploaded to the course management system. You should be visually present in the video and the presentation should include a visual aide, such as slides, posters, or other acceptable alternatives.
2. A 10-minute in class presentation. The in-class presentation should include a visual aide, such as slides, posters, or other acceptable alternatives.

Your case study will be 10-12 pages typed, double spaced, 12-point Times New Roman Font, standard one-inch margins. A minimum of three academic/peer reviewed sources are required. Course textbook cannot be used as a source. Papers should follow standard APA citation and formatting guidelines.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This case study assignment aligns with the core value of rigor and research by requiring honors students to deeply analyze the activities of an international organization or country and their impact on global politics. Students must engage in comprehensive research, using primary and secondary sources to gather information on the organization policies, operations, and outcomes. The assignment challenges students to critically evaluate the effectiveness and broader societal implications of government action, requiring the synthesis of complex information and well-supported, evidence-based conclusions.

Justify how the assignment reflects the Engagement Core Value

The assignment aligns with the core value of engagement by requiring students to connect academic research with real-world governance, exploring how international organizations directly affect citizens' lives. It encourages students to engage with contemporary policy issues and develop an understanding of governmental structures and functions, fostering a connection between theoretical knowledge and practical application.

Course Materials**Textbooks**

Essentials of Comparative Politics. 8th ed. Patrick H. O'Neil. 2023 (Most recent edition).
Understanding Comparative Politics. An Inclusive Approach. First Edition. Lisa Baglione. 2024.
Comparative Politics: Mapping Institutions, Power, and Legitimacy. Eric Langenbacher. 2025.

Open Educational Resources

Introduction to Comparative Government and Politics. 1st. Ed. Dino Bozonelos, Julia Wendt, Charlotte Lee, Jessica Scarffe, Masahiro Omae, Josh Franco, Byran Martin, Stefan Veldhuis. OER Creative Commons.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course incorporates Diversity, Equity, and Inclusion (DEI) by critically examining how political and economic systems, such as capitalism and democracy, impact diverse populations globally. Students are asked to evaluate the development of democratically based systems through the lens of DEI, considering how structures of power either promote or hinder the representation and participation of historically marginalized groups based on race, gender, culture, class, and sexuality.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course uses Universal Design Techniques and Culturally Responsive Teaching principles. Multiple formats of assessment and assignments are available and encouraged. Students will engage in discussions with the instructor and classmates, submit a variety of writings, and complete summative exams

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will complete group projects that require them to work together. Students will also post to the course discussion board and respond to their classmates' posts. For example, the instructor may pose the question "Is "the state" the endpoint of political organization? Why or why not? What are other options?" At the beginning of class, ask students to write/reflect on it for a few minutes, then get into groups to share/discuss. For the online environment, assignment instructions will be provided through the CMS and students can submit their completed projects into the assignments page. Some assignments may also be completed using the Discussion option within the CMS. Students can then comment on each other's work via "replies" on the discussion board or peer review on written assignments..

Explain how the course will incorporate instructor-to-student interaction.

The instructor will post weekly announcements to guide student interaction with the course material. The instructor will conduct live lectures (in an on-campus offering of the course) or provide video lectures. The instructor will be active on the course discussion board and provide substantive written feedback on assignments. A sample discussion question may be "What are the key characteristics of each system of democracy (presidential, parliamentary, and semi-presidential)? What are the advantages and disadvantages of each?" The instructor will then interact and address student comments on the discussion board. For fully face-to-face or hybrid classes, the same question can be posed in class, with the instructor then participating in and guiding the class discussion.

For the online environment, assignment instructions will be provided through the CMS and students can submit their completed projects into the assignments page. Some assignments may also be completed using the Discussion or Quiz options within the CMS. Instructor feedback will be given within the CMS using written and rubric feedback options, or through Quizzes feedback.

Explain how the course will incorporate student-to-content interaction.

Students will engage with the course content through reading assignments, instructor-led simulations and discussions, supplemental videos, and coursework. One example writing assignment could be "Choose a country.

What is its governmental system (presidential, parliamentary, semi-presidential, or something else)? What is its democracy score/ranking/classification according to the IDEA Global Democracy Initiative (2024) vs. the V-Dem Varieties of Democracy 2024 report (please note, I used 2024 because that is the most recent IDEA has published. V-Dem has its 2025 report available, but please use the 2024 report for this paper)? How does V-Dem measure democracy vs. IDEA? Which measure, in your opinion, is better and why? Highlight one area your country needs to improve in order to strengthen its democracy score (or if it already has a high ranking, choose an area where it scores highly), and what policy steps can your country take to do so? How and why, in your view, will this help? If it already scores highly, why, in your view, does its strength in this area contribute to its high score? Support your response with evidence from course materials and the Democratic indicators above."

For the online environment, the same exercises can be assigned via the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students are asked to think critically on various types of political systems, as well as what role they, the student, can play in political events. The course will encourage students to reflect upon how they can work as individuals or with social groups to make political/ societal change. This can be done by having the students keep a journal throughout the semester where they answer reflection questions such as "What steps can be taken to educate the public about the risks and realities of deep fake technology? What role, if any, should media- and AI-literacy play? How confident are you in your own ability to spot deep fake technology?"

For the online environment, the students will be asked to complete their reflection pieces within the CMS, either within Discussions or Assignments.