

Brad Mapes-Martins, Ph.D  
bmapesma@uwsp.edu

**Office:** Room 472, Collins Classroom Center  
**Office Hours:** Wed., 12:30-1:30pm and appointments

### COURSE DESCRIPTION

While we often view politics in familiar terms as campaigns and pundits, there is a deeper meaning: at one level politics involves deciding how to act on ideas about the world. In this course we study how ideas manifest combine in everyday politics. The course is divided into three stages. First, we will develop tools for analyzing the role of ideas in politics. In doing so, we will focus our attention on how political philosophies are connected to day-to-day politics through ideologies, the psychological motivations people have for their ideologies, and how institutions such as political parties contribute to this process. Second, we will learn about key political concepts central to the political ideologies we are familiar with. Finally, we will learn about how political concepts are combined to form different ideologies.

### LEARNING OBJECTIVES

Students will ...

- demonstrate comprehension of how different values and concepts inform political disagreements.
- demonstrate familiarity with social scientific explanations of political behavior.
- analyze rhetoric to identify the political ideas expressed.

### GRADE ALLOCATION

**Participation (80 points)** Students are expected to contribute to class discussion in multiple ways: arriving with the assigned readings completed in advance, answering oral questions, formulating questions, listening attentively to others, and taking notes. *See 'Participation Grading Rubric' for details.*

**In-Class Responses. (120 points = 10 points each x 12 weeks).** For 12 of 13 weeks, students will write a response in class to a question related to the assigned readings for that week. **No make-up opportunities will be offered for missed responses.**

**Tests (100 points each x 2 tests).** Students will take two in-class tests on the course material. *Further instructions will be provided ahead of time.*

**Bonus Points.** During class time, students providing excellent questions, answers or insights will be given a 'token' worth 1 point. These will be given out per the instructor's discretion as to what constitutes an 'excellent' contribution in the context of that particular discussion.

GRADE VALUES									
		<b>B+</b>	359 - 349	<b>C+</b>	319 - 309	<b>D+</b>	279 - 269		
<b>A</b>	400 - 372	<b>B</b>	348 - 332	<b>C</b>	308 - 293	<b>D</b>	268 - 240	<b>F</b>	239 or less
<b>A -</b>	371 - 360	<b>B -</b>	331 - 320	<b>C -</b>	292 - 280				

<b>SCHEDULE</b>	<b>CLASSROOM PREPARATION</b> <i>*The 'Preparation' portion of your Discussion Participation points requires you to complete assignments before the first class of the week.</i>
<b>WEEK 1</b> 01.23-01.27	<b>TOPIC:</b> Studying Political Ideas through Ideology <b>ASSIGNMENT:</b> Pew Research Center, '2016 Political Polarization Update' (D2L)
<b>WEEK 2*</b> 01.30-02.03	<b>TOPIC:</b> Political Communication and Information Processing <b>ASSIGNMENT:</b> J.S. Mill, <i>On Liberty</i> (excerpt) (D2L)
<b>WEEK 3*</b> 02.06-02.10	<b>TOPIC:</b> Political Institutions and Sorting <b>ASSIGNMENT:</b> Noel, "The Coalition Merchants" (pp. 12-27) (D2L)
<b>WEEK 4*</b> 02.13-02.17	<b>TOPIC:</b> Interests and Identities <b>ASSIGNMENT:</b> Cramer-Walsh, "Putting Inequality in Its Place" (D2L)
<b>WEEK 5*</b> 02.20-02.24	<b>TOPIC:</b> Functions of Ideologies I <b>ASSIGNMENT:</b> Freedden, Ch. 4 - 5 (p. 45-77)
<b>WEEK 6*</b> 02.27-03.03	<b>TOPIC:</b> Functions of Ideologies II <b>ASSIGNMENT:</b> Noel, "Creative Synthesis" (pp. 38-66) (D2L)
<b>WEEK 7*</b> 03.06-03.10	<b>TOPIC:</b> Describing and Interpreting Ideologies <b>ASSIGNMENT:</b> Freedden, Ch. 9 - 10 (p. 114-128) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 8</b> 03.13-03.17	<b>IN-CLASS TEST</b> <b>Wednesday, March 15<sup>th</sup></b>
<b>WEEK 9*</b> 03.27-03.31	<b>TOPIC:</b> Key Concepts – Power and Freedom <b>ASSIGNMENT:</b> Hoffman and Graham (p. 1-9; 34-53) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 10*</b> 04.03-04.07	<b>TOPIC:</b> Key Concepts – Equality <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 3 (p. 54-74) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 11*</b> 04.10-04.14	<b>TOPIC:</b> Key Concepts – Rights <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 18 (p. 401-421) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 12*</b> 04.17-04.21	<b>TOPIC:</b> Ideologies – Liberalism <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 8 (p. 171-192) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 13*</b> 04.24-04.28	<b>TOPIC:</b> Ideologies – Conservatism <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 9 (p. 193-211) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 14*</b> 05.01-05.05	<b>TOPIC:</b> Ideologies – Socialism <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 10 (p. 212-236) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 15*</b> 05.08-05.12	<b>TOPIC:</b> Ideologies – Nationalism <b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 12 (p. 258-279) & <i>Supplemental Readings</i> (D2L)
<b>WEEK 16</b> 05.15-05.19	<b>IN-CLASS TEST</b> <b>Tuesday, May 16<sup>th</sup>, 2:45-4:45pm</b>

## REQUIRED MATERIALS

**For Purchase.** Michael Freeden. *Ideology: A Very Short Introduction*. Oxford University Press, 2003.

**Text Rental.** John Hoffman and Paul Graham. *Introduction to Political Theory*, 3<sup>rd</sup> ed. Routledge, 2015.

**D2L.** Other reading materials are distributed through UWSP’s learning management system.

## POLICIES

**Academic Misconduct:** All UWSP policies regarding academic misconduct (e.g., plagiarism) are defined in Chapter 14 of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

**Equal Access:** If you have a challenge requiring classroom accommodation, please contact UWSP Disability Services Office with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

## PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
<b>Listening</b>	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
<b>Preparation</b>	<input type="checkbox"/> Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
<b>Quality</b>	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
<b>Impact</b>	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
<b>Frequency</b>	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
<b>Grade</b>	<b>Description</b>		
<b>A</b>	<i>Strong</i> in most categories.		
<b>B</b>	<i>Strong</i> in some categories but <i>Needs Development</i> in others.		
<b>C</b>	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
<b>D</b>	<i>Unsatisfactory</i> in multiple categories.		
<b>F</b>	<i>Unsatisfactory</i> in nearly all categories.		

\*Adapted from John Immerwahr, Villanova University, 2008.