

Dr. Brad Mapes-Martins  
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**Office:** Room 472, Collins Classroom Center  
**Office Hours:** Wed., 12:30-1:30pm & appointments

**COURSE TOPIC**

This course addresses ideas formulated by political actors engaged in the political process or by political scientists to explain important changes. As an upper-division interdisciplinary course the approach to our topic, the learning materials selected, and the projects for assessment all combine interpretive and conceptual aspects of the humanities with the empirical and methodological concerns of the social sciences. This semester, we will focus on *democracy* as it was formulated amidst instability and revolutions during the 17<sup>th</sup> and 18<sup>th</sup> centuries and how it is practiced today in the United States.

**COURSE OBJECTIVES**

Students will ...

- demonstrate comprehension of how different ideas inform historically significant political disagreements.
- employ interpretive skills to construct research questions.
- apply social scientific methods for explaining political behavior.
- analyze quantitative data as evidence in conducting research.

**GRADING**

**Discussion Participation (150 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.*

**Response Writings (350 points = 25 points x 14 assignments).** Every week, students will write a brief response to the assigned readings for the week. A hardcopy, typed response is due each week at the beginning of class on **Tuesday**. *Further instructions will be provided.*

**Analytic Paper (200 points).** The semester concludes with a 2500-3000 word paper on the course topic and drawing from the course materials. *Further instructions will be provided.*

**Bonus Points (2 points each).** On Thursdays, we begin class with an opportunity to earn bonus points by briefly answering a question related to our topic. **No make-up is offered for bonus point opportunities.**

GRADE VALUES									
		<b>B+</b>	629 - 607	<b>C+</b>	559 - 539	<b>D+</b>	489 - 469		
<b>A</b>	700 - 651	<b>B</b>	606 - 581	<b>C</b>	538 - 511	<b>D</b>	468 - 420	<b>F</b>	419 <i>or less</i>
<b>A -</b>	650 - 630	<b>B -</b>	580 - 560	<b>C -</b>	510 - 490				

<b>SCHEDULE</b>	<b>CLASSROOM PREPARATION</b>
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	*To be able to follow lecture and participate in discussion, please complete assignments <b>before</b> the first class of the week.
<b>WEEK 1</b> 01.23-01.27	<b>TOPIC:</b> Introduction <b>ASSIGNMENT:</b> Dahl, “What is Democracy?” and “What Political Institutions Does Large-Scale Democracy Require?” in <i>On Democracy</i> . (D2L)
<b>WEEK 2</b> 01.30-02.03	<b>TOPIC:</b> Representing the Popular Will <b>ASSIGNMENT:</b> Hobbes, <i>Leviathan</i> (pp. 579-80; 593-4; 609-12; 618-22; 633-39; 648-52)
<b>WEEK 3</b> 02.06-02.10	<b>TOPIC:</b> Representing the Popular Will <b>ASSIGNMENT:</b> Rousseau, <i>On the Social Contract</i> (pp. 882-889; 891-902)
<b>WEEK 4</b> 02.13-02.17	<b>TOPIC:</b> Representing the Popular Will <b>ASSIGNMENT:</b> Achens and Bartels, <i>Democracy for Realists</i> , p. 21-51. (D2L)
<b>WEEK 5</b> 02.20-02.24	<b>TOPIC:</b> Representing the Popular Will <b>ASSIGNMENT:</b> Druckman, et al., “How Elite Partisan Polarization Affects Public Opinion Formation” (D2L)
<b>WEEK 6</b> 02.27-03.03	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Locke, “Letter Concerning Toleration” (pp. 778-80; 787-89; 792-95) <i>Second Treatise on Government</i> (p. 713-25; 732-46; 764-767)
<b>WEEK 7</b> 03.06-03.10	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Levendusky, <i>The Partisan Sort</i> , p. 13-37. (D2L)
<b>WEEK 8</b> 03.13-03.17	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Madison, <i>Federalist</i> , “No. 10” (D2L)
<b>WEEK 9</b> 03.27-03.31	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Hetherington and Rudolph, <i>Why Washington Won’t Work</i> , p. 72-96. (D2L)
<b>WEEK 10</b> 04.03-04.07	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Tocqueville, <i>Democracy in America</i> (excerpts) (D2L)
<b>WEEK 11</b> 04.10-04.14	<b>TOPIC:</b> Plural Civil Society <b>ASSIGNMENT:</b> Putnam, “Bowling Alone: America’s Declining Social Capital” (D2L)
<b>WEEK 12</b> 04.17-04.21	<b>TOPIC:</b> Reason and Freedom <b>ASSIGNMENT:</b> Mill, <i>On Liberty</i> (pp. 1017-1022) Kant, <i>To Perpetual Peace</i> (p. 985-1007)
<b>WEEK 13</b> 04.24-04.28	<b>TOPIC:</b> Reason and Freedom <b>ASSIGNMENT:</b> Lodge and Taber, “The <i>John Q. Public</i> Model of Political Information Processing,” <i>The Rationalizing Voter</i> . (D2L)
<b>WEEK 14</b> 05.01-05.05	<b>TOPIC:</b> Reason and Freedom <b>ASSIGNMENT:</b> Cramer-Walsh, “Putting Inequality in Its Place” (D2L)
<b>WEEK 15</b> 05.08-05.12	<b>TOPIC:</b> Conclusion <b>ASSIGNMENT:</b> Dahl, “Why Democracy?” in <i>On Democracy</i> . (D2L)
<b>WEEK 16</b>	<b>EXAM PERIOD</b>

05.15-05.19	<i>Section 1: Wednesday, 5/17, 0800-1000 (CCC234)</i> <i>Section 2: Monday, 5/15, 1445-1645 (CCC234)</i>
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### REQUIRED MATERIALS

**Text Rental.** Michael L. Morgan, ed. *Classics of Moral and Political Theory*, 5th ed. Indianapolis, Indiana: Hackett Publishing, 2011.

**D2L.** Materials not in the textbook are distributed through the University's learning management system (Desire2Learn). It is important you bring a printed copy of the reading to class.

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### 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.