

**Class:** M/W 9:35-10:50 (CCC 234)

**Office Hours:** W 12:30-2:00pm or by appointment (CCC 472)

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### COURSE DESCRIPTION

While we often view politics in familiar terms as campaigns and pundits, there is a deeper meaning: politics involves deciding how to act on ideas about the world. Others have to live with our ideas to some extent and we have to live with some part of theirs. In this course we study some of the most influential of those ideas and how they underlie our day-to-day politics. As citizens, each of us is a political thinker with decisions to make. The ideas we use when we think politically – freedom, equality, justice, power – are the topic of this course. You will learn how to find these deeper debates among seemingly meaningless sound bites.

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### LEARNING OBJECTIVES

Students will ...

- demonstrate comprehension of concepts fundamental to the study of politics.
- employ advanced reading skills to interpret primary texts.
- analyze basic logic used in philosophical arguments.
- contextualize political ideas in relation to relevant events.

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### GRADE ALLOCATION

**Participation (20%)** 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.*

**Exams (20% + 30% + 30%)** You will take two Unit Examinations and a comprehensive Final Exam. *Further information and instructions will be provided before exams.*

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### 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.** Supplementary materials are distributed through UWSP's learning management system.

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| <b>SCHEDULE</b> | <i>*To be able to follow lecture and participate in discussion, please complete assignments <b>before</b> the first class of the week.</i>  |
| <b>WEEK 1</b>   | <b>UNIT 1: ANALYZING IDEAS</b>  |
| 1/25-1/27       | <b>TOPIC:</b> Studying political ideas through ideology<br><b>ASSIGNMENT:</b> <i>Class Survey</i>   |
| <b>WEEK 2</b>   | <b>UNIT 1: ANALYZING IDEAS</b>  |
| 2/1-2/3         | <b>TOPIC:</b> Distinguishing features and functions of ideology<br><b>ASSIGNMENT:</b> Freedon, Ch. 3, 5, and 10 (p. 31-44; p. 67-77; p. 122-128)  |
| <b>WEEK 3</b>   | <b>UNIT 1: ANALYZING IDEAS</b>  |
| 2/8-2/10        | <b>TOPIC:</b> Describing and interpreting ideology<br><b>ASSIGNMENT:</b> Freedon, Ch. 4 and 9 (p. 45-66; p. 114-121)  |
| <b>WEEK 4</b>   | <b>UNIT 1: ANALYZING IDEAS</b>  |
| 2/15-2/17       | <b>TOPIC:</b> Review<br><b>ASSIGNMENT:</b> <i>Unit 1 Exam</i>   |
| <b>WEEK 5</b>   | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 2/22-2/24       | <b>TOPIC:</b> Power and the State<br><b>ASSIGNMENT:</b> Hoffman and Graham, ‘What is power?’ and Ch. 1 (p. 1-9; p. 11-33)<br><i>Supplemental Readings (D2L)</i><br>‘How to take notes on Supplemental Readings’ (D2L) |
| <b>WEEK 6</b>   | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 2/29-3/2        | <b>TOPIC:</b> Freedom<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 2 (p. 34-53)<br><i>Supplemental Readings (D2L)</i>  |
| <b>WEEK 7</b>   | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 3/7-3/9         | <b>TOPIC:</b> Equality<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 3 (p. 54-74)<br><i>Supplemental Readings (D2L)</i>   |
| <b>WEEK 8</b>   | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 3/14-3/16       | <b>TOPIC:</b> Justice<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 4 (p. 76-98)<br><i>Supplemental Readings (D2L)</i>  |
| <b>WEEK 9</b>   | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 3/28-3/30       | <b>TOPIC:</b> Rights<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 18 (p. 401-421)<br><i>Supplemental Readings (D2L)</i>  |
| <b>WEEK 10</b>  | <b>UNIT 2: OBJECTS OF IDEOLOGY</b>  |
| 4/4-4/6         | <b>TOPIC:</b> Review<br><b>ASSIGNMENT:</b> <i>Unit 2 Exam</i>   |

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| <b>WEEK 11</b> | <b>UNIT 3: FORMS OF IDEOLOGY</b>   |
| 4/11-4/13      | <b>TOPIC:</b> Liberalism I<br><b>ASSIGNMENT:</b> Freeden, Ch. 6 (p. 78-93)<br>Hoffman and Graham, Ch. 8 (p. 171-192)<br><i>Supplemental Readings (D2L)</i> |
| <b>WEEK 12</b> | <b>UNIT 3: FORMS OF IDEOLOGY</b>   |
| 4/18-4/20      | <b>TOPIC:</b> Liberalism II<br><b>ASSIGNMENT:</b> <i>Supplemental Readings (D2L)</i>   |
| <b>WEEK 13</b> | <b>UNIT 3: FORMS OF IDEOLOGY</b>   |
| 4/25-4/27      | <b>TOPIC:</b> Conservatism<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 9 (p. 193-211)<br><i>Supplemental Readings (D2L)</i>                              |
| <b>WEEK 14</b> | <b>UNIT 3: FORMS OF IDEOLOGY</b>   |
| 5/2-5/4        | <b>TOPIC:</b> Socialism<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 10 (p. 212-236)<br><i>Supplemental Readings (D2L)</i>                                |
| <b>WEEK 15</b> | <b>UNIT 3: FORMS OF IDEOLOGY</b>   |
| 5/9-5/11       | <b>TOPIC:</b> Nationalism<br><b>ASSIGNMENT:</b> Hoffman and Graham, Ch. 12 (p. 258-279)<br><i>Supplemental Readings (D2L)</i>                              |
| <b>WEEK 16</b> | <b>FINAL EXAM PERIOD</b>   |

## 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

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

\*Based on the work of John Immerwahr, Villanova University, 2008.