

Brad Martins, Ph.D  
bmapesma@uwsp.edu

**Office:** Room 472, Collins Classroom Center  
**Office Hours:** Wed., 11:00am-12:00pm and appointments

### COURSE DESCRIPTION

While we often view politics in as parties looking to win elections, there is a second layer: politics also involves deciding what ideas a society should act on. In this course we learn how competition over power and ideas are combined in our day-to-day politics. The course is divided in two: 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 political ideas and how they are combined to form different ideologies. Students will come away with a deeper understanding of the political debates going on around them.

### LEARNING OBJECTIVES

Students will ...

- explain how different values and concepts shape political disagreements.
- analyze expressions of political ideas in primary sources to distinguish ideologies.

### GRADE ALLOCATION

**Participation (100 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, listen attentively to others, and taking notes. *See 'Participation Grading Rubric' for details.*

**Responses. (100 points = 10 points each x 10 weeks).** For 10 weeks, students will write a short response to the assigned readings for that week. *Further instructions will be provided by the instructor.*

**Tests (100 points each x 2 tests).** Students will take two tests on the course material. *Further details will be provided by the instructor prior to review.*

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>
<b>WEEK 1</b> 09.05-09.08	<b>TOPIC:</b> Pluralism <b>ASSIGNMENT:</b> Pew Research Center, '2016 Political Polarization Update' (D2L)
<b>WEEK 2*</b> 09.11-09.15	<b>TOPIC:</b> Political ideas in practice <b>ASSIGNMENT:</b> <i>The Economist</i> , "The Power of Groupthink" (D2L); <i>The Economist</i> , "America's Urban-Rural Divides" (D2L)
<b>WEEK 3*</b> 09.18-09.22	<b>TOPIC:</b> Political ideas in practice (continued) <b>ASSIGNMENT:</b> Cramer-Walsh, "Putting Inequality in Its Place" (D2L)
<b>WEEK 4*</b> 09.25-09.29	<b>TOPIC:</b> Political parties combine identities, interests, and ideas <b>ASSIGNMENT:</b> Noel, "The Coalition Merchants" (pp. 12-27)
<b>WEEK 5*</b> 10.02-10.06	<b>TOPIC:</b> Political parties and ideologies <b>ASSIGNMENT:</b> Noel, "Creative Synthesis" (pp. 38-66)
<b>WEEK 6*</b> 10.09-10.13	<b>TOPIC:</b> Ideologies and identities <b>ASSIGNMENT:</b> Noel, "Issue Politics in Ideological Context" (pp. 144-164)
<b>WEEK 7*</b> 10.16-10.20	<b>TOPIC:</b> Ideology, partisanship and media <b>ASSIGNMENT:</b> M. Levendusky, "Are Fox and MSNBC polarizing America?" (D2L)
<b>WEEK 8</b> 10.23-10.27	<b>TOPIC:</b> Review EXAM 1
<b>WEEK 9</b> 10.30-11.03	<b>TOPIC:</b> Key Concepts – liberty, equality and rights <b>ASSIGNMENT:</b> <i>Posted Articles</i> (D2L)
<b>WEEK 10</b> 11.06-11.10	<b>TOPIC:</b> Key Concepts – liberty, equality and rights <b>ASSIGNMENT:</b> <i>Posted Articles</i> (D2L)
<b>WEEK 11*</b> 11.13-11.17	<b>TOPIC:</b> Ideology – Liberalism and Progressivism <b>ASSIGNMENT:</b> W. Moss, "What is Progressivism" (D2L)
<b>WEEK 12*</b> 11.20-11.22	<b>TOPIC:</b> Ideology – Libertarianism <b>ASSIGNMENT:</b> M. Friedman, "The Relation between Economic and Political Freedom" (D2L)
<b>WEEK 13*</b> 11.27-12.01	<b>TOPIC:</b> Ideology – Conservatism <b>ASSIGNMENT:</b> B. Goldwater, "Conscience of a Conservative" (D2L); A. Miller, "Why Moral Decline Matters" (D2L)
<b>WEEK 14</b> 12.04-12.08	<b>TOPIC:</b> Ideology – Socialism <b>ASSIGNMENT:</b> <i>Posted Articles</i> (D2L)
<b>WEEK 15*</b> 12.11-12.15	<b>TOPIC:</b> Ideology – Nationalism and Populism <b>ASSIGNMENT:</b> <i>The Economist</i> , "What is Populism?" (D2L)
<b>WEEK 16</b> 12.18-12.22	EXAM 2

## REQUIRED MATERIALS

**Text Rental.** Hans Noel, *Political Ideologies and Political Parties in America*. Cambridge University Press, 2013.

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

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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.

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## 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.	<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
Grade	Description		
<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.