

My Compass, Our Compass: Lecture on Ideology / Parties

By John Girdwood, a Political Pipeline open resource.

Day 1: Assign “The Political Compass” test as homework: <http://www.politicalcompass.org/test>

Students print out test results and bring to next class. And, student answer PART I

Questions as homework!

Day 2: The Lecture: “How are *legitimate factions*, parties in government, and/or parties in the electorate in America?”

PART I: Get in groups of 2-5 people according to Quadrant, according to Day 1 homework.

1. Find people from the same quadrant as you and introduce yourself / major / year / fav. Food (5 min).
2. Create a party platform on the following issues (10-15 minutes, compare your answers):

Free food for the poor: Circle Yes or No and define poor:

Medicare stance (healthcare for elderly via taxes): Circle Yes or No and define

Medicaid (healthcare for poor via taxes): Circle Yes or No and define

Progressive taxation (taxing rich workers at higher and higher levels than poorer workers):

Circle Yes or No and define

Military: #1 in expenditures of discretionary budget? Yes or No, should #1 be education? Yes or No

Should the US government be allowed to preemptively strike an “enemy”? Circle Yes or No and define:

Should same-sex marriages be legal, including adoption? Circle Yes or No and define:

Should abortion be legal, always in the first trimester? Circle Yes or No and define:

Should all people be required to get a bachelor's degree—paid for by corporation taxes? Yes/No, Define:

Should the government be able to use monitor the entire internet (including your emails)? Yes/No, Define:

When does a government interfere with the peoples' freedom?

PART II: Using this information, what would political scientists study?¹

A. Call on groups to give brief answers to PART I questions (5 minutes).

- When were you unable to reach consensus?

B. In thinking about PART I: Is there a political party in America that you most prefer? (5 min)

- Which PART I issues did you feel most strongly about?

C. Begin lecture by exploring how different groups of people can agree on compromises.

- Do the groups feel more strongly about different issues? (5 min.)

PART III: Lecture on ideologies in America, and integrate the former (for the rest of class time).

If you can, explain how the students are different from the Democratic and Republican 2012 party platforms (see [here](#)).

¹ i.e. *congruence* of parties and people, intraparty relationships, interparty relationships, median voter legislation probability, etc.

