I. Course Description
The current catalog concisely describes this course as follows:

II. Objectives
At the end of the term, I expect each of you to be able to do the following:

- Understand the concept of worldview, and the basic components of several different worldviews
- Understand the theoretical origins of modern day political systems.

III. Grading
Your grade will be based on your performance on assignments totaling 1000 points. Listed below are the different graded assignments that will be offered this semester. The total possible points for each is listed in parentheses.

Qu.I.C.H.E. (Quizzes/In-Class/Homework Exercises) (200 points)
Every day that you have reading material assigned, I reserve the right to give you pop-quizzes that can cover material read for that day and any material discussed in class during the last day that the class met. In addition, at various times, I might ask you to, either individually or in a group, in class or on your own, write “mini” papers that address a specific topic relevant to the class discussion and/or reading material. These exercises and quizzes will usually be graded on a 10 point scale. If you wind up taking more quizzes than you need to (e.g. you wind up with 1030 points’ worth of assignments instead of 1000) I will drop lowest quiz scores in order to balance things out.

Tests (500 points)
You are going to take 3 tests. The first will cover material from the Sire book, focusing on the nuts-and-bolts of worldviews. This test is worth 100 points. The second test will be a mid-term, and will cover the primary sources that we’ve read by that point. This test will be worth 200 points. The final exam will cover the rest of the authors that we read this semester. It also will be worth 200 points. The two tests over primary sources will be mostly essay questions that ask you to either outline theories presented by the authors read/discussed or apply those theories to a new situation.

Papers (300 points)
For several of the primary sources we read, I will give you a topic to write on involving one of those sources for 3-5 pages. The grade for these papers will be divided 70/30—seventy percent is content, thirty percent is for grammar. Each paper is worth 100 points, so you will need to do three of them during the course of the semester. You also have the option of writing a fourth paper in order to replace a paper grade or your ten lowest quizzes.
Participation (Fudge Factor)
Proverbs 27:17 says that as iron sharpens iron, so one man sharpens another. In the context of this class, I think that this verse is applicable in the sense that the material we cover will make more sense if we can discuss it, debate it, and generally interact with each other. We will all leave this class better off if we each of us contributes to the conversation in a substantive manner.

To that end, I expect each of you to participate in class discussions, offering your insights, thoughts, and especially questions. Some of the primary texts will be difficult to read, and I fully expect you to have questions about the readings. In the absence of your questions, I have plenty of my own questions, and I will feel free to call on anyone in class to at least make a serious attempt at answering my questions. So, do your reading and speak up!

IV. Miscellaneous Policies

A. Attendance
Since this class is largely discussion oriented, attendance is critical. While I will not be taking attendance each day, the quizzes that we have will serve as something of a proxy for that. Coming to class solely for the purpose of taking a quiz, and then leaving at the conclusion of the quiz is not acceptable and will result in a zero for the quiz. As per university policy, since we meet three times a week, you are basically allowed three unexcused absences. For the definition of what counts as an unexcused/excused absence, refer to the University Catalog. In any event, if you are going to miss class, you must notify me in advance if at all practicable. My voicemail in my office is on 24 hours a day, 7 days a week, so if you need to, call my office number and leave a message telling me that you will not be in class.

Note: even if the absence would otherwise be excused, failure to notify me in advance will result in the absence being listed as unexcused. If you have an excused absence, any quiz or in class assignment you miss will be entered as an “E” meaning that the assignment was excused and you will receive your average grade for that assignment. The same will occur for your first three unexcused absences (except that a “U” will be entered into the book.) In no event will there be an opportunity to make up work, whether the absence was excused or not. The only difference will be the entry of an “E”/”U” versus a zero for the assignment. If a homework assignment is due on the day you are to miss class, you should turn in the assignment early or arrange to have a fellow student turn it in. Should you go beyond the three unexcused absences, you will receive a zero for that quiz grade.

B. Statement on Academic Integrity
As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. At a minimum, any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Further infractions will result in failure of the course and possible suspension. For additional information and examples, refer to the Academic Integrity section on pages 4-5 of your John Brown University Student Handbook.
C. Civility
I hope and expect that we will treat each other with civility and respect in our discussions. There will no doubt be instances this semester where you think that something I have said or a classmate has said is totally off the wall and ridiculous. No matter how tempted you are to say something disparaging, please remember that we are here to have a discussion, and that that can only take place where everyone feels they are welcome to participate. Thus, do not abuse your freedom to comment by ridiculing the comments of others.

D. Grade Scale
The grade scale I will use to calculate your final grade is as follows:

- A  930-1000 points  B-  800-819 points  D+  680-699 points
- A-  900-929 points  C+  780-799 points  D  600-679 points
- B+  880-899 points  C  720-779 points  F  less than 600 points
- B  820-879 points  C-  700-719 points

E. Policy on Students with Disabilities
Students with documented disabilities who need academic accommodations should make an appointment with the Director of Student Support Services (524-7217) to begin the accommodation process. They also are encouraged to make an appointment with the instructor as soon as possible. Students without documented disabilities who feel they may have difficulty with this course are also encouraged to make an appointment with the instructor to discuss what steps need to be taken to be successful.

F. Labor Day, Fall Break & Thanksgiving Break
Friday, August 31, Friday, September 28 and Tuesday, November 20 are regular class days. Students should not make travel plans for Fall Break and Thanksgiving Break until after their regularly-scheduled classes have ended.

G. Final Exam Policy
Students must sit for the final exam at the specified time. The only exceptions are death or serious illness of a member of the student's immediate family, or illness of the student as documented by a medical professional. Any exception to the final exam policy must be approved by the Dean of Undergraduate Studies.

H. Time Commitment
Do not be deceived by the low number of pages listed on the reading assignments. The pages are large, the text is small, and the concepts can be difficult. In short, the material is going to require you to spend a fair amount of time to digest. The general rule of thumb for a college course is that you should be spending around 2 to 3 hours working for every hour spent in class. We spend a total of 35 hours in class, so this means the homework could amount to somewhere around 70 hours of work over the term. For some of you, this material will come easier than for others, and thus require less time. For others, this class will be unusually difficult, and it will absorb more of your time than you think it should. But in all cases, if you will stick with the readings, participate in class, and work with your group, I hope that by the end of the semester we will all have found this course to have been a rewarding experience!