

**The Great Conversation throughout History
Worldview Academy Bridge Year 2014-15**

Instructor	Jeff Baldwin
Office Address & Phone	Library, 719-275-0946
Office Hours	M and Th 2-5 pm and always by appointment
Email Address	jbaldwin@worldview.org
Philosophy 101, 10:00-11:20 am Mon and Thurs	Fall 2014, 3 hours

Course Description

The Great Conversation is a one-year reading program designed to help students develop a sense of the scope of the history of ideas, and especially the way in which Christianity shaped that conversation. By reading some of the most influential thinkers—Plato, Augustine, Luther, Descartes, Pascal, Nietzsche—students come face-to-face with the catalysts of significant paradigm shifts and epochs.

Course Objectives

Objective	Abbey Objectives
1. Know the prerequisites for absolute truth to exist; realize the fatal flaws of relativism.	1,2
2. Understand that ideas have consequences, and why this matters for education.	1,2
3. Recognize the dangers of gnosticism, especially for the Christian Church.	1
4. Better understand what the Bible teaches about the nature of man and the nature of God.	1,2,3
5. Understand epistemology and the limits of man-based systems.	1,2
6. Recognize the biblical imperative to hold still; understand the purpose of leisure.	1,2,3

7. Know something of the historical cost to nations embracing unbiblical ideas. 1,2
8. Be aware of God's continued engagement with human history. 1,2,3
9. Understand the radical *praxis* inherent in the call to follow Christ. 1,2,3

[Abbey objectives: equip students to better understand their faith as a total worldview (1); engage in both apologetics and evangelism with truth and grace (2); and learn to lead by serving, as Christ modeled for His followers (3).]

Required texts, materials and resources

(Note: students will read excerpts from books marked with an asterisk; these handouts will be provided by the instructor)

- Republic* by Plato (trans. C.D.C. Reeve): Hackett Publishing
- Oedipus Rex* by Sophocles
- On the Incarnation* by Athanasius: St. Vladimir's Seminary Press
- City of God* by Augustine (trans. Henry Bettenson): Penguin Books
- How the Irish Saved Civilization* by Thomas Cahill
- The Confession* by Patrick (trans. John Skinner): Image Books
- Everyman's Talmud* by Abraham Cohen
- Beowulf* (trans. Burton Raffel): Signet Classics
- Pastoral Care* by Gregory I (trans. Henry Davis)*
- Piers Plowman* by William Langland (trans. E. Talbot Donaldson): W.W. Norton & Co.
- On Christian Liberty* by Martin Luther (trans. W.A. Lambert): Fortress Press
- Othello* by William Shakespeare
- Meditations on First Philosophy* by Rene Descartes
- Pensees* by Blaise Pascal (trans. A.J. Krailsheimer): Penguin Books
- New Atlantis* by Francis Bacon
- Autobiography* by Benjamin Franklin*

Selected Speeches by Robespierre*

Democracy in America by Alexis de Tocqueville (trans. Gerald E. Bevan): Penguin Books

Life without Principle and *Civil Disobedience* by Henry David Thoreau

Narrative of the Life of Frederick Douglass by Frederick Douglass

Beyond Good and Evil by Friedrich Nietzsche (trans. Walter Kaufmann)*

Man's Search for Meaning by Viktor Frankl

The Cost of Discipleship by Dietrich Bonhoeffer

Assignment Policy

1. Students will complete a reading assignment worksheet for each section assigned. They will bring this worksheet to class, both as an indication that they have completed the reading and as a reference to prompt their memories during discussions.
2. The reading assignment worksheet should reflect serious engagement with the excerpt and be persuasive.
3. Failure to complete a reading assignment worksheet will result in a grade of incomplete for the class.
4. To expedite the instructor's response, all emails should contain the course title in the subject line.
5. Students should bring their notebook and Bible to each class.
6. Cell phones must be turned off and put away. If you have an emergency situation, please inform your instructor before class.
7. Computers/tablets must be put away at all times. Notes are to be taken by hand, although students may type their notes into a Word document on their own time.
8. When a student has a special need (e.g., they need to re-schedule an exam), they should approach the instructor with one or two available solutions in mind.
9. Essays should be double-spaced with a cover page. Format follows the *Chicago Manual of Style*.
10. Failure to follow any written instructions in this syllabus may result in a grade deduction.

PREPARING AND PARTICIPATING

The Great Conversation course is primarily socratic. This means that students should come to class prepared to discuss what they have learned, and the questions they faced, when they read the assignment.

Please note that not all participation is valid participation. Off-topic comments or discouraging remarks aimed at other students will actually hurt your participation grade. Asking questions that you should have taken the time to research outside of class will also negatively impact your grade. Students are expected to self-learn rather than depend on the instructor to spoon-feed information to them. To better understand the socratic method, read “Iron Sharpening Iron” by Baldwin (available at www.TheGreatBooks.com).

In addition, please notice that the socratic method is the worst arrangement for a classroom absent the existence of a fixed standard for truth. The socratic classroom will rapidly devolve into emotionalism *unless* students refer back to the Word of God as their ultimate epistemology.

LATE ASSIGNMENTS

Assignments are due on the date assigned, or before that date for students with excused absences on the due date. Students with excused absences do NOT need to turn in a reading assignment worksheet for the day they miss.

Students will be penalized 20% of their potential grade on an assignment for each day it is late. For example, an essay handed in two days late could earn a maximum of only 60%.

Evaluation Activities Your grade will depend upon four variables: 30% exam, 30% essay, 30% participation, and 10% presentation.

ESSAY

Each semester students will read a book approved by the instructor and then write an essay identifying the theme of that book and comparing it with scripture. Students will be expected to capably defend their choice of theme by citing the book and considering the story arc; then they will compare that theme to biblical principles and determine whether or not the book is biblical. The essay will consist of six parts: introduction, plot summary, defense of theme, biblical analysis, literary merit, and conclusion. The essay will be a minimum of 1,500 words, and will include at least seven endnotes.

PRESENTATION

Students will present the findings of their essay to their classmates in a

brief, four-minute speech that will be followed by a much longer question and answer time. Students should succinctly summarize the thesis of their essay and the proof that they have assembled to support their thesis, and then be prepared to defend their conclusions afterwards. Grades are assigned based on content and rhetoric.

EXAM

Each semester students will take one comprehensive final exam. There will be both short-answer questions and essay questions, with the appropriate valuation. Students will be expected to identify and defend the theme of at least one of the books, as well as capably apply their faith to the great conversation.

PARTICIPATION

As noted above, students are expected to come to class each day prepared to discuss the assigned reading. Students should be familiar not only with the reading, but also with the author's life and his or her historical context. It is unacceptable, for example, to arrive expecting to learn who the contemporaries of Thoreau were—students should be able to list these early in the discussion. No online sources are to be treated as reliable; Wikipedia is not an acceptable substitute for the encyclopedia.

Each day, students will earn one of three grades for their participation: A (excellent), C (complete) or I (incomplete). Students who consistently earn C's throughout the semester will earn a 75% for participation.

Grade Scale

A = 92% - 100%
A- = 90% - 91.5%
B+ = 88% - 89.5%
B = 82% - 87.5%
B- = 80% - 81.5%
C+ = 78% - 79.5%
C = 72% - 77.5%
C- = 70% - 71.5%
D+ = 68% - 69.5%
D = 62% - 67.5%
D- = 60% - 61.5%
F = Below 60%

Attendance Policy

Because this course is primarily socratic, it is crucial that the student attend each class. Students are allowed two excused absences per semester (earning a "C" for that particular class). Absent students are responsible for getting the notes for that class from a classmate. All other absences will result in an incomplete grade for that particular class.

Academic Honesty Policy

Worldview at the Abbey is designed to equip Christian leaders to be salt and light wherever God leads them. As such, we expect our students to conform to the highest standards of academic honesty.

Failure to meet this standard is considered a serious offense. At the instructor's discretion, any instance of cheating or plagiarism will result in any or all of the following consequences: (1) a substantial reduction of the grade for that assignment; (2) an "F" on that assignment; or (3) failure of the course. Additionally any act of academic dishonesty will be reported to the Vice President for Academic Affairs and may lead to suspension or expulsion.

Included in this syllabus is an Academic Honesty form that must be signed by the student and returned to the instructor.

Tardy Policy

Students will have two excused tardies per semester. Any subsequent tardies will result in an "incomplete" for that day's work.

Appeal Process

A student who has questions or concerns regarding any aspect of this course should first raise those concerns with their professor. If no satisfactory resolution is reached, the student or instructor is encouraged to communicate with the Dean of Student Life. Beyond that, appeals may be made to the Vice President for Academic Affairs.

Right of Revision

In the event of any necessary revision of this syllabus, students will be informed well in advance and in class.

**Worldview Academy Bridge Year 2014-15
Academic Honesty Policy Statement**

Worldview Academy seeks to develop mature Christian leaders who demonstrate integrity under all conditions. The practice of academic honesty is a high priority in our community. Failure to meet this standard is considered a serious offense. Consequences of academic dishonesty can be far-reaching, as described in the syllabi.

I, _____, have read and understand the academic honesty statement in this syllabus. By signing this policy I accept my responsibility to conduct all my academic activities according to this policy. I also acknowledge that any failure to adhere to the Academic Honesty policy will result in the penalties outlined above.

Signature

Date

**Advanced Worldview and Apologetics
Worldview Academy Bridge Year 2014-15**

Instructor	Bill Jack
Office Address & Phone	Library, 720-232-1175
Office Hours	T and W 2-5 pm and always by appointment
Email Address	billjack4987@comcast.net
Apologetics 101, 10:00-11:20 am Tues and Wed	Fall 2014, 3 hours

Course Description

This two-semester course trains students to take every thought captive for Christ (2 Corinthians 10:5), understanding their faith as a total worldview. It will also help students to see the inconsistencies inherent in non-Christian worldviews, including atheism, Islam, Judaism, the New Age and various pseudo-Christian cults. The term *apologetics* refers to the art of defending your faith, especially the Christian faith. God's Word often exhorts Christians to be ready to give a reason for the hope that we have (see especially Acts 8:26-40, Acts 17:1-3, Acts 26:1-29, 1 Peter 3:15).

Course Objectives

Objective	Abbey Objectives
1. Understand the difference between evidentialism and presuppositionalism; recognizing the philosophical superiority of the latter approach.	1,2
2. Recognize that the biblical truth that man is fallen in intellect as well as will undermines all man-based epistemologies.	1,2
3. Be able to articulate the various proofs for the existence of God, including the cosmological and ontological proofs.	2
4. Understand that the Christian's best argument for the truth of the gospel should be his life (1 John 3:18).	1,2,3

5. Recognize and understand the key distinctives of the Christian faith. 1,2
6. Embrace the value of rhetoric as a part of a mature Christian apologetic. 1,2,3
7. Competently demonstrate an ability to disciple a new believer. 1,2,3

[Abbey objectives: equip students to better understand their faith as a total worldview (1); engage in both apologetics and evangelism with truth and grace (2); and learn to lead by serving, as Christ modeled for His followers (3).]

Required texts, materials and resources

The Book of Acts

Evidence that Demands a Verdict by Josh McDowell*

(Note: works marked with an asterisk will be provided by the instructor. Edition only matters when specified.)

The Case for Christ by Lee Strobel*

The Defense of the Faith by Cornelius Van Til*

Mere Christianity by C.S. Lewis : Harper San Francisco

A World Without Heroes by George Roche*

Scaling the Secular City by J.P. Moreland*

Orthodoxy by G.K. Chesterton : Moody Publishers

Assignment Policy

1. Students should take notes on the assignments and be prepared to discuss them in class.
2. To expedite the instructor's response, all emails should contain the course title in the subject line.
3. Students should bring their notebook and Bible to each class.
4. Cell phones must be turned off and put away. If you have an emergency situation, please inform your instructor before class.
5. Computers/tablets must be put away at all times. Notes are to be taken by hand, although students may type their notes into a Word

document on their own time.

6. When a student has a special need (e.g., they need to re-schedule an exam), they should approach the instructor with one or two available solutions in mind.

7. Essays should be double-spaced with a cover page. Format follows the *Chicago Manual of Style*.

8. Failure to follow any written instructions in this syllabus may result in a grade deduction.

PREPARING AND PARTICIPATING

Advanced Worldview and Apologetics is primarily Socratic. This means that students should come to class prepared to discuss what they have learned, and the questions they faced, when they read the assignment.

Please note that not all participation is valid participation. Off-topic comments or discouraging remarks aimed at other students will actually hurt your participation grade. Asking questions that you should have taken the time to research outside of class will also negatively impact your grade. Students are expected to self-learn rather than depend on the instructor to spoon-feed information to them. To better understand the Socratic method, read "Iron Sharpening Iron" by Baldwin (available at www.TheGreatBooks.com).

In addition, please notice that the Socratic method is the worst arrangement for a classroom absent the existence of a fixed standard for truth. The Socratic classroom will rapidly devolve into emotionalism *unless* students refer back to the Word of God as their ultimate epistemology.

LATE ASSIGNMENTS

Assignments are due on the date assigned, or before that date for students with excused absences on the due date.

Students will be penalized 20% of their potential grade on an assignment for each day it is late. For example, a story handed in two days late could earn a maximum of only 60%.

Evaluation Activities Your grade will depend upon three variables: 10% per quiz (five quizzes each semester), 25% for the exam, and 25% for participation in-class and during practicums.

QUIZZES

Each semester students will take five quizzes focused on the previous assignments. These quizzes will be primarily short-answer.

EXAM

Each semester students will take one comprehensive final exam. There will be both short-answer questions and essay questions, with the appropriate valuation. Students will be expected to discuss epistemology, as well as capably various proofs for the existence of God.

PARTICIPATION

As noted above, students are expected to come to class each day prepared to discuss the assigned reading. Students should be familiar not only with the reading, but also with the author's life and his or her historical context. It is unacceptable, for example, to arrive expecting to learn who the contemporaries of Thoreau were—students should be able to list these early in the discussion. No online sources are to be treated as reliable; Wikipedia is not an acceptable substitute for the encyclopedia.

In addition, students will participate in practicums outside of the classroom, including witnessing activities in the community at large.

Grade Scale

A = 92% - 100%
A- = 90% - 91.5%
B+ = 88% - 89.5%
B = 82% - 87.5%
B- = 80% - 81.5%
C+ = 78% - 79.5%
C = 72% - 77.5%
C- = 70% - 71.5%
D+ = 68% - 69.5%
D = 62% - 67.5%
D- = 60% - 61.5%
F = Below 60%

Attendance Policy

Because this course is primarily socratic, it is crucial that the student attend each class. Students are allowed two excused absences per semester. Absent students are responsible for getting the notes for that class from a classmate. All other absences will result in an incomplete grade for that particular class.

Academic Honesty Policy

Worldview at the Abbey is designed to equip Christian leaders to be salt and light wherever God leads them. As such, we expect our students to conform to the highest standards of academic honesty.

Failure to meet this standard is considered a serious offense. At the instructor's discretion, any instance of cheating or plagiarism will result in any or all of the following consequences: (1) a substantial reduction of the grade for that assignment; (2) an "F" on that assignment; or (3) failure of the course. Additionally any act of academic dishonesty will be reported to the Vice President for Academic Affairs and may lead to suspension or expulsion.

Included in this syllabus is an Academic Honesty form that must be signed by the student and returned to the instructor.

Tardy Policy

Students will have two excused tardies per semester. Any subsequent tardies will result in an "incomplete" for that day's work.

Appeal Process

A student who has questions or concerns regarding any aspect of this course should first raise those concerns with their professor. If no satisfactory resolution is reached, the student or instructor is encouraged to communicate with the Dean of Student Life. Beyond that, appeals may be made to the Vice President for Academic Affairs.

Right of Revision

In the event of any necessary revision of this syllabus, students will be informed well in advance and in class.

Worldview Academy Bridge Year 2014-15
Academic Honesty Policy Statement

Worldview Academy seeks to develop mature Christian leaders who demonstrate integrity under all conditions. The practice of academic honesty is a high priority in our community. Failure to meet this standard is considered a serious offense. Consequences of academic dishonesty can be far-reaching, as described in the syllabi.

I, _____, have read and understand the academic honesty statement in this syllabus. By signing this policy I accept my responsibility to conduct all my academic activities according to this policy. I also acknowledge that any failure to adhere to the Academic Honesty policy will result in the penalties outlined above.

Signature

Date

Rhetoric and the Art of the Story
Worldview Academy Bridge Year 2014-15

Instructor	Jeff Baldwin
Office Address & Phone	Library, 719-275-0946
Office Hours	M and Th 2-5 pm and always by appointment
Email Address	jbaldwin@worldview.org
Rhetoric 101, 1:00-1:50 pm Mon and Thurs	Fall 2014, 3 hours

Course Description

This two-semester course focuses on the importance of rhetoric for Christians (Proverbs 12:6-7, 25:11-13), and specifically on crafting persuasive stories. Because Christ often relied on parables (Mark 4:1-34, for example) and Nathan used story to rebuke King David for his sin (2 Samuel 12:1-13), Christians should understand that story is a powerful means for influencing individuals and the culture at large. Students will read essays by noted authors about the craft of writing, as well as some of the classics within the genre. In addition, students will hone their own writing skills.

Course Objectives

Objective	Abbey Objectives
1. Understand the fixed nature of aesthetics as grounded in the character of the unchanging God.	1,2
2. Recognize the significance of God's revelation of beauty throughout His creation, and the appropriate human response.	1,2,3
3. Embrace story as a valid method for conveying truth and affecting behavior.	1,2
4. Understand the Christian imperative to strive for excellence in all that we do.	1,2,3
5. Recognize that story can affect its audience not only intellectually but also emotionally.	1,2

6. Improve ability to use stories to convey truth. 1,2
7. Understand the uniqueness of human language and the significance of Christ as the *Logos* of God. 1,2
8. Better appreciate the need for concepts and theories to be *incarnate*—that is, to be manifest in the physical world. 1,2,3

[Abbey objectives: equip students to better understand their faith as a total worldview (1); engage in both apologetics and evangelism with truth and grace (2); and learn to lead by serving, as Christ modeled for His followers (3).]

Required texts, materials and resources

The Art of the Short Story ed. by Dana Gioia and R.S. Gwynn: Pearson Longman

(Note: works marked with an asterisk will be provided by the instructor. Edition only matters when specified.)

“The Queen of Spades” by Alexander Pushkin

“The Fall of the House of Usher” by Edgar Allan Poe

“The Importance of the Single Effect on a Prose Tale” by Edgar Allan Poe*

“The Bottle Imp” by Robert Louis Stevenson

“Before the Law” by Franz Kafka*

A Sound of Thunder and Other Stories by Ray Bradbury: William Morrow

“Harrison Bergeron” by Kurt Vonnegut*

“The Diamond as Big as the Ritz” by F. Scott Fitzgerald

“Bartleby the Scrivener” by Herman Melville

“The Man in a Case” by Anton Chekhov*

“Alyosha the Pot” by Leo Tolstoy*

“The Open Boat” by Stephen Crane

“Araby” by James Joyce

“To Build a Fire” by Jack London*

“The Nose” by Gogol*

“The Notorious Jumping Frog of Calaveras County” by Mark Twain*

“The Rummy Affair of Old Biffy” by P.G. Wodehouse*

“The Breaking Up of the Winships” and “A Couple of Hamburgers”
by James Thurber*

Mystery and Manners by Flannery O'Connor: Farrar, Strauss & Giroux

“The Simple Art of Murder” by Raymond Chandler*

“The Third-Floor Flat” by Agatha Christie

“The Blue Cross” by G.K. Chesterton

“I’ll be Waiting” by Raymond Chandler

“The Lesson of the Master” by Henry James: Melville House

“A Clean, Well-Lighted Place” by Ernest Hemingway*

“The Harness” by John Steinbeck*

“The Gospel According to Mark” by Jorge Luis Borges*

“The Berry Patch” by Wallace Stegner*

“A Jonquil for Mary Penn” by Wendell Berry*

“On the Teaching of Writing” by Wallace Stegner*

Assignment Policy

1. Students should take notes on the stories assigned and be prepared to discuss the story in class.
2. To expedite the instructor's response, all emails should contain the course title in the subject line.
3. Students should bring their notebook and Bible to each class.

4. Cell phones must be turned off and put away. If you have an emergency situation, please inform your instructor before class.
5. Computers/tablets must be put away at all times. Notes are to be taken by hand, although students may type their notes into a Word document on their own time.
6. When a student has a special need (e.g., they need to re-schedule an exam), they should approach the instructor with one or two available solutions in mind.
7. Short stories should be double-spaced with a cover page. Format follows the *Chicago Manual of Style*.
8. Failure to follow any written instructions in this syllabus may result in a grade deduction.

PREPARING AND PARTICIPATING

Rhetoric and the Art of the Story is primarily socratic. This means that students should come to class prepared to discuss what they have learned, and the questions they faced, when they read the assignment.

Please note that not all participation is valid participation. Off-topic comments or discouraging remarks aimed at other students will actually hurt your participation grade. Asking questions that you should have taken the time to research outside of class will also negatively impact your grade. Students are expected to self-learn rather than depend on the instructor to spoon-feed information to them. To better understand the socratic method, read “Iron Sharpening Iron” by Baldwin (available at www.TheGreatBooks.com).

In addition, please notice that the socratic method is the worst arrangement for a classroom absent the existence of a fixed standard for truth. The socratic classroom will rapidly devolve into emotionalism *unless* students refer back to the Word of God as their ultimate epistemology.

LATE ASSIGNMENTS

Assignments are due on the date assigned, or before that date for students with excused absences on the due date.

Students will be penalized 20% of their potential grade on an assignment for each day it is late. For example, a story handed in two days late could earn a maximum of only 60%.

Evaluation Activities Your grade will depend upon three variables: 25% per short story (two due each semester), 25% for the exam, and 25% in-class writing assignments and participation.

SHORT STORIES

Each semester students will write two stories in keeping with the genre currently being studied. First semester, students will write a story in the science fiction/fantasy genre and a story in the realism genre. Each story will be a minimum of 1,500 words. Both rough drafts and final drafts will be read in class.

EXAM

Each semester students will take one comprehensive final exam. There will be both short-answer questions and essay questions, with the appropriate valuation. Students will be expected to identify and defend the theme of at least one of the stories they read, as well as capably discuss rhetorical strengths and weaknesses of various authors.

PARTICIPATION

As noted above, students are expected to come to class each day prepared to discuss the assigned reading. Students should be familiar not only with the reading, but also with the author's life and his or her historical context. It is unacceptable, for example, to arrive expecting to learn who the contemporaries of Thoreau were—students should be able to list these early in the discussion. No online sources are to be treated as reliable; Wikipedia is not an acceptable substitute for the encyclopedia.

IN-CLASS WRITING

Students will engage in various exercises to strengthen their own writing ability. These will be graded on a pass/fail basis.

Grade Scale

A = 92%-100%
A- = 90% - 91.5%
B+ = 88% - 89.5%
B = 82% - 87.5%
B- = 80% - 81.5%
C+ = 78% - 79.5%
C = 72% - 77.5%
C- = 70% - 71.5%
D+ = 68% - 69.5%
D = 62% - 67.5%
D- = 60% - 61.5%
F = Below 60%

Attendance Policy

Because this course is primarily socratic, it is crucial that the student attend each class. Students are allowed two excused absences per semester. Absent students are responsible for getting the notes for that

class from a classmate. All other absences will result in an incomplete grade for that particular class.

Academic Honesty Policy

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Failure to meet this standard is considered a serious offense. At the instructor's discretion, any instance of cheating or plagiarism will result in any or all of the following consequences: (1) a substantial reduction of the grade for that assignment; (2) an "F" on that assignment; or (3) failure of the course. Additionally any act of academic dishonesty will be reported to the Vice President for Academic Affairs and may lead to suspension or expulsion.

Included in this syllabus is an Academic Honesty form that must be signed by the student and returned to the instructor.

Tardy Policy

Students will have two excused tardies per semester. Any subsequent tardies will result in an "incomplete" for that day's work.

Appeal Process

A student who has questions or concerns regarding any aspect of this course should first raise those concerns with their professor. If no satisfactory resolution is reached, the student or instructor is encouraged to communicate with the Dean of Student Life. Beyond that, appeals may be made to the Vice President for Academic Affairs.

Right of Revision

In the event of any necessary revision of this syllabus, students will be informed well in advance and in class.

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I, _____, have read and understand the academic honesty statement in this syllabus. By signing this policy I accept my responsibility to conduct all my academic activities according to this policy. I also acknowledge that any failure to adhere to the Academic Honesty policy will result in the penalties outlined above.

Signature

Date

Utopias and Reality: Politics
Worldview Academy Bridge Year 2014-15

Instructor	Bill Jack
Office Address & Phone	Library, 720-232-1175
Office Hours	T and W 2-5 pm and always by appointment
Email Address	billjack4987@comcast.net
Political Science 101, 1:00-1:50 pm Tues and Wed	Fall 2014, 3 hours

Course Description

This course will focus on political theories based on unbiblical assumptions (such as Thomas Hobbes's assumption that God has abandoned man) as well as biblical teaching about politics. Because God established government as one of the three basic institutions of society, and because He expects those who wield political authority to dispense justice, Christians need to study the art of governing well and embrace their duties as citizens (see especially Romans 13:1-4, 1 Peter 2:11-14).

Course Objectives

Objective	Abbey Objectives
1. Understand the classical view of government as expressed by Plato in his <i>Republic</i> .	1
2. Recognize that atheistic assumptions tend toward elitism and tyranny.	1,2
3. Embrace the complexities of human nature, consequently understanding that politics can never truly be a "science."	1
4. Know about the Christian basis for freedom of religion and the separation of powers.	1,2
5. Recognize America's unique place in history and how much her political system owes to biblical foundations.	1,2

6. In light of the nature of man, understand the absurdity of utopian solutions to human problems.	1,2,3
7. Properly esteem the paradigm-shift, and the consequences, of <i>lex rex</i> .	1,2
8. Recognize that true leadership, as modeled by Jesus Christ, begins with service.	3

[Abbey objectives: equip students to better understand their faith as a total worldview (1); engage in both apologetics and evangelism with truth and grace (2); and learn to lead by serving, as Christ modeled for His followers (3).]

<p>Required texts, materials and resources</p> <p>(Note: works marked with an asterisk will be provided by the instructor. Edition only matters when specified.)</p>	<p><i>The Prince</i> by Niccolo Machiavelli (trans. Daniel Donno) : Bantam Classics</p> <p><i>Utopia</i> by Thomas More : Cambridge University Press</p> <p><i>Leviathan</i> by Thomas Hobbes : Penguin Classics</p> <p><i>The Political Writings of John Locke</i> (ed. David Wootton): Mentor Books</p> <p><i>The Social Contract</i> by Jean Jacques Rousseau (trans. Maurice Cranston): Penguin Classics</p> <p><i>Common Sense</i> by Thomas Paine: Penguin Classics</p> <p><i>The Federalist Papers</i> by James Madison et al</p>
<p>Assignment Policy</p>	<ol style="list-style-type: none"> 1. Students should take notes on the assignments and be prepared to discuss them in class. 2. To expedite the instructor's response, all emails should contain the course title in the subject line. 3. Students should bring their notebook and Bible to each class. 4. Cell phones must be turned off and put away. If you have an emergency situation, please inform your instructor before class.

	<p>5. Computers/tablets must be put away at all times. Notes are to be taken by hand, although students may type their notes into a Word document on their own time.</p> <p>6. When a student has a special need (e.g., they need to re-schedule an exam), they should approach the instructor with one or two available solutions in mind.</p> <p>7. Essays should be double-spaced with a cover page. Format follows the <i>Chicago Manual of Style</i>.</p> <p>8. Failure to follow any written instructions in this syllabus may result in a grade deduction.</p> <p>PREPARING AND PARTICIPATING Utopias and Reality: Politics is primarily Socratic. This means that students should come to class prepared to discuss what they have learned, and the questions they faced, when they read the assignment.</p> <p>Please note that not all participation is valid participation. Off-topic comments or discouraging remarks aimed at other students will actually hurt your participation grade. Asking questions that you should have taken the time to research outside of class will also negatively impact your grade. Students are expected to self-learn rather than depend on the instructor to spoon-feed information to them. To better understand the Socratic method, read "Iron Sharpening Iron" by Baldwin (available at www.TheGreatBooks.com).</p> <p>In addition, please notice that the Socratic method is the worst arrangement for a classroom absent the existence of a fixed standard for truth. The Socratic classroom will rapidly devolve into emotionalism <i>unless</i> students refer back to the Word of God as their ultimate epistemology.</p> <p>LATE ASSIGNMENTS Assignments are due on the date assigned, or before that date for students with excused absences on the due date.</p> <p>Students will be penalized 20% of their potential grade on an assignment for each day it is late. For example, a story handed in two days late could earn a maximum of only 60%.</p>
Evaluation Activities	<p>Your grade will depend upon three variables: 15% per test (three tests each semester), 25% for the exam, and 30% for participation in-class and during practicums.</p>

	<p>TESTS Each semester students will take three tests focused on the previous assignments. These tests will be primarily short-answer.</p> <p>EXAM Each semester students will take one comprehensive final exam. There will be both short-answer questions and essay questions, with the appropriate valuation. Students will be expected to discuss various forms of government, as well as articulate why the rule of law requires a fixed foundation.</p> <p>PARTICIPATION As noted above, students are expected to come to class each day prepared to discuss the assigned reading. Students should be familiar not only with the reading, but also with the author's life and his or her historical context. It is unacceptable, for example, to arrive expecting to learn who the contemporaries of Thoreau were—students should be able to list these early in the discussion. No online sources are to be treated as reliable; Wikipedia is not an acceptable substitute for the encyclopedia.</p>
Grade Scale	<p>A = 92%-100% A- = 90% - 91.5% B+ = 88% - 89.5% B = 82% - 87.5% B- = 80% - 81.5% C+ = 78% - 79.5% C = 72% - 77.5% C- = 70% - 71.5% D+ = 68% - 69.5% D = 62% - 67.5% D- = 60% - 61.5% F = Below 60%</p>
Attendance Policy	<p>Because this course is primarily socratic, it is crucial that the student attend each class. Students are allowed two excused absences per semester. Absent students are responsible for getting the notes for that class from a classmate. All other absences will result in an incomplete grade for that particular class.</p>
Academic Honesty Policy	<p>Worldview at the Abbey is designed to equip Christian leaders to be salt and light wherever God leads them. As such, we expect our students to conform to the highest standards of academic honesty.</p> <p>Failure to meet this standard is considered a serious offense. At the instructor's discretion, any instance of cheating or plagiarism will result in any or all of the following consequences: (1) a substantial</p>

	<p>reduction of the grade for that assignment; (2) an “F” on that assignment; or (3) failure of the course. Additionally any act of academic dishonesty will be reported to the Vice President for Academic Affairs and may lead to suspension or expulsion.</p> <p>Included in this syllabus is an Academic Honesty form that must be signed by the student and returned to the instructor.</p>
Tardy Policy	Students will have two excused tardies per semester. Any subsequent tardies will result in an “incomplete” for that day's work.
Appeal Process	A student who has questions or concerns regarding any aspect of this course should first raise those concerns with their professor. If no satisfactory resolution is reached, the student or instructor is encouraged to communicate with the Dean of Student Life. Beyond that, appeals may be made to the Vice President for Academic Affairs.
Right of Revision	In the event of any necessary revision of this syllabus, students will be informed well in advance and in class.

**Worldview Academy Bridge Year 2014-15
Academic Honesty Policy Statement**

Worldview Academy seeks to develop mature Christian leaders who demonstrate integrity under all conditions. The practice of academic honesty is a high priority in our community. Failure to meet this standard is considered a serious offense. Consequences of academic dishonesty can be far-reaching, as described in the syllabi.

I, _____, have read and understand the academic honesty statement in this syllabus. By signing this policy I accept my responsibility to conduct all my academic activities according to this policy. I also acknowledge that any failure to adhere to the Academic Honesty policy will result in the penalties outlined above.

Signature

Date