UF 200 CIVIC AND ETHICAL FOUNDATIONS  
Course Topic: Health, Economics, Policy and Social Choice

Spring 2016, Section – 004  
ILC Room 201  
Monday and Wednesday 1:30 – 2:45 PM

Instructor: Zeynep Hansen  
Email: zeynephansen@boisestate.edu  
Office: Micron Business and Economics Building (MBEB) 3245  
Office Hours: Monday and Wednesday 11 a.m. – noon; or by appointment

**Course Description, Course Topic and Learning Objectives:**

UF 200 CIVIC AND ETHICAL FOUNDATIONS (3-0-3). Supports the Foundations Program by engaging students in discussion of ethics, diversity, and internationalization. Courses include writing assignments and an experiential learning component. Topics may vary each time the course is taught. **PREREQ:** ENGL 102, UF 100, sophomore status.

**COURSE TOPIC:** This course will provide opportunities for students to think about issues related to health, health policy, economic decision making and social choice. Students will consider their sense of self as well as their role in the larger, global community while exploring ethical issues in topics related to health and access to healthcare. We will focus on key aspects of human right to health and to healthcare. By the end of this class, students will be able to identify the ethical dilemmas and civic issues in health and health care that directly affect several diverse populations at both the national and global level.

**COURSE LEARNING OBJECTIVES:**
The central purpose of University Foundations 200 is to provide students with a foundation for living and learning in a complex and diverse world. The course will provide opportunities for each student to carefully consider their sense of self as well as their direct interactions with others and their role in the larger, **global community.** The course uses the theme of “with liberty and justice for all” as an anchor, examining the meaning and implications of this phrase for self and for others in a variety of contexts.

UF200 builds on three University Learning Outcomes (ULO) that are the basis for assessing student success in this course: Written Communication (ULO 1), Ethics (ULO 5), and Diversity & Internationalization (ULO 6). More information about each ULO can be found here [http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/](http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/).

**After successful completion of the course, students should be able to:**

- analyze and articulate one’s own biases, privileges, and limitations, as well as one’s rights and responsibilities, and how these inform one’s preparation for living and learning in a diverse world (ULO 6)
- use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5)
• consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6)
• communicate ideas needed for living and learning in a diverse and complex world, especially in written form (ULO 1)
• understand and evaluate the human right to health and human right to health care; analyze the similarities and differences (ULO 5)
• understand and evaluate the moral problem of health disparities among different groups, including the poor, minorities, females, elderly and children (ULO 5 & ULO 6)
  o Identify the social and economic implications of health disparities among different groups both within and across nations.
  o Evaluate whether health disparities among different groups reflect social injustice.

Disability Services and Assistance:
Administration Building, Room 114
(208) 426-1583:
Students seeking general disability services and/or accommodations should contact the BSU Disability Resource Center [DRC]. Students seeking special consideration(s) in relation to their coursework and/or attendance must provide proper documentation from the BSU DRC. Upon review of the DRC documentation, individual circumstances will be determined by the lead faculty, student, and DRC. For more information see the website at: http://drc.boisestate.edu/

Outside Help for Students:
The Writing Center Foreign Student Services
Liberal Arts Building room 200 Student Union Building 2nd floor
(208) 426-1298 (208) 426-3652

Student Responsibilities:
Class Participation and Attendance Policy
Attend all class sessions and be on time. Attendance will be taken (in some form) at each class meeting. This is class requires independent thought and effort. Active and respectful participation in classroom discussion is expected and encouraged. Students are encouraged to share relevant, current materials and experiences regarding topics covered in the class. Opportunity to pursue individual interests within our course theme is provided and encouraged in course assignments. Please come to class prepared, awake, and ready to engage. You need to read the material and be prepared to discuss points from the assigned readings or videos.

In accordance with Boise State University 2014-2015 Undergraduate Catalog p. 32, “You are responsible for attending courses for which you are enrolled. You are also responsible for making up any work you may have missed by failing to attend class, even if the absence was approved by the university, necessitated by illness, or necessitated by a personal emergency. In this sense, then, there are no “excused” absences.”
Excused Attendances: Students seeking to be excused from class due to jury or military duty and traditionally recognized university activities (for example: sports, debate, leadership council, etc.) must provide a formal letter from the appropriate authority, preferably prior to the absence. Other excused absences from class are approved at the discretion of the instructor. These may include illness or personal emergency.

Class Atmosphere
This class will adhere to a commitment that no one will be discriminated against on the basis of race, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Our class should be an open, inclusive, and safe environment for exploring, discussing, and writing about ideas. I don’t require you to embrace or like everything we read and discuss. What I do ask is that you consider new ideas and alternative perspectives. When you disagree, you are strongly encouraged to respectfully engage each other in dialogue. People will always disagree, when we ask each other why, we can learn from our disagreements. The best way to ask for information about someone’s belief is not to question them, but to say, “Tell me more about your belief/idea/values.”

Phones and other electronic devices
To avoid interruptions and distractions (computers, tablets, cell phones and pagers, etc.) must be turned off during class. These devices may be used in class only with permission from the instructor during appropriate class activities.

Student Code of Conduct
Students are expected to follow the Student Code of Conduct. Taking credit for another person's work, or even work you have completed for another class is unacceptable. Cheating or plagiarism in any form is unacceptable. All work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Article 6 Section 1 of the Student Code of Conduct). If a student is guilty of academic dishonesty, the student may be dismissed from the class and may receive a failing grade. Other penalties may include suspension or expulsion from school.

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<thead>
<tr>
<th>Statement on Academic Integrity and Conduct</th>
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<tr>
<td>Students must abide by the <strong>BSU Student Code of Conduct</strong> regarding Academic Dishonesty. The Boise State University <strong>Student Code of Conduct</strong> and policies on Academic Dishonesty are located at the following website. I encourage you to read these carefully. You will be held to these standards in all areas of academic performance. <a href="http://osrr.boisestate.edu/scp-codeofconduct-article6/">http://osrr.boisestate.edu/scp-codeofconduct-article6/</a>. Plagiarism is a serious issue that will not be allowed. To find out more about what is acceptable go to the Writing Center or talk with Dr. Caldwell-O’Keefe.</td>
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Course Policies and Explanations:

**Required Texts**
-- All other reading material and video material will be available as a download in the appropriate Weekly Folder in Blackboard. You are responsible for all of the reading and video material.

**Blackboard**
Blackboard is an important component of this course. *It is your responsibility to check the weekly folders for current readings/work.* Blackboard is where you will find the syllabus and readings, and submit papers through safe assignment.
Note: If you are not familiar with Blackboard, you can find short instructive videos at [http://at.boisestate.edu/lmshelp](http://at.boisestate.edu/lmshelp).

**Assignments and Grading** (more details on assignments will be posted on Blackboard)

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Daily Activities (Participation, Reading Response, Quizzes, Other In-Class Activities)</td>
<td>20%</td>
<td>Throughout semester</td>
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<tr>
<td>Personal Code of Ethics (short paper)</td>
<td>5%</td>
<td>Jan 27</td>
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<tr>
<td>Ethical Decision Making—Response to debates and selected articles (2)</td>
<td>10%</td>
<td>Feb 10 &amp; Feb 24</td>
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<tr>
<td>Human Rights (quote paper)</td>
<td>5%</td>
<td>Apr 6</td>
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<tr>
<td>Ethical Reasoning &amp; Global Solutions Paper (Group Project) --Submit to e-Portfolio</td>
<td>20%</td>
<td>Apr 18</td>
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<tr>
<td>Ethical Reasoning &amp; Global Solutions Presentations (Group Project) --Submit to e-Portfolio</td>
<td>10%</td>
<td>Apr 20, Apr 25, Apr 27</td>
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<tr>
<td>Community Engagement Activity &amp; Reflection Paper --Submit to e-Portfolio</td>
<td>25%</td>
<td>Apr 27 (subsections with prior due dates)</td>
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<tr>
<td>E-portfolio Complete</td>
<td>5%</td>
<td>Apr 27</td>
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<tr>
<td>Total</td>
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**Grading Scale**
A  90 – 100%
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  below 60%
Assignments
Major assignments are found in the Assignment folder in Blackboard. All major assignments are due in Blackboard by midnight of the day they are due. All reading response assignments are due in class. If you cannot attend a class, please make sure to email me your reading response assignment before class starts in order to receive credit for it. Late assignments will not be accepted. If life happens and you anticipate turning in an assignment late, contact me in advance of the deadline.

Reading responses: All reading response assignments are from reading the required textbook Fuchs, Victor R. Who Shall Live? Health and Economics and Social Choice. For each reading response assignment, please complete the following two steps:

1) Briefly summarize the main points of the assigned reading. This summary should not exceed one paragraph or 3 – 4 sentences.
2) What are your two best questions from the assigned reading that you would like to share with your peers and receive their feedback?

Other assignments such as weekly readings, videos, and other work will be listed in the content link in Blackboard called Weekly Folders (also available with through links in syllabus). It is your responsibility to check Blackboard for upcoming assignments, readings and announcements.

All of your assignments are to be your own work, not copy and pasted from other sources. Assignments are to be completed by each student individually unless I specifically tell you otherwise. All assignments, except work done in class, are to be typed, using a 12-point font with standard 1-inch margins.

Every student will be required to submit documents to an e-portfolio as designated on certain assignments.

Community Engagement Learning Experiences
Participation in a Community Engagement experience is a requirement of this class. Each student will be involved in a minimum of 3 hours of community engagement. More detailed instructions are provided in the Assignment folder in Blackboard.
## Course Schedule *(This is an outline. Subject to change!!!)*

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<tr>
<th>Week</th>
<th>Activity / Topics</th>
<th>Homework</th>
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| **ONE: Jan 11 and 13** | Introduction/Ethics  
Introduction to Thinking Critically and Team work  
Listen to “This American Life”  
Group Assignments— group governance  
About Ethics  
Watch “Ethics: What is Right” video (finish at home, 49 minutes) | **Read:**  
*It Takes More than a Major: Employer Priorities for College Learning and Student Success*  
*Reading: Becoming a Learner: Realizing the Opportunity of Education*  
*Review Santa Clara Website: Framework for thinking ethically* |
| **TWO: Jan 20** | Ethics Activity (Life Boat Exercise)  
Ethics Examples  
-- [Health related issues](#) | **Read:** the “Ethics of Right versus Right”  
*Review Santa Clara Website: Framework for thinking ethically* |
| **THREE: Jan 25 and 27** | Health, Economics, Values and Ethics  
Introduction to Medicaid Discussion  
Understanding civic engagement  
-- Explore [Idaho state legislature](#)  
-- Explore [Close the Gap Toolkit](#) | **Read:** Fuchs Introduction, p: 3 – 8 and Chapter 1, p: 9 – 29  
*Read: Medicaid Expansion in Idaho I and II*  
**Jan 25:** Reading Response to Fuchs due  
**Jan 27:** Personal Code of Ethics due |
| **FOUR: Feb 1 and 3** | Health, Economics, Values and Ethics  
Understanding civic engagement  
--Guest speaker (Feb 3)  
Read: [Smart Drugs and College Students at BSU](#)  
Debate: “Smart Drugs” and College Students | **Read:** Fuchs, Chapter 2, p: 30 – 55  
**Feb 1:** Reading Response to Fuchs due  
**Feb 3:** Notice of civic engagement activity due  
Finish watching debate: “Smart Drugs” and College Students |
<p>| Students |
|---------------------------------|---------------------------------|---------------------------------|
| <strong>FIVE: Feb 8 and 10</strong>          | Ethical Failures in Public Health | Read: “Ethical Failures and History Lessons” |
|                                 | Ethical Reasoning &amp; Global Solutions-- Paper and Project Development | <strong>Feb 8: Reading Response to “Ethical Failures” due</strong> |
|                                 | Library Workshop | <strong>Feb 8: Proposal for ethical decision making research paper due</strong> |
|                                 | <strong>Feb 10: Ethical Decision Making—Response to debate due</strong> | |
| <strong>SIX: Feb 17</strong>                 | Health disparities -- Poverty &amp; Health | <strong>Feb 17: Reading Response to Fuchs due</strong> |
|                                 | Medicaid Expansion in Idaho --Guest speaker (date may change) | <strong>Feb 17: Refined proposal and citations for research due</strong> |
| <strong>SEVEN: Feb 22 and 24</strong>        | Health disparities -- Poverty &amp; Health | Read Fuchs, p: 165 – 191 |
|                                 | -- Gender &amp; Health | <strong>Feb 22: Reading Response to Fuchs due</strong> |
|                                 | -- Ethnicity or Race &amp; Health | <strong>Feb 24: Ethical Decision Making—Response to readings due</strong> |
|                                 | Health disparities -- International comparisons | |
| <strong>EIGHT: Feb 29 and March 2</strong>   | Economics, Values and Health Care Reform | Read Fuchs, p: 192 - 218 |
|                                 | Watch: “<strong>Sick Around America</strong>” | <strong>Feb 29: Reading Response to Fuchs due</strong> |
|                                 | <strong>Feb 29: Letter to state legislature due</strong> | Finish watching: “<strong>Sick Around America</strong>” |
| <strong>NINE: Mar 7 and 9</strong>           | Economics, Values and Health Care Health care disparities -- International comparisons | <strong>Mar 7: Reading Response to Fuchs due</strong> |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Video</th>
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<tr>
<td>Mar 7</td>
<td>Research paper outline due</td>
<td>Watch Video: <a href="#">Healthcare around the World</a></td>
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| TEN: Mar 14 and 16 | Economics, Values and Health Care Reform  
-- Paying for Medical Care | Read Fuchs, p: 127 – 38  
[Mar 14: Reading Response to Fuchs](#)  
Watch video: "[Money and Medicine](#)" |
| ELEVEN: Mar 21 and 23 | SPRING BREAK                                                               |                                                                              |
| TWELVE: Mar 28 and 30 | Human Rights  
--Health as a Human Right  
--Health Care as a Human Right | Read [Universal Declaration of Human Rights](#)  
[Human Right to Health](#)  
[Human Right to Health Care](#)  
[March 30: In Class Civic Engagement activity: visit Idaho Human Rights Education Center / Anne Frank Human Rights Memorial](#) |
| THIRTEEN: Apr 4 and 6 | Human Rights  
--Health as a Human Right  
--Health Care as a Human Right | Read [Universal Declaration of Human Rights](#)  
[Human Right to Health](#)  
[Human Right to Health Care](#)  
[Apr 4: Optional research paper due](#) |
| FOURTEEN: Apr 11 and 13 | Health and Social Choice  
-- Wrap up major class topics  
-- Course reflection activity  
Guest presentation on e-portfolios | Read Fuchs, p: 143 – 151  
[Apr 11: Reading response to Fuchs due](#) |
| FIFTEEN: Apr 18 and 20 | Group Research Presentations  
In Class: time to work on e-portfolios | [Apr 18: Ethical Reasoning & Global Solutions Paper due](#) |
| SIXTEEN: Apr 25 and 27 | Group Research Presentations | **Apr 27**: Complete E-portfolios  
**Apr 27**: Community Engagement Activity & Reflection Paper due |

**Modification of the Syllabus and Schedule**  
I reserve the right to modify the syllabus and schedule at any time. Revisions will be documented in an announcement in class and on the Blackboard course site.