UF 200 CIVIC AND ETHICAL FOUNDATIONS  
“WITH LIBERTY AND JUSTICE FOR ALL...”  
SPRING 2016

<table>
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<tr>
<th>Instructor: Anselme Sadiki</th>
<th>Course #: 12678</th>
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<tr>
<td>Email: <a href="mailto:anselmesadiki@boisestate.edu">anselmesadiki@boisestate.edu</a></td>
<td>Class Hours: Tue/Th 4:30 – 5:45</td>
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<tr>
<td>Office Hours: By appointment</td>
<td>Room Location: ILC 204</td>
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**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

**INTRODUCTION**

The world is changing rapidly, literally shrinking into a village today, thanks to the rapid advancement in information technology industry. While nearly impossible a few years ago to reach someone in Timbuktu, Mali or in the highlands of Machu Picchu in Peru, today a young elementary student from Gisenyi village in Rwanda can communicate with her/his pen pal from Burley, Idaho. A flower grower woman in Mount Kenya region is able to follow the purchase for her roses from her farm to their destination in Europe by using the mobile phone. More than ever before global events and issues are changing how educational institutions and systems reorient and adapt. Globalization has added a different meaning to our daily business. Its impacts are having serious effects on our way of life be it at social, cultural, economic, political, and religious levels.

With all these evolutionary changes, quite often questions have been asked who we really are and where we are going. As a student, you may be asking yourself these questions: What is my place in this changing world? What role am I going to play? Who am I and what do I want to become in this metamorphosis universe? But the most important question of all is: why do I care about the rest? Even though these questions may seem simple or trivial, they will help us examine the different views of our world today. We will analyze the different point of views on key issues related to ethics, civic responsibilities, diversity and social identities, and globalization and its impact.

**COURSE DESCRIPTION**

UF200 Civic and Ethical Foundations course is built on three University Learning Outcomes (ULOs): Written Communication (ULO 1), Ethics (ULO 5), and Diversity and Internationalization (ULO 6). Courses include an experiential learning component. PREREQ: ENGL 102, UF 100, sophomore status. For more information about each ULO, refer to the link below.

[http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/](http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/)
COURSE LEARNING OBJECTIVES

The central purpose of University Foundations 200 provides students with a foundation for living and learning in a complex and diverse world. The course gives 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.

After successful completion of the course, students should be able to:
- Analyze and articulate their biases, privileges, and limitations and explain how these inform their 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 well-reasoned ideas relevant to understanding our diverse and complex world, especially in written form (ULO 1).

COURSE POLICIES

ATTENDANCE AND MAKE-UP POLICY
At the beginning of each class, class attendance will be taken. In the course of the semester, only three unexcused absences will be allowed. For the fourth and every subsequent unexcused absence, the student's course grade will be reduced by 10 points. A missed assignment will receive a grade of zero points. Requests for make-ups due to illness or other emergency must be made to the instructor beforehand, whenever possible.

CLASS ATMOSPHERE
The classroom is a safe place for learning and exchanging ideas. Respect of someone else’s views, tolerance, and understanding are important principles which will guide our learning and discussions. We will all strive to create conducive learning environment for everyone regardless of their race, sexuality, gender identity, socioeconomic class, abilities, size, age, ethnicity, and viewpoint.

USE OF PHONES AND OTHER ELECTRONIC DEVICES
The use of laptops, tablets, smartphones, or similar devices will only be allowed in this class if you confirm a special need through the Disabilities Resource Center. You must silence all phones and other electronic devices. Texting during class will also not be allowed as this becomes disruptive and prevents students from engaging and participating fully in the class discussions.

DISABILITY SERVICES AND ASSISTANCE
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. For more information on BSU Disability Resource Center (DRC) see the
web site at http://drc.boisestate.edu/. To schedule an appointment, contact the DRC at (208) 426-1583 or send your e-mail request to ElyseTaylor@boisestate.edu.

STUDENT CODE OF CONDUCT

**Student Code of Conduct:** Students are expected to follow the **Student Code of Conduct**. Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, 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) Section 1 pg. 13 Academic Dishonesty: The goal of Boise State University is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his/her own or borrows directly from another person's work without proper documentation. Except in cases of major offenses, response to academic dishonesty is the responsibility of the instructor of the course in which the dishonesty occurs. 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.

The following are examples of plagiarism:

- Copying homework answers from your text or friend to hand in for a grade.
- Failing to give credit for ideas, statements of facts, or conclusions derived from another author. Failing to use quotation marks when quoting directly from another, whether it is in a paragraph, sentence or part thereof.
- Submitting a paper purchased from a research or term paper service
- Retyping a friend's paper and turning it in as your own
- Using a paper or part of a paper you wrote for another class and turning it in for this class without referencing it.

REQUIRED MATERIALS

All course readings, videos, and audio clips will be provided in either physical or electronic format (via Blackboard or email).

**Students are responsible for checking Blackboard and their BSU email 2-3 times per week.**
BLACKBOARD

Blackboard is an important component of this course. This is where you will find the syllabus and readings, submit weekly reflections, and check your grades. If you are not familiar with Blackboard, you can find short instructive videos at

http://www.boisestate.edu/help

ASSIGNMENTS

Complete requirements and guidelines will be distributed for each individual assignment both in class and in the folder for the appropriate week on Blackboard. In the meantime, here is a rough outline of the major assignments for the semester.

GRADING BREAKDOWN

- 3 Essays 150
- Weekly Quizzes 100
- Civic Engagement Project 100
- Research Paper 150

3 Essays: 150 (50 points each).
You are required to write five, 400-500 word, five paragraph essays to be turned in at a date which will be given to you in class and posted on the Blackboard. The topic will also be given to you in class and/or posted in advance on the Blackboard.

Weekly In-Class Quizzes
A 10-minute quiz will be given at the beginning of each class from the reading material assigned for the session. There won’t be any make-up for missed in-class quizzes.

Group Discussions

The class will be divided into groups. Based on the topic covered in the class, each group will debate on the subject and presented the arguments/positions to the rest of the class. Key questions will be given to guide the discussions. On rotational basis each member of a group will lead the presentation and discussion and a presenter will be chosen by the group each time.

Civic Engagement Project

One of the main pillars of this class is to encourage students to actively get involved in their communities: an opportunity to learn more about your communities, the impact of your learning but also the positive contribution you will bring through your engagement and participation. Each one of you is required to participate in a community engagement
project/activity that is relevant to the subject matter of the course. You will have the choice to carry out the project as a group or as an individual. You can choose to work with an organization or a cause you feel strongly that it will benefit the community and advocate for it. The choices are many and some examples and other resources will be discussed in class. There will be a written documentation for the activity you chose to engage in. Your grades on this assignment will depend on the quality of the writing, the presentation, individual participation, and efforts and seriousness you will put into the project.

Note the following important civic engagement project due dates:

- Tuesday, Feb 23: Submission of project proposals
- Tuesday, April 4: A short write-up on your perspective of your project and its relevance to the class content
- Tuesday, April 19 and Thursday, April 21: Presentations (20 minutes each) - Civic engagement projects and individual reflection

**Research Paper**
The research paper of 1500-1700 words will constitute a culmination and synthesis of your course learning. You will identify an issue which has ethical and global implications to be researched. You will analyze an issue through ethical lens and clearly present the different views and your own. While ethics may revolve around personal worldview, it is important, for the purpose of this paper, to highlight your perspective how, for example, ethical issues and social injustices are historically rooted and pervasive. You will offer possible solutions based on an ethical reasoning and make a convincing evidence-based argument supported by well researched documentation.

The following are important research paper deadlines:

- Tuesday, March 29: Turn in the research proposal
- Thursday, April 14: Turn in annotated bibliography
- Tuesday, April 26: E-portfolio and Digication
- Thursday, April 28 – Submission - Final paper
TENTATIVE COURSE SCHEDULE (Subject to change)

NOTE: All articles and other reading material can be found in the Course Readings section on Blackboard. You will be accountable for all readings and please print out reading materials and bring them to class.

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<tr>
<th>Date</th>
<th>Topics/Learning Activities</th>
<th>Reading and Case Studies</th>
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<td>Week 1</td>
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<td>1/12</td>
<td>Introductions</td>
<td>• Who is who</td>
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| 1/14      |                                                                                          | • Ethics of Right vs Right *(Blackboard)*  
• Set up groups for the class assignments                                                                                                           |
| Week 2    |                                                                                          |                                                                                                                                                    |
| 1/19      | **Introduction of Ethics Concepts**                                                       | • Read: Approaching Ethics: What Is It and Why Should You Care, Christopher Panza, Adam Potthast *(Blackboard)*                                          |
| 1/21      | Ethics - Concepts and Case Studies                                                        | • Read: The Golden Rule: Common Sense Ethics, Christopher P., Adam P. *(Blackboard)*  
• **Watch: What Is Right?**                                                                                                                        |
| Week 3    |                                                                                          |                                                                                                                                                    |
| 1/28      |                                                                                          | • Read: "A Framework for Thinking Ethically *(Blackboard)*                                                                                           |
| Week 4    |                                                                                          |                                                                                                                                                    |
• Case Study – South Sudan Referendum  
• **DUE: Civic Engagement Project Proposal**                                                                                                       |
| Week 5    |                                                                                          |                                                                                                                                                    |
| 2/9       | Invite Anna Bailey - Civic Engagement Projects workshop– Ask students to bring devices (laptops or tablets and work to computer lab) | • Read: Graduation With Civic Honors: Unlock the Power of Community Opportunity, Nels Lindhal  
• Decide on organizations for community engagement project.                                                                                         |
| 2/11      | Civic Engagement – Community                                                             | • Read: Graduation With Civic Honors: Unlock the Power of Community Opportunity, Nels Lindhal                                                                 |
| Week 6 2/16 | **Engagement**  
- Civic responsibilities  
- Civil Society Organizations | Power of Community Opportunity, Nels Lindhal  
- Share examples of Community Engagement |
| --- | --- | --- |
| 2/18 | **Globalization and Its Impact**  
- Do You Think Globalization Is Good or Bad?  
- Group Discussion – Elaborate the pros and cons of globalization. | **Read:** Effect of Globalization on Education, Barbara Theresia Schröttner *(Blackboard)*  
**Read:** The Impact of Globalization on Education Policy of Developing Countries, Khalaf Al’ Abri *(Blackboard)* TBA |
| Week 7 2/23 | **Globalization and Reorientation of Higher Education** | **Read:** Why Efforts to Internationalize Curriculum Have Stalled? James Young for the Chronicles Review, 2014 *(Blackboard)*  
**DUE:** Civic Engagement Project Proposal |
| 2/25 | **Library Instruction Session** | Library Session |
| Week 8 3/1 | **Internationalization of Academia**  
- Why internationalization of Higher Education continues to be a high priority for University Administration?  
- Academic Exchange Programs (Christy Babcock/Corinne Henke – Talk about Boise State Perspective on Academic Exchange Program) | **Read:** Internationalization of Higher Education Institutions, Gabriel Hawawini *(Blackboard)*  
**Read:** Report on Global Sustainable Development Goals – How do I fit in? |
| 3/3 | **Refugee Resettlement in Boise** –  
- Guest lecture by Jan Reeves, Director of Idaho Office for Refugee  
- Discussion – Q&A | **Read:** Refugee Resettlement in New Hampshire – Pathways and Barriers to Building Community, Nina Glick Schiller, et al *(Blackboard)*  
**Watch:** Starting Over Again: Refugee Experience in Boise, Claudia Peralta |
| Week 10 3/15 | **Refugees Crisis - Local – National-and Global Challenge**  
- Building a new life in a new country  
- Resilience – a survival mechanism or strengths? | **Read:** Refugees: Risks and Challenges Worldwide  
**A personal Survival Story - Miraculous Escape**
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| 3/15       | • Watch: The Lost Boys of Sudan  
              • Unfulfilled Promise, Future Possibilities: Refugee Resettlement in the United States  
              • DUE – Research Paper Proposal                                                   |
| Week 11    | SPRING BREAK                                                                  |
| 3/22       | SPRING BREAK                                                                  |
| 3/24       |                                                                              |
| Week 12    | Diversity and Social Identity  
              • Group Discussion on different forms of diversity.  
              • Embracing Cultural Diversity – Is it good or bad?  
              • Present a case – personal experience or change due to cultural diversity  
              • Read: The Complexity of Identity: Who Am I? Beverly Daniel Tatum  
              • Identity and Social Locations: Who Am I? Who Are My People? Gwyn Kirk and Mango Okazawa-Rey  
              • DUE: Short write-up on your civic engagement project perspective in relation to the class content |
| 3/29       |                                                                              |
| 3/31       | • Read: Who Benefits from Racial Diversity in Higher Education?" by Mitchell J. Chang |
| Week 13    | Divergence in Values and Views  
              • Power of dialogue  
              • Power of persuasion  
              • Power of diplomacy  
              • Read: Difference Matters, Ch 1, Brenda J. Allen  
              • TED TALK: Jonas Gahr Store: In Defense of Dialogue  
              • DUE: Annotated bibliography for the research paper |
| 4/5        |                                                                              |
| 4/7        | • Read: Difference Matters, Ch. 9, Brenda J. Allen  
              • Benefits and Challenges in Academic Settings by Eve Fine and Jo Handlesman: [link](http://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf) |
| Week 14    | Social Justice  
              • Lecture and discussion about social injustice, fundamental human rights, oppression, ethical dilemmas  
              • Read: UN Declaration of Human Rights  
              • Read: “State vs Nelson Mandela: The Trial that Changed South Africa – Rivonia Unmasked, Joel Joffe and Lauritz Strydom, 1965 (Blackboard) |
| 4/12       |                                                                              |
| 4/14       | Standing Up for the Weak and Vulnerable  
              • Personal Choice or Individual Responsibilities?  
              • Read: UN Declaration of Human Rights  
              • Read: Duty to Help Other: Famine, Affluence and Morality, Singer, P  
              • Due: Annotated Bibliography |
| Week 15    | Civic Engagement Group Projects  
              Presentation of the project and personal reflection |
| 4/19       |  
              4/21 | Civic Engagement Group Projects  
              Presentation of the project and personal reflection |
| Week 16    | Course Review and Debriefing  
              • Reflection on the course content and value  
              • E-Portfolio and Digication |
| 4/26       |  
              4/28 | Course Evaluation  
              Final Research Paper Due |