University Foundations 200
Civic and Ethical Foundations
“With LIBERTY and JUSTICE for ALL”

Francisco Salinas
Director of Student Diversity and Inclusion
franciscosalinas@boisestate.edu
(208) 426-5950
office located in the Student Diversity Center
2nd floor of the Student Union Building
Office Hours by appt.

Course description:
UF 20 Civic and Ethical Foundations: Engages students in discussion of ethics, diversity, and internationalization. Courses include writing assignments and an experiential learning component. Prereq: Engl 102, UF100, Sophomore status.

Course Learning Objectives:
The central purpose of University Foundations 200 is to provide sophomore-level Boise State undergraduates with a foundation for living and learning in a complex and diverse world. The course will provide opportunities for each student to carefully consider one’s sense of self, as well as one’s direct interactions with others and one’s role in the larger, global community (the structure of micro-, macro- is central to the course). 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.

University Learning Outcomes:
ULO 1 – Writing
Write effectively in multiple contexts for a variety of audiences
ULO 5 – Ethics
Analyze ethical issues in personal, professional and civic life and produce reasoned evaluations of competing value systems and ethical claims
ULO 6 – Diversity and Internationalization
Apply knowledge of cultural differences to matters of local, regional and international importance, including political, economic and environmental issues.

After successful completion of course students will 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)

**Course policies**

**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.

**Blackboard**
Blackboard is an important component of this course. That is where you will find the syllabus and readings, take online quizzes, submit papers through safe assignments and check your grades. If you are not familiar with Blackboard, you can find instructive videos at at.boisestate.edu/help

**Assignments**
Assignments are found in the course content link in Blackboard under the appropriate week. While there is a rough out line in the syllabus, the most up-to-date information will always be in Blackboard in the correct weeks’ folder.

**Disability Accommodation**
Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at (208) 426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on the BSU disability Resource Center (DRC) please visit the website at drc.boisestate.edu

To schedule an appointment, contact the DRC at (208) 426-1583

**Class participation and attendance policy**
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. Notes from parents, employers, fellow students, roommates, bartenders, et al. will not be accepted. Regardless of the excuse, assignments must be turned in early or on time to receive full points.

All students are allowed three absences with no penalties. After three absences, each subsequent absence (if unexcused) will reduce a students’ final grade by one letter grade.

**Phones and other electronic devices**
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 grounds for termination or in the case of a class, flunking.
Academic Integrity
Cheating or plagiarism in any form is unacceptable. All work submitted by a student must represent his/her 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). When you get there see Section 1 pg. 13 Academic Dishonesty. 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.

This statement came from Boise State’s own Dr. Tedd McDonald’s Community Psychology Syllabus. He adapted these from examples from Lisi Porter (1997) Academic Honesty: An Ounce of Prevention.

The following are examples of plagiarism:
A. Copying homework answers from your text or friend to hand in for a grade
B. Failing to give credit for ideas, statements of fact, or conclusion derived from another author. Failing to use quotation marks when quoting directly from another, whether it is in paragraph, sentence or part thereof.
C. Submitting a paper purchased from a research or term paper service
D. Retyping a friend’s paper and turning it in as your own.
E. Using a paper or part of a paper you wrote for another class and turning it in for this class without referencing it.

Assignments:

Core Assignments

A. Ethical frameworks (ULO 5)
   a. “This I believe” essay
B. Civic Engagement and Experiential Learning (ULO 5, 6)
   a. HREC Curriculum reflection
   b. Community Engagement Experience (Tunnel of Oppression and/or alternative)
   c. Group Presentation on intersecting plans
C. Writing (should be 6-8 polished pages over the course of the semester)
   a. Weekly Journals
   b. Reflection paper(s)
   c. Small Group plan of action
ASSIGNMENTS:

1) Weekly Journals (10 pts each) Micro/Self section
2) “This I believe” essay (50 pts) Micro/Self section
3) 3 Civic Engagement Reflection Papers based on floating Activity/or other assigned activity reflection (50 points each) Micro/Global Community section
4) One week serving as class discussion leader (50 points)
5) Small Group Plan of action (50 points) Micro/Global Community section
6) Group Presentation on Intersecting plans (Building Liberty and Justice) (100 pts) Micro/Global Community section

Required Texts:
“Half the Sky” by Nicholas D. Kristof and Sheryl WuDunn
“Pedagogy of the Oppressed” by Paulo Friere

Section 1: Micro/Self
What are Liberty and Justice to me?

Week 1: 1/12 and 1/14

1/12 SYLLABUS REVIEW/INTROS
1/14 First Journal due

Question of the Week: What do I plan to gain from this course?

Readings:
Course Syllabus
Letters from previous class
Dr. King’s “I have a dream speech”
Dr. King’s “Drum Major Instinct” speech

Assignment: Journal response to question of the week: Due by end of class on 1/14

Week 2: 1/19 and 1/21

1/19 Class discussion assignment
1/21 Journal #2 Due

Question of the Week: Where do I come from?

Readings:
Ethics for Dummies – Christopher Panza; Adam Potthast Part 1
Available at: http://ccr.sagepub.com/content/40/2/152

Assignment: Journal response to readings and question of the week: Due by end of class on 1/21

Add’l readings of Interest: “Where do I Fit In? Cosmic Education and the Children’s House” by Lisa S Jokanovic
“Exploring Teachers’ Beliefs About Teaching Knowledge: Where Does it Come From? Does it Change?”

**Week 3: 1/26 and 1/28**

**Question of the Week:** Why am I here? (At Boise State University – pursuing my education)

**Readings:**
- Ethics for Dummies – Christopher Panza; Adam Potthast Part 2
- available online through Albertson’s Library

**Assignment:** Journal response to readings and response to question: Why am I here (at BSU – pursuing my education)? Due in class on 1/28

- “Selling Students on the Character of Liberal Arts” Ted Newell, the Journal of General Education, Volume 61, Number 3, 2012

**Week 4: 2/2 and 2/4**

Visit to Albertson’s Library for Library research instruction session on 2/2 meet in Albertson’s Library room L203

**Question of the Week:** What is important to me?

**Reading:**
- PEDAGOGY OF THE OPPRESSED
  - Chapter 1

**Assignment:** Journal response to readings and question of the week due by end of class on 2/4

**Week 5: 2/9 and 2/11**

**Question of the Week:** How did what’s important to me become important to me?

**Reading:**
- PEDAGOGY OF THE OPPRESSED
  - Chapter 2

**Assignment:** Journal response to readings and question of the week due by end of class on 2/11

**Week 6: 2/16 and 2/18**

**Question of the Week:** How would my life be different if these things were not important to me?
Reading:
PEDAGOGY OF THE OPPRESSED
Chapter 3

Assignment: Outline of “This I Believe” Essay due by end of class on 2/18
Should include: A thesis which can be supported by your background, personal examples and citing sources where what you believe came from. The finished paper will be between 6 and 8 pages and will incorporate explicit (and properly cited) reference to course readings. The structure should also be informed by weekly questions exploration.
“THIS I BELIEVE ESSAY” DUE IN CLASS ON 3/10

Section 2: Meso/Others
What do Liberty and Justice mean for others?

Week 7: 2/23 and 2/25

MONDAY 2/23 class meets at regular time (3:00 p.m.) at the Human Rights Education Center located at 777 S. 8th Street, Boise, ID 83702 for HREC tour

Question of the Week: Whose responsibility is it to protect and/or preserve human rights?

Reading:
PEDAGOGY OF THE OPPRESSED
Chapter 4

Assignment: Response to the Human Rights Education Center visit. Answer the question: “Whose responsibility is it to protect and/or preserve human rights?” due by end of class on 2/25

Week 8: 3/1 and 3/3

Question of the Week: What communities am I a part of?

Reading:
HALF THE SKY
Introduction: The Girl Effect
Chapter One – Emancipating Twenty-First century slaves – 3
Fighting slavery from Seattle – 17
Chapter Two – Prohibition and Prostitution – 23
Rescuing Girls is the Easy Part - 35

Assignment: Journal response to readings and question of the week due by end of class on 3/3
Week 9: 3/8 and 3/10

Question of the Week: Is what I am a part of (or not a part of) consistent with my beliefs?

Reading:
HALF THE SKY
Chapter Three – Learning to Speak Up – 47
The New Abolitionists – 54
Chapter Four – Rule by Rape – 61
Mukhtar’s School – 79

Assignment: “THIS I BELIEVE” ESSAY DUE IN CLASS ON 3/10

Week 10: 3/15 and 3/17

Question of the Week: What role do you want to play in the interaction between your own beliefs and the systems you are involved in?

Reading:
HALF THE SKY
Chapter Five – The Shame of “Honor” – 81
“Study Abroad” in the Congo – 88
Chapter Six – Maternal Mortality – One Woman a Minute – 93
A Doctor Who Treats Countries, Not Patients – 103

Assignment: Journal response to readings and question of the week due by end of class on 3/17

Week 11: SPRING BREAK

Week 12: 3/29 and 3/31

Question of the Week: What changes are necessary to more closely align my ethical beliefs and my actions in my life and my communities?
TUNNEL OF OPPRESSION WEEK

HALF THE SKY
Chapter Seven – Why do Women die in Childbirth? – 109
Edna’s Hospital – 123
Chapter Eight – Family Planning and the “God Gulf” - 131
Jane Roberts and her 34 Million Friends – 146

Assignment: Journal response to readings and question of the week due by end of class on 3/31
Section 3: Macro/Global Community
What is my legacy/impact related to these values?

Week 13: 4/5 and 4/7

Question of the Week: What “systems” are most obviously at play in the issues we are discussing?
Reading:

HALF THE SKY
Chapter Nine – Is Islam Misogynistic? – 149
The Afghan Insurgent – 161
Chapter Ten – Investing in Education – 167
Ann and Angeline – 179

Assignment: Journal response to readings and question of the week due by end of class on 4/7

Week 14: 4/12 and 4/14

Question of the Week:
Reading:

HALF THE SKY
Chapter Eleven – Microcredit: The Financial Revolution – 185
A CARE Package for Goretti – 199
Chapter Twelve – The Axis of Equality – 205
Tears over Time Magazine 216

Assignment: Journal response to readings and question of the week due by end of class on 4/14

Week 15: 4/19 and 4/21

Reading:

HALF THE SKY
Chapter Thirteen – Grassroots vs. Treetops - 221
Girls Helping Girls – 230
Chapter Fourteen – What You Can Do – 233
Four Steps You Can Take in the next Ten Minutes – 251

Assignment: GROUP PRESENTATIONS

Week 16: 4/26 and 4/28

“THREE WEEK PLAN TO MAKE THE WORLD BETTER” Due on 4/26
GROUP PRESENTATIONS