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Office location: Simplot/Micron (SMTC) 103B. Near the Boise State International Learning Opportunities offices.
Phone: 208-761-6444 This is my personal phone number. If you send a text or leave a message, please include your name and number.
Office Hours: Monday 2:00-3:00 pm; Tuesday 1:30-2:30 pm; Wednesday 10:30-11:30 or by appointment. This means I will be in my office at these times unless there is some sort of emergency.

There are Two Required Texts (listed in MLA format)


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**Course Description**

**UF 200 CIVIC AND ETHICAL FOUNDATIONS.** This course engages students in discussions of ethics, diversity, and internationalization through the lens of displacement of persons issues. We will work together to define these terms in light of complex readings and situations over the course of the semester. This course includes writing assignments, multi-media assignments, online discussions, and experiential learning components that encourage civic engagement. Some assignments will get you out of the house.

PREREQ: ENGL 102, UF 100, sophomore status.

**CLASS PHILOSOPHY AND PURPOSE**

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans students’ entire university experience, including English 101, English 102, UF 100, UF 200, Communication in the Discipline (CID), Disciplinary Lens (DL), and Finishing Foundations (FF). *UF 200 Civic and Ethical Foundations* supports the Foundations Program by engaging students in discussions of ethics, diversity, and internationalization, which are increasingly important in our diverse, global society. As the leaders of tomorrow, students must be prepared to deal with more complex ideas, understand multiple cultures, and recognize personal biases. UF 200 creates an environment for students to learn about and practice these skills.
UF 200 courses may include writing, visual, and audio assignments, as well as a civic engagement component. Topics may vary each time the course is taught. The class is meant as an introduction to ideas students will wrestle with throughout their lives. For example, in this section of the class, in addition to reading academic texts, we will use stand-up and sketch comedy clips from various comedians as springboards into difficult discussions about oppression, diversity, and injustice. It will also incorporate readings from the perspectives of refugees and displaced persons, some of whom live right here in Boise.

**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 you, the student, to carefully consider your sense of self, as well as your direct interactions with others, and your role in the larger, global community (the structure of micro-, meso-, 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 and questioning whether there really is liberty and justice for all. You will start by looking deeply within yourself, then moving outward. The class theme is far more complex than most people think, especially when considered from a global perspective. What you do and think in your own life affects other people in ways you probably haven’t imagined. This course will help you identify new ways of thinking about your relationship to the world.

**University Learning Outcomes Targeted by UF 200**

- **ULO 1 – Writing**
  - Write effectively in multiple contexts for a variety of audiences.
  - I expect polished pieces of writing, as free from error and confusion as possible, especially since the majority of your presence in class will be in a written form.
- **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, national, and international importance, including political, economic, and environmental issues.

**After successful completion of the course, you will be able to:**

- Analyze and articulate your own biases, privileges, and limitations, as well as your rights and responsibilities, and how these inform your 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 local and global communities (ULO 6);
Communicate ideas needed for living and learning in a diverse and complex world, especially in written form (ULO 1).

Reinforce elements of ULO 2 Oral Communication, ULO 3 Critical Inquiry, and ULO 4 Team work and Innovation, which were targeted in UF 100.

Build on all 6 of these Foundational ULOs throughout your CID, DL, and FF classes in your junior and senior years.

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, like, or agree with everything we read and discuss. Some of the material I’ll present is intentionally provocative. 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. Asking why is essential, and questioning what you believe will help you make connections with other people. Anyone in this class can get an A if their perspectives are well-supported by reliable evidence. I am a firm believer that some opinions are more valuable than others, if they are better supported by experience, research, and sound reasoning.

Example: I would trust a firefighter on the topic of how a fire moves through a building more than I would trust Bill Gates, despite Gates’ reputation as a very intelligent person.

We will frequently encounter material that may be offensive to various members of the class. My goal is not to offend, but to present viewpoints that exist and question why we are offended by some things and not others. I expect us all to arrive in class with open and inquiring minds. The idea is not to adopt my morals or ethics, but to question your own, see where they come from, and be able to explain them.

On Grading
Occasionally, students think that I am grading them down due to their beliefs, simply because I disagree with their viewpoint. This is never the case. If your argument is well-founded and well-written or spoken, you will receive a good grade whether I agree or not. However, if I see errors, logical flaws, lack of connection to class materials, and/or misuse of an unreliable source, you can be sure that those things will affect your grade. I am open to discussing why I graded something the way I did, but please know that I think very carefully about grading, and I usually have a strong argument for why you were graded the way you were.
**Structure of the Course:** The course is divided into three interconnected sections as follows: Knowing Yourself, Engaging With your Community, and Connecting to the World We Live In.

**Blackboard**

Blackboard is essential, and it is the main platform for distributing assignments and sending announcements to class. I recommend checking your BSU email account every day during the work week and logging on to Blackboard at least once in between every class period. I will post announcements about class materials frequently, but those announcements will also come to your BSU email account automatically. **You will always find the latest and most accurate information about assignments in the “Weekly Assignments” folder, which I will release on a weekly basis.**

**Assignments**

To repeat, because it is important: Assignments are found in the Weekly Assignments link in Blackboard under the appropriate week. **The most up-to-date information will always be in Blackboard in the correct week’s folder.** Always check the weekly folder, since the basic course schedule may need to be altered as the semester progresses.

There are no exams in this class. Your grade will be based on attendance (checking in and doing work weekly), participation, written work, some online discussion work, and other projects and presentations. Attendance in this class is extremely important, as much of the content will be delivered in class and worked with in groups of classmates.

**Disability Accommodations**

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 or [http://drc.boisestate.edu/](http://drc.boisestate.edu/) located on the first floor of the Lincoln Garage to meet with a specialist and coordinate reasonable accommodations for any documented disability. **It’s best to contact the Disability Resource Center first.**

For more information on BSU Disability Resource Center (DRC) see the web site at [http://drc.boisestate.edu/](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.

**Class Participation and Attendance Policy**

**Excused Absences:** There are no excused absences.
You get 3 free absences, no questions asked. Use them wisely. Absence #4 deducts 5% from your grade. Absence #5 deducts an additional 5%. Absence #6 deducts an additional 15%. Absence #7 means you fail the class, barring other extraordinary circumstances. In other words, 6 absences means you automatically lose 25% of your grade, which pretty much drops you into the C range even if you get 100% on every assignment. You could still pass the class if you do all the extra credit and all the assignments and get full credit. Class discussion and participation is a vital component to this class, and much of the learning will happen in the classroom activities, so I want you to be in class. You have important ideas to contribute to the class. And one class equals one full week.

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, but only if you plan on having more than 1 such absence. For example, if you are an athlete and you know you’ll be missing 2 classes because of sports, they all need to be documented, and you need to stay current on all your work.

Or if you skip class and suddenly realize you have a military obligation or debate or sporting event that will cause you to miss another class, then you shouldn’t have skipped the other one.

Save your absences for emergencies or sickness late in the semester. In other words, just come to class.

Notes from parents, employers, fellow students, roommates, bartenders, et al. will not be accepted for late assignments. Regardless of the excuse, assignments must be turned in early or on time to receive full points, unless we have a chat and figure something else out due to unforeseen and extraordinary circumstances.

That said, I’m reasonable, and I know things happen unexpectedly, so come talk to me about your situation.

**Late work policy**

**Late Work Policy:** It is always best to submit work on time, but I understand that sometimes extenuating circumstances make this difficult. My policy on work for this course is “better late than never,” especially since the point of this class is your learning about the subject matter, and that can happen even with late work. So for any late work, I will subtract 10% of the total points for assignments less than 24 hours late. After that, you get half credit of what you would have earned if it is less than 2 weeks late. For example, if you would have earned 8 of 10, you’ll get 4 of 10 instead. I reserve the right to be more lenient or generous if the situation warrants it.

You must be present in class with a printed write-up when I call your name for the Reading Response Write-Ups. This happens randomly, so make sure you are prepared.
Late Discussion Board posts will be treated differently. Responses to DB prompts that are weeks late defeat the purpose of the DB because the discussion has already passed you by if you wait that long. The purpose of the DB is to create back-and-forth conversations. So, if the conversation is dead in Week 3, for example, and you post a response in Week 8, you probably won’t get credit for it. Maybe a sympathy point.

You can make up for some missing points by doing extra credit. Extra credit means attending some sort of cultural event or going someplace related to class concepts that is out of your normal routine. Example: all campus lectures, plays, performances, etc.

Student Code of Conduct- Students are expected to follow the Student Code of Conduct. http://deanofstudents.boisestate.edu/student-code-of-conduct/

Taking credit for another person's work, or even work you have completed for another class is grounds for termination from a job or, in the case of a class, flunking. It is your responsibility to know your rights and responsibilities as described in the Student Code of Conduct.

Cheating or plagiarism in any form is unacceptable. All work submitted by a student must represent her/his own ideas, concepts, and current understanding. I personally can’t think of many things more deplorable in the academic world than plagiarism in a class focused on ethics.

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. See this link for more info about Academic Dishonesty: http://deanofstudents.boisestate.edu/academic-dishonesty/

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

The following are some 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 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.
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.
F. (my own addition). Typing or writing down someone else’s spoken words as they tell you what to write.

So, that’s it for the class policies part of the syllabus. Please take the quiz in order to open further important content for the class.