UF 200 CIVIC AND ETHICAL FOUNDATIONS
“With Liberty and Justice for All…”

<table>
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<tr>
<th>Instructor: Margaret Sass</th>
<th>UF200 033: 7:45-8:15 (Wed/Fri)</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:margaretsass@boisestate.edu">margaretsass@boisestate.edu</a></td>
<td>Classroom: ILC215</td>
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<tr>
<td>Phone: 208.914.3520</td>
<td>Appointment: Please call for scheduling</td>
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**Course Description and Learning Objectives**

**UF200 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, UF 100, sophomore status.

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.

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.

UF200 builds on the following three University Learning Outcomes (ULO) as the base assessment for 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 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 well-reasoned ideas relevant to understanding our diverse and complex world, especially in written form (ULO 1);
- Identify and reflect on their own cultural rules, assumptions, and biases (ULO6);
Identify specific communication challenges when dealing with various special populations (e.g., children, culturally diverse individuals), then apply your communication skills to real-life encounters with these populations. (ULO6).

**Disability Services and Assistance:**

Administration Building, Room 114, Phone: (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/

<table>
<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.</td>
</tr>
<tr>
<td><a href="http://osrr.boisestate.edu/scp-codeofconduct-article6/">http://osrr.boisestate.edu/scp-codeofconduct-article6/</a></td>
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<tr>
<td>Plagiarism is a serious issue that will not be allowed. To find out more about what is acceptable go to the <strong>Writing Center</strong> or talk with Margaret Sass.</td>
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<td><strong>Academic dishonesty may result in course failure</strong></td>
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<td>or dismissal from the University.</td>
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**STUDENT RESPONSIBILITIES:**

Please note: This syllabus is a skeleton of course responsibilities. Detailed course information is available on our Blackboard course site available through your MyBoiseState account.

   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).

**This section might include any or all of the below as well as additional course expectations, course schedule as well as grading policies.**

**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 assignment and check your grades. If you are not familiar with Blackboard, you can find short 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 outline in the syllabus, the most up-to-date information will always be in Blackboard in the correct weeks’ folder.

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.

Phones and other electronic devices: There will be specific times when we will use electronic devices to enhance learning in our classroom. Dr. Sass will let you know when utilizing your device is appropriate. If not used for course specific applications, study after study has demonstrated that these devices are distracting to learning. I have no desire to police your behaviors, and ask that you respect our learning community.

To avoid interruptions and distractions, electronic devices (computers, tablets, smart phones, cell phones, pagers, etc.) must be turned off during class unless we are using them for a specific in-class activity. Devices may be used in class with permission from the instructor.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Weekly reflection writing</td>
<td>15%</td>
<td>See Class Schedule</td>
</tr>
<tr>
<td>Critical Response Essays (total of 3)</td>
<td>15%</td>
<td>1st essay: February 7, 2nd essay: March 6, 3rd essay: April 3</td>
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<tr>
<td>Children Book Activity &amp; Poster/Artifact</td>
<td>20%</td>
<td>March 20th</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>April 18 – April 29</td>
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<tr>
<td>Final Group Reflection Paper</td>
<td>20%</td>
<td>April 29</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
<td>Class meetings</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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I reserve the right to change this schedule of events with one-week notice.

ASSESSMENT OF LEARNING OUTCOMES

Course requirements will consist of class activities/discussion/case studies, reflective essays, presentations, and group assignments. Course assignments are briefly described below.

**Weekly Reflective Journal Writing: for course readings and learning activities.** Students will be presented with a series of learning activities and/or course readings to reflect upon in preparation for class discussion and critical essays. The purpose of journal writing is to
have a deeper understanding of self and how you relate to others in community and world. Journals will be collected weekly during the semester and criterion graded on completeness. Keep the following questions in mind during reading and journaling:

- What is the personal and academic purpose of the activity/assignment/reading for the week?
- How do you think the assignments define you as a citizen of United States?
- What do you and don’t you personally (culturally and individually) identify with? How could the activities of this week be useful in your life? For other people? For your community?

**Critical Response Essays:** Students will be asked to complete three (500 words each) essays critical essays related to readings and/or learning activities. A separate handout will be posted on blackboard for each of the following prompts:

a. **80th Birthday Essay** *(Micro level – Know thyself)*

b. **Ethnographic Observation Project** *(Meso – Internal versus External Awareness)*

c. **Cultural Self Study Assignment** *(Macro - the bigger picture)*

**Children’s Book and Poster/Artifact:** You will be required to write a children’s book for (choose between preschool-3rd grade). This book will focus on cultural empathy and/or awareness as a topic that children can learn about. You will print or create an e-book and present it to a class on the grade level you choose (location for readings TBD). You will also create a poster OR an artifact about the project which MUST demonstrate the following (1) what the book is about and why you chose that topic, (2) what you are trying to teach children, (3) what the experience was like reading to a group of children, and (4) what you learned from the experience. If you choose to create an artifact (art piece), you must add a 50-100 word reflection about the project and the impact it had on you and the children.

**Group Research Paper.** Students will participate in a group research project and write a 5-page research paper that is based on the group’s research presentation (this is the same project as your group research presentation). Groups will collaborate through class activities and field research. The focus of this research presentation is cultural and social issues within our community affecting members of our community, specifically young children. Group papers will be graded on 1) evidence of collaboration, 2) depth of analysis related to course content, and 3) overall organization and effectiveness of presentation.

**Group Research Presentation:** Each group will have 10-15 minutes to present what they have learned as a presentation at the end of semester. Group presentations will replace the final for course and will be graded on 1) evidence of collaboration, 2) depth of analysis related to course content, and 3) overall organization and effectiveness of presentation. Grading will be divided between 50% from class peer review and 50% from instructor grade.
Attendance: The effectiveness and success of this course -- and your own success in it - depends heavily on attendance. This class is based on very active participatory learning and therefore, attendance is mandatory. Excused absences will be allowed for illness and emergencies if documented and cleared with instructor. Excessive tardiness or early departure will be counted as absences. **Students are responsible for all class information and assignments missed because of absence.**

Grading: Assignment of letter grade will be determined by earned percentage of each assignment using the following weighted scale:

<table>
<thead>
<tr>
<th>% Earned</th>
<th>Letter Grade</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>&gt; 93.0</td>
<td>A</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>90.0 - 92.9</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
<td>Good Work</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77.0 - 77.9</td>
<td>C+</td>
<td>Average Work</td>
</tr>
<tr>
<td>73.0 - 76.9</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70.0 - 72.9</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67.0 - 69.9</td>
<td>D+</td>
<td>Below Average</td>
</tr>
<tr>
<td>60.0 - 66.9</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>&lt; 60.0</td>
<td>F</td>
<td>Uninspired Work</td>
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Course Schedule (see Course Schedule)
Subject to change
Remembering your life: An imagined 80th Birthday Address

For this assignment, you will imagine that it is your 80th Birthday and that someone close to you – your spouse or partner, your best friend, a sibling, a mentor/mentee – will be the person who speaks the words you write about you, your life, what you stand for, and what you have meant to others.

Although written after a person has died (unlike this assignment, which asks you to imagine yourself in old age), you might find it useful to look at some obituaries (such as those that appear in The New York Times or the Idaho Statesman) for inspiration and ideas.

For your own 80th Birthday Address, please follow the guidelines below:

- It must be between 500 and 700 words in length.
- It must be typed using 12 pt, Times New Roman Font, double spaced, following APA guidelines.
- Your address must include the following details:
  - It is to be delivered by someone else, (not you) in your presence, on your 80th Birthday.
  - What you did for a living/career.
  - Who were the most important people in your life [spouse/partner (if any), children (if any), friends, other relatives, important work associates or partners].
  - What were your important accomplishments and the values for which you stood. (Key focus)
  - Include quotes from others (real people or imagined) saying what they thought of you. (Also, key focus; might refer to the values for which you stood).
  - Write it in the third-person (as if someone else is writing/speaking about you).
- Be Creative!! Have fun with the assignment, but be sure to follow the instructions.
- The point of this assignment is to think about the life you want to have, what you hope to have accomplished and what you hope you will leave as a legacy.
- In an accompanying author’s note, discuss one significant detail of your imagined future life and analyze how it demonstrates your enhanced learning of ethics and ethical decision-making. It may also reflect learning in the diversity/internationalization portions of the class to come. Consult the University Learning Outcome descriptions of ULOs 5 and 6 which may be accessed here:

Ethnographic Observation Project

Report on a cultural awakening experience (i.e. walk through a community, eat in a restaurant, visit a place of worship, attend a community meeting, shop in a neighborhood store, etc.) (500-700 words). The student is to attend the experience both internally (heightened awareness) and externally (attend to observed behavior and meanings).

In a form of a paper, the student should provide a brief description of the situation or context, an ethnographic depiction, and an analysis of learned insights into the student’s own values, stereotypes, biases, attitudes and emotions. Students may go into these contexts with other students, but each student must independently write their own project.
Cultural Self-Assessment Assignment

1) Write a cultural self-assessment (500-700 words). Knowledge of intercultural communication begins with an understanding of one’s own cultural assumptions, socialization processes, and behaviors. Further, ongoing assessment of one’s own cultural norms will actively support improved intercultural communication. Cultural self-assessment is not a process that has an end. This assignment asks you to carefully consider the ideas and beliefs about cultural identity with which you grew up and those to which you continue to subscribe.

2) Follow these guidelines (500-700 words):
   a) Introduction
   b) Cultural identity overview: Briefly describe your own cultural identity, in terms of race, gender, and socioeconomic class. (Be sure to clearly state your gender, socioeconomic class, and race (race is different from ethnicity.) Also address other important cultural identifications you have (for example, religion, language, geographic region, or ability). Did you grow up in a small town or large city, both, either? Did you often come into contact with people who were culturally different from you?
   c) Ideas about Cultural Groups Different from Your Own: Choose two of the following cultural identifications: gender, race, socioeconomic class. (For example, if you identify as a white middle class woman, you might choose gender and race. In this section, you would discuss what you learned about men and what you learned about African Americans, Asian Americans, Latin Americans, and/or American Indians. If you are middle class and you choose socioeconomic class, you would discuss what you learned about working class and/or upper class people.)
   d) Please address the following: What did you learn about groups different from your own in these two identifications? Did they usually behave in any certain way? How did these groups fit into your worldview?
   e) Sources of Cultural Knowledge and Input: In regards to the two groups different from your own that you chose above, from where did/do you get your knowledge? In other words, who have been and are your teachers about these groups? What are your sources of information? How has the media shaped your information about these two groups?
   f) Conclusion