Please read this syllabus thoroughly, as your enrollment in this class indicates your acceptance of the following policies.

“With Liberty and Justice for All...”

I. Course Description

UF 200: CIVIC AND ETHICAL FOUNDATIONS (3-0-3). Supports the Foundation Studies 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.

II. Course Learning Objectives

The central purpose of University Foundations 200 is to provide every Boise State undergraduate 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 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.

III. University Learning Objectives

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, national, and
international importance, including political, economic, and environmental issues.

UF200 is aimed at a number of specific learning outcomes for each student. After successful
completion of the 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-Diversity and Internationalization)
• use an awareness of ethical frameworks to consider alternatives, make decisions, and
imagine and evaluate consequences (ULO 5-Ethics)
• consider and take appropriate actions to engage positively in civic and community life as
a citizen of a local and global community (ULO 6- Diversity and Internationalization)
• communicate ideas needed for living and learning in a diverse and complex world,
especially in written form (ULO 1-Writing)

IV. Course Norms

Class Atmosphere
This class will adhere to a commitment to social justice. No one will be discriminated against on
the bases 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 do not require you to embrace or like everything we read
and discuss. What I do ask is that you consider new ideas and alternative perspectives and
explore what is driving your response and/or reaction to those ideas and 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.

Course Unit, Course Format, and Student Expectation
This class is NOT a self-study or online correspondence course. Although you may access
Blackboard anytime and complete most of the work asynchronously, this course has weekly,
going deadlines and regular participation is mandatory. This academic course requires a
minimum of 2.5-3 hours of coursework per credit each week; the abilities of excellent time
management and computer/Internet literacy skills; extensive reading and online interaction;
regular/daily access to a computer with reliable, high-speed Internet access and browser for
Blackboard. An email will be sent from the instructor to your my.boisestate e-mail account
before the first day of class.

In this online learning environment, you need to be a self-regulated learner. You are informed
of what activities are planned to complete in this syllabus and each module. Absolutely, you
may adjust your pace of learning activity within each module based on your learning style
and availability. However, the due dates of the assignments are FIXED. You must complete assignments, discussions, exams, quizzes, and all other course requirements by the posted deadlines. Please plan-ahead and use your calendar tool to help you manage your progress. Feel free to complete tasks before the listed due dates if that works better for your schedule.

Late work is not acceptable without proper, written notification, and proof (e.g. documented medical emergency or university-recognized events). If you encounter an unexpected problem not related to coursework, please contact me immediately. Late and/or incomplete assignments or projects are only accepted when prior arrangements have been made.

Blackboard
Blackboard is an essential component of this course due to the course existing virtually (online) via Blackboard. That is where you will find the syllabus and readings, wikis, and check your grades. If you are not familiar with Blackboard, you can find short instructive videos at http://at.boisestate.edu/lmshelp/student-help/.

Technology Resources/Requirements
This is an online course. However, this is not a course teaches you how to use the computer. At a minimum, you should be basic technology literate. For students new to Blackboard, please follow this link for the Blackboard training:
http://at.boisestate.edu/lmshelp/student-help/

According to Blackboard’s Commitment to Accessibility webpage, the company is committed to ensuring that the Learn platform is both usable and accessible by everyone, regardless of age, ability, or situation. A number of computer skills and resources to take this class can be found at: http://ecampus.boisestate.edu/students/what-is-ecampus/internet-online/

Computer Requirements
To be successful in an online course, you must ensure that you and your computer are ready. If you have questions about the system requirements for your computer, select the link below to access a list of the minimum computer hardware and software requirements, including information about your Internet connection and web browsers.

Email Requirements
University policy (2280) establishes “email” as one of the official modes of communicating with students. The University officially discourages students from forwarding u.boisestate.edu email to another account. Please use your university student email to contact me.

Faculty Initiated Withdrawal for Nonattendance
Boise State University values course participation enough that nonattendance can lead to a faculty-initiated drop. In an online course, the first week’s attendance is verified by other means that show a student has at least logged in to the course and complete assigned activities. To meet this requirement, you must complete the Syllabus Quiz found in the Syllabus area no later than 11:59 p.m. Mountain time on Wednesday, January 13th. The consequence for failing to complete these is that you may be administratively dropped from the class.

Google Apps
BroncoMail is how I will contact the entire class about announcements, assignment updates, and issues of general concern. It is also how I will contact you individually about grades, absences, and assignment questions; therefore, it is very important to check your Bronco Mail daily and/or have it forwarded to an email account you do check daily.

Assignments
Assignments are found in the course content link in Blackboard under the appropriate folder. While there is a rough outline in the syllabus, the most up-to-date information will always be in Blackboard in the correct assignment folders (under “Assignments,” “Course Documents/Weeks” and Discussion Board).

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 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Class Participation and Attendance Policy
Excused Absences: 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.

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. 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) 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 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 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.

Communications
Email is the best way to contact your instructor. Every effort will be made to provide all the course assistance you require. I will respond to emails within 24 hours on weekdays and 24-48 hours on weekends.
Technical assistance should be directed to Phone: 208-426-4357 (HELP)

V. Student Responsibilities

It is your responsibility to check the Syllabus schedule, Blackboard course website and Boise State e-mail account at least two to three times weekly for updates and messages.

All assignments have a posted due date and further clarification on Blackboard. Late and/or incomplete assignments or projects are only accepted when prior arrangements have been made. Any assignment turned in after the specified time will be considered late, and is subject to a loss of points.

1) Readings: Required readings are noted under each week on Blackboard. Students should read assigned work each week.

2) Blackboard Discussions

3) Participation: Points are earned by attending class via Bb and completing assignments.

4) Quizzes: Students are expected to complete 5 Blackboard quizzes on assigned reading(s).

5) Ethical Dilemma Paper (5-6 pages).

6) IN-DEPTH INTERVIEW -> Community Learning Paper (3-4 pages).

VI. Assignments

Required Texts
• All readings/material are posted on Blackboard

Core Assignments:

I. Blackboard Discussion Board
Throughout the semester, we will have five writing assignments in the form of Discussion Board Entry on Blackboard. They will vary in length and genre and give you an opportunity to understand the variety of writing that occurs in an academic community. You are also required to read and respond to 2 other entries written by other students.
This means, if you post each Discussion Board Assignment and reply to two of your classmates, you will receive **6 points total for each Discussion Board Assignment (4 points for initial entry + 2 points for 2 constructive feedback comments)**. Do not be afraid of playing devil’s advocate. Encourage other people to see new perspectives. But please be civil/respectful when you disagree with others. Written words can be perceived to be much stronger than spoken words.

An excellent Discussion Board Entry shows evidence of critical reflection about what we are reading/viewing and how it relates to real-life issues. It is relevant to the assigned topic, concise and well written, with varied sentence structure and vocabulary. Opinions are supported with facts/evidence and short excerpts from the texts read (add references from which your ideas are derived (author, journal, page...). It demonstrates excellent use of examples and details to explore and develop ideas and opinions (see Discussion Board Assignments & Entry Rubric on Blackboard).

**Discussion Board Entry Grading Rubric**
*(See Blackboard under Assignments for assignment instructions)*

<table>
<thead>
<tr>
<th>Creating a Thread in a Discussion Board</th>
<th>How to Reply to Discussion Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Within a course site, click Tools</td>
<td>1. Access a forum and select a thread</td>
</tr>
<tr>
<td>2. Click Discussion Board</td>
<td>2. On the thread’s page, you can view the text of the post</td>
</tr>
<tr>
<td>3. Click the forum you wish to participate</td>
<td>3. Click Reply</td>
</tr>
<tr>
<td>4. Click Create thread</td>
<td>4. The page expands below the post you are responding to, allowing you to view the post and access the content editor</td>
</tr>
<tr>
<td>5. Enter Thread Subject</td>
<td>5. Type your reply in the <strong>Message</strong> box</td>
</tr>
<tr>
<td>6. Enter Thread Message</td>
<td>6. Click Submit to publish your reply</td>
</tr>
<tr>
<td>7. Optional: Attach a file</td>
<td></td>
</tr>
<tr>
<td>8. Click Submit</td>
<td></td>
</tr>
</tbody>
</table>

**II. Quizzes**

Blackboard Introduction - Syllabus Quiz worth 2 points.

Throughout the semester, we will have **5 Quizzes** reflecting the assigned readings. Each quiz is worth **3 points**. *(See Blackboard under Quizzes for assignment instructions)*.

**III. Ethical Dilemma Paper (5-6 pages - 25 points)** *(ULO 5.3, 6.3 and 6.4.)*

The filename should be YOUR name and the name of the assignment! (For example RefikSadikovic_In-Depth Interview Paper.doc). **Please use Microsoft Office WORD software.**

Your paper should be a reflection/research from the readings and additional research about poverty and other factors such as integration, discrimination, and other ethical challenges/issues facing new immigrants (Refugees/Immigrants).

**Please follow the steps below:**

1. **Identification of issues (ULO 6.3)**
   You will need to clearly identify relationship among the complexes of issues/challenges (at least three issues) that refugee/immigrants are facing (poverty, unemployment, homelessness, discrimination, prejudice, integration, etc.) from at least two group...
stakeholders’ perspectives. Analyze the issues and explain what is making it a problem. Why is it an issue? What is the root of the issue? Is it an economic? Is it religious? Is the root of the issue about power? Use different perspectives (from at least two group stakeholders) for analyzing the issue/challenge.

2. Ethical Reasoning (ULO 5.3)
You will need to apply prominent theories/principles to ethical issues you identified (at least three issues); clearly articulating potential objection to your ethical reasoning and to others’. Also, support your ethical views by naming and describing Ethical Theories and Ethical Principles. Ethical Theories and Ethical Principles
Please use reliable sources that talk about a specific issue (academic journals, books, newspaper articles, blogs, etc.). This will help you think about the issue you chose from multiple/different perspectives.

3. Application to Issues (ULO 6.4)
You will need to incorporate your analysis of (ULO 6.3), and apply cultural self-awareness and knowledge of diverse group frameworks to specific issue and situation. It needs to offer possible approaches/solutions, which consider personal responsibility for global problems and demonstrates disposition to work toward improving one’s own society, informed by awareness of diversity.

4. Follow APA or MLA guidelines. (The paper should be 5-6 pages long, double-spaced, Times New Roman 12-point font. It should also include a minimum of four sources/references in the reference page.
For style, guidelines use the Purdue OWL website or an MLA or APA reference book from the library. The Purdue site - http://owl.english.purdue.edu
This paper will help you develop critical thinking skills, to see beyond your own lives to the world outside. It will also help you better understand, visualize, and empathize with someone else’s struggles.

It is always important to use multiple/different perspectives when analyzing issues/challenges. This is true because no single perspective on issues/challenges is always correct. Using multiple perspectives makes it more likely that we will think about various issues in ways that are fair to all potential sides.

Sources:
1-2 source(s) should come from class readings or media.
References page with sources in MLA or APA format must be included.

Please see the GRADING RUBRIC before you start writing.
Here is the Link ----Ethical Dilemma Paper Grading Rubric----

Here is a quick video tutorial on how to set up their first e-Portfolio using the new template

Submit a digital version (Ethical Dilemma Paper) on Blackboard AND your ePortfolio under UF200
DUE: Wednesday, March 16 by midnight

If you have problems uploading your (Ethical Dilemma Paper), you can contact the Help Desk (Phone: 208-426-4357; Email - helpdesk@boisestate.edu). You can also get in-person assistance at the ZONE in the ILC and in the SUB for help with uploading options.

Ethical Dilemma Paper Grading Rubric

IV. IN-DEPTH INTERVIEW PAPER (Civic Engagement)
Community Learning Paper (3-4 pages). As a part of this paper, you will conduct an in-depth free flowing interview of a person who considers her/himself culturally diverse/marginalized.

Avoid stereotyping based on skin color, appearance, accent, etc., when looking for person to interview. (Stereotyping is when you judge a group of people who are different from you based on your own and/or others opinions and/or encounters).

Topic:
As a part of the "Community Learning assignment," you will conduct an in-depth free flowing interview of a community member who considers her/himself culturally diverse/marginalized (member of a different cultural background). You must conduct a thorough investigation into your informant’s life, and describe what you have learned from the person you interviewed and relating it to reading material (class and other). The paper should be reflective of your personal cultural growth based on interview of a student, or other member of a different cultural background. Your personal growth Reflection should include a discussion of the value of diversity and the benefit of living in a diverse learning community and relating it to/with reading material (class and other).

Grading Rubric:

Please keep your questions open ended, refrain from directly leading your informant. It is the student’s responsibility to create his/her interview questions, as each individual interview will be unique. The actual interview should not be less than 30 minutes but not longer than an hour. Please start the interview with introductory questions such as the interviewee’s background information, then lead the interview to more specific questions (about the challenges and success in their lives). As for the interview paper, there are no set questions prescribed that one must ask. As each person interviews a unique human being, interview questions will vary. The questions should come organically, meaning throughout the conversation you will be intrigued by something the interviewee says, and you can ask follow up questions. I envision this to be more of a low-key, casual conversation between you and the other individual. And based on your conversation you can express what you have learned from the person.

Some leading questions, for example if you were to interview someone who considers himself/herself diverse, could possibly be:
(General background, i.e., cultural beliefs, religious beliefs, customs, level of acculturation, etc.)

- In what country were you born?
- How long have you (or your ancestors) been in this country?
- What language did you first learn to speak? What language is used at home?
- How do you identify yourself (in terms of your ethnic/racial background, heritage, or culture)?
- What is important for others to know and understand about your background or culture?
- How has your background or culture influenced who you are today?
- What is the role of spirituality, faith or religion in your life? Do you identify with any formal religion/belief system?
- What customs or traditions are important to you/your family?
- What does your culture/religion/heritage teach you about aging/growing as a human?
- What has been the biggest adjustment for you/your family about life in this country?

Informal/Family/friends support Experience

- Tell me about your family/or the people closest to you.
- In times of need, to whom do you turn?
- What help or assistance do you give to family members/others close to you?
- What help or assistance do you expect and/or receive from family members/others close to you?

I would encourage you to insert quotes of the person you interviewed, as this makes the paper stronger. Sometimes paraphrasing can alter the message the interviewee is trying to relate. (Think of yourself as a journalist for this paper). Describe your experience you had interviewing the person, his/her reactions, the overall atmosphere of the interview, etc. You should also at the introduction of your paper say why you chose to interview the individual. The answers to your questions along with your additional research should allow for a better understanding of today’s diverse world, and how to work with diverse populations on a local and global level.

[Final product will be an essay (please do not hand in raw field notes or insert questions in the paper) 3-4 page minimum, double-spaced, Times New Roman 12-point font.] Follow APA or MLA guidelines. References page does not count towards the initial length of paper.

For style, guidelines use the Purdue OWL website or an MLA or APA reference book from the library.

The Purdue site - http://owl.english.purdue.edu

Refer to the Grading Rubric here:

Submit a digital version (Ethical Dilemma Paper) on Blackboard AND your ePortfolio under UF200.

DUE – Sunday, May 1 by midnight.
If you have problems uploading your (In-Depth Interview Paper), you can contact the Help Desk (Phone: 208-426-4357; Email - helpdesk@boisestate.edu). You can also get in-person assistance at the ZONE in the ILC and in the SUB for help with uploading options.

### VII. Grading Policy

I. **Blackboard Introduction - Syllabus Quiz**  
   1 Pt.

II. **Four Discussion Board Assignments (Blackboard)**  
   a. *I am From poem*  
      i. *(initial post worth 3pts + 2 replies worth 1pt = 4 points)*
   
   b. *What does being ethical mean to you and how important is it?*  
      i. *(initial post worth 4pts + 2 replies worth 2pts = 6 points)*
   
   c. *Reflection on reading “Parable of the Sadhu”*  
      i. *(initial post worth 4pts + 2 replies worth 2pts = 6 points)*
   
   d. *Writing from Different Perspectives (500 words-short essay)*  
      i. *(initial post worth 6pts + 2 replies worth 2pts = 8 points)*
   
   e. *Cultural Diversity* *(initial post worth 6pts + 2 replies worth 2pts = 8 points)*  
      i. *(initial post worth 4pts + 2 replies worth 2pts = 6 points)*

III. **Assigned reading Quizzes** (5 Quizzes - 3 points each quiz)  
   15 points

IV. **Ethical Dilemma Paper** (5-6 pages)  
   25 points

V. **In-Depth Interview Paper** (Learning about Diverse Community) 3-4 pages  
   25 points

VI. **Attendance & Participation** (via Bb)  
   4 points  
   *(You will earn four Attendance & Participation points if you complete all required work on Blackboard by given deadline).*  
   *(For each missed assignment/quiz, or the MID-SEMESTER COURSE evaluation/survey you will lose one Attendance & Participation point.)*  
   *So, with four missed assignments/quizzes you will lose all four Attendance & Participation points.)*

VII. **Class Requirement: ePortfolio Submissions Penalty**  
   -3 points  
   All students must upload all of the required papers (Ethical Dilemma Paper and In-Depth Interview Paper) as digital files to the university’s ePortfolio system (Digication), under the UF200 section. Failure to successfully upload the required Papers will result in a penalty of 3% in your overall grade, which will be deducted from the final grade at the end of the semester. If you have problems creating or uploading your Papers, you can contact the Help Desk (Phone: 208-426-4357; Email - helpdesk@boisestate.edu). You can also get in-person assistance at the ZONE in the ILC and in the SUB for help with uploading options.
How to Create your ePortfolio
1. Log-in as a student at http://boisestate.digication.com
2. In the My e-Porfolios section of your Digication dashboard, press the Create button.
3. Enter a title for your e-Portfolio (you can just use your name).
4. Under Choose a Template, click on the template named My Academic Journey at Boise State (which has an icon of a bronco with an orange background).
5. Under Permissions, select Private within Boise State University. To share your e-Portfolio within a course, click the Custom Permissions link. Under Additional Permissions, click the green plus sign and select the course you want to link to.
6. Set Tagging the way you want, then scroll down to the bottom and click on the Create New e-Portfolio button.

Grading Summary
Total: 100 Points

Final grades will be no less strict than the usual 90-80-70-60-50 letter grade.

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>78-79=C+</th>
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<tbody>
<tr>
<td>98-100=A+</td>
<td>73-77=C</td>
</tr>
<tr>
<td>93-97=A</td>
<td>70-72=C-</td>
</tr>
<tr>
<td>90-92=A-</td>
<td>68-69=D+</td>
</tr>
<tr>
<td>88-89=B+</td>
<td>63-67=D</td>
</tr>
<tr>
<td>83-87=B</td>
<td>60-62=D-</td>
</tr>
<tr>
<td>80-82=B-</td>
<td>59-below=F</td>
</tr>
</tbody>
</table>

VIII.  COURSE SCHEDULE

***This schedule is subject to change. I reserve the right to change this schedule and/or events with one-week notice. Please check your Bronco email and Blackboard daily for updated information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>READING/VIEWING</th>
<th>Assignments/In-class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Class</td>
<td>1. <strong>Read:</strong> Ethical Reasoning</td>
<td>• Carefully Read Syllabus and Schedule, Familiarize with Blackboard</td>
</tr>
<tr>
<td>Jan 11-17</td>
<td>Course Syllabus</td>
<td>2. <strong>Watch:</strong> What is Critical Thinking</td>
<td>• <strong>Syllabus Quiz</strong> - DUE Wednesday Jan. 13 by midnight</td>
</tr>
<tr>
<td></td>
<td>Introduction to Thinking Critically</td>
<td>3. <strong>Watch:</strong> Critical Thinking</td>
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<td></td>
<td></td>
<td>4. <strong>Read:</strong> How to Mark a Book by Mortimer Adler</td>
<td>• <strong>Discussion Board Assignment 1</strong> I Am From Poem, a personal introduction</td>
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<tr>
<td></td>
<td></td>
<td>5. <strong>Read:</strong> I Am From poems, then in order to be able to complete Discussion Board</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Ethics, Values and Global Ethics</td>
<td><strong>Assignment.</strong></td>
<td>Initial entry’s deadline is <strong>Wednesday Jan. 13</strong> by midnight via Blackboard, AND replies to 2 entries written by other students by <strong>Sunday Jan. 17</strong></td>
</tr>
</tbody>
</table>
| Week 3 | What is Justice? What is equality? What are the human rights? | 1. **Read:** Framework for thinking ethically  
2. **Read:** What are Your Values  
3. **Watch:** What_are_Ethics  
4. **Watch:** Global Ethics  
5. **Read:** Ethical Theories and Ethical Principles (description of Ethical Theories and Principles)  
   • **Discussion Board Assignment 2**  
      Initial entry’s deadline is Wednesday Jan. 20 by midnight via Blackboard, AND replies to 2 entries written by other students by **Sunday Jan. 24**  
   • **Quiz # 1 on the readings (Weeks 1, 2&3)**  
      **Wednesday Jan. 27** by midnight via Blackboard                                                                                                                                                     |
| Week 4 | Social Justice: Race, Sex and Privilege Power Oppression | 1. **Read:** Difference Matters Chapters 1 and 2  
2. **Read:** The social construction of difference  
3. **Watch:** Race and Ethnicity  
4. **Read:** Five Faces of Oppression  
   • **Quiz # 2 on the readings (Weeks 4-5)**  
      **Wednesday Feb. 10** by midnight via Blackboard                                                                                                                                                      |
| Week 5 | Social Justice: Race, Sex and Privilege Power Oppression Continued | 1. **Watch:** Race: The Power an of Illusion 1  
2. **Read:** Letter from Birmingham Jail  
3. **Read:** Invisible Knapsack  
4. **Watch** Tim Wise - The Pathology of White Privilege  
5. **Read:** Is this the face of Privilege?  
6. **Watch:** Too Hot to Work: Fighting for Justice  
   • **Quiz # 2 on the readings (Weeks 4-5)**  
      **Wednesday Feb. 10** by midnight via Blackboard                                                                                                                                                      |
| Week 6 | Organizational Ethics Inductive   | 1. **Read:** Parable of the Sadhu  
2. **Read:** BSU Statement of Shared Values  
   • **Discussion Board Assignment 3**  
      The Parable of the Sadhu  
      Initial entry’s deadline is                                                                                                                                                                              |
**Week 7**  
Feb 22-28

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Poverty and Homelessness Refugee/Immigrants Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read:</strong> Facts on Hunger and Poverty</td>
<td><strong>Read:</strong> Poverty is at its most deadly when it becomes normal - Ally Fogg</td>
</tr>
<tr>
<td><strong>Read:</strong> Poverty is at its most deadly when it becomes normal - Ally Fogg</td>
<td><strong>Watch:</strong> BBC World Debate Why Poverty?</td>
</tr>
<tr>
<td><strong>Watch:</strong> BBC World Debate Why Poverty?</td>
<td><strong>Read:</strong> Living In America: Challenges Facing New Immigrants</td>
</tr>
</tbody>
</table>
| **Read:** Living In America: Challenges Facing New Immigrants | **Discussion Board Assignment 4**  
**Writing from Different Perspectives**  
(500 Words-Short Essay) |
| **Initial entry’s deadline is** | **Wednesday Feb. 24 by midnight via Blackboard,**  
**AND replies to 2 entries written by other students by Sunday Feb. 28** |

**Week 8**  
Feb 29- March 6

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Poverty &amp; Ethics Refugees/Immigrants Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read:</strong> Immigrants, Refugees and the Poor_Rethinking compassion</td>
<td><strong>Watch:</strong> To be a Refugee(UNHCR)</td>
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<tr>
<td><strong>Watch:</strong> To be a Refugee(UNHCR)</td>
<td><strong>Read:</strong> Ethical Issues Raised By the Plight Of Refugees</td>
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<td><strong>Read:</strong> Refugees Immigrants PPT</td>
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<td><strong>Read:</strong> Refugees Immigrants PPT</td>
<td><strong>Read:</strong> In the War on Poverty, Don’t Forget Refugees</td>
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<td><strong>Read:</strong> In the War on Poverty, Don’t Forget Refugees</td>
<td><strong>Read:</strong> Assessment of Issues Facing Immigrant and Refugee Families</td>
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<td><strong>Read:</strong> Assessment of Issues Facing Immigrant and Refugee Families</td>
<td><strong>Start working on “Ethical Dilemma Paper”</strong> - <strong>DUE: Wednesday, Mar. 16 by midnight</strong></td>
</tr>
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<td>(See Blackboard under Assignments for assignment instructions)</td>
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**Week 9**  
Mar 7-13

<table>
<thead>
<tr>
<th>Social Justice: Labor and Immigration</th>
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<tbody>
<tr>
<td><strong>Watch:</strong> &quot;&quot;Harvest of Shame&quot; (1960)</td>
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<tr>
<td><strong>Read:</strong> Hard Work Is What Immigrants Do</td>
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<tr>
<td><strong>Read:</strong> Scholars Discuss Ethics of U.S. Immigration Reform</td>
</tr>
<tr>
<td><strong>Read:</strong> Newcomers in the American Workplace</td>
</tr>
<tr>
<td><strong>Read</strong> “Naturalization Exam”</td>
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<tr>
<td><strong>Continue working on &quot;Ethical Dilemma Paper&quot;</strong> DUE: Wednesday, Mar. 16 by midnight</td>
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<td>(See Blackboard under Assignments for assignment instructions)</td>
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<tr>
<td>Week 10</td>
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</table>
| Mar 14-20 | 1. **Read**: Understanding Culture and Diversity in Building Communities  
2. **Read**: Building Relationships with People from Different Cultures  
3. **Read**: Cultural Sensitivity Awareness |

- **Quiz # 3** on the readings (Weeks 9-10) DUE: Wednesday Mar. 16 by midnight via Blackboard  
- **Ethical Dilemma Paper** - DUE: Wednesday, Mar. 16 by midnight  
  Submit a digital version (Ethical Dilemma Paper) on Blackboard and your ePortfolio under UF200  

*Here is a quick video tutorial on how to set up your first e-Portfolio using the new template*

| Week 11  | Spring Vacation  
NO CLASS |
|---------|-------------|

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Cultural Diversity Continue</th>
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</table>
| Mar 28-Apr 3 | 1. **Watch**: Sense of Place and Community  
2. **Watch**: Cultural Differences  
3. **Watch**: Why cultural diversity matters | Michael Gavin | TEDxCSU  
4. **Read**: Why Does Diversity Matter at College Anyway? |

- **Discussion Board Assignment 5**  
  Initial entry’s deadline is Wednesday, Mar. 30 by midnight via Blackboard,  
  AND  
  replies to 2 entries written by other students by midnight, Sunday Apr. 3

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<thead>
<tr>
<th>Week 13</th>
<th>Globalization and Exploitation</th>
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</table>
| Apr 4-10 | 1. **Read**: Human Trafficking & Modern-Day Slavery  
2. **Read**: Globalization Between Fairness and Exploitation  
3. **Read**: Globalization Is Only a Good Thing If It Benefits All Groups of Society  

- **Quiz # 4** on the readings (Week 13) DUE: Wednesday, Apr. 6 by midnight
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Racism</th>
<th>Apr 11-17</th>
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<tbody>
<tr>
<td></td>
<td>1. <strong>Read</strong>: Invisible Knapsack - P. McIntosh&lt;br&gt;2. <strong>Read</strong>: American Anthropological Association Statement on Race&lt;br&gt;3. <strong>Read</strong>: Kings I have a Dream Speech by the Numbers&lt;br&gt;4. <strong>Read</strong>: The color of justice – Michelle Alexander&lt;br&gt;5. <strong>Watch</strong>: Watch: Is Racism Over and Dead in 2015 Debate With Tim Wise and Michael Eric Dyson &amp; White privilege&lt;br&gt;</td>
<td><strong>Start working on “IN-DEPTH INTERVIEW” paper</strong></td>
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<tr>
<th>Week 15</th>
<th>Sexism &amp; Heterosexism</th>
<th>Apr 18-24</th>
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<tbody>
<tr>
<td></td>
<td>1. <strong>Read</strong>: Homophobia, Heterosexism and Sexual Prejudice&lt;br&gt;2. <strong>Read</strong>: The Human Rights of Women&lt;br&gt;3. <strong>Read</strong>: A Journey Toward Liberation: Confronting Heterosexism and the Oppression of Lesbian, Gay, Bisexual, and Transgendered People&lt;br&gt;</td>
<td><strong>Quiz # 5 on readings (week 15)</strong>&lt;br&gt;DUE: Wednesday, Apr. 20 by midnight</td>
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<tr>
<th>Week 16</th>
<th>Apr 25-May 1</th>
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<tr>
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<td><strong>“IN-DEPTH INTERVIEW” paper</strong>&lt;br&gt;DUE – Sunday, May 1 by midnight</td>
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** I reserve the right to change, add to or subtract from, the content of the syllabus, due dates, assignments, schedule and calendar as necessary throughout the semester.