University Foundations 200: Civic & Ethical Foundations

“With Liberty and Justice for all”

Spring 2016

Section 18: M/W – 1:30-2:45 AM – ILC 204

Instructor: Dr. Virginia Piper
E-mail: virginiapiper@boisestate.edu
Office: World Languages Dept, L149-A (next to Albertsons Library)
Office Hours: M: 11-12, T: 1:30-2:30, & Happily by Appointment

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/.

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).

### Required Texts

New & used copies of course texts can be found at or ordered from: Rediscovered Books (www.rdbooks.org), Hastings Books & Video (www.gohastings.com), Amazon.com, Barnes & Noble Booksellers, Abebooks.com, and Powell’s Books (www.powells.com).

- **Frankenstein**, Mary Shelley, Signet Classics. **ISBN**: 0451523636
  - Please note that this edition also includes Bram Stoker's *Dracula*, Robert Louis Stevenson’s *Dr. Jekyll and Mr. Hyde*, and an Introduction by Stephen King.

  - If you have an anthologized copy, that is also acceptable.


- **Course Reader**: Available for purchase at Campus Copy, located on the first floor of the Education Building (Monday-Friday, 8:00 – 5:00). You may choose to have your copy of the reader bound for an additional cost. Be sure to ask for the Course Reader for Dr. Piper’s section (18) of UF 200.

- 2 Bluebooks (available at the University Bookstore)

**Students will be expected to bring PRINT copies of course texts to class each day. Failure to do so will result in a lowered participation grade.**

### Course Requirements & Grades

| Syllabus Individual & Group Quiz | January 20 | 20 |
| ‘This I Believe’ Audio Essay | January 27 | 100 |
| Community Engagement Paper Proposal | February 1 | 10 |
| HREC Reflection Essay | February 8 | 100 |
| Global Solutions Proposal | February 29 | 10 |
| Ethical Reasoning Individual & Group Exam | March 14, 16 | 150 |
All work must be turned in on the date and in the format specified. You will do a lot of writing and revising in this course and a lot of work with your peers, which means that staying on schedule is especially important for everyone. Apart from extraordinary circumstances, NO LATE WORK WILL BE ACCEPTED.

### Extensions

If you think that you might need an extension – for any reason – please contact me as soon as possible. It is important to me that you develop the skills necessary for productive time management. **No extensions will be given in the 24 hours before assignments are due and no extensions will be given for presentations and writing workshops.**

### Technology Policy

Laptop computers, tablets, cell phones, mp3 players or other forms of technology are not to be used in class. **Recurrent use of these items will result in a lowered participation grade.** Further, students are not allowed to videotape or record in the classroom without my prior consent. Please see me with any questions or concerns.

### Course Communication

Please contact me if you have questions regarding course materials or policies. The best way to handle substantive issues is through a face-to-face meeting. Please contact me to schedule a time to meet. It is generally best if you contact me via e-mail or if you speak to me after class. I will generally respond to your e-mails within 24 hours. If you have not received a response, please do send me a reminder in case your e-mail has been lost. If you have missed a class, it is your responsibility to find out what you missed. I strongly encourage you to first consult your classmates for any necessary details before contacting me.
E-MAIL ETIQUETTE

When e-mailing faculty members, staff, fellow students, and other members of the campus community, it is important to present yourself in a professional and respectful manner in your electronic communications. Although you may be e-mailing from a cell phone, your messages should:

• Include a salutation (Dear, Hello – not HEY) and the Person's name.
• Be written in Complete sentences with appropriate punctuation
• and include an appropriate signature (Thank you, Best, Sincerely).

I will generally respond to your e-mails within 24 hours. If you have not received a response, please do send me a reminder in case your e-mail has been lost.

PARTICIPATION

Good participation is a question of quality rather than quantity. Please come to each class prepared to discuss any readings and ready to contribute actively in class discussion and activities. In order to be prepared for class you will need to have read the assigned texts attentively, completed any writing assignments, and have your copies of the texts and notes with you. I recognize that speaking in class is easier for some students than others. I am happy to help you gain confidence in sharing your ideas in class and learning to enter into conversation.

Come to class with the texts for that day, as well as your own notes – both in the text and elsewhere. In our discussions, we will engage in careful, critical analysis and discussion of the course texts and topics. Your comments should be constructive and advance class discussion. Finally, active participation means active listening. I expect that you will be respectful of your classmates and of me. Everyone should feel comfortable expressing his or her thoughts in discussion. Be considerate of your classmates' feelings and sensitive to your own language.

Please be sure to write down questions that arise during your reading of course texts. It is important that you be curious and attentive readers, engaging both with the textual annotations, your class notes, as well as outside sources when necessary.

ATTENDANCE

Attendance is required. UF 200 is a seminar-like course and the presence of each student matters. You need to be in class, on time, prepared, every meeting. 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. Please speak to me as soon as possible regarding any possible absences (for recognized religious observance) and let me know as soon as possible regarding any unanticipated absences due to illness or family emergency. 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. If you miss class, it is your responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

As your instructor, I have the discretion to take into account extraordinary reasons for an absence such as a severe accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Documentation may be required. Too many absences for whatever reason will prevent you from
completing the required coursework and in the case of excessive absences, I may recommend that you drop the class.

**GUIDELINES FOR TYPEWRITTEN WORK**

Unless otherwise specified, all of your work, including drafts – whether submitted in hard copy or electronically - must be TYPED and follow MLA formatting guidelines. Please pay particular attention to the following features:

- Double-spacing
- Times New Roman 12-point font
- 1-inch margins on all sides
- Double-spaced header in upper-left corner of the first page with each of the following on separate lines: your first and last name, section number-Piper, date, & assignment name
- A title, centered and printed in normal style font (no italics, underlining or font size changes). Please do not use a separate title page.
- Last name and page number in upper-right corner of every page following the first page.

For more information on proper formatting, see: http://writingcenter.boisestate.edu/mla-handouts/

**INDIVIDUAL & GROUP EXAMS**

We will be using a Team-Based Learning strategy for the Syllabus Quiz, as well as for the Ethical Reasoning Exam. For the first day of the Ethical Reasoning Exam, which will consist of a multiple-choice exam, grades will be distributed as follows:

- Individual Portion: 70%
- Team Portion: 30% of total grade

For the second day of the Ethical Reasoning Exam, which will consist of short answer questions and a group essay, grades will be distributed as follows:

- Individual Portion: 60%
- Team Portion: 40%

The exam will cover the Ethical Reasoning Frameworks and models discussed in class and in readings, as well as their application to *A Raisin in the Sun* and *Frankenstein*. **Students will need to bring bluebooks for the second day of the exam.**

No make-up exams will be given.

**WRITER’S WORKSHOPS & PEER RESPONSE**

Research suggests that the instructor is not always the best reader for student writing. All writers benefit from hearing the responses of trusted readers. In this class, we use Writing Workshops at all stages of the writing process to provide feedback on ideas, to generate or answer questions related to research, and to provide responses for drafts.

To develop as a writer, you need to practice writing for a variety of readers, especially readers who are not also evaluating you. That means you need to cultivate good intellectual relations with your classmates. You need to practice listening to others' readings of your work; you need also, to practice giving the kind of thoughtful and honest feedback that you want to receive as a writer.

On days when we are having a Writer’s Workshop, your presence is especially important. Therefore, an absence on a workshop day or failure to participate in a workshop can affect your course grade.
ACADEMIC HONESTY & PLAGIARISM

Students must abide by the BSU Student Code of Conduct regarding Academic Dishonesty. The Boise State University Student Code of Conduct 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.

http://osrr.boisestate.edu/scp-codeofconduct-article6/

Plagiarism is a serious issue that will not be allowed. To find out more about what is acceptable go to the Writing Center or talk with Dr. Piper.

Academic dishonesty may result in course failure or dismissal from the University.

FIREARMS & WEAPONS POLICY

Idaho law permits concealed carry of firearms on the Boise State University campus by some students, faculty, staff, and visitors. Other than qualified law enforcement officers, only persons who have been issued and are in possession of an Idaho enhanced concealed carry license are permitted to do so. Firearms must remain concealed at all times. If a firearm becomes visible it is a violation of university policy and the person may be removed from campus. Please notify Boise State Campus Security (call 208-426-6911) or the Boise Police Department (call 9-1-1) for any reports of firearms on campus. Use of firearms is prohibited on campus.

RESOURCES

There are a number of resources available to you at Boise State University and I strongly encourage you to familiarize yourself with them:

• THE WRITING CENTER
For support and feedback at any point in the writing process, you can meet with a writing consultant at the Writing Center. To make an appointment, go to www.writingcenter.boisestate.edu or call 208-426-1298. On their website you can find more information about the Writing Center, including a list of tutors and their areas of expertise. After each session with a tutor you will receive a paper record of your visit.
  Location: Liberal Arts Building, Room 200

• BSU DISABILITY RESOURCE CENTER
  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/

• MULTICULTURAL STUDENT SERVICES
  Location: On the second floor of the Student Union Building.
  Phone: (208) 426-5950 http://mss.boisestate.edu
**Student Diversity Center**
Location: On the second floor of the Student Union Building.
Phone: (208) 426-5950 / 426-3652 http://mss.boisestate.edu/student-diversity-center-info/

**The Women’s Center**
Location: On the second floor of the Student Union Building, near the Student Diversity Center.
Phone: 208-426-4259 http://womenscenter.boisestate.edu

**Non-Traditional Students**
The Women’s Center provides a number of support services for non-traditional students. For more information, visit: http://womenscenter.boisestate.edu/non-traditional-students/

**LGBTQIA**
A number of resources exist both on-campus and in the Boise community. For more information, visit: https://ctl.boisestate.edu/wp-content/uploads/2013/05/LGBTQResourceList2011.pdf

**Veteran Services**
Location: Lincoln Parking Garage on the corner of Lincoln and University.
Phone: (208) 426-3744 http://veterans.boisestate.edu

**International Student Services**
Location: Student Union Building, second floor
Phone: (208) 426-3652 http://iss.boisestate.edu

**Health Services**
Counseling services: (208) 426-1459
Suicide Prevention Hotline: 1-800-273-8255

**Campus Security & Police Services**
Violence and Awareness Response: (208) 426-4259
Security Escorts: 426-6911 (available 24/7)

For more information on additional campus resources, including Academic Advising, Student Legal Advisory Services, and the Student Success Program, visit: http://care.boisestate.edu/resources/

Image Credit: *Thirty* by Vasily Kandinsky (1937).
### COURSE CALENDAR-18

#### week one: January 11, 13

| Monday | 1. Course Intro  
2. Syllabus  
3. Personal Identity | Homework for Wednesday:  
1. Complete Student Info Sheet  
2. Read the syllabus  
3. Listen to *Invisibilia*: “The Batman” (Bb) |
| Wednesday | **STUDENT INFO SHEET DUE** | Homework for Wednesday:  
1. Social Identity & Expectation  
2. Introduction to Individual & Group Tests |  
| 1. Complete Student Info Sheet  
2. Read the syllabus  
3. Listen to *Invisibilia*: “The Batman” (Bb) |

#### week two: January 18, 20

| Monday |  
| NO CLASSES – MARTIN LUTHER KING JR. DAY |
| Wednesday | **THIS I BELIEVE QUESTIONS DUE** | Homework for Monday:  
1. Read the UDHR (CR)  
2. Respond to the UDHR Questions* (CR) |
| 1. Syllabus Quiz  
2. This I Believe  
3. Intro to Community Engagement Project |  

#### week three: January 25, 27

| Monday | **UDHR QUESTIONS DUE** | Homework for Wednesday:  
1. Read about Anne Frank (Bb)  
2. Read “Understanding the Holocaust” (CR) |
| 1. HREC Tour and Essay  
2. Privilege  
3. Human Rights |  

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<thead>
<tr>
<th>Wednesday</th>
<th><strong>THIS I BELIEVE ESSAY DUE</strong></th>
<th>Homework for Monday:</th>
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<tr>
<td>1. HREC Tour</td>
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<td>1. Work on HREC Essay</td>
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**week four: February 1, 3**

<table>
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<tr>
<th>Monday</th>
<th><strong>COMMUNITY ENGAGEMENT PROPOSAL DUE</strong></th>
<th>Homework for Wednesday:</th>
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<tr>
<td>2. Intro to Ethics &amp; Ethical Reasoning Exam</td>
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<td>2. Read “Behind India’s Shocking Gang Rape Lies a Deep Crisis among Young Men” (CR)</td>
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<tr>
<th>Wednesday</th>
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<th>Homework for Monday:</th>
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<tr>
<td>1. Intro to Global Solutions White Paper</td>
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<td>1. Brainstorm Topics for Global Solutions Paper</td>
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<td>2. Global Solutions Case Study</td>
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<td>2. Read “A Framework for Thinking Ethically” (CR)</td>
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<td>3. Read “The Ethics of Right vs Right” (CR)</td>
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**week five: February 8, 10**

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<tr>
<th>Monday</th>
<th><strong>HREC REFLECTION ESSAY DUE</strong></th>
<th>Homework for Wednesday:</th>
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<tr>
<td>1. “Right vs. Right”</td>
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<td>1. Read A Raisin in the Sun: Act I</td>
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<tr>
<td>2. ”Ethical Frameworks”</td>
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<td>2. Respond to Act I Questions* (CR)</td>
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<tr>
<th>Wednesday</th>
<th><strong>A RAISIN IN THE SUN: ACT I QUESTIONS DUE</strong></th>
<th>Homework for Wednesday:</th>
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<tr>
<td>1. Ethical Frameworks</td>
<td></td>
<td>1. Read A Raisin in the Sun: Act II</td>
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<td>3. Brainstorm Topics for Global Solutions Paper</td>
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### week six: February 15, 17

**Monday**

**NO CLASSES – PRESIDENT’S DAY**

**Wednesday**

**A RAISIN IN THE SUN: DEBATE PREP DUE**

1. *A Raisin in the Sun*: Act II/Debate

   **Homework for Monday:**

   1. Read *A Raisin in the Sun*: Act III
   2. Brainstorm Topics for Global Solutions Paper

### week seven: February 22, 24

**Monday**

1. *A Raisin in the Sun*: Act III

   **Homework for Wednesday:**

   1. Read *Frankenstein*, Part I
   2. Respond to *Frankenstein*, Parts I-II Questions* (CR)
   3. Brainstorm topics for Global Solutions Paper

**Wednesday**

1. **LIBRARY DAY**

   **Homework for Monday:**

   1. Continue reading *Frankenstein*, Part I
   2. Respond to *Frankenstein*, Parts I-II Questions (CR)

### week eight: February 29, March 2

**Monday**

**GLOBAL SOLUTIONS PROPOSAL DUE**

1. *Frankenstein* I

   **Homework for Wednesday:**

   1. Read *Frankenstein*, Part II
   2. Respond to *Frankenstein* Parts I-II Questions (CR)

**Wednesday**

**FRANKENSTEIN: PARTS I-II QUESTIONS DUE**

1. *Frankenstein* II

   **Homework for Monday:**

   1. Read *Frankenstein*, Part II
   2. *Frankenstein* Debate Prep* (CR)
### week nine: March 7,9

<table>
<thead>
<tr>
<th>Monday</th>
<th>FRANKENSTEIN DEBATE PREP DUE</th>
<th>Homework for Wednesday:</th>
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<tbody>
<tr>
<td>1. Frankenstein Debate</td>
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<td>1. Read <em>Frankenstein</em>, Part III</td>
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<td></td>
<td></td>
<td>2. Prepare for Ethical Reasoning Exam</td>
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| Wednesday       |                              | 1. Prepare for Ethical Reasoning Exam |

### week ten: March 14, 16

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<th>Monday</th>
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<th>Homework for Wednesday:</th>
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<tr>
<td>1. Ethical Reasoning Exam</td>
<td></td>
<td>1. Prepare for Ethical Reasoning Exam</td>
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| Wednesday       |                              | 1. Read *Half the Sky*: “Introduction,” (p. xi-xxii) |

### week eleven: March 21, 23

- SPRING BREAK

### week twelve: March 28, 30

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<tr>
<th>Monday</th>
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<th>Homework for Wednesday:</th>
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<tr>
<td>2. Introduction to Writing Workshops</td>
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| Wednesday       |                              | 1. Prepare for Writing Workshop |
|                 |                              | 1. Prepare for Writing Workshop |
**week thirteen: April 4,6**

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<tr>
<th>Monday</th>
<th><strong>Writing Workshop I Responses</strong></th>
<th>Homework for Wednesday:</th>
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<tr>
<td>1 Writing Workshop I</td>
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<td>1. Work on Global Solutions White Paper</td>
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<th>Wednesday</th>
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<th>Homework for Monday:</th>
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**week fourteen: April 11,13**

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<th>Monday</th>
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<th>Homework for Wednesday:</th>
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<th>Wednesday</th>
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<th>Homework for Monday:</th>
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**week fifteen: April 18, 20**

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<tr>
<th>Monday</th>
<th><strong>Writing Workshop II Responses Due</strong></th>
<th>Homework for Wednesday:</th>
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<tr>
<th>Wednesday</th>
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<th>Homework for Monday:</th>
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<td>Day</td>
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<tr>
<td>Monday</td>
<td><strong>COMMUNITY ENGAGEMENT PAPER DUE</strong></td>
<td>Homework:</td>
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<tr>
<td></td>
<td>1. Community Engagement</td>
<td>1. Work on Global Solutions White paper</td>
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<tr>
<td>Wednesday</td>
<td><strong>GLOBAL SOLUTIONS WHITE PAPER DUE</strong></td>
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<tr>
<td></td>
<td>1. Class Conclusions</td>
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*PLEASE NOTE THAT DATES AND HOMEWORK ASSIGNMENTS ARE PROVISIONAL AND SUBJECT TO CHANGE.*