I. Course Description
UF 200: CIVIC AND ETHICAL FOUNDATIONS (3-0-3). Supports the Foundational 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.

UF200 is aimed at a number of specific learning outcomes for each student. After successful completion of the course, students will be able to...

- use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5)
- 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)
- consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6)
- communicate ideas needed for living and learning in a diverse and complex world, especially in written form (ULO 1)

III. Course Requirements
A. 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. For more information on BSU Disability Resource Center (DRC) see the web site at 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.

B. Attendance Policy The effectiveness and success of this course --and your own success in it-- depends heavily on attendance. More than three unexcused absences may lower your final grade by one letter and additional absences beyond that may have further repercussions. One of the easiest things you can do in this or any class to strengthen your grade is show up, prepared, awake and ready to engage. Tardiness: While I would rather have you show up a little late than not at all, excessive and regular tardiness is disruptive and inconsiderate of the class as a whole. Arriving more than ten minutes late will count as an absence.

C. Student Code of Conduct: Students are expected to follow the Student Code of Conduct.
D. **Electronic Device Usage:** 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 only with permission from the instructor.

IV. **Assessments**

**Required Reading:**

1. *Tomatoland: How modern industrial agriculture destroyed our most alluring fruit*
2. *Half the Sky*
3. *Materials posted on Blackboard in Course Documents folders*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Postman 1-1½ pages</td>
<td>5</td>
<td>January 21</td>
</tr>
<tr>
<td>Ethics in Practice 1-1½ pages</td>
<td>10</td>
<td>January 28</td>
</tr>
<tr>
<td>Personal Code of Conduct or Obituary</td>
<td>15</td>
<td>February 4</td>
</tr>
<tr>
<td>Reflection (TBA)</td>
<td>5</td>
<td>TBA</td>
</tr>
<tr>
<td>Reflection on HREC tour</td>
<td>5</td>
<td>March 4</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>5</td>
<td>April 8</td>
</tr>
<tr>
<td>What are my Privileges?</td>
<td>10</td>
<td>April 8</td>
</tr>
<tr>
<td>Reflection on individual video choice (see below)</td>
<td>5</td>
<td>April 8</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
<td>April 29</td>
</tr>
<tr>
<td>“This I Believe” Essay</td>
<td>10</td>
<td>May 6</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

* The final authority on schedule and due dates are the Weekly folders in Course Documents on Blackboard.

Regarding "video choice" (see below): During course of semester, watch one of the extra listed videos and write a reflection (1½ pages)

Regarding Research Paper: your choice: UDHR Research Paper: pick one article or sub-principle, Explore application/fulfillment of that article in a chosen country. More guidance will be provided. (5 pages. Double-spaced, double-sided)

**It is a requirement to meet with Professor Buchanan at least once during the semester.** To make an appointment with me please click [HERE](https://example.com) (link not yet active) and make an appointment at the time that fits your schedule and my office hours. Appointments are for fifteen minutes and your final grade will be adversely affected if you do not meet with me during the semester. If you have any problems with setting up your appointment on your own you can email me or talk to me in class.

**Extra Credit Opportunities** (you may submit for up to six points with a possible maximum result of raising your final grade by one-half of a grade; e.g. C to B-, C+ to B). Points listed are possible points depending on evaluation of assignment, e.g. Reflection Paper.
1. During the semester: personal ethical dilemmas faced. 1-1½ pages (1 point, up to two submissions) There is more information for assignment requirements on Blackboard in the Course Information folder.

2. Attend the Volunteer Expo, January 23, 11:00 AM-1:00 PM, in the Student Union Atrium, with a Reflection paper. (1 Point)

3. Attend Keynote Address by Dolores Huerta, Jordan Ballroom, 7:00 PM SUB, with a Reflection Paper (1½ Points)

4. Tunnel of Oppression Street Theater, early April, with Reflection Paper (1 point)

5. “Do One Thing: Make a Difference” Event, April 16, 1:00-3:00 PM? (Time to be fixed at a future date) with Reflection paper.

6. 

7. 

8. 

9. Garden Volunteer (1/2 day: 1 point) (see below)

10. Boise Rescue Mission Volunteer (3 hours: 1 point)

11. Boise Bank Volunteer (3 hours: 1 point)

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**Videos for all of Class:** (as to timing, see Schedule, below)

**The End of Education: Neil Postman** (streamed)

http://cdnapi.kaltura.com/index.php/extwidget/openGraph/wid/0_i0ev8i0p

**Quiet Rage: the Stanford Prison Experiment** (streamed)


**Half the Sky** (we will watch in class) (You can also watch *PBS NewsHour*: Video, new report on Half the Sky: [http://www.pbs.org/newshour/bb/world/july-dec12/kristof_10-01.html](http://www.pbs.org/newshour/bb/world/july-dec12/kristof_10-01.html))

**Race The Power of An Illusion: Episode 1, The Difference Between Us**” (link embedded)

**Chicano! Struggle in the Fields** (in class, also available for viewing at the Library CRC)

**Beautiful Souls** (interviews): NPR (“‘Beautiful Souls' Who Listened To Their Hearts”

http://www.npr.org/2012/03/01/147730096/beautiful-souls-unlikely-resisters-inspired-to-stand)

**Or** by Democracy Now! ("Beautiful Souls": Eyal Press on the Whistleblowers Who Risk All to "Heed the Voice of Conscience"

http://www.democracynow.org/2012/3/9/beautiful_souls_eyal_press_on_the)

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**Videos for individual choice**

**Not My Life** (streamed at


**Precious knowledge**. (streaming might be coming) [library url: [http://boisestate.worldcat.org/oclc/753988506] "While 48 percent of Mexican-American students currently drop out of high school, Tucson (Ariz.) High [School's]
Mexican American Studies Program has become a national model of educational success, with 93 percent of enrolled students graduating from high school. However, Arizona lawmakers [state school superintendents Tom Horne and John Huppenthal and Gov. Jan Brewer have] shut the program down because they believe the students are being indoctrinated with dangerous ideology and embracing destructive ethnic chauvinism.

_Unconditional:_ “Samantha Crawford is living a storybook life: she’s happily married, she lives on a ranch where she keeps her beloved horse, and the stories she’s told and illustrated since childhood have become published books. When her husband Billy is killed in a senseless act of violence, Sam loses her faith and her will to live. But a death-defying encounter with two children leads to a reunion with Joe, her oldest friend. Inspired by true events. As Sam watches "Papa" Joe care for and love the kids in his under-resourced inner-city neighborhood, she begins to realize that no matter life’s circumstances, God’s love is always reaching out to us.” Netflix or other movie service. URL: http://unconditionalthemovie.com/

**Tentative Outline and Schedule for UF200 (as of 16 Aug 2013)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic – In class</th>
<th>Before Class Assignment</th>
<th>In Class</th>
<th>ULO 5: Ethics (Micro)</th>
<th>ULO 6: Diversity (Meso)</th>
<th>ULO 6: Int’l (Macro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>Introduction –</td>
<td>Video: <em>Postman: The End of Education</em> (Streamed outside of class)</td>
<td>Icebreaker, Discuss Course/syllabi, Discuss Postman, Discuss readings, Pose an ethical dilemma, Groups discuss, report out</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|      |            | Getting Buy-In         | [W] _Reflections on Postman_  
A Liberal Education is not a Luxury  
_Multicultural Critical theory at B-School_  
The New Untouchables          |                                                                        |                      |                         |                        |
| Wed. | 1/22       | 6:30 PM, Film: _The Abolitionists_  
Student Union Bishop Barnwell Room.                                      |                                                                        |                      |                         |                        |
| Thurs.| 1/23       | 6:30 PM, Film: _Slavery by Another Name_  
Student Union Bishop Barnwell Room.                                        |                                                                        |                      |                         |                        |
| Monday| 1/27       | 7:00 PM: Keynote Address by Dolores Huerta, Jordan Ballroom, SUB          |                                                                        |                      |                         |                        |
|      |            | [See, Extra Credit, below]                                                 |                                                                        |                      |                         |                        |
| 2    | 1/28       | Ethics: Personal         | Wm Perry’s Scheme of Intellectual and Ethical Development  
The Ethics of Right v. Right  
Colleges should teach intellectual virtues (Chronicle)  
[W] _Ethics in Practice (Scenarios)_          | Watch Vignettes, discuss Ethics in Practice (mine) groups, report  
Personal Reactions Inventory (Machiavelli), discuss | √                     |                         |                        |
| Wed. | 1/29       | 6:30 PM, “Freedom Riders”  
Student Union Bishop Barnwell Room.                                        |                                                                        |                      |                         |                        |
| Monday| 2/3        | 3:30-5:-- PM, Keynote Address by Lawrence Edward Carter, Student Union      |                                                                        |                      |                         |                        |
| 3    | 2/4        | Ethical tools            | Framework for Thinking Ethically  
Most Teens think they can make ethical decisions, NOT!  
Video clip: My Life in the Headlines  
Start reading Tomatoland  
[W] _Personal Code of Ethics_          | Inductive discussion towards ethical framework  
Ethics in Practice  
Ethical Theories, Principles, Tests | √                     | √                       |                        |
| 4    | 2/11       | Organizational Ethics    | Parable of the Sadhu  
Read BSU Statement of Shared Values  
Video: _Quiet Rage: The Stanford Prison Experiment_ (streamed)          | Discuss Stanford  
Stanford Toss-up Question (groups/report)  
Discuss Sadhu          | √                     | √                       | √                      |
| 5    | 2/18       | Societal Values: Human Rights | HREC #1 prep [pass out questionnaires]  
Read UDHR                | Library Exercise w/ Tomatoland [Carolyn Adams                       | √                     | √                       | √                      |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 6 | 2/25 | HREC #2: Tour | HREC #2 Docent Tour (meet at Anne Frank Memorial at 6:00)  
HREC #3: Return to classroom (debrief in groups and report out) |
- immigration  
- food |
| 8 | 3/11 | Continued [possible Panel on Food Justice, TBA] | Continued Midterm Assessment Program (6:00-6:25) |
| 9 | 3/18 | Social Justice: Race, Sex and Privilege | Discuss MLK Letter, Martin Luther King - I Have A Dream Speech - August 28, 1963 (or here)  
Privilege: Race  
Privilege: Gender, Looks |
| 10 | 4/1 | Acting on Convictions | Bringing in the Bystander (Women’s Center)  
Giving Voice to Values (moral courage)  
Groups Meet to prepare presentations |
| 11 | 4/8 | [W] “What are my privileges?” | Continued Group Presentations |
| 12 | 4/15 | Social Justice: Race, Sex and Privilege Continued | Continued from Week 9 |
| 13 | 4/22 | Human Trafficking | Watch PBS: Half the Sky  
Discuss Half the Sky issues Thanksgiving Food Drive (Wed. Nov. 20 @ Health Fair) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Social Justice</th>
<th>Report</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/13</td>
<td>TBA</td>
<td></td>
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</tbody>
</table>

**Community Gardens extra credit** (also for Tomatoland Service-Learning Project in other classes)

**Project Dates and Sites:** TBA  
- Whitney:  
- Morley Nelson:  
- Boise State Gardens

**Project Description:**

Come see a community garden in action. Learn how the City of Boise engages its youngest and future gardeners, while supporting the needs of local families that access the community garden. Dig in the dirt and make a difference for local, sustainable gardening and the kids and families that benefit from it.

As a part of this service, you will hear from the garden organizers and (if you choose a service opportunity during the week) some of the kids and families that share this garden. Then give a few hours of hard work to finish harvesting, plant a winter crop and put the garden to bed.

Students can bring their family members to participate in this service opportunity, but all participants must be 18 or accompanied by a parent and guardian. If you are bringing a family member, please post this information in the comments section so that organizers can plan for additional people.

We also have a garden spot at 1415 Juanita and students could serve a few hours creating planting boxes, filling them with soil and preparing them for spring planting. The garden area has a water supply and the Boise State landscaping crew will let us use gardening tools, if we give them advanced notice.

The project with the Boise Parks and Rec can take around 50 students and we anticipate the students serving a 3-4 hour block. Luanne, runs the gardens, is OK
with Boise State students bringing their children but the parents are totally responsible for anything their kids do.

Half the Sky Events

TBA, if any.