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| **THE UNIVERSITY FOUNDATIONS CURRICULUM** is designed to prepare Boise State graduates for their lives and careers. These courses broaden and enhance the more focused study done within each major; they help students discover more ideas, develop different ways of knowing, and connect with more people. This broad foundation deepens what students KNOW, what they can DO, and who they can BECOME. |
| COURSE THEME: Freedom of ThoughtCOURSE: Summer 2022, UF 200-002, Section 41569MEETING TIME: Monday, Tuesday, Wednesday; 12:15pm to 2:15pm; SMASH - 209 **LEAD FACULTY:** **Dr. Nafees Alam, LMSW** OFFICE HOURS: By-AppointmentCONTACT INSTRUCTIONS: E-mailCONTACT INFORMATION: [nafeesalam@boisestate.edu](mailto:nafeesalam@boisestate.edu)COURSE DESCRIPTION There’s a growing perception that education and indoctrination are synonymous with one another. This course section addresses that perception by employing the point-counterpoint teaching philosophy to explore the ethics related to the inclusion of ideological diversity. This approach encourages students to consider counterpoints to their points of view, focused not on agreement, but understanding. The expectation isn’t that students change who they are, but get to know who they are at a deeper level. Actively practicing our freedom of thought, we’ll be covering a myriad of topics from a variety of opposing and conflicting perspectives. A word of warning: Enrolling in this course section means understanding that the classroom environment may not always be an emotionally safe space, but an intellectually brave space. |

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| **UNIVERSITY FOUNDATIONS 200 (UF 200)** helps Boise State students investigate ethical citizenship in a diverse world.  As students examine real-world issues of ethics and diversity, they also build their writing skills and reflect on their own values, relationships, and community roles. UF 200 focuses on the following University Learning Outcomes. | | |
| **ETHICS:** Understand and evaluate ethical ideas, values, and principles; identify and propose solutions to complex ethical problems. | **DIVERSITY:** Understand and consider a wide range of viewpoints; work on difficult issues in community with others, valuing participation by all members. | **WRITTEN COMMUNICATION:** Produce clear, focused writing in a style that fits your purpose and audience; Evaluate, combine, and document ideas from multiple sources |
| **ACADEMIC FREEDOM AND RESPONSIBILITY.** Like all courses at Boise State, this course is committed to the following values expressed by the Idaho State Board of Education: “Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution" (Policy [III, B](https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/academic-freedom-and-responsibility/)). This policy aligns with Boise State University's [Statement of Shared Values](https://president.boisestate.edu/values/statement-of-shared-values/). | | |

# **COVID 19 SYLLABUS NOTICE**

Many Boise State classes have resumed face-to-face meetings. Our goal is to have a successful academic year while keeping our students, faculty, and local community healthy and safe.  Public health requirements are in place to achieve that goal, the primary mechanism for which includes monitoring case rates and contract tracing in every class.

We have taken health precautions on campus so that you can have the option of a face-to-face course. However, there is still inherent risk associated with face-to-face courses during a pandemic because of proximity to others and length of potential exposure to the virus. Therefore, as members of this learning community, it is imperative that we all engage in behaviors that protect the overall public health.

You have enrolled in a face-to-face course, and this format offers a number of benefits that appeal to many students. In order to preserve your access to this face-to-face option you are required to sit in the same seat all semester (for purposes of contact tracing).

By enrolling in an in-person course, you agree to comply with Boise State’s rules and precautions which include, but are not limited to, frequent hand washing, hand sanitizing, and sitting in the same seat all semester.  Failing to comply with these rules and precautions is a violation of Boise State’s [Student Code of Conduct](https://www.boisestate.edu/deanofstudents/student-conduct/) and will subject you to university sanctions and discipline.

Specific protocols may change during the semester, and additional measures may become necessary as the public health situation evolves. Guidance for such change will come from the Office of the President at Boise State University. More detail regarding guidelines, protocols, etc., may be found on the University’s [COVID-19 website.](https://www.boisestate.edu/coronavirus-response/)

### COURSE LEARNING OUTCOMES

In addition to the University Learning Outcomes of critical inquiry and oral communication, this course will also focus on the following Course Learning Outcomes. By the end of this course, you should be able to:

* Demonstrate comprehension of critical thinking through written and oral presentation.
* Analyze concepts using the point-counterpoint approach to critical thinking.
* Evaluate your learning to identify areas of bias and understand opposing viewpoints without agreeing with them.

The University Learning Outcomes of ethics, diversity, and written communication will be supported in combination with the following Course Learning Outcomes. By the end of this course, you should be able to:

* Identify ethical issues and use ethical frameworks to consider alternatives, evaluate consequences, and make decisions;
* Describe diverse identities—including your own—within their social and economic structures. Assess how such identities and structures influence ethical decisions;
* Make informed choices to participate as a citizen within local and global communities;
* Communicate well-reasoned, purposeful ideas about ethics and diversity, especially in written form.

### COURSE MATERIALS

All course materials will be provided via Canvas.

### COURSE EXPECTATIONS [Shared values / conduct statement]

Boise State University expects all of us to uphold the Boise State University [Statement of Shared Values](https://president.boisestate.edu/values/statement-of-shared-values/), which includes the following:

**Academic Excellence ▪ Caring ▪ Citizenship ▪ Fairness ▪ Respect ▪ Responsibility ▪ Trustworthiness**

Building these values into our behavior creates an ideal space for learning, where we can all feel comfortable engaging with challenging tasks and ideas. In addition, we expect you to be familiar with the standards outlined in the Boise State University [Student Code of Conduct](https://www.boisestate.edu/policy/student-affairs/code-of-conduct/). If you have concerns about the Shared Values or see anyone in class, including me, struggling to uphold them, I encourage you to share your concerns with me. My goal as a teacher is to provide you with effective tools and space to think critically about issues that affect all of us as students, citizens, and humans. Every semester I make adjustments to this course to better achieve that goal. **You have the ability to be successful in this course!**

### EXPECTATIONS FOR INSTRUCTORS

Here are some things you can expect from me to help you be successful:

**Prepare for class / Actively participate in class**

* I will teach using different tools and methods to respect the diversity of learning styles (and to keep us all from getting bored!);
* I will present significant questions and different responses to those questions, but I will not present the "right answer" to the big questions of the course;
* I will endeavor to respond to all student inquiries promptly (24–36 hours).

**Respect students and the community**

* I will encourage any perspective about the questions raised in our course that can be reasonably defended with evidence;
* I will appreciate the diversity in the subject of this course as well as in our classroom community and endeavor to promote inclusivity in the spirit of our [Statement of Diversity and Inclusivity](https://www.boisestate.edu/president/statement-of-diversity-and-inclusivity/);
* I will always be open to (and encourage) constructive conversation about how we can make our collective experience better.

### EXPECTATIONS FOR STUDENTS

Here are similar things we expect from you:

**Prepare for class**

* Check our course website and your Boise State e-mail account regularly. Come to class having completed the readings and any required assignments.
* Expect to spend 6–7 hours per week outside of class on readings and coursework.
* Academic Integrity is a critical part of the value of Academic Excellence. Upholding academic integrity in all work provides you with the opportunity to fully engage with the material being investigated and clearly assert your evidence-based findings. For that reason, all your submitted work should represent your current ideas and efforts or be cited (including citing any material you wrote for another course); when your work does not meet this standard, it is academic dishonesty. Academic dishonesty in any form may result in additional assignments to learn about academic integrity, requirements to redo or revise work, grade penalties, failure in the course, or dismissal from the Program and/or the University. See the Boise State University [Student Code of Conduct](https://www.boisestate.edu/policy/student-affairs/code-of-conduct/) and [academic integrity](https://deanofstudents.boisestate.edu/academic-integrity/) page for more details. *Collaboration is allowed (and encouraged) for all group assignments*.
* Email: Getting a thoughtful response from us starts with a thoughtful e-mail from you. When emailing faculty, please put the class name and a brief description in the subject line. (Example: UF 100 Digital Project) Start your e-mail with a greeting, be respectful and clear, and end with your name.

**Actively participate in class**

* Participate by answering clicker questions, completing in-class assignments, and contributing to group discussions and projects. Unless an excused absence (see below), missed plenary and discussion group points cannot be made up.
* We expect you to arrive on time and stay through the remainder of plenary and discussion group each week. To earn all of the points attributed to plenary or discussion group, participate in the entirety of each class session. Partial points can't be made up. However, your lowest plenary score is automatically dropped. Everyone gets a freebie!
* Absences: You are always responsible for attending classes and making up any work from missed classes, whether your absence is university-approved, due to sickness, or personal emergency. There are really no [“excused” absences](https://www.boisestate.edu/policy/academic-affairs-student/policy-title-official-student-absence-policy/). For a university-approved absence, you should provide a formal letter from the appropriate authority prior to the absence. If you have a question regarding an absence, please discuss it with us, in person if possible.
* Phones and electronic devices: Minimizing distractions is very important in the classroom. Unless we’ve specifically asked you to use them, please put away laptops and phones when our class begins. Since you can't fully participate if you're distracted, unauthorized use of an electronic device will result in a loss of all participation points for the day. Repeated use will result in the loss of a full letter grade off your final grade.
* Students needing accommodations to fully participate in this class should contact the [Educational Access Center](https://eac.boisestate.edu/new-drc-students/) (Lincoln Garage, 208-426-1583). All accommodations must be approved through the EAC prior to being implemented.

**Respect each other and the community**

* This class, like this university, is a community. Communities contain diverse identities and perspectives, and the most successful communities respect that diversity as a key to collective improvement. In alignment with the Boise State University [statement of diversity and inclusivity](https://www.boisestate.edu/president/statement-of-diversity-and-inclusivity/), all community members are encouraged to contribute their perspectives and experiences. We encourage you to enrich yourself and the community by listening to others and sharing your thoughts. If you feel isolated from our classroom community in some way, please let me know so that we can work together to create a welcoming space for you to feel like part of the community.

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### STUDENT WELL-BEING

### If you are struggling for any reason (illness, relationship, family, or life’s stresses) and believe these may impact your performance in the course, I encourage you to contact the Dean of Students at (208) 426-1527 or email [deanofstudents@boisestate.edu](mailto:deanofstudents@boisestate.edu) for support. Additionally, if you are comfortable doing so, please reach out to me and I will provide any resources or accommodations that I can. If you notice a significant change in your mood, sleep, feelings of hopelessness or a lack of self worth, consider connecting immediately with Counseling Services (1529 Belmont Street, Norco Building) at (208) 426-1459 or email [healthservices@boisestate.edu](mailto:healthservices@boisestate.edu).

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### EDUCATIONAL ACCESS CENTER

Lincoln Garage, Phone: (208) 426-1583

Students needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. Visit the EAC’s website at [https://eac.boisestate.edu/new-eac-students/.](https://eac.boisestate.edu/new-eac-students/)

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### COURSE ASSESSMENT (Assignments due by 11:59pm)

### Grading Scale (C- or better is required to receive credit for this course)

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| **ASSIGNMENTS (80%)** | **%** | **DUE DATE** | **LEARNING OUTCOME** |
| Attendance & Participation | 20 | Sessions 1-15 | Diversity, Ethics |
| 1-minute Point-Counterpoint Vlogs (7 total; 5 points each) | 35 | Sessions 2, 3, 5, 8, 10, 12, 15 | Oral Comm, Diversity, Ethics |
| Midterm Paper | 20 | Session 7 | Written Comm, Diversity, Ethics |
| Final Presentation | 25 | Session 14 | Oral Comm, Diversity, Ethics |
| **VLOG EXTRA CREDIT** TikTok Screenshots (7 total;  1 point each) | 7 | Sessions 2, 3, 5, 8, 10, 12, 15 | Oral Comm, Diversity, Ethics |
| **Total** | **107** |  |  |

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| A grades | 100–97%: A+ | 97–93%: A | 93–89.5%: A- |
| B grades | 89.5–87%: B+ | 87–83%: B | 83–79.5%: B- |
| C grades | 79.5–77%: C+ | 77–73%: C | 73–69.5%: C- |
| D grades | 69.5–67%: D+ | 67–63%: D | 63–59%: D- |
| F grades | 59–0%: F |  |  |

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### TENTATIVE COURSE SCHEDULE: (Assignments due by 11:59pm)

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| **Session and Topic** | **Readings and Assignments** |
| Session 1  Introduction to the Point-Counterpoint Teaching Philosophy | <https://www.youtube.com/watch?v=CxTJhbUs9ok> |
| Session 2  Ethical Diversity & Inclusion in Health | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 3  Ethical Diversity & Inclusion in Wealth | Reading Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 4  Ethical Diversity & Inclusion in Race | Reading Assigned During Class |
| Session 5  Ethical Diversity & Inclusion in Race | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 6  Midterm Review | <https://ncs.uchicago.edu/sites/ncs.uchicago.edu/files/uploads/tools/NCs_PS_Toolkit_DPL_Set_B_WillingDisturbed.pdf> |
| Session 7  Ethical Diversity & Inclusion in Love | Readings Assigned During Class  **Midterm Paper Assignment (20 points)** |
| Session 8  Ethical Diversity & Inclusion in Love | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 9  Ethical Diversity & Inclusion in Gender | Readings Assigned During Class |
| Session 10  Ethical Diversity & Inclusion in Gender | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 11  Ethical Diversity & Inclusion in Sexuality | Reading Assigned During Class |
| Session 12  Ethical Diversity & Inclusion in Sexuality | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |
| Session 13  Final Presentation Review | <https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf> |
| Session 14  Ethical Diversity & Inclusion in Ideology | Readings Assigned During Class  There are no quizzes during dead week  **Final Presentation Assignment (25 points)** |
| Session 15  Ethical Diversity & Inclusion in Ideology | Readings Assigned During Class  **1-minute Point-Counterpoint Vlog Assignment (5 points)**   * **EXTRA CREDIT TikTok Screenshot (1 point)** |



**ASSIGNMENT INSTRUCTIONS**

**Vlog Instructions:**

DELIVERABLE: 1-minute VLOG (30 second point; 30 second counterpoint)

DIRECTION: Video record yourself with your ***face visible*** and your ***voice audible*** authoritatively arguing on behalf of one **TOPIC** related viewpoint (audibly citing at least ***one*** academic reference) thereafter recording yourself authoritatively arguing on behalf of an opposing **TOPIC** related viewpoint (audibly citing at least ***one*** academic reference).

\*minimum of two academic references\*

**Midterm Paper Instructions:**

READ:  [Willing to Be Disturbed](https://ncs.uchicago.edu/sites/ncs.uchicago.edu/files/uploads/tools/NCs_PS_Toolkit_DPL_Set_B_WillingDisturbed.pdf)

WRITE: 5-page [APA 7 student paper](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html) on how you intend (or don't intend) to welcome ideas and ideologies different from your own, including rationale (academic references) for your decisions.

**Final Presentation Instructions:**

READ:  [Safe Spaces and Brave Spaces](https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf)

PRESENT: 5-minute ***audio-video*** PowerPoint presentation (i.e. mp4) with ***slides visible***while***voice audible*** critically considering the pros and cons of safe spaces in comparison/contrast to brave spaces.

TEMPLATE: TO BE SHARED VIA CANVAS

**VLOG EXTRA CREDIT TikTok Screenshot Instructions:**

DELIVERABLE: Screenshot of top comments from VLOG posted on TikTok

DIRECTION: a) Upload **TOPIC** VLOG to TikTok as publicly viewable > b) wait 24 hours for engagement > c) upload screenshot with top comments as extra credit

SAMPLE: TO BE SHARED VIA CANVAS