What is a good society? My experience with Pacific Seminar 1 made me realize that the course was less about what a perfect society is, than it was about the beauty of the journey. My aim with my PACS 1 cover was to try and depict some of the aspects that are spoken about in the book. The man is the symbol for the individual, the bridge depicts the structure of society that is needed to overcome some obstacles, the surrounding environment and the paths signify the coexistence with nature and finally, the people of varying sizes are the families and community members all striving for the perfect society in their own pace or way. With this picture I wanted to show that all of these aspects put together, can result in something epic.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>viii</td>
</tr>
<tr>
<td>President Eibeck’s Letter</td>
<td>ix</td>
</tr>
<tr>
<td>Anthology Introduction</td>
<td>x</td>
</tr>
</tbody>
</table>

### CHAPTER 1

**College Learning: Perspectives on Experience and Knowledge**

Chapter 1 Introduction  
2. Frederick Douglass, “My Bondage and My Freedom”  
3. José M. Hernández, “Reforma”  
4. Sheldon Rampton and John Stauber, “Questioning Authority”  
5. John Stuart Mill, “Of Thought and Discussion”  
6. Albert Einstein, “Ideas and Opinions (Excerpts)”  
7. Isaac Asimov, “The Relativity of Wrong”  
9. Translated by John S. Strong, “The Four Noble Truths”  

### CHAPTER 2

**Self, Family, and Community: Relations among Familiars and Neighbors**

Chapter 2 Introduction  
14. Sucheng Chan, “You’re Short, Besides!”  
15. Brent Staples, “Black Men and Public Spaces”  
17. Gloria Anzaldúa, “To Live in the Borderlands Means You”  
18. Mona Fayad, “The Arab Woman and I”  
20. Amparo Ojeda, “Growing up American: Doing the Right Thing”  
22. Stephanie Coontz, “The World Historical Transformation of Marriage”  
23. Sherry Turkle, “Always-on/Always-on-you: The Tethered Self”
24. Jean Kilbourne, “Jesus is a Brand of Jeans” 144
26. Diane Sicotte, “Dealing in Toxins on the Wrong Side of the Tracks:
Lessons from a Hazardous Waste Controversy in Phoenix” 161
27. Giovanna Di Chiro, “A New Biotechnological ‘Fix’ for Environmental Genome Project” 172

---

**CHAPTER 3**

Civil Society, Citizenship, and Governance: Relations among Citizens within a Nation

<table>
<thead>
<tr>
<th>Chapter 3 Introduction</th>
<th>177</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. The Declaration of Independence</td>
<td>180</td>
</tr>
<tr>
<td>30. Jean Bethke Elshtain, “A Call to Civil Society”</td>
<td>193</td>
</tr>
<tr>
<td>32. Adam Gopnik, “The Caging of America”—Excerpts</td>
<td>207</td>
</tr>
<tr>
<td>33. Michelle Alexander, “The New Jim Crow”—Excerpts</td>
<td>207</td>
</tr>
<tr>
<td>34. Abraham Lincoln, “The Perpetuation of our Political Institutions”</td>
<td>212</td>
</tr>
<tr>
<td>35. Martin Luther King Jr., “Letter from Birmingham Jail”</td>
<td>216</td>
</tr>
<tr>
<td>36. Langston Hughes, “Epilogue (Or I, Too, Sing America)”</td>
<td>226</td>
</tr>
<tr>
<td>37. “News Release 26: California Supreme Court Rules in Marriage”</td>
<td>227</td>
</tr>
<tr>
<td>38. “News Release 29: Supreme Court Rejects Challenges to Proposition 8”</td>
<td>227</td>
</tr>
<tr>
<td>39. Diana L. Eck, “American Religious Pluralism: Civic and Theological Discourse”</td>
<td>228</td>
</tr>
<tr>
<td>40. Economics Blogs</td>
<td>246</td>
</tr>
<tr>
<td>41. Michael Pollan, “Power Steer”</td>
<td>249</td>
</tr>
<tr>
<td>42. <em>Spirit Level</em> book review</td>
<td>260</td>
</tr>
<tr>
<td>43. Sanandaji &amp; Gidehag, “Is Sweden a False Utopia?”</td>
<td>261</td>
</tr>
<tr>
<td>44. Barbara Ehrenreich, “Serving in Florida”</td>
<td>262</td>
</tr>
</tbody>
</table>

---

**CHAPTER 4**

Global Issues: Relations Across Borders

<table>
<thead>
<tr>
<th>Chapter 4 Introduction</th>
<th>277</th>
</tr>
</thead>
</table>
| 45. Paul Wapner, “Environmental Ethics and Global Governance:
Engaging the International Liberal Tradition” | 279 |
| 46. John Muir, “Save the Redwoods” | 291 |
| 47. Cynthia Enloe, “The Globetrotting Sneaker” | 294 |
| 49. Charles Duhigg and David Barboza, “The iEconomy: In China, Human Costs are Built into an iPad” | 299 |
| 50. Willie Soon and Sallie Baliunas, “Global Warming” | 314 |
51. Riley E. Dunlap and Aaron M. McCright, “A Widening Gap: Republican and Democratic Views on Climate Change” 321
52. The Natural Step, *Sustainability Primer* (online access) 330
53. Carl Sarfina, “Toward a Sea Ethic” 331
55. Michael Maniates, “Individualization: Plant a Tree, Buy a Bike, Save the World?” 344
56. Jane Goodall, “Four Reasons for Hope” (online access) 358

**Appendix: Exemplary Student Essays from 2009 PACS 1**

Introduction 365
Ann McAdam, “The Importance of Self-Reflection” 366
Ginny Durakovich, “How to Make a Perfect Family (serves 4)” 369
Stephen Yang, “The Greater Good” 372
Navjot Sahota, “Magic or Illusion?” 375
Ginny Durakovich, “Together We Rise” 378

**Credits: 2010–12 PACS 1 Credits** 381
ACKNOWLEDGMENTS

The overarching question that gives direction to the Pacific Seminar series—What is a good society?—is one that takes the collaboration of many people to design into a course. Since 2006, when the first-year course was reorganized as the Pacific Seminars 1 & 2, many faculty from across the university have participated in helping to select readings and outline themes for the course anthology, and in structuring the schedule and assignments for the course syllabus.

This edition, to be used in PACS 1 in Fall 2012 and Fall 2013, continues the broad theme of beginning with experience closest to the self and then moving out to encounters with others, using the metaphor of expanding horizons to thematize the four chapters. The anthology is slightly shorter than the prior reader, and retains about half of its readings. The planning committee that designs the reader worked for months, reading and discussing essays and articles recommended from a truly wide range of colleagues as it made its selections. Difficult decisions were necessary to keep the reader from becoming too long.

The planning committee for this edition of the course anthology consisted of Paul Turpin (Communication, COP Social Sciences), Jennifer Helgren (History, Gender Studies), Alison Alkon (Sociology, Ethnic Studies), Paul Williams (Pharmacy & Health Sciences, Professional School), Larry Thiel (General Education, PACS Lecturer), Balint Sztaray (Chemistry, COP Natural Sciences), and Jake Cipris (Modern Language & Literature, COP Humanities). The committee also received advice from last year’s PACS 1 Faculty Conveners, Maria Garcia-Sheets and Eileen Camfield, and were assisted by Lou Matz and Gesine Gerhard in their roles as Directors of General Education. We also want to thank the staff support we received from Nancy Lund, Nathan Finley (Sakai support), and Alyssa Danh, our student worker. We also thank Craig Hawbaker, Gregory Joksch, Michelle Maloney, and Lorrie Knight from the library.

We also want to thank all our colleagues and students for their suggestions over the course of the year, and acknowledge a debt of gratitude to those who designed the anthologies of prior years. The honor roll of those who served on earlier planning committees demonstrates the wide range of input that has gone into the course since its inception: Caroline Schroeder (Religious Studies), Stacy Rilea (Psychology), Courtney Lehman (English), Larry Thiel (General Education), May Mahala (Theatre Arts), Sarah Mathis (International Studies), Marisela Ramos (History), Ken Albala (History), Becky Beal (Sports Sciences), Jeffrey Becker (Political Science), Eileen Camfield (General Education), Gregg Camfield (English), Ben Dennis (Economics), Lydia Fox (Geosciences), Chris Goff (Mathematics), Jennifer Helgren (History), Berit Gunderson (Pharmacy and Health Sciences), Katrina Jaggears (International Studies), Lou Matz (Philosophy and Director of General Education), Cindy Ostberg (Political Science), George Randels (Religious Studies), Ty Raterman (Philosophy), Paul Turpin (Communication), and Lisa Wrischnik (Biological Sciences).
Dear Students:

Welcome to University of the Pacific and to the Pacific Seminars! We are delighted to welcome you into the university family. These first days on campus are full of possibility and promise. Many of you are away from home for the first time. You’re meeting new people, making your own decisions and having new experiences. This is an exhilarating moment in your life, though at times it might also feel a little unsettling.

I urge you to seize this time—to come to every class, especially this one, with an open and engaged mind. You are going to be tackling some very important issues in this seminar, ones that you’ll return to throughout your time at Pacific because they are connected to the learning outcomes we feel are most crucial for our graduates. These outcomes, including critical and creative thinking, communication, ethical reasoning, collaboration and leadership, intercultural and global perspectives and sustainability, are pertinent for your personal growth and development, and they are also crucial for the larger societies that will surround you throughout your life. The ideas and skills you will grapple with this semester will make you a more marketable graduate: regardless of the profession, employers report wanting to hire people with strong communication and teamwork skills who are ethically mature and interculturally aware. But with a Pacific education, you will be ready to win more than a satisfying job. You will be prepared to lead a fulfilling life. You will be a better thinker with a surer sense of self, and you will have the background and the skills you need to be an informed, responsible citizen of the world.

So bring your best self to this work, and work hard. Prepare to say what you think and to back up those opinions with reasoned arguments. Brace yourself to listen to ideas you might not like and to rethink things you’ve always thought. Be prepared to read articles and talk to people with unfamiliar points of view. Get ready to leave a little different than you arrived, and to have an impact on your classmates and on your instructor. And rest assured that you will gain insights and skills that you’ll use in future classes, future profession(s), and in your lives as members of families and communities. Enjoy this adventure!

Sincerely,

Pamela A. Eibeck, PhD, PE
President
Overview of the Pacific Seminars

Welcome to college! Welcome to the University of the Pacific! And welcome to PACS 1, the first course in the nationally recognized Pacific Seminars. These seminars are the keystone courses for the University of the Pacific's General Education program. The purpose of General Education is to give students an introduction to a broad set of subjects and perspectives to complement the depth of study they will undertake in their majors.

The Pacific Seminars are the keystone of the University's General Education because they challenge students with one of the most difficult questions to answer: what is a good society? That question informs each of the three seminars. In PACS 1, as this anthology illustrates, students will encounter a variety of answers. Indeed, there are multiple perspectives on creating and sustaining a good society, and they may not agree with each other. How should we decide among competing arguments? The only way complex decisions can be made is through discussion and debate, which is the reason for PACS 1's seminar discussion format.

PACS 2, in the Spring semester following PACS 1, the question of what makes for a good society is framed within the perspective of particular disciplines. Each section examines a good-society topic from an academic discipline's viewpoint. How does Philosophy address the question? How does Engineering address it? Biology? Law? And so on.

PACS 3, in the senior year, takes the question of a good society and focuses on ethics and self-reflection. Writing an "ethical autobiography" is the core assignment of the class.

Learning Outcomes

Learning outcomes are what we expect students to be able to do as a result of taking PACS1. Because of the broad nature of our question—what is a good society?—and because answering it means talking with other people about it, three main learning outcomes are at the core of PACS 1: critical thinking, discussion, and writing.

Critical thinking begins with careful reading. Because the first requirement for critical thinking is examining multiple perspectives, reading is the essential first step. While a comprehensive definition of critical thinking would be too extensive to go into here, some of its features include testing ideas against alternative possibilities; evaluating claims for logical structure and supporting evidence; questioning the assumptions behind popular beliefs; and pursuing accurate understandings of alternative positions. An important but sometimes overlooked feature of critical thinking is that it happens best through talking with other people, through oral communication.

Oral communication occurs through discussion, which means listening as well as speaking. Good discussion promotes well-crafted arguments, not in the sense of yelling or being mean, but in the sense of giving reasons for what you think, and listening carefully to the reasons your classmates come up with. Good discussion tests ideas while respecting others' points of view. An important learning outcome for discussion is being able to defend your own ideas with good reasons while retaining a respect even for those with whom you disagree.

First-year students are often hesitant to disagree with someone for fear of appearing mean or offending someone (ack!). Wanting to be friendly and respectful are good virtues to bring to a discussion, but they should not silence you. A good virtue to add to friendliness and respect is staying open-minded, and keeping the focus of discussion on the ideas at hand rather than on the person who articulates them is a good way to maintain productive relationships with your fellow discussants.

The other obstacle to discussion is often that students, especially in their first few weeks of college, have a horror of being wrong or being singled out. (Double-ack! Okay, deep breath, you can do this.) As you'll see in the Chapter 1 readings, being wrong in college means something different from having the right answer to 2 +2. College learning is about moving from partial or even mistaken knowledge to increasingly more-complete understanding.

Writing complements the critical thinking skills of oral communication in discussion and is a crucial skill to develop. The process of writing and revision enhances critical thinking as you hone your reasons, marshal your evidence, and polish your expression.
Even more than discussion, writing requires careful articulation of ideas, clear organization, adequate support, correctness of language and conventions, and the establishment of your voice as a writer.

College-level writing, unlike what many of you may have had in high school, is about framing arguments. Much high school writing is organized around reporting, such as accurately summarizing the plot of a novel or movie, or writing up descriptions of activities such as “What I did on my summer vacation.” College writing, on the other hand, requires articulating a claim and then offering various reasons to support it. While summarizing and describing are necessary tools for good writing, making claims and supporting them with evidence is harder to do because of the concentration it takes to think an idea all the way through and communicate it to other people in a way they find interesting and compelling.

Because writing is so important, nearly every college requires first-year students to take a course that focuses intensively on writing. PACS 1 & 2 serve that function at Pacific. That is also why the course devotes eight days of instruction specifically to the craft of developing arguments in writing, as laid out in the PACS 1 Writing Guide. Pacific also has a valuable resource in the Writing Center, located in the Library (2nd floor), with student Writing Mentors trained to help students get their ideas down on paper clearly.

**Organization of the book**

**Horizons**

The book is organized into four chapters composed of selected readings and excerpts (some of the readings will be online but will have a framing introduction in the anthology). The chapters are thematic, meaning that their readings illustrate problems or questions connected to the overarching question: What is a good society? The progression of the chapters is from what is nearest to you, outward toward what is most distant.

The first chapter is titled “College learning: Perspectives on experience and knowledge.” How in the world is that what is nearest to you? Think about it for a moment; is there anything closer to you than your experience of thinking and feeling? Because the course asks you to think about a good society from different perspectives—some of which you may not be accustomed to—it is worth spending some time thinking about the foundations of our own perspectives and those of others.

Chapter two, “Self, Family, and Community: Relations among familiars and neighbors,” represents the next horizon of our experience: our families and friends, the neighbors we live near, and even people we may not personally know but whom we may encounter in our towns and cities. The possibility—and consequences—of personal encounter are central themes in this chapter.

In chapter three, “Civil Society, Citizenship, and Governance: Relations among citizens within a nation,” we leave the world of personal encounter for a more abstract understanding of our connections with other people. The concept of citizenship raises questions about how the broad ground rules of society should be shaped. Who counts as a citizen in society? What rights and responsibilities do citizens have to each other and to their society? What connects people within nations and across borders, people who do not have perceptible personal, direct relationships? This chapter also raises questions of what it means to relate to other people at a distance, whether the distance is a social gulf of experience or a distance created by viewing others mostly or solely through media images of them.

Chapter four, “Global Issues: Relations across borders,” brings us squarely to facing the future. Many economic and environmental problems now are global in scope, so much so that they may look insurmountable. Potential obstacles to cooperation—language, ethnicity, and religious or ideological differences—threaten to separate people. Addressing what a good society is may look daunting, but the stakes are high enough that it must be tackled.

These four horizons—what we can know, our encounters with others, our interactions in a large modern society, and our possibilities for contributing to the solution of global problems—all have consequences for our own lives. Some may be political, some economic, some social, some very personal. The purpose of the course is to begin to learn how to deal with those demands in a way that is thoughtful and sustains ourselves and those around us. So a preliminary answer to the course's big question suggests itself: a good society is one in which everyone can flourish. Critical thinking, discussion, and articulate expression are needed to determine how to make that happen.