

PACIFIC SEMINAR 1: WHAT IS A GOOD SOCIETY?

University of the Pacific
Fall 2017, 4 Units

Section Number: Location and Time

Faculty's Name

Faculty's Email | Campus Phone No.

Faculty's Office

Faculty's Office Hours

1 COURSE DESCRIPTION

Pacific Seminar 1 (PACS 1) introduces students to the intellectual life of the university by exploring the intersection of who we are as individuals and who we are as communities. The course engages the critical tension between individual rights and social responsibilities as that tension manifests in issues such as identity, equality, and sustainability, among others.

PACS I is a shared intellectual experience, incorporating materials from the humanities, social sciences, and natural sciences. Students meet in small sections to discuss the readings and issues and develop their reading, writing, and critical thinking skills.

PACS 1 develops skills students will need to succeed in any field of study at the University and beyond. The course represents an introduction to general education in the best sense of the term: education for self-examination and engaged citizenship. Such grounding will help students develop the agency and flexibility necessary to navigate a rapidly changing political, social, and economic environment.

2 STUDENT LEARNING OBJECTIVES

In PACS 1, students will work to become stronger:

- Writers—able to write concisely and cogently for a given audience.
- Critical thinkers—sharp, nimble, inclined to search for evidence, and skilled at appraising it.
- Readers—able to reflect upon and apply an author's main and supporting ideas and perspective.

Students will engage the following university learning objectives in PACS 1: Critical and written communication.

3 REQUIRED COURSE TEXTS

The following texts are required for this course:

- Cohen, Samuel, ed., *50 Essays: A Portable Anthology*, 5th edition (Boston: Bedford/St. Martin's, 2017).
- Haidt, Jonathan, *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom*
- [Third book]

No writing guide is required for this course. Instead, students are encouraged to consult Purdue University's Online Writing Lab (OWL; <https://owl.english.purdue.edu/owl/>).

4 COURSE GRADE COMPONENTS

Your grade in this course will be a function of the following elements:

Writing	60-75%
<i>Essays</i>	[40-50%]
<i>Additional writing</i>	[20-25%]
Reading assessment	5-15%
Section participation	10-20%
Other work	5-10%

As determined by university accreditation, Pacific's general education program must conduct assessment of its program. Your work in the course might be used for assessment purposes. Student names would be anonymous during assessment work and would not appear in any results. Thanks for your cooperation. If you do not want your work to be used for assessment purposes, please submit a written statement to the Director of General Education.

4.1 Writing

In total, all students in each section of PACS 1 will write approximately 6,000-7,000 words of finished, graded prose, although this amount will be distributed differently from one section to another.

4.1.1 Essays

The course requires three original essays, each between 1,300–1,400 words in length (about 5-6 pages). Each of these essays will be in response to a prompt designed and distributed by your professor. Your professor will tell you the specific due dates for your class.

In each paper, you will be required (a) to respond to the ideas developed in class discussion and in the course readings and (b) to offer a clear response to the question asked in the assignment prompt. All essays should be in 12 point font, double-spaced, with normal margins.

For more information on what is expected in each essay, please see the grading rubric attached to this syllabus (Sec. 10.2).

All formal essays must be submitted through your section's Canvas site, where they will be scored for originality against Turnitin.com's anti-plagiarism database.

4.1.2 Additional Writing

Your professor will be assigning about 2,000 words of additional writing beyond the three essays described above. This total of 2,000 words may include another large essay, short essays, reaction pieces to certain readings, formal summaries of the main arguments of articles, etc. Your professor will let you know what the specific requirements are for your section.

4.2 Reading Assessment

Reading carefully and critically lays the foundation for college-level writing and is necessary for effective participation in class discussions. In past years, students who reported carefully completing the course reading assignments also reported learning more than students who did not report completing the readings. As such, your professor will regularly assign projects, quizzes, and other activities to ensure that you are doing the reading and understand the course material.

4.3 Section Participation

Class participation is crucial to your success and the success of this course, including how much you learn and how much fun you have with your classmates. Come to class having read and/or viewed everything assigned for that day. Be prepared to ask and answer questions about the assignments, be prepared to dissect the arguments and figure out what you think about them and why you think that, and be prepared to engage in informal in-class writing about the readings if your professor builds that in as part of participation. Be prepared to consider and talk about the different kinds of works you will be exposed to: research articles, articles making a philosophical argument, stories, poems, paintings, and photographs.

“Participation” may include asking your own questions, responding to the instructor’s or fellow students’ questions and comments, contributing to group learning activities, completing in-class writing exercises, doing presentations, or participating in various other in-class activities designed by your instructor. Thus, it is more than simply talking in class each day. Class participation is an important way to develop individual critical thinking skills and to contribute to a collective learning process, which often yields greater results than studying in isolation.

Please see the grading rubric attached to this syllabus for more information on the parameters, expectations, and criteria for class participation in your particular section.

4.4 Other Work

Your professor will assign other work during the semester. These assignments will vary from section to section.

5 PACS GENERAL SESSION LECTURES

At two points during the semester, all Pacific Seminars students will come together in general sessions to hear an invited speaker. The two lectures are scheduled for

- Thursday, October 12, 12-12:45pm with David Kung, “Mind-Bending Math Paradoxes & the Possibility of Changing Your Mind,” Room TBA
- Thursday, November 16, 6-8pm, Poetry Slam in Faye Spanos Concert Hall

These sessions are part of the course, and therefore attendance is mandatory. Please arrive early so that the lectures can start promptly at 12noon.

6 PACIFIC SEMINAR ARTS EXPERIENCE

Each section of PACS 1 will attend an arts experience—for example, a concert, a theater performance, a civic festival, or a gallery exhibition—as a group. The specific arts experience will be determined by your professor. The arts experience is part of the course, and so attendance at this event is mandatory. You will spend time in class before and/or after your arts experience to discuss and debrief.

7 COURSE POLICIES

7.1 Attendance

Participating in class discussion is an essential part of the Pacific Seminar experience, and regular attendance develops the habit of being responsible for your commitments. In this course, students are allowed three unexcused absences for sections meeting three times a week (i.e., WMF) and two unexcused absences for sections meeting twice a week (i.e., TR) during the semester. *After two or three unexcused absences, your **final grade for the course** will be lowered by one-third of a grade (i.e., from a “B+” to a “B”) for each day that you are absent from class without a valid excuse.* This means that if you are in a MWF section and you miss five days of class without a valid excuse, your final grade for the course will be lowered by two-thirds of a grade (i.e., from a “B+” to a “B-”). A valid excuse for missing class will require written documentation from a person who can certify the seriousness of your

illness or other misfortune. Your instructor may require some form of make-up work for participation missed during an excused absence.

7.2 Late Papers

If a formal essay is turned in late and there is no legitimate excuse, then the essay grade will be lowered **one full letter grade for every calendar day that it is late**. For the late policy for your other work in the course, consult your instructor's section syllabus.

7.3 Canvas

Faculty will maintain a section-specific Canvas site to enrich the Pacific Seminar 1 learning experience. The site is located at <https://pacific.instructure.com/> Login with your PacificNet ID and password.

7.4 Honor Code

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- Act honestly in all matters,
- Actively encourage academic integrity,
- Discourage any form of cheating or dishonesty by others, and
- Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>

7.5 Students with Disabilities

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD. Depending on course and session, the wait time may be as long as 1-2 weeks or as short as 1-2 days. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu. Online: www.pacific.edu/disabilities

8 PACS PLUS SECTIONS (PACS 001P)

Some PACS 1 sections are designated as PACS 1 Plus. Students in these sections are also enrolled in a corresponding PACS 001P section, taught by the same professor. The additional weekly meetings are mandatory and will provide extra writing support. If you are in a PACS Plus section, your instructor will provide additional information about the structure, content, and requirements for your section of PACS 001P.

9 PACS 1 WRITING MENTORS

There are Student Writing Mentors available in the Student Writing Center in the Library (2nd floor) specifically for PACS 1 students. The Writing Mentors offer on-demand, drop-in tutorials. They will see students on referral from faculty, by appointment from students themselves, or simply as “drop-ins.” Writing Mentors can assist student writers in the following ways:

- Holding regular, drop-in office hours in the Student Writing Center to handle a range of writing issues
- Consulting with students in the early stages of writing: brainstorming, outlining, idea mapping, etc.
- Responding to first, second, or third drafts of assigned essays
- Assisting students with required revisions of graded or returned essays
- The mentors, however, are NOT there to proofread, edit, or evaluate your drafts. They don't do the work for you; they help you with ideas on how you can improve.

The Writing Center is open during regular Main Library hours for student use beginning September 11. The PACS 1 Writing Mentor staffing schedule will be posted and information sent out to all faculty early in the semester. Appointments can be made by Melanie Hash at mhash@pacific.edu or 932-2969. Questions can be directed to the Writing Center Director, Eileen Camfield, at ecamfield@pacific.edu or 932-2970.

10 2017 PACS 1 COURSE SCHEDULE

DISCLAIMER: *The instructor reserves the right to amend the class outline at any time as needed. It is incumbent upon you as the students to check Canvas frequently for announcements and attend class regularly so that you are aware of any changes.*

Week 1: Finding Meaning

- Aug. 28 Introductions, Syllabus, Expectations
Aug. 30 Carr: *Is Google Making Us Stupid?* (pp. 87-98)
Boyle, Sales, Lanier, Bogost, or Turkle (Canvas; Instructor picks 2 or 3)
Sept. 1 Sedaris: *Me Talk Pretty One Day* (pp. 333-338)
Whitehead: *The Loser Edit* (pp. 412-416)
Joy: *Surviving Sinatra* (pp. 202-205)

Week 2: Reading and Writing

- Sept. 4 No Class—Labor Day
Sept. 6 Douglass: *Learning to Read and Write* (pp. 125-131)
Malcolm X: *Learning to Read* (pp. 240-249)
Sept. 8 Alexie: *The Joy of Reading and Writing* (pp. 22-26)
Stephen King: *Reading to Write* (pp. 210-215)

Week 3: Happiness Hypothesis

- Sept. 11 Synthesis Activity, Connection to Happiness Hypothesis
Sept. 13 Haidt: *Happiness Hypothesis*, Ch. 1-2 (pp. 1-44)
Sept. 15 Haidt: *Happiness Hypothesis*, Ch. 3-4 (pp. 45-80)

Week 4: Happiness Hypothesis

- Sept. 18 Haidt: *Happiness Hypothesis*, Ch. 5 (pp. 81-106)
Sept. 20 Haidt: *Happiness Hypothesis*, Ch. 6-7 (pp. 107-153)
Sept. 22 Haidt: *Happiness Hypothesis*, Ch. 8 (pp. 155-179)

Week 5: Happiness Hypothesis

- Sept. 25 Haidt: *Happiness Hypothesis*, Ch. 9-10 (pp. 181-239)
Sept. 27 Synthesis Activity, Connection to 50 Essays
Essay 1 due for Peer Exchange
Sept. 29 Peer Review

Week 6: Gender and Education

- Oct. 2 **ESSAY 1 DUE**
Cofer: *The Myth of the Latina Woman* (pp. 103-110)
Oct. 4 Defoe: *The Education of Women* (pp. 111-115)
Woolf: *Professions for Women* (pp. 417-423)
Oct. 6 Fall Break; No Class

Week 7: Race Relations

- Oct. 9 Baldwin: *Notes of a Native Son* (pp. 44-65)
Oct. 11 Hurston: *How It Feels to Be Colored Me* (pp. 188-192)
Lorde: *The Fourth of July* (pp. 221-225)

Thursday, October 12, 12-12:45pm General Session: David Kung, "Mind-Bending Math Paradoxes & the Possibility of Changing Your Mind," Room TBA

- Oct. 13 Staples: *Just Walk on By: Black Men and Public Space* (pp. 339-343)
Coates: *The Paranoid Style of American Policing* (pp. 99-102)

Week 8: Nationality and Ethnicity

- Oct. 16 Anzaldua: How to Tame a Wild Tongue (pp. 27-39)
Rodriguez: Memoirs of a Bilingual Childhood (pp. 289-312)
Oct. 18 Tan: Mother Tongue (pp. 362-368)
Mukherjee: Two Ways to Belong in America (pp. 267-271)
Oct. 20 Kincaid: The Ugly Tourist (pp. 206-209)

Week 9: Class and Poverty

- Oct. 23 Ehrenreich: Serving in Florida (pp. 136-145)
Tokumitsu: In the Name of Love (pp. 396-403)
Oct. 25 Eighner: On Dumpster Diving (pp. 146-158)
McPhee: The Search for Marvin Gardens (pp. 250-262)
Oct. 27 Mike Rose: I Just Wanna Be Average (pp. 313-327)

Week 10: Compassion and Empathy

- Oct. 30 Ascher: On Compassion (pp. 40-43)
Adichie: To My One Love (pp. 17-21)
Nov. 1 Synthesis Activity; Essay 2 due for peer exchange
Nov. 3 Peer Review

Week 11: Novel

- Nov. 6 **ESSAY 2 DUE**
Begin book
Nov. 8 Book Continued
Nov. 10 Book Continued

Week 12: Book Continued

- Nov. 13 Book Continued
Nov. 15 Book Continued

Thursday, November 16, 6-8pm, General Session: Poetry Slam in Faye Spanos Concert Hall

- Nov. 17 Finish Book, Synthesis Activity, Connect back to 50 Essays

Week 13: Global Responsibility

- Nov. 20 Klinkenborg: Our Vanishing Night (pp. 216-220)
Millet: Victor's Hall (pp. 263-266)
Burdick: The Truth About Invasive Species (pp. 79-86)
Nov. 22 Thanksgiving Break; no Class
Nov. 24 Thanksgiving Break; no Class

Week 14: Ethical Questions

- Nov. 27 Swift: A Modest Proposal (pp. 353-361)
Plato: The Allegory of the Cave (pp. 280-288)
Nov. 29 Ericsson: The Ways We Lie (pp. 159-168)
Mairs: On Being a Cripple (pp. 226-239)
Dec. 1 Essay 3 Due for Peer Exchange
Orwell: Shooting an Elephant (pp. 272-279)
Boswell: On War (p. 66-71)

Week 15: Activism and Action

- Dec. 4 Peer Review Essay 3
Dec. 6 Thoreau: Civil Disobedience (pp. 369-391)
Zirin: Pre-Game (pp. 424-432)
Dec. 8 **ESSAY 3 DUE**
Gladwell: The Revolution Will Not Be Tweeted (pp. 169-181)

11 GRADING RUBRICS

11.1 Participation Rubric

PACS 1 is a seminar, and its primary classroom activity is discussion. The components of class participation are attendance, attentiveness, and contributions.

Attendance means being present, mentally as well as physically, AND being prepared with the day's materials—like having read the day's assignment carefully. Working on other courses, surfing the web, texting friends, napping, etc., mean that you're not really mentally present. **Note that the course has an attendance policy.**

Attentiveness means listening carefully, being a good audience for whomever is speaking, incorporating ideas into your own thinking, and preparing to respond with your own contributions.

Contribution means adding something worthwhile to the class's progress. Obvious examples are speaking up to engage ideas from the readings or to respond to other students, or to the instructor's questions. Less obvious but also valuable contributions might be to ask questions to clarify meaning—a passage in the text, another student's remark, or something the professor said.

Example of a question: "What does the author mean by ____?"

Example of an interpretation: "I think the author means ____ where she writes ____."

The **A** is earned when a student almost always contributes thoughtful ideas, asks interesting questions, and responds reflectively not only to the professor's questions but to other student comments as well. These students are highly attentive. **A**-level participation can be recognized as offering insightful connections between ideas and/or readings, as being well grounded in the readings, and as provoking more discussion without dominating the discussion.

The **B** is earned when a student usually contributes thoughtful ideas, asks relevant questions, and responds not only to the professor's questions but to other student comments as well. These students are reliably attentive. Their engagement is evident but the analysis may not be as deep or wide-ranging as an A-level student's. They will have almost always completed the readings and other course materials and be prepared with questions and interpretations.

The **C** is earned when a student comes to class and listens and occasionally offers an observation, question, or critique. These students are unevenly attentive. They may show minimal engagement with course readings and other materials. They may occasionally show lack of respect for other students and instructor by not paying attention, such as texting or surfing the Internet, or studying for other classes.

The **D** stands for deficient participation. This may be a result of not having done the reading, of being inattentive in class, of not interacting with classmates respectfully, sleeping or doing other work during class, or some combination of these and similar poor classroom performance.

The **F** is for unacceptable participation; it is a failing grade.

11.2 Writing Rubric

Dimensions	Excellent (A)	Strong (B)	Adequate (C)	Not Adequate (D)	Failing (F)
FOCUS: A controlling idea (thesis) that shapes the development of an argument within the full context of the topic	A thoughtful, engaging, and sophisticated thesis that covers all aspects of the writing task and extends beyond class discussion.	A thoughtful and engaging thesis that covers most aspects of the writing task and may extend beyond class discussion.	A basic or minimal thesis that covers most aspects of the writing task and does not extend beyond class discussion.	A superficial, simplistic, or incomplete thesis given the writing task.	An undeveloped or seriously flawed, poorly written, or off-topic thesis for the writing task.
SUPPORT: Use of evidence and reasoning to explain & defend an argument	A logical, thorough, and concrete use of evidence that fully supports the main points of the argument.	A mostly logical, thorough, and concrete use of evidence that supports the main points of the argument but with some lapses or weak points.	A limited or insufficient use of evidence and reasoning in support of the main points of the argument.	Errors or omissions in the use of evidence and/or faulty reasoning to support the main points of the argument.	Primary reliance on assertion or invective to advance the argument and/or misuse of evidence.
COHERENCE: The sequence or arrangement of all the parts of an argument	A well-organized progression of main points clearly linked to the thesis that flows well through a compelling introduction, body, and conclusion.	An organized progression of main points with a clear introduction, body, and conclusion.	An uneven progression of main points with gaps or obstacles to making connections and transitions between paragraphs.	A confused arrangement of main points that obscures meaning with an insufficient introduction, conclusion, and/or transitions between paragraphs.	Random commentary with no discernable principle of arrangement; absence of clear introduction, conclusion, and/or transitions between paragraphs.
CORRECTNESS: Using words and sentences according to the rules and conventions of written English and academic writing	Demonstrates mastery of grammar, punctuation, spelling, and mechanics; observes formatting standards; and follows appropriate citation guidelines.	Demonstrates competent control of grammar, punctuation, spelling, and mechanics; observes formatting standards and follows appropriate citation guidelines with only minor errors.	Demonstrates basic but uneven competence in grammar, punctuation, spelling, and mechanics; may observe formatting standards and citation guidelines but with errors that obscure meaning.	Poor use of grammar, punctuation, spelling, or mechanics; often misuses formatting standards and citation guidelines.	Seriously flawed use of grammar, punctuation, spelling, or mechanics; misuses or ignores formatting standards and citation guidelines.
STYLE: Choosing words carefully and crafting sentences/paragraphs suitable for the topic, purpose, and audience	Language is varied, compelling, and employed for effect; word choice (diction) is precise and appropriate--creating a tone that clearly communicates the writer's stance.	Language is clear and word choice (diction) is appropriate--creating a tone of general competence and credibility.	Language may be unclear and/or inappropriate (ill-formed sentences, slang, colloquialisms, jargon), confusing the argument and raising some doubts about the writer's intentions.	Language is generally confusing or misleading, with enough words and sentences used inappropriately to raise serious doubts about the writer's intentions.	Language throughout is often inappropriate, confusing, or misleading at the word and sentence levels and fails to communicate basic competence.