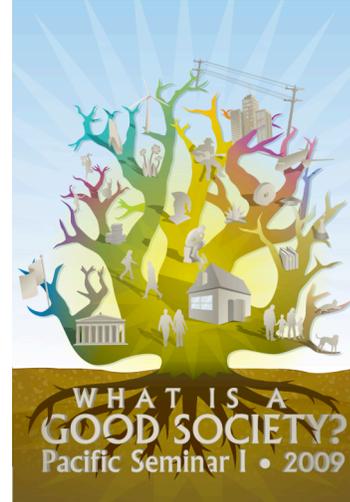


***PACIFIC SEMINAR 1:
WHAT IS A GOOD SOCIETY?***

University of the Pacific

***Common Syllabus
Fall 2009***



Course Description

Pacific Seminar 1 is a shared intellectual experience with a uniform syllabus and common course reader that introduces students to the question “What is a Good Society”? The discussion-oriented course is designed to expose students to the rigor of university study by reading, discussing, and writing about the ideas and arguments of historical and contemporary writers who address the following aspects of a good society: (1) The Self and Self-Reflection, (2) Family and Interpersonal Relationships, (3) Civil Society, (4) Citizenship and the State, and (5) The Natural World and the Environment. Course sections serve as a microcosm of our democratic republic for the discussion of significant personal, social and political issues. Pacific Seminar 1 also develops skills you will need to succeed in any field of study at the University and beyond. The course thus represents an introduction to general education in the best sense of the term: education for self-examining and self-governing citizens.

Course Objectives

Through a study of the question “What is a Good Society?” students will:

- (1) Examine and expand their assumptions and beliefs about a good society;
- (2) Develop and understand the process of critical thinking through reading, writing and class discussion;
- (3) Reflect on their personal and social responsibilities;
- (4) Recognize the value of intellectual curiosity and life-long learning.

As stated in Pacific’s General Catalog, “All students who enter the University as freshmen must complete Pacific Seminar1 and Pacific Seminar 2. Students are not allowed to drop these courses for any reason, even if they plan to transfer to another college or university.” Pacific Seminar 1 is also a prerequisite for Pacific Seminar 2. Students who receive an Incomplete in PACS 1 must clear it by the first Friday of the spring semester in order to take PACS 2.

Course Readings & Course Handbook

The readings for the course are collected in the Pacific Seminar 1 anthology that can be found on the Sakai course site. **Students are expected to bring a copy of the readings to class each day.** The other required text, Ann Raimes’ *Keys for Writers: A Brief Handbook*, can be

purchased at the Bookstore. This handbook is a useful reference guide for most university courses that require essays and research papers. The handbook will also be used in Pacific Seminar 2. **Students must keep the course readings since some readings will be reassigned in Pacific Seminar 2.**

Films

Two required films, *The Namesake* and *Murderball*, will be screened at the Pacific Theatre and Pac 2 TV, Channel 2. See the attached course schedule for dates and times. Your instructor may require a written assignment on the films or may ask you to analyze the films in class discussion and/or your formal essays. Please check with your individual instructor.

Course Website on Sakai

Faculty will maintain a course site on Sakai, where the required readings, other assignments, and supplementary materials can be found. The site is located at <http://pacific.rsmart.com>.

Attendance Policy

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, which is a valued behavioral trait outside of the university. In this course, students are allowed three unexcused absences during the semester. After 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 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.

Honor Code

In this course, you will learn about the University Honor Code and how to avoid plagiarism. It is a violation of the Honor Code to submit all or part of someone else’s work or ideas as your own. Violations of the Honor Code are serious. They harm other students, the professor and the reputation of the university. Violations will be referred to the Office of Judicial Affairs. If found guilty, a student might receive a range of penalties, including failure of an assignment, failure of the course, or suspension from the University.

Course requirements:

Formal Essay #1	20%
Formal Essay #2	20
Formal Essay #3	20
Additional Writing Assignments	20
Class Participation	20

Participation

Class participation is crucial to 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.

In a seminar, you will work through class material, answer questions about assignments, and develop your ideas in the context of engaged dialog with each other. Class participation, therefore, 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.

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

Formal Essays

You will write three formal essays between 1300-1400 words in length (about 5-6 pages). Each of these essays will be in response to an essay prompt designed and distributed by your professor. While the syllabus has built in days for peer review and turning in essays on four possible due dates, your professor will give you further information on which of those due dates will be used for your three essays.

In each paper, you will be required to build an argument that both analyzes the readings involved and offers a clear answer to the question asked. You are expected to have a structured essay with a thesis statement in the introduction. Any friend should be able to read the first paragraph and understand exactly what your main argument is going to be. Each paragraph should build on your thesis—explaining it, giving good reasons for your argument from the readings, and offering evidence—in other words, giving good examples to build your argument. All essays should be in 12 point font, double-spaced, with normal margins.

For further detail on what is expected, please see the grading rubric attached to this syllabus.

Additional Writing

Your professor will be assigning about 2000 words of additional formal writing assignments beyond the three formal essays described above. This total 2000 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 requirements are for your section.

In the end, all students in each section of PACS 1 will write about 6000 words of formal finished prose, although it may be distributed slightly differently from one section to another.

The art on the front of the syllabus was created for Pacific Seminar 1 by David Mayman, an artist and Pacific student.

2009 PACS 1 Reading and Assignment Schedule

Complete the assignments before coming to class that day, and be prepared to answer questions about them, and to discuss them with your peers. **Bring your assigned readings to class.** Assignments will be on Sakai unless otherwise indicated on the syllabus. There will also be two required films.

Formal Essay due dates are marked with an asterisk (). The syllabus contains four possible due dates; the actual dates the formal essays are due may vary from section to section. Your professor will tell you when your specific writing assignments are due. These due dates and other class events may alter individual class schedules. Check with your professor.

Monday	Wednesday	Friday
August 24: No classes before 3:00	Aug 26: Introduction to Course CIRP survey	Aug 28: Chapter 1: The Self and Self-Reflection Read: Course Introduction; Chapter 1 Introduction; Morrison; Meiland
Aug 31: Epistemology (how do we know what we think we know) and Critical Thinking Read: Sagan, Rampton & Stauber	Sept 2: Self Development I Read: Mill	Sept 4: Self Development II Read: Four Noble Truths, Dhammapada
Sept 7: Labor Day No Classes	Sept 9: Identity Read: Chan, Staples, McIntosh	Sept 11: Personal and Academic Integrity Read: Sadler, Didion
Sept 14: Writing Workshop Read: Toor <i>Check with your professor about the assignment for the workshop</i>	Sept 16: Chapter 2: Interpersonal Relationships and Family Read: Introduction to Chapter 2; Coontz, Silverstein & Auerbach	Sept 18: Public Recognition of Personal Relationships Read: Heyward
Sept 21: Types of Families Read: English, Ojeda, Tsuji	Sept 23: Familial Responses to Violence Read: Diaz, Crompton	Sept 25: Commodification of Interpersonal Relationships Read: Hochschild, Kilbourne
<i>The required film The Namesake will be screened at the Pacific Theatre at 7 pm Monday and Wednesday and on Pac 2 TV, channel 2, during the week.</i>		

<p>Sept 28:</p> <p>Friendship</p> <p>Read: Canaan, Walker</p>	<p>Sept 30:</p> <p>Writing Workshop Day</p> <p>Turn in: Full draft of essay to exchange for peer review*</p>	<p>Oct 2:</p> <p>Peer Review in Class</p>
<p>Oct 5:</p> <p>Chapter 3: Civil Society</p> <p>Read: Introduction to Chapter 3; Diamond</p> <p>Turn in: Final draft of essay*</p>	<p>Oct 7:</p> <p>Social Capital</p> <p>Read: Putnam</p>	<p>Oct 9:</p> <p>FALL BREAK</p> <p>No Classes</p>
<p>Oct 12:</p> <p>Participating in Society: Media</p> <p>Read: Turkle, Postman</p>	<p>Oct 14:</p> <p>Participating in Society: the Millennial Generation</p> <p>Read: Gagnier, Clay</p>	<p>Oct 16:</p> <p>Religious Pluralism</p> <p>Read: Eck</p>
<p>Oct 19:</p> <p>The Intersection of Economics and Politics</p> <p>Read: Friedman; Lawrence View: Lawrence at http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</p>	<p>Oct 21:</p> <p>Economics and Politics, cont.</p> <p>Read: Krugman, Turkel, and Pietri</p>	<p>Oct 23:</p> <p>Discuss <i>Murderball</i></p>
<p><i>The required film Murderball will be screened at the Pacific Theatre at 7 pm Monday and Wednesday and on Pac 2 TV, channel 2, during the week.</i></p>		
<p>Oct 26:</p> <p>Writing Workshop</p> <p>Turn in: Full draft of essay to exchange*</p>	<p>Oct 28:</p> <p>Peer Review in Class</p>	<p>Oct 30:</p> <p>Chapter 4: Citizenship and the State</p> <p>Read: Introduction to Chapter 4; Locke; Hughes; US Declaration of Independence</p> <p>Turn in: Final draft of essay*</p>
<p>Nov 2:</p> <p>Who is a Citizen?</p> <p>Read: Anzaldua, Glenn</p>	<p>Nov 4:</p> <p>Obligations of the State</p> <p>Read: Kozol</p>	<p>Nov 6:</p> <p>Obligations to the State?</p> <p>Read: Sophocles</p>

<p>Nov 9:</p> <p>Obedience to the Law</p> <p>Read: Lincoln, King</p>	<p>Nov 11:</p> <p>State Control of Personal Relationships</p> <p>Read: May & Nunn; California Supreme Court Ruling</p>	<p>Nov 13:</p> <p>Cosmopolitanism</p> <p>Read: Appiah; Gilmour</p>
<p>Nov 16:</p> <p>Writing Workshop</p> <p>Turn in: Full draft of essay to exchange*</p>	<p>Nov 18:</p> <p>Peer Review in Class</p>	<p>Nov 20:</p> <p>Chapter 5: The Natural World and the Environment</p> <p>Read: Introduction to Chapter 5; Frost; Muir; Silko; Ross</p> <p>Turn in: Final draft of essay*</p>
<p>Nov 23:</p> <p>The Collective Action Problem and the Environment</p> <p>Read: Hardin</p>	<p>Nov 25:</p> <p>Thanksgiving Holiday No Classes</p>	<p>Nov 27:</p> <p>Thanksgiving Holiday No Classes</p>
<p>Nov 30:</p> <p>Water and Ecosystems</p> <p>Read: Gertner, Carson</p>	<p>December 2:</p> <p>Animals</p> <p>Read: Hauser; Opel & Smith</p>	<p>Dec 4:</p> <p>Consumption</p> <p>Read: Ryan & Durning; Pollan; Jordan</p> <p>View: Jordan at http://www.chrisjordan.com/current_set2.ph</p>
<p>Dec 7:</p> <p>Human Impact on the Environment</p> <p>Read: Sicotte, Grimond, Burtynsky</p> <p>View: Burtynsky at http://www.edwardburtynsky.com/ (click on China on the left menu, then click on Three Gorges Dam)</p>	<p>Dec 9:</p> <p>What Can Be Done</p> <p>Read: Goodall; Wapner</p>	<p>Dec 11:</p> <p>Conclusions</p> <p>Read: Douglass</p>
<p>Dec 14:</p> <p>FINAL EXAM WEEK</p> <p>Turn in: Final draft of essay*</p>	<p>Dec 16:</p> <p>FINAL EXAM WEEK</p>	<p>Dec 18:</p> <p>FINAL EXAM WEEK</p>