

Pacific Seminar 1 – 32H

What is a Good Society, “Reacting to the Past” Pilot Section

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T,R 10:00 - 11:45

WPC 229

Overview

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.

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 creative thinking, communication, and sustainability.

Required Course Texts

The following texts are required for this course:

- Cohen, Samuel, ed., *50 Essays: A Portable Anthology*, 5th edition.
- Ober, Josiah, et. al., *The Threshold of Democracy: Athens in 403BCE*.
- David Eggers, *The Circle*.

The Details

This is an Honors Reacting to the Past section of Pacs 1.

You will be responsible for showing up. **Attendance** is required. You may miss two "personal days" for any reason (and I don't need to know the reason). After that, your final grade will drop 1/3 of a letter grade for each additional day missed. If you have a valid, documented reason for needing to miss more classes (eg, a valid medical reason) talk to me about that *early in the course*. Chronic or extreme lateness will also not be tolerated, and may count as absences as well. The same applies to failure to participate in classroom discussion or activities. Cell phones (or other texting devices) are absolutely not permitted in class and must be off. Also, you may not use your laptop computer, tablet, etc, in class.

You should have access to a computer. Many readings will be found on the resources tab within Canvas. You will also need to use Canvas to access other students' writings, and to post your own writings. Computer access is therefore vital to the class. **Written work** will be submitted mostly electronically. Any hard-copy assignments should be printed on white paper, in a standard 12-point font, with one inch margins. Your exercise notebook can remain in longhand.

You will be responsible for reading. 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, reading quizzes will be part of the class.

In our RTTP section, you will frequently find that you need to re-read game-related material to prepare for the agenda for a particular game session. This is normal. You should do it. Also, your role descriptions or the Gamemaster may recommend additional readings for specific students to do to prepare for the game. Again, do the extra reading. It will help you kick ass in the game. Finally, you may find it necessary to refer back to your own or other students' writings as the game unfolds, to support your points in a debate, or to gather evidence. This is normal, and you should do it.

You will be responsible for participating. 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.

In our RTTP section especially, participation during the first part of the course is crucial. This will involve the lively interaction that is required of the RTTP game. So come prepared to enact your roll.

You will be responsible for 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. In this section, writing will generally be the two papers you write during the RTTP game, and the two you write afterwards. 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. If an 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.

Poetry Slam. All Pacific Seminars students will come together for this general session at the Alex G. Spanos Center. This is part of the course, and therefore attendance is mandatory.

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.

Course Grade Components

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

Assignment	Percent of Grade
Essays	15% + 15% + 15% + 15% = 60%
Class Participation	20%
Novel Section Presentation	10%
Reading Quizzes	10%
TOTAL	100%

Grade Scale: A 100 – 93 ; A- 92.9 – 90 ; B+ 89.9 – 87 ; B 86.9 – 83 ; B- 82.9 – 80 ; C+ 79.9 – 77 ; C 76.9 – 73 ; C- 72.9 – 70 ; D+ 69.9 – 67 ; D 66.9 – 63 ; D- 62.9 – 60 ; F 59.9-0.

Plagiarism

Please refer to your Student Handbook (*Tiger Lore*) for a complete statement of the University [Honor Code](#), an essential element in the academic integrity of our campus community. If I believe you to be in violation of the University Honor Code I will refer the matter to the Office of Student Life. Penalties for violating the Honor Code can include suspension from the University. In other words, if you plagiarize in this class, I will probably catch you, and you will probably end up in serious trouble.

Plagiarism is the attempt to pass off someone else's text or ideas as your own. If you copy or paraphrase from any outside source, even another student, and fail to formally acknowledge this in your text, you are guilty of plagiarism. If someone else writes a paper for you, or even part of a paper for you, you are guilty of plagiarism. If you are found guilty of plagiarism, you will receive an F for the assignment, an F for the course, and a letter will be sent to your dean. A student who is found violating the academic honesty policy (i.e.: cheating or knowingly plagiarizing) in a course will be prevented from dropping the course even if the deadline to drop has not expired. There are no exceptions.

REACTING TO THE PAST and the honor code: This course features a role-playing pedagogy designed to encourage careful reading and critical thinking. Because the exercise involves the ability to react to unexpected events, such as those that have occurred in history, revealing game secrets or events to students outside the class is a violation of academic integrity. It may also ruin the game for other students.

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 as early as possible in each term. 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

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.

Schedule of Classes

Due to the nature of the class, this schedule will remain flexible. I may add/modify the readings as we go along to reflect the developing needs of the class. Readings that are listed for specific class days means that you do this reading prior to class, and when you show up to class you are prepared to talk about that day's assigned reading.

Week 1 Begins August 26 -- Getting Started		
T		Welcome. Introduction to the class.
R		RTTP Book, Parts 1, 3, and 4 Role Sheets assigned
Week 2 Begins September 2 – Preparing for the Game		
T		RTTP Book, Part 2. Plato's <i>Republic</i> , Part 1 Work with “Strategy for Success” sheets in class.
R		Plato's <i>Republic</i> , Part 2 Public Speaking Videos (on Canvas and here)
Week 3 Begins September 9 -- Athens Game Session I: Reconciliation Agreement		
T		Ascher: On Compassion (40) Ericsson: The Ways We Lie (159) Some in-class discussion of strategies for public speaking. <i>Faction Meetings</i>
R		GAME SESSION
Week 4 Begins September 16 -- Athens Game Session II: Citizenship		
T		Baldwin: Notes of a Native Son (44) Hurston: How It Feels to Be Colored Me (188) <i>Faction Meetings</i>
R		Reading: RTTP Book, Pericles, “Funeral Oration” GAME SESSION

Week 5 Begins September 23 -- Athens Game Session III: Social Welfare		
T		Ehrenreich: Serving in Florida (136) Tokumitsu: In the Name of Love (396) Eighner: On Dumpster Diving (146) <i>Faction Meetings</i>
R		GAME SESSION
Week 6 Begins September 30 -- Athens Game Session IV: Trial Day		
T		Martin Luther King, Letters from Birmingham Jail (on Canvas) <i>Faction Meetings</i>
R		GAME SESSION
Week 7 Begins October 7 -- Athens Game Session V: Governance		
T		Woolf: What If Shakespeare Had a Sister? (on Canvas) <i>Faction Meetings</i>
R		GAME SESSION
Week 8 Begins October 14 -- Athens Game Session VI: Re-militarization and Restoration of the Athenian Empire		
T		Orwell: Shooting an Elephant (272) Thoreau: On Civil Disobedience (369) <i>Faction Meetings</i>
R		GAME SESSION
Week 9 Begins October 22 – Game Debrief		
T		“What Happened in History” (on Canvas) Rosen, “Madison vs. The Mob” (on Canvas)
R		Whitehead: The Loser Edit (412) Menard, “Why Do We Care So Much About Privacy?” (on Canvas)

Week 10 Begins October 28		
T		Harari, "Why Technology Favors Tyranny" (on Canvas)
R		Draft Due: Peer-Review Session for Essay 3 Final Draft of Essay 3 is due by 5pm on Saturday, November 2
Week 11 Begins November 4 --		
T		Carr: Is Google Making Us Stupid? (87) Gladwell: The Revolution Will Not Be Tweeted (169)
R		Eggers, <i>The Circle</i> , Pages 1-59
Week 12 Begins November 11		
T		Eggers, <i>The Circle</i> , Pages 59-125 Presentation Group 1
R		Eggers, <i>The Circle</i> , Pages 125-176 Presentation Group 2 6-8 pm, "Poetry Slam" General Session in Faye Spanos Concert Hall
Week 13 Begins November 18		
T		Eggers, <i>The Circle</i> , Pages 176-263 Presentation Group 3
R		Eggers, <i>The Circle</i> , Pages 263-326 Presentation Group 4
Week 14 Begins November 26		
T		Eggers, <i>The Circle</i> , Pages 326-417 (reading day) Presentation Group 5 (Note: This group will present December 4)
R	Thanksgiving	
Week 15 Begins December 3		
T		Eggers, <i>The Circle</i> , Pages 417-end
R		Draft Due: Peer Review Essay Four

No Final Exam. Final draft of your final essay is due Tuesday, December 10 by 10am.

Grading Rubrics

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.

1.1
Writing Rubric

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