



POLITICAL SCIENCE 113BR
CHINESE AND JAPANESE POLITICAL THOUGHT (I)
University of California, San Diego
Sections XXXXX and XXXXX
Dr. Germaine A. Hoston
Winter 2024

v.1

Lectures: Mon. 5:00-7:50 p.m. Zoom: <https://ucsd.zoom.us/j/96556152158>
Tel.: +1 858-449-0455 E-mail: ghoston@ucsd.edu
Dr. Hoston's Office Hours: Tu 3:00-4:30 p.m. Held at: <https://ucsd.zoom.us/j/9114608566>
and by appointment <http://www.germaineahoston.com>
TAs: Ms. Callista Chim E-mail c1chim@ucsd.edu
Ms. Chim's Office Hours: We 4:00-6:00 p.m. <https://ucsd.zoom.us/j/4519543081>
Mr. Jiannan Zhao E-mail: jiz717@ucsd.edu
Mr. Zhao's Office Hours: We 9:00-11:00 a.m. <https://ucsd.zoom.us/j/5899425174>

Course Description

This course is the first part of a two-part series that offers an intensive examination of major strands of Chinese and Japanese political thought from antiquity to the mid-twentieth century. (It is not necessary to take both parts of the sequence.) You will have the opportunity to read original writings of Chinese and Japanese philosophers (in translation). We will be comparing and contrasting the views of Chinese and Japanese philosophers with perspectives of other leading ancient and modern Western and non-Western thinkers. Special emphasis will be placed on how the views of Chinese and Japanese thinkers responded to changing conditions within and outside their own societies, and on how the ideas themselves changed as they moved from one historical and social context to another. Since there is no edited, pre-selected English-language collection of specifically *political* philosophy in China or Japan, we will be gleaning the political implications of the various strands of thought that we study.

Lectures will be held live on Zoom and will be recorded so that they can be viewed asynchronously. Recordings will be made available via Canvas, usually within 12 to 24 hours after scheduled class meeting time. You may use a pseudonym if you wish to participate in the class session anonymously, provided that you provide the pseudonym to the instructor prior to the class meeting.

All students are expected to have completed the assigned readings before attending or viewing the lectures for which they are assigned (with the exception of the first class meeting). This way, you will be able to use the lectures to clarify questions that might have arisen in your mind while doing the readings. You will also be better prepared to complete the mandatory class discussion assignments, which have been designed to be stimulating and conducive to an interactive and effective learning process. These assignments will give you the opportunity to engage actively with the material and receive feedback, so that by the time you write your midterm and final papers, you will have already had opportunities to write about the subject matter. The significance of the discussion assignments is reflected in the

formula according to which final grades will be assigned (see page 4 of this syllabus). Students are not expected to have a background in Chinese or Japanese history, although such knowledge would be helpful. Students are expected to have some familiarity with political thought and social science in general.

The midterm paper (5-7 pages) will be due by 11:59 p.m. PST on Sunday, February 19, 2023 via Canvas. The prompt for the final paper will be distributed in advance and will be due Monday, March 14, 2023, no later than 11:59 p.m. PST.

Dr. Hoston holds regular office hours to give students an opportunity to discuss questions concerning the course and other matters with respect to their career plans with the professor. In addition, the Teaching Assistant also holds regular office hours to discuss the course material, assignments, and exams. Often such discussions outside the classroom can be even more valuable than regular class time for the student. Office hours will be held exclusively on Zoom.

Finally, students are encouraged to use the online discussion board on Canvas to ask questions and answer those asked by other students. The discussion board can also be used to organize review sessions and study groups, exchange ideas on and suggestions about the midterm and final papers, and generally to facilitate the learning process.

Books

The following books are available for purchase at the University Bookstore.

- Wing-tsit Chan, trans. and comp., *A Source Book in Chinese Philosophy* (Princeton, N.J.: Princeton University Press, 1969), paper, ISBN 0-691-21964-9
- Wm Theodore de Bary, *Sources of Japanese Tradition*, vol. 1, 2nd ed. (New York: Columbia University Press, 2001), paper, ISBN 0-231-12139-3
- William Soothill, trans., *The Lotus of the Wonderful Law, or The Lotus Gospel* (New York: RoutledgeCurzon, 1993), paper, ISBN 0-7007-0198-2

Since substantially all the text in these books will be assigned as required reading, they are not available on reserve, with the possible exception of the Soothill translation of the Lotus Sutra (*The Lotus of the Wonderful Law*). You might also find them via the Hathi Trust by checking on <https://libraries.ucsd.edu> or on Archive.org. However, using Hathi Trust or archive.org will not allow you to underline or make notations in the text as we review these texts in lectures.

Learning Objectives

By the end of the quarter, you are expected to be able to:

1. Identify the major schools of ancient and pre-modern Chinese and Japanese political philosophy and the principal thinkers associated with each school of thought.

2. Describe how the various schools differ from each other in terms of the fundamental values of each school, how they understand the human condition, and the solutions they propose in the realm of politics.
3. Identify similarities and differences between Chinese and Japanese schools of political thought and their mutual influences.
4. Understand how traditional Chinese and Japanese philosophies influence modern Chinese and Japanese politics with regard to such key issue areas as:
 - a. human rights
 - b. the relationship between the state and society
 - c. the relationship between the state and religion

The syllabus is your roadmap for achieving these objectives.

Requirements and Grading

Activities	Due	Percentage
Attendance at Live Lectures or viewing of Video Recordings thereof. Discussion Responses and/or Quizzes based on lectures and readings. Readings must be completed before class, so that discussions can be wide-ranging and productive.	Your response to the weekly discussion question due by 11:59 p.m. PST on Friday night each week. Your responses to one peer are due by 11:59 p.m. PST on Sunday night each week. So that you can focus on the midterm paper, in Week 6 there will be only an optional discussion assignment in Week 6 for extra credit towards your class participation grade.	25%
Short Midterm Paper (5-7 pages) A thought piece based only on the lectures and assigned readings covered through Week 7 (no readings may be used that are not assigned for this course). Topic will be posted at least 2 weeks before the due date.	Due by 11:59 p.m. PST on Sunday, February 19, 2023 via the Assignments tab on Canvas.	30%
Final Paper (10-12 pages)	Due via Canvas no later than 11:59 p.m. PDT on	45%

<p>A thought piece based only on the lectures and assigned readings covered during the entire course (no readings may be used that are not assigned for this course). The prompt will be posted to Canvas at least 2 weeks before the due date.</p>	<p>Monday, March 20, 2023, no later than 10:00 p.m. (It may be submitted early any time after Friday, March 17, 2022 at 12:01 a.m. PDT)</p>	
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Notes:

1. Students enrolled in the course are not expected to have a background in the subject matter, although those who have studied political theory and/or world history will find that experience helpful.
2. Grading scale: 97-100 = A+ 93-96=A 90-92=A- 80-89 = B 70-79 = C 60-69 = D Below 60 = F. Plus and minuses for B's, C's and D's follow the same pattern as that shown for A grades. I do not grade on a curve.
3. Both Professor Hoston and the TA will be holding regular office hours. Zoom links are provided both on the syllabus and on Canvas.

General Course Expectations

What I expect of you	What you can expect of me
<p>Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.</p>	<p>Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.</p>
<p>Stay on schedule. Keep up with readings and discussion assignments, since the work done each week prepares the groundwork for the next week's work.</p>	<p>Responsiveness. To respond to emails within 24 hours. For those that know me already, you know that I usually respond faster than this. Emails received on weekends or while I am traveling may take longer.</p>
<p>Be ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read "Classroom Behavior and Online Etiquette" below.</p>	<p>Timely feedback. To make every effort to return graded assignments within one week or as soon as is reasonably possible after the submission date.</p>

What I expect of you	What you can expect of me
Have integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on Integrity of Scholarship . Then, take the integrity pledge !	Integrity. To uphold standards of academic integrity and create an atmosphere that fosters active learning, critical thinking, and honest, positive collaboration.
Be flexible. Sometimes my schedule is affected by unavoidable work travel, necessitating rescheduling of office hours or synchronous discussions at the last minute. I will post any such last-minute changes as announcements on Canvas.	Fairness. Reasonable accommodation and understanding for special student situations that arise; however, exceptions will not be made for one person that are not available to every other person in the course.

Behavior and Online Etiquette

Be respectful. Be sensitive. Be aware.

Effective written communication and open intellectual dialogue are crucial for maintaining a learning community that is respectful, considerate, welcoming, creative, and thought-provoking. In an online medium, expressions, meaning, and tone can often be misinterpreted, making it imperative that online learners adhere to the communication guidelines below:

- Treat your classmates with respect.
- Be thoughtful and open in discussion.
- Be aware and sensitive to different perspectives.
- Support one another and encourage each other to succeed.

The following behavior should be avoided:

- Using insulting, condescending, or abusive words.
- Using all capital letters, which is perceived as SHOUTING.
- Contacting learners with advertisements and solicitations or posting such items to Canvas.
- Posting copyrighted material.

Refer to: The UCSD [Principles of Community](#) and the [UCSD Student Conduct Code](#).

SCHEDULE OF TOPICS AND READINGS:

WEEK 1:

- Jan. 9 **Course Introduction. What is Political Philosophy? The Notion of the “Political”, Legitimacy, and Comparative Political Thought**
Reading: Chan, *Source Book*, chap. 1

WEEK 2:

- Jan. 16 **The Chinese Historical Setting and the Emergence of Confucianism**
Reading: Chan, *Source Book*, chaps. 2-3

NOTE: The lecture will be delivered as usual despite the Martin Luther King holiday, to ensure that you can keep up with your learning. You are welcome to attend live if you are available.

WEEK 3:

- Jan. 23 **Confucianism and its Contenders: The Problem of Human Nature (I)**
Reading: Chan, *Source Book*, chaps. 4-6

WEEK 4:

- Jan. 30 **Confucianism and its Contenders: The Problem of Human Nature (II) (Daoism, Mohism, Legalism)**
Reading: Chan, *Source Book*, chaps. 7-10, 12

WEEK 5:

- Feb. 6 **The Yin-Yang School and the Book of Change (*Yijing*)**
Reading: Chan, *Source Book*, chaps. 11, 13

WEEK 6:

- Feb. 13 **Buddhist Influences on Political Thought in China**
Reading: De Bary, *Sources of Japanese Tradition*, vol. 1, chaps. 1-3, 5-6)¹

SHORT MIDTERM PAPER DUE ON SUNDAY, FEBRUARY 13, 2022 by 11:59 P.M. PST VIA THE ASSIGNMENTS TAB ON CANVAS

WEEK 7:

- Feb. 20 **Buddhist Influences in China and Japan**
Reading: *The Lotus Sutra* (Soothill translation: *The Lotus of the Wonderful Law*)

NOTE: The lecture will be delivered synchronously as usual despite the President’s Day holiday, in order to ensure that you can keep up with your learning. You are welcome and encouraged to attend the live session if you are available.

¹ In both editions of this text.

WEEK 8:

Feb. 27 The Tiantai and Consciousness-Only Schools and Chan/Zen Buddhism in China and Japan

Reading: Chan, chaps. 20 and 26

De Bary, *Sources of Japanese Tradition*, I: chaps. 7, 10, 13 (chap. 11 in the 1st ed.), and 14 (chap. 12 in the 1st ed.)

WEEK 9:

Mar. 6 Chan Buddhism and the Origins of Neo-Confucianism

Reading: Chan, chaps. 27-28, 30

WEEK 10:

Mar. 13 Neo-Confucianism and the Implications of Ancient and Pre-Modern Thought for Modern Chinese and Japanese Politics

Reading: Chan, chaps. 31-35

Student Resources for Support and Learning

Library Help

Ask a Librarian

<https://library.ucsd.edu/ask-us/>

Library Help: Course Reserves, Connecting from Off-Campus, and Research Support

<https://library.ucsd.edu/ask-us/triton-ed.html>

Learning Resources

Writing Hub

<https://writinghub.ucsd.edu/>

Improve writing skills and connect with a peer writing mentor

Supplemental Instruction

<https://aah.ucsd.edu/supplemental-instruction-study-group/>

Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses

Tutoring – Content

<https://aah.ucsd.edu/content-tutoring/>

Drop-in and online tutoring through the Academic Achievement Hub

Tutoring – Learning Strategies

<https://aah.ucsd.edu/learning-strategies/>

Address learning challenges with a metacognitive approach

Office of Academic Support & Instructional Services (OASIS)

<https://oasis.ucsd.edu/>

Intellectual and personal development support

Student Success Coaching Program

<https://successcoaching.ucsd.edu/>

Peer mentor program that provides students with information, resources, and support in meeting their goals

Student Resources

UC San Diego (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

Basic Needs

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

CAPS Student Health and Well-Being

Provides services like confidential counseling and consultations for psychiatric services and mental health programming

<https://wellness.ucsd.edu/caps/>

Community Centers

As part of the [Office of Equity, Diversity, and Inclusion](#) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus

<https://students.ucsd.edu/student-life/diversity/>

Triton Concern Line

Report students of concern at (858) 246-1111

<https://blink.ucsd.edu/instructors/advising/concern/>

Undocumented Student Services

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence

<https://uss.ucsd.edu/>

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Office for Students with Disabilities (OSD)

Documents student disabilities, provides accessibility resources, and reasonable accommodations

858.534.4382 | osd@ucsd.edu | <https://disabilities.ucsd.edu/>

UC San Diego Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the wellbeing of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

[Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

Inclusion

The TA(s) and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. In addition, services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department's "[Report an Issue](#)" page for additional campus resources to support you and diversity, equity, and inclusion in our course and beyond.

Office of Equity, Diversity, and Inclusion

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

Student Life: Diversity

<https://students.ucsd.edu/student-life/diversity/>

Policy on University of California Diversity Statement

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

Technical Support

For help with accounts, network, and technical issues:

<http://blink.ucsd.edu/go/servicedesk>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

<https://blink.ucsd.edu/technology/file-sharing/zoom/>

UC San Diego Academic Policies

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself:

a) is what I am about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and,

b) would my instructor approve of my action?

You are ultimately the only person responsible for your behavior. So, if you are unsure, do not ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office.

You can learn more about academic integrity at <http://academicintegrity.ucsd.edu>

(Source: Academic Integrity Office, 2018)

UCSD Student Conduct Code

<https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf>

Principles of Community

<https://ucsd.edu/about/principles.html>

Religious Accommodation

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams](#)

Nondiscrimination and Harassment

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or <http://reportbias.ucsd.edu>.

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options.

A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or

assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>

See: [Nondiscrimination Policy Statement](#)

Subject to Change Policy

The information contained in this syllabus, other than the grading and absence policies, may be – under certain circumstances subject to change with reasonable advance notice, as deemed appropriate or necessary by the instructor.

Letter of Recommendation Policy

If you would like to request a letter of recommendation after the completion of the course, please give me at least 3 weeks' notice and consult the "Career Planning" tab on my website (www.germaineahoston.com) for information about the materials I need to have received from you (via email) in order to write such a letter.