



UCSD
UNIVERSITY OF CALIFORNIA SANDIEGO
POLITICAL SCIENCE 131CR
THE CHINESE REVOLUTION
Section ID XXXXXX
Winter 2023
Dr. Germaine A. Hoston
v. 1

Class Meetings: Mon. 5:00 p.m-7:50 p.m.

Telephone: +1 858.449.0455

Dr. Hoston's Office Hours: Mon. 3:00-4:30 p.m. and

by appointment: <https://ucsd.zoom.us/j/9114608566>

TA: Ms. TBA

TA Office Hours: TBA

Zoom:

E-Mail: ghoston@ucsd.edu

Website: <http://www.germaineahoston.com>

TA Email: TBA

Zoom: <https://ucsd.zoom.us/j/TBA>

All lectures will be held live on Zoom and will be recorded so that all students can view them asynchronously. Recordings will be made available via Canvas, usually within 12 to 24 hours of the 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 session. Office hours will also be held via Zoom.

Course Description

This course explores the political dynamics of revolutionary change in 20th century China in comparative historical perspective.¹ We will begin by examining key elements of political philosophy in East and West that might enable us to comprehend more fully the origins and nature of revolutionary change from above and below. We will scrutinize critically competing social scientific models of political and social revolution. Our common point of departure is the French Revolution of 1789, a world-historical event that defined both the notion of revolution itself and the key dynamics that defined its leadership and consequences as revolutionary in nature. The Bolshevik Revolution of 1917 was inspired by the French example and in turn encouraged Chinese thinker activists to consider socialist revolution as the solution to China's national dilemma. Among the themes we will consider are the notion of a continuous or "permanent" revolution, the idea of "Oriental society," and the difficulties that Chinese thinker-activists faced in relying on a European theory of revolution (Marxism) to guide a revolution in a non-European social and cultural context. We will use both primary and secondary readings, with the objective of establishing the dynamic relationship between indigenous Chinese and Western revolutionary thought, on the one hand, and the practice of mass mobilization, on the other. We will conclude by assessing the strengths and weaknesses of the social scientific models with which we began the quarter in explaining the dynamics of the Chinese Revolution.

¹ Originally designed as part of a two-course sequence, this course is a standalone course. Students may take either one or both courses in the sequence. The first part of the sequence, "The Russian Revolution" (PS130AD/POLI 130AR, last taught in Winter 2021).

All students are expected to have completed the assigned readings before attending the class sessions for which they are assigned (with the exception of the first class meeting). This way, the lectures can be used to clarify questions that might have arisen in your mind while doing the readings. You will also be better prepared to complete in a timely manner 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 have already had the opportunity to write about the subject matter. The significance of the discussion assignments class 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.

A basic background in Marxism is useful but not required. Those who wish to supplement their knowledge beyond the minimum readings assigned in the course may do so with a list of additional readings than can be obtained from the instructor. In addition, by the second week, all students who lack a previous background on China should have read the basic introduction to China found in the Fairbank and Goldman assignment and be thoroughly familiar with the map found in that text. Know the locations of major cities such as Peking (Beijing), Tsingtao (Qingdao), Shanghai, Tientsin (Tianjin), Nanking (Nanjing), Hankow (Hankou), Chungking (Chongqing), Canton (Guangzhou), Hong Kong, Mukden, and Yenan (Yan'an). The following definitions should prove helpful:²

<i>ho (he)</i>	河	river	<i>kiang/chiang (jiang)</i>	江	river
<i>hu</i>	湖	lake	<i>shan</i>	山	mountain(s)
<i>tung (dong)</i>	东	east	<i>hsi (xi)</i>	西	west
<i>nan</i>	南	south	<i>pei (bei)</i>	北	north

Note: A reference sheet comparing the Wade-Giles romanization (most widely used before 1949 and after 1949 in Taiwan) and Pinyin (official in the PRC since the revolution) romanization is available in the Supplementary Materials Documents folder in the Files section on Canvas.

The assigned texts listed below are available for purchase at the University Bookstore. Students who prefer to seek additional used or new copies online at Amazon.com or other website sites.

Robert C. Tucker, *The Marx-Engels Reader*, rev. Enlgd ed. (W. W. Norton, 1978) 978-0-393-09040-6 (Selections are available on eReserve)

Theda Skocpol, *States and Social Revolutions* (Cambridge University Press) 978-0-521-29499-7 (Selections are available on eReserve)

Lucien Bianco, *Origins of the Chinese Revolution* (Stanford University Press) 0-8047-0824-4 (also available on www.archive.org³)

² The spellings in parentheses are *pinyin*, the official romanization system used in the People's Republic of China

³ Please note that items that are available on www.archive.org have to be borrowed for an hour at a time, and you cannot copy any of the text, so it might not always be convenient to use that resource. The entirety of the Bianco book has been assigned for the course.

Germaine A. Hoston, *The State, Identity, and the National Question in China and Japan* (Princeton, N.J.: Princeton University Press) 0-691-02334-4
Harold Isaacs, *Tragedy of the Chinese Revolution* (Chicago, IL: Haymarket Books) 9-781931-859844
Mao Tun, *Midnight* (Cheng & Tsui Company, or Fredonia Books)
Mark Selden, *China in Revolution* (M. E. Sharpe) (updated version of *The Yenan Way in Revolutionary China*) 1563245558

Recommended for students who need additional background on China:

John King Fairbank and Merle Goldman, *China: A New History* (enlged. ed.) (Harvard University Press) 0674116739 (available on reserve as an e-book)

All other materials are included in the readers for the course available from Cognella, which will be available for purchase in class the first two weeks of classes (www.cognella.com Tel: 800.200.3908/858.552.1120). Selections from the readings listed above will be available on reserve in the undergraduate library. Graduate students are required to read all the recommended ("Recom'd") readings as well as the required readings. Other requirements and bases for grading are described below.

Learning Objectives: After taking this course you should be able to:

1. Identify the major social scientific approaches to revolution, including their origins, processes, and outcomes.
2. Identify the major stages of the Chinese revolution, the social groups and leading individuals to contributed to them, and the dynamics of revolutionary change in China from the late 19th century through the post-Cultural Revolution era.
3. Describe the various philosophical alternatives upon which those who aspired the new China relied.
4. Identify the key outcomes of the Chinese Revolution, the dynamics of the Mao era, and the period since the launch of the Four Modernizations and their legacy for the post-Mao era.

Discussion Assignments: There will be weekly discussion assignments designed to enhance your understanding of the course material. In addition, a short discussion assignment will be due Week 9 to help you prepare for the final paper.

This syllabus is your roadmap for achieving these objectives. **All readings are required (except those explicitly indicated as recommended – "Recom'd") and must be completed prior to attending the synchronous (real-time) class meetings or viewing the lecture videos.**

Requirements and Grading

Activities	Due	Percentage
Weekly Required Class Meetings or Video Recordings thereof and Discussion Responses 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 is due by 11:59 p.m. on Friday night Your reply to the response of 1 peer is due by 11:59 p.m. on Sunday night. So that you can focus on writing your midterm paper, there will be no mandatory discussion assigned in Week 6.	25%
Short 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. on Monday night of Week 7 (February 14th) via Canvas	30%
Final Paper (10-12 pages) 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.	Due via Canvas on Thursday, March 17, 2022 , by 10:00 p.m. (It may be submitted early any time after 12:01 a.m. on Wednesday, March 15, 2022.)	45%

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 Pluses and minuses for B, C, and D grades follow the same pattern as for A grades. Below 60 = F. I do not grade on a curve.

3. Both Professor Hoston and Ms. Izaz will be holding regular office hours. Zoom links will be provided and accessed via Canvas.

General Course Expectations

What I expect of you	What you can expect of me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.
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.	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'm traveling may take longer.
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.	Timely feedback. To make every effort to return graded assignments within one week or as soon as is reasonably possible after the submission date.
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.	Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

Classroom 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](#).

Inclusive Classroom Statement

The TA 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. 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.

Additional resources to support equity, diversity, and inclusion may be found here:

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

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

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

SCHEDULE OF LECTURES AND READINGS:

Week 1: Jan 4 Political Philosophy, Political Legitimacy, and Competing Approaches to the Study of Revolution

Background Reading for Students who wish to acquire more background on China: Fairbank and Goldman, *China: A New History* (enlgd. ed.), chaps. 2, 4, 6,

Readings: Moore, *Social Origins of Dictatorship and Democracy*, Preface, chaps. 2 and 9 (e-reserves) **and** (see the next page)

Skocpol, *States and Social Revolutions*, chap. 1, pp.47-81, chap. 4⁴ on eReserves and www.archive.org).

Recom'd: Moore, *Social Origins of Dictatorship and Democracy*, chap. 1 (eReserves)
Sheldon Wolin, "The Politics of the Study of Revolutions," *Comparative Politics* 5.3 (April 1973): 343-358 (eReserves); also on JSTOR: <https://www.jstor.org/stable/421269>
James C. Davies, "Toward a Theory of Revolution," *American Sociological Review* 27.1 (February 1962): 5-19 (eReserves)
Charles Tilly, "Does Modernization Breed Revolution?" *Comparative Politics* 5.3 (April 1973): 425-447 (eReserves)
Ted Robert Gurr, "The Revolution-Social Change Hypotheses," *Comparative Politics* 5.3, Special Issue on Revolution and Social Change (Apr., 1973), pp. 359-392

Week 2: Jan 11 **The Marxian Framework and the Chinese Context: The Problem of "Oriental Society"**

Readings: Hoston, *State, Identity and the National Question*, Introduction, chap. 1: "Marxism, Revolution, and the National Question," pp. 94-120, and chap. 7 (eReserves)
Skocpol, *States and Social Revolutions*, pp. 236-242 (eReserves)
In Tucker, ed., *Marx-Engels Reader*:

- "Marx on the History of His Opinions" „, pp. 3-6 (eReserves)
- "Contribution to the Critique of Hegel's *Philosophy of Right*: Introduction"
- "On Imperialism in India" (Canvas)
- "The German Ideology," pp. 146-200 (eReserves)
- "Manifesto of the Communist Party", (eReserves)

BEGIN READING Mao Dun, *Midnight*

Recommended Readings for Students without China Background:
Fairbank and Goldman, *China*, chaps. 9-11 (eReserves)

Recom'd: Marx, "Wage Labour and Capital," and "Eighteenth Brumaire of Louis Bonaparte," pp. 594-98⁵ in Tucker, *Marx-Engels Reader*
Edward W. Said, *Orientalism* (New York: Random House, 1979), Introduction, chap. 1, parts 1 and 2; chap. 2, part 3; and chap. 3
Benjamin I. Schwartz, ed., "Some Stereotypes in the Periodization of Chinese History," *The Philosophical Forum* 1.2, New Series (Winter 1968): 219-230 (eReserves)

⁴ Students who have taken POLI 130AD or POLI 130AR should skim the required items for review and read at least one of the recommended readings.

⁵ Brumaire ["Fog"] was the second month of the French revolutionary calendar. See an explanation in the handout that you can download from the class site.

Week 3:	Jan 18	The Russian Revolution, the May Fourth Movement, and the Growth of Chinese Marxism
Readings:		Hoston, <i>State, Identity, and the National Question</i> , chaps. 2 and 5 (eReserves) Lucien Bianco, <i>Origins of the Revolution</i> , chaps. 1-2 (archive.org) Lu Xun, "Diary of a Madman" (Canvas) Maurice Meisner, <i>Li Ta-chao and the Origins of Chinese Marxism</i> (Cambridge: Harvard University Press, 1967), chaps. 1, 4, 5 Germaine A. Hoston, "A 'Theology of Liberation? Socialist Revolution and Spiritual Regeneration in Chinese and Japanese Marxism", in <i>Ideas Across Cultures: Essays on Chinese Thought in Honor of Benjamin I. Schwartz</i> , ed. Paul A. Cohen and Merle Goldman (Cambridge: Harvard University Press, 1990), pp. 173-220 and notes https://www.jstor.org/stable/j.ctt1tg5h99.11 Frederic Wakeman, Jr., <i>History and Will</i> , chap. 14 (eReserves)
Recom'd:		V. I. Lenin, "What Is To Be Done?" in Tucker, <i>The Lenin Anthology</i> (E-reserves) Chow Tse-tsung, <i>The May Fourth Movement: Intellectual Revolution in Modern China</i> (Cambridge: Harvard University Press, 1960) Peter Kuhfus, "Chen Duxiu and Leon Trotsky," <i>China Quarterly</i> 101 (March 1985): 253-276 John E. Schrecker, <i>Imperialism and Chinese Nationalism: Germany in Shantung</i> (Cambridge: Harvard, 1971) Jerome Grieder, <i>Hu Shih and the Chinese Renaissance: Liberalism in the Chinese Revolution, 1917-1931</i> Stuart Schram, <i>Mao Tse-tung</i> , chaps. 4-6 (pp. 60-145) Lin Yu-sheng, <i>The Crisis of Chinese Consciousness: Radical Antitraditionalism in the May Fourth Era</i> (Madison: University of Wisconsin Press, 1979) Joseph Levenson, <i>Confucianism and its Modern Fate</i> (Berkeley)
Week 4:	Jan 25	The Collapse of the First United Front and the Emergence of Mao Zedong Thought
Readings:		Skocpol, <i>States and Social Revolutions</i> , pp. 242-252 (eReserves and archive.org) Harold Isaacs, <i>Tragedy of the Chinese Revolution</i> , pp. 110-293
Recom'd:		Conrad Brandt, <i>Stalin's Failure in China</i> (New York: W. W. Norton, 1958) Jean Chesneaux, <i>The Chinese Labor Movement, 1919-1927</i> Edward Hammond, "Bukharin and the Chinese Revolution," <i>Modern China</i> 1.4 (October 1975: 463-472) Isaacs, <i>Tragedy of the Chinese Revolution</i> , pp. 175-292 (a Trotskyist interpretation) Robert C. North, <i>Moscow and Chinese Communists</i> , 2d ed. (Stanford, Cal.: Stanford University Press, 1963)

Marcia Ristaino, "Communist Strategy by 1928: The Mobilization of Discontent," *China Quarterly* 84 (December 1980): 694-721
Stuart Schram, *Mao Tse-tung*, chap. 7 (pp. 146-191)
Frederic Wakeman, Jr., *History and Will*, chap. 15 (e-reserves)

Week 5:	Feb 1	Theory and Practice in the Base Areas
	Readings:	Selden, <i>China in Revolution</i> , chaps. 1-4 Hoston, <i>State, Identity, and the National Question</i> , pp. 361-379 (Chapter 9, available on Canvas) Raymond F. Wylie, "Mao Tse-tung, Ch'en Po-ta and the 'Sinification' of Marxism, 1936-1938," <i>China Quarterly</i> 79 (September 1979): 447-480 (eReserves) Mao, "On New Democracy" (Canvas) Mao, "On Practice" (Canvas) Mao, "Reform Our Study" (Canvas) Liu Shaoqi, "How To Be a Good Communist" (Canvas website) Skocpol, <i>States and Social Revolutions</i> , pp. 252-262 (archive.org)
	Recom'd:	Leon Trotsky, <i>Problems of the Chinese Revolution</i> , translated with a Foreword by Max Schachtman, reprint ed. (Ann Arbor: University of Michigan Press, Ann Arbor Paperbacks, 1967) Nikolai Bukharin, <i>Problems of the Chinese Revolution</i> (London, 1927) Edgar Snow, <i>Red Star over China</i> , Pt. V, "The Long March"
Week 6:	Feb 8	Civil War and the Growth of Two Chinas
	Readings:	Bianco, <i>Origins of the Chinese Revolution</i> , chaps. 4-7 (archive.org) Mark Selden, <i>China in Revolution</i> , chaps. 5-6 (eReserves) Selections from Liu, <i>How to Be a Good Communist</i> (Canvas) Skocpol, <i>States and Social Revolutions</i> , chap. 3 (archive.org)
	Recom'd:	Mao, "On Contradiction," "Rectify the Party's Style of Work," "Oppose Stereotyped Party Writing," and "Talks at the Yen'an Forum on Literature and Art," all in <i>Selected Readings</i> Graham Peck, <i>Two Kinds of Time</i> , chap. 4 Arif Dirlik, "The Predicament of Marxist Revolutionary "Consciousness: Mao, Gramsci, and the Reformulation of Marxist Revolutionary Theory," <i>Modern China</i> 9.2: 182-212
Week 7:	Feb 15	OPTIONAL DISCUSSION SESSION WORK ON THE SHORT MIDTERM PAPER DUE VIA CANVAS, MONDAY, FEBRUARY 14, 2022

PART II. CHINA SINCE 1949: DILEMMAS OF REVOLUTIONARY DEVELOPMENT

Week 8:	May 17	The CCP in Power
	Readings:	<p>Franz Schurmann, <i>Ideology and Organization in Communist China</i>, chaps. 2-4 (eReserves)</p> <p>Thomas P. Bernstein, "Leadership and Mass Mobilisation in the Soviet and Chinese Collectivisation Campaigns of 1929-1930 and 1955-1956: A Comparison," <i>China Quarterly</i> 31 (eReserves)</p> <p>Skocpol, <i>States and Social Revolutions</i>, chap. 4 (archive.org)</p> <p>Recom'd: Don C. Gillin, "'Peasant Nationalism' in the History of Chinese Communism," <i>Journal of Asian Studies</i> 23.2 (February 1964): 269-289R</p> <p>James Harrison, "Communist Interpretation of Peasant Wars," <i>China Quarterly</i> 24: 92-118</p> <p>Benjamin I. Schwartz, "On Filial Piety and Revolution: China," <i>Journal of Interdisciplinary History</i> 3.3(Winter 1973): 569-580 (e-reserves)</p> <p>"Mao, Solomon and the Problem of Social Science: Two Views," <i>Journal of Asian Studies</i> 32.1 (November1972): 101-120</p> <p>Maurice Meisner, "Leninism and Maoism: Some Populist Perspectives on Marxism-Leninism in China," <i>China Quarterly</i> 45: 2-36</p> <p>Donald Munro, "The Malleability of Man in Chinese Marxism," <i>China Quarterly</i> 48: 609-640</p> <p>James Harrison, <i>The Long March to Power</i></p>
Week 9:	May 24	Socialist Construction Under the CCP from the Great Leap Forward to the Cultural Revolution
	Readings:	<p>Skocpol, <i>States and Social Revolutions</i>, chap. 6, pp. 252-283 (www.archive.org)</p> <p>Mao, "On the Correct Handling of Contradictions among the People" (Canvas)</p> <p>Hoston, <i>State, Identity and the National Question</i>, pp. 379-401 (eReserves and contained in Chapter 9 on Canvas)</p> <p>Jack Gray, "The Two Roads: Alternative Strategies of Social Change and Economic Growth in China," pp. 109-157, in Stuart Schram, ed., <i>Authority, Participation and Cultural Change in China</i> (Cambridge: Cambridge University Press, 1973) (eReserves)</p> <p>Benjamin Schwartz, "The Reign of Virtue: Some Broad Perspectives on Leader and Party in the Cultural Revolution," <i>China Quarterly</i> 35 (July – September 1968): 1-17 (eReserves)</p>
	Recom'd:	<p>Bernstein, "Keeping the Revolution Going," in Lewis, <i>Party Leadership and Revolutionary Power</i>, pp. 239-267</p> <p>Merle Goldman, "The Unique 'Blooming and Contending' of 1961-62," in John Wilson Lewis, ed., <i>Party Leadership and Revolutionary Power in China</i> (Cambridge: Cambridge University Press, 1970), pp. 268-303</p>

Vivienne Shue, *Peasant China in Transition: The Dynamics of Development towards Socialism* (Berkeley: University of California Press, 1980)

Week 10:	May 31	The Four Modernizations and the Challenge of Democratization [No Class Meeting: Memorial Day]
	Readings:	G. William Skinner and Edwin A. Winckler, "Compliance Succession in Rural Communist China: A Cyclical Theory," pp. 401-438, in Amitai Etzioni, ed., <i>Sociological Reader on Complex Organizations</i> 2 nd ed. (New York: Holt, Rinehart and Winston, 1969) (eReserves) Hoston, <i>State, Identity, and the National Question in China and Japan</i> , chap. 10 (eReserves) Moore, <i>Social Origins of Dictatorship and Democracy</i> , chap. 9 (eReserves) Skocpol, <i>States and Social Revolutions</i> , Conclusion (archive.org)
	Recom'd:	Sun, <i>The Chinese Reassessment of Socialism, 1976-1992</i> (Princeton, N.J.: Princeton University Press) Tong, <i>Transitions from State Socialism</i> (selected readings)

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/>

Inclusion

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:

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 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.](#)

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 in 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'm 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, don't 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.