This course examines selected texts in Marxist and post-Marxist political philosophy with a focus on a particular theme. This quarter our theme will be the relationship between man as an individual with an identity as such and man in society. This theme will allow us to address issues concerning alienation and consciousness, as well as the role of ideology in forging man’s identity as an individual, as a member of a class, national state, or other collective entity, and as what Marx referred to as a "species-being" identifying with universal humanity.

In Part I of the course, we will establish the problématique that is the object of our inquiry. We will begin by examining these issues in the work of Jean-Jacques Rousseau, G. W. F. Hegel, Karl Marx, and Friedrich Engels. We then move to see how these issues were addressed in the work of V. I. Lenin, Rosa Luxemburg, and Antonio Gramsci, as leaders in revolutionary movements in developing or unevenly developing societies. We then consider the thought of Georg Lukács as a link to the fuller consideration of ideology in more industrialized societies. In Part II of the course, we address critical treatments of organized Marxism, Leninism, and Marxism-Leninism itself as ideological systems. Such critical treatments will be drawn from within the Western Marxist tradition, as well as from the writings of non-Western Marxists. Finally, in Part III we will examine the relationship between ideology, the individual, and society in advanced industrial societies, through the writings of Louis Althusser, Herbert Marcuse, Jürgen Habermas, Emmanuel Levinas, and others. Those who have the inclination to do so may pursue comparisons of critiques of advanced capitalist society, on the one hand, with critiques of the Soviet Union under Stalin by Old Bolsheviks Nikolai Bukharin and Leon Trotsky and Eastern European critics of State Communist regimes in Western Europe, on the other.

Prerequisites
Students are not required to have any specific familiarity with Latin America, with systematic or liberation theology, or with Marxian or other Western political philosophy, although such knowledge would be helpful.

Course Format

1 Office hours will be held remotely via Zoom on your Canvas interface. They offer an opportunity for students to discuss issues concerning the course and other matters with respect to their career plans with the professor. Such discussions outside the classroom can be the most valuable for the student.
This is a quarter-long course that may be taken synchronously or asynchronously. You are expected to log into the Canvas Learning Management System and complete the weekly assignments for each weekly module. Your regular active participation and engagement with the learning activities are critical to your success in this course and will help you prepare your paper proposal and the final paper. If you are new to online learning, please take a moment to get acquainted with the Canvas Learning Management System and ensure that you have all the necessary materials and resources to succeed in this course: https://canvas.ucsd.edu. Each week you will use the system to do the following:

1. Read the assigned required readings prior to watching the lecture videos.
2. Complete all the lecture video for each week.
4. At least 3 times during the quarter, upload a presentation (1 to 3 pages) as an attachment to a new thread posted to the Discussion area for that week regarding one or more or the recommended readings assigned for that week. The presentations will describe a book, one or more selected book chapters, or one or more scholarly articles and assess the work. This will allow each participant in the seminar to have access to more material and he or she can cover on his or her own. The professor will provide a basic format and instructions for the preparation of these presentations.
5. You are also encouraged to use Canvas to organize study groups, to exchange ideas about your final paper topic, to upload and download presentations, notes and other files, and generally to facilitate the learning process.

Readings (available either as physical books or online, or both):
All required and/or recommended readings are to be completed before the week for which they are assigned (except, obviously, for Week 1). The following items that have been ordered and are available for purchase from the University Bookstore.

The following books have been ordered and are available for purchase from the University Bookstore:

**Required (meaning that a significant amount of the entire book is assigned):**
- Jean-Jacques Rousseau, *The First and Second Discourses* (St. Martin’s Press), paper 0-312-69440-7
- G. W. F. Hegel, *Philosophy of Right*
- Rosa Luxemburg, *The Russian Revolution and Leninism or Marxism* (Ann Arbor: University of Michigan, Ann Arbor Paperbacks),
- Robert C. Tucker, ed., *The Lenin Anthology* (W. W. Norton), 2nd ed. 0-393-09236-X (also on eReserve via HathiTrust)
Robert C. Tucker, ed., *The Marx-Engels Reader* (W. W. Norton), 2nd ed. 0-393-09040-X (also on eReserve via HathiTrust)²


Emmanuel Levinas, *Basic Philosophical Writings*, ed. by Adriaan T. Peperzak, Simon Critchley, and Robert Bernasconi (Indiana University Press), paper, 0-253-21079-8

Emmanuel Levinas, *Totality and Infinity* (Duquesne University Press) paper 0-8207-0245-5


Jürgen Habermas, *The Structural Transformation of the Public Sphere* (MIT Press), paper, 0-262-58108-6

Jürgen Habermas, *Legitimation Crisis* (MIT Press), paper, 0-8070-1521-0

Michel Foucault, *The Foucault Reader* (Pantheon), 0-394-71340-0

Jürgen Habermas on Society and Politics: A Reader, ed. Steven Seidman (Beacon Press), 0-8070-2001-X

Readings from which specific chapters or pages have been assigned that represent a total of less than 25% of the entire text have been scanned and are available on e-reserve.

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**Course Learning Objectives**

By the end of the quarter, you will be able to:

1. Have a good basic understanding of Marxist political philosophy as originally developed by Marx and Engels.

2. Have a good understanding of "critical Marxism" and how it first emerged in the context of the crisis of Western civilization following World War I and during the rise of fascism in Europe.

3. Be able to describe how Marxism changed under the influence of critical Marxism.

4. Situate post-Marxian thinkers such as Emmanuel Levinas and Jürgen Habermas within the context of developments emerging out of critical Marxism, phenomenology, and existentialism, and assess their significance for contemporary philosophy.

This syllabus is your roadmap for achieving these objectives. **All readings are required, unless specifically indicated as “Recommended” and must be completed prior to listening to the lecture videos.**

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² A very large proportion of this book has been assigned. It could be difficult to read all of it in a timely fashion via HathiTrust or on www.archive.org.
## Requirements and Grading

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<thead>
<tr>
<th>Activities</th>
<th>Due</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>Weekly</strong> Required lecture videos and Discussion Responses based on lectures and readings</td>
<td>Your response to the weekly discussion question due by 11:59 p.m. on Friday night. Responses to the responses of 2 different peers due by 11:59 p.m. on Sunday night.</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Week 7</strong> Due on Sunday May 9, 2021 no later than 11:59 p.m. via Canvas</td>
<td>A short proposal for the final paper (2-3 double-spaced pages long), which will be a thought piece based on materials assigned for this course. You may select two or more of the cases of liberation theology that we have studied. Alternatively, if you are working on an ongoing independent project (such as a seminar paper), you may develop a topic of your choice closely related to your individual research interests and may also incorporate materials from that project. Although all students must complete all the required readings, you should try to incorporate one or more of the recommended readings listed for the cases that you choose to treat in your final paper.</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Paper (12-15 pages)</strong> A thought piece based on the lectures and assigned readings covered for the entire course and, as applicable, the student’s ongoing independent research project.</td>
<td>This is not a research paper, but a thought piece. You are welcome to consult material not assigned for this course in answering the question, but it is possible to do an excellent thought piece solely on the basis of materials used in this course. Be sure to cite materials copiously in your essay. Due by 11:59 p.m. on the last day of the finals week (Friday, June 11, 2021) via Canvas.</td>
<td>60%</td>
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### General Course Expectations

<table>
<thead>
<tr>
<th>What I expect of you</th>
<th>What you can expect of me</th>
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<tbody>
<tr>
<td><strong>Be informed.</strong> Read this syllabus carefully and completely so you understand the course structure and expectations.</td>
<td><strong>Enthusiasm.</strong> To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.</td>
</tr>
<tr>
<td><strong>Stay on schedule.</strong> Keep up with readings and discussion assignments, since the work done each week prepares the groundwork for the next week’s work.</td>
<td><strong>Responsiveness.</strong> 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.</td>
</tr>
<tr>
<td><strong>Be ethical.</strong> 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.</td>
<td><strong>Timely feedback.</strong> To make every effort to return graded assignments within one week or as soon as is reasonably possible after the submission date.</td>
</tr>
<tr>
<td><strong>Have integrity.</strong> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego’s Policy on <a href="https://www.ucsd.edu/integrity/">Integrity of Scholarship</a>. Then, take the <a href="https://www.ucsd.edu/integrity/">integrity pledge</a>!</td>
<td><strong>Integrity.</strong> To uphold standards of academic integrity and create an atmosphere that fosters active learning, critical thinking, and honest, positive collaboration.</td>
</tr>
<tr>
<td><strong>Be flexible.</strong> 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.</td>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>

### 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.

Course Finder
UC San Diego’s Learning Management System: https://coursefinder.ucsd.edu/
Login: UC San Diego Active Directory credentials

Synchronous Online Discussions
Dates and times and Zoom links will be provided via Canvas.

Online Course Presence
UC San Diego’s Learning Management System: https://canvas.ucsd.edu
Login: UC San Diego Active Directory credentials

Attendance and Participation
Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable. (See Academic Regulations and Policies)

Extra Credit
There will be one opportunity for extra credit in the form of an extra discussion question to be completed in Week 10 for a maximum of 12 points towards your class participation grade.

Late or Missing Assignments
Late assignments can be accepted within 24 hours of the due date and time without a penalty. Thereafter, there will be a penalty of 3 points per 24 hours. If you have a valid excuse for an extension (such as illness, death in the family, etc.), please contact me before the paper is due to request an extension.
Course Schedule of Topics and Readings

PLEASE NOTE: So that the first session will be productive, students are required to have completed and/or reviewed Rousseau’s First and Second Discourses and Social Contract for the first class meeting.

I. PART I: THE PROBLEMATIQUE

WEEK 1 (March 30): Course Introduction: Public Man and Private Man in Jean-Jacques Rousseau

Required Readings:
- Jean-Jacques Rousseau, First and Second Discourses* (The 2nd Discourse has been made available on eReserve and Canvas)
- Jean-Jacques Rousseau, Social Contract* (Penguin Classics), paper 0-140-44201-4

Recommended Readings:
- G. W. F. Hegel, The Phenomenology
- Karl Marx, Marx’s Critique of Hegel’s Philosophy of Right (Cambridge University Press)
- Judith N. Shklar, "Rousseau’s Images of Authority," American Political Science Review 58.4 (December 1964): 919-932

WEEK 2: (April 6) Marx’s Challenge to Hegel

Required Readings:
  Refer to: G. W. F. Hegel, Philosophy of Right (eReserve) while reading Marx’s Critique

Recommended Readings:
WEEK 3: (April 13) Man, Society, and History From Rousseau to Marx

**Required Readings:**

The following readings in *Marx-Engels Reader*:

- Karl Marx, "Marx on the History of His Opinions (Preface to A Contribution to the Critique of Political Economy)
- "For a Ruthless Criticism of Everything Existing"
- "On the Jewish Question"
- "Economic and Philosophic Manuscripts of 1844"
- "Society and Economy in History"
- "Theses on Feuerbach"
- "The German Ideology: Part I"

**Recommended Readings:**

- Leszek Kolakowski, *Main Currents of Marxism: The Founders* (chaps. 1-8, 12-14 (e-Reserve)
- Karl Löwith, "Man’s Self-Alienation in the Early Writings of Marx," *Social Research* 21.2 (Summer 1954): 204-230

WEEK 4 (April 20): The Mature Marx and Engels on Capitalism and Contemporary Politics

**Required Readings:**

The following in Tucker, *Marx-Engels Reader*:

- "The Grundrisse,
- *Capital*, Volume One,
- *Capital*, Volume Three
- "Critique of the Gotha Program"
- "After the Revolution: Marx Debates Bakunin"
- "The Class Struggles in France, 1848-1850"
- "The Eighteenth Brumaire of Louis Bonaparte"
- "The Civil War in France" and
- "Origin of the Family, Private Property, and the State"
Recommended Readings:


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WEEK 5 (April 27): Consciousness, Ideology, and Revolutionary Change in Lenin

Required Readings:


Rosa Luxemberg, "Leninism or Marxism?" in Luxemburg, *The Russian Revolution and Leninism or Marxism?*

Recommended Readings:


V. I. Lenin, "Two Tactics of Social Democracy," in Tucker, ed., *Lenin Anthology* (eReserve)


Rosa Luxemburg, *Reform or Revolution* (New York: Pathfinder, 1970)
Georges Sorel, *Reflections on Violence*

**WEEK 6 (May 4): Consciousness and Ideology in Gramsci, Levinas, and Dussel**

**Required Readings:**
- Antonio Gramsci, *Selections from the Prison Notebooks*, pp. 5-23, 123-205, 206-276* (eReserve)
- Emmanuel Levinas, *Basic Philosophical Writings*, ed. Adriaan T. Peperzak, Simon Critchley, and Robert Bernasconi, chaps. 1 ("Is Ontology Fundamental?") and 5 ("Substitution")* (eReserve)
- Emmanuel Levinas, *Totality and Infinity*, Introduction, Preface, Section I ("The Same and the Other"), parts A and B, and Conclusions* (eReserve)

**Recommended Readings:**
- Carl Boggs, *The Two Revolutions: Gramsci and the Dilemmas of Western Marxism* (Boston, Mass.: South End Press, 1984)
- Enrique D. Dussel, *Método para una filosofía de la liberación: Superación analéctica de la dialéctica hegeliana* (Salamanca: Editiones Sigueune, 1974)
- Antonio Gramsci, *Selections from the Political Writings, 1921-1926* (1978)
PART II. MARXISM, LENINISM, AND MARXISM-LENINISM AS IDEOLOGY

WEEK 7 (May 11) Marxism at the Crossroads: The Emergence of Critical Marxism

Required Readings:
Georg Lukács, *History and Class Consciousness* (1923)*

Recommended Readings:
Paul Breines, "Lukács, Revolution and Marxism: 1885-1918," *The Philosophical Forum* 3,3-4 (Spring, Summer 1972)
Paul Breines, "Young Lukács, Old Lukács, New Lukács," *Journal of Modern History* 513 (September 1979)

Sidney Hook, *Marxism and Beyond* (Rowman and Littlefield, 1983)
PART III. IDEOLOGY, THE INDIVIDUAL, AND SOCIETY IN ADVANCED INDUSTRIAL SOCIETIES

WEEK 8 (May 18): The Critique of Advanced Industrialized Society

**Required Readings:**

- Louis Althusser, "Ideology and Ideological State Apparatuses," in Althusser, *Lenin and Philosophy and Other Essays* *

**Recommended Readings:**

- Perry Anderson, *Considerations on Western Marxism* (1976)

- Carlos Franco, "Del Marxismo Eurocéntrico al Marxismo Latinoamericano", in *Los Nuevos procesos sociales y la teoría política contemporánea (Seminario de Oaxaca)* (Mexico: Siglo Veintiuno Editores, 1986)

Kerazim Kohák, "Religion and Socialism," *Dissent* 25.2 (Spring 1978): 174-192

Georg Lukács, *Existentialism or Marxism* (1961)
Mihailo Markovic, *From Affluence to Praxis* (Ann Arbor: University of Michigan, 1974)
Ralph Miliband, "Marx and the State," *The Socialist Register* (1965)
Gajo Petrovic, *Marx in the Mid-Twentieth Century: A Yugoslav Philosopher Reconsiders Karl Marx’s Writings* (Garden City, N.Y.: Anchor, 1967)
Nicos Poulantzas, *Political Power and Social Classes* (1973)
Jean-Paul Sartre, *Between Marxism and Existentialism* (circa 1945)
Jean-Paul Sartre, *Anti-Semitism and Jew* (1946)
Leon Trotsky, *The Revolution Betrayed*, trans. Max Eastman (Mineola, N.Y.: Dover Publications 2004), electronic version: [https://hdl.handle.net/2027/heb.05422](https://hdl.handle.net/2027/heb.05422) (accessible to UCSD IP addresses only)

**WEEK 9 (May 25): Rationality, Communication, and Modernity**

**Required Readings:**
Jürgen Habermas, *The Structural Transformation of the Public Sphere* (Cambridge: MIT Press)*

**Recommended Readings:**
Amy Allen, “The Public Sphere: Ideology and/or Ideal?” *Political Theory* 40.6 (December 2012): 822-829
Maeve Cooke, “Realism and Idealism: Was Habermas’s Communicative Turn a Move in the Wrong Direction?”, *Political Theory* 40.6: 811-821
Jürgen Habermas, *Jürgen Habermas on Society and Politics: A Reader*, ed. Steven Seidman (Boston, Mass.: Beacon Press, 1989), chaps. 6, 7, and 11

**WEEK 10 (June 1): Ideology, Rationality, and the Crisis of Late Capitalism**

**Required Readings:**
Jürgen Habermas, *Jürgen Habermas on Society and Politics: A Reader*, ed. Steven Seidman (Boston, Mass.: Beacon Press, 1989), chap. 4
Jürgen Habermas, *Legitimation Crisis* (Boston: Beacon Press, 1975)*

**Recommended Readings:**
Jürgen Habermas, *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy* (Studies in Contemporary German Social Thought)
Martin Jay, *Marxism and Totality*, chap. 15
Tom Rockmore, *Habermas on Historical Materialism* (Bloomington: Indiana University, 1989)
Final Paper Prompts

For the final paper, you may either respond to one of the prompts below or write on a topic of your choosing that is related to your own personal research interests. If you choose to do the latter, you must submit a proposal to Dr. Hoston by the end of Week 6, and you are encouraged to consult with Dr. Hoston in advance of doing so.

1. Two centuries after the French Revolution, the world saw the rapid demise of the Stalinist systems in Eastern Europe and the Soviet Union that had been in place since the 1940s and 1950s, and the challenge to the new leaders in these societies in constructing new functional democratic socialist societies has been formidable indeed. In the past, when the former Soviet Union, Poland, and other communist societies departed from the Stalinist model in reforming their political arrangements (let us leave economic reforms aside for the moment), their actions were roundly denounced by "conservative" Stalinist leadership—as well as by "conservative" advocates of capitalist economics—as "bourgeois" actions which have no place and could never survive in a political system inspired by Marx's vision of proletarian socialist revolution. By contrast, the leadership of the People's Republic of China have managed to incorporate elements of capitalist economics into their society while steadfastly repudiating the accoutrements of the political aspects of the bourgeois "public sphere." Interestingly, in China and many societies of the former Soviet Union, state capitalism has given way to oligopoly, the gap between rich and poor has been exacerbated, while the realization of democratic politics remains in question. How might the writings by the Marxist philosophical community that you have read in this course be used to account for these outcomes in terms of the Marxist categories of "consciousness", "ideology", and "humanism"?

2. The global economic crisis at the end of the first decade of this century highlighted the dysfunctional aspects of capitalist economics in current practice, and revived debate over the sustainability of the welfare state model, as the nation states of Europe and the Americas try to balance the needs of citizens against achieving macroeconomic equilibrium at the society and political level. As the welfare state is based in many respects on the success of Marxist influenced labor movements, primarily in Europe, but (with marketed less explicit Marxian influence) in the U.S. as well, the notion of crisis and the tension between individual needs and those of society as a whole have been cast into sharp relief. What perspectives of philosophers that we have studied in this course might be most helpful in understanding the origin of the crisis and how it might be resolved in philosophical terms as well as in the material world?

Notes:

1. Grading scale: 90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F. I do not grade on a curve.
2. Dr. Hoston will be holding regular office hours. Zoom links will be provided and accessed via Canvas.
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](http://academicintegrity.ucsd.edu)

(Source: Academic Integrity Office, 2018)

**UCSD Student Conduct Code**


**Principles of Community**

[https://ucsd.edu/about/principles.html](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.