

HIT0 87 / PHIL 87 FRESHMAN SEMINAR  
UCSD Fall 2018 Wednesdays 2-2:50pm

Sarah Schneewind, Professor of History  
Monte Johnson, Associate Professor of Philosophy

THE HISTORY AND PHILOSOPHY OF THE CONFUCIAN *ANALECTS*

Course Description: We will read and discuss selections from Confucius' *Analects* from both a philosophical and an historical perspective. The seminar will be led by a Professor of History who specializes in Confucianism and an Associate Professor of Philosophy who specializes in Greek Philosophy and Virtue Ethics, but the focus is on student thought and discussion.

Textbook: Confucius and disciples, translated by James Legge, *Confucian Analects, The Great Learning and The Doctrine of the Mean* (Dover reprint).

You are **required** to purchase a hard copy of this book (it is at the bookstore) and bring it to every meeting. The book is bilingual but the language of instruction is English, and you need not know one single word of Chinese to succeed in the class. We will be reading the *Analects* in the chronological order of their development as proposed by E. Bruce Brooks and A. Takeo Brooks in *The Original Analects: sayings of Confucius and his successors* (New York, 1998).

Schedule:

- Week 1. Introduction. Extemporaneous discussion of some of *Analects* Book 4
- Week 2. *Analects* Book 4
- Week 3. *Analects* Books 5 and 6
- Week 4. *Analects* Books 7, 8, and 9
- Week 5. *Analects* Books 10, 11, and 3. Costumes optional today.
- Week 6. *Analects* Books 12, 13, and 2
- Week 7. *Analects* Books 14 and 15
- No class the day before Thanksgiving.
- Week 9. *Analects* Books 1 and 16

Requirements:

1. Attend all the meetings, bring the textbook, and participate intelligently in the discussion on the basis of your notes. Make up any absence by writing a one-page paper on the material that was missed.
2. Write out and bring to class each week a paraphrase in your own words (in English), if possible with no single word repeated from the original source, of 4 *analects* from that week's reading. As you paraphrase, jot down anything you notice about connections with previous readings, relations between the ones for this week, etc.
3. Host a discussion of one of the readings with 1-2 other students. To prepare, carefully read the material in advance and devise questions about it to elicit comparisons and contrasts with earlier readings. Students will volunteer or be randomly assigned a meeting to host at the first meeting.