

JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

## New Course Proposal Form

Date Submitted 9/14/12

1.
  - a. **Department(s) or program(s)** proposing this course: ENGLISH
  - b. **Name** and contact information of proposer(s)      Allison Pease  
 Email address:      [apease@jjay.cuny.edu](mailto:apease@jjay.cuny.edu)  
 Phone number:      212-237-8565
  2.
    - a. **Title of the course:** LITERATURE AS WITNESS
    - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS)      LIT AS WITNESS
    - c. **Level** of this course    \_\_\_ 100 Level     200 Level    \_\_\_ 300 Level    \_\_\_ 400 Level

Please provide a brief rationale for why the course is at the level:

This course will build on the basic reading and writing skills learned at the 100-level and focus on building an awareness of multiple perspectives on the past as conveyed through creative and scholarly texts. Students will read and analyze primary texts of literature and history from specifically chosen historical eras and cultures. They will have to write 20-25 pages of informal and formal writing over the course of the semester in response to assigned primary and secondary texts.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.):    LIT   

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course will introduce students to literature and history from a range of cultures and periods in time. It will provide them with basic skills in critical reading and historical analysis. It will also provide students with broader cultural awareness, both in terms of learning about cultures and the contexts that produced specific works of literature and how literature responds to and shapes historical events. As such it will make a contribution to students general education under the "Learning from the Past" category.

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4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformations and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 101

6. Number of:
- a. Class hours      3
  - b. Lab hours        0
  - c. Credits           3

7. Has this course been taught on an **experimental basis**?

No                       Yes. If yes, then please provide:

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
- Analyze the significance of major developments in U.S. and World History.
- Differentiate multiple perspectives on the same subject

9. Will this course be part of any **major(s), minor(s) or program(s)**?

No                       Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

English Minor

10a. Will this course be part of JJ's **general education program**?

No \_\_\_\_\_ Yes  X  If yes, please indicate the area:

**College Option:**

Justice core 100-level: Justice & the Individual	
Justice core 300-level: Struggle for Justice & Equality in U.S.	
Justice core 300-level: Justice in Global Perspective	
Learning from the Past	<b>X</b>
Communication	

10b. Please explain why this course should be part of the selected area.

This course takes a historical approach to the study of literature, focusing on how literature arises out of its historical context and is often a direct reaction to real-life events. Understanding how literature speaks to history, not necessarily with a journalistic approach as eye-witness, but rather as a more probing witness to the underlying structures and effects of such events, is an important aspect of literary study. As such, this course is designed to address the learning outcomes of the Learning from the Past category of the college option.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester  X  Number of sections:  10-20   
 Fall semesters only \_\_\_\_\_ Number of sections: \_\_\_\_\_  
 Spring semesters only \_\_\_\_\_ Number of sections: \_\_\_\_\_

11. How will you **assess student learning**?

Through informal writing assignments, formal writing assignments, oral class presentations and final examinations students will not only demonstrate the learning outcomes for their general education category, but also the following outcomes mandated by the English Pathways Guidelines:

- Be able to respond proficiently in writing (i.e. per the outcomes for "A") to literary works;
- Display familiarity with literary works by a variety of authors in a variety of genres;
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;
- Demonstrate an understanding of the role of context in determining meaning.

12. Did you meet with a librarian to discuss **library resources** for the course?

No \_\_\_\_ Yes X If yes, please state the librarian's name: Marta Bladek

Are there adequate resources in the library to support students' work in the course

Yes x No \_\_\_\_\_

Will your students be expected to use any of the following library resources? Check all that apply.

- |   |  |
|---|--|
| ➤ The library catalog, CUNY+ _____  | ➤ Criminal Justice Abstracts _____                   |
| ➤ EBSCOhost Academic Search Complete _____  | ➤ PsycINFO _____                                     |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>X</u> | ➤ Sociological Abstracts _____                       |
| ➤ LexisNexis Universe _____   | ➤ JSTOR _____  |
|   | ➤ SCOPUS _____                                       |
|   | ➤ Other (please name) <u>X</u> Films on Demand _____ |

13. **Syllabus -- attached**

14. Date of **Department curriculum committee** approval \_\_\_\_\_ September 13, 2012 \_\_\_\_\_

15. **Faculty** - Who will be assigned to teach this course? \_\_\_\_ multiple faculty

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

x No

\_\_\_\_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

x Not applicable

\_\_\_\_ No

\_\_\_\_ Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

x No

\_\_\_\_ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

*Allison Pease, Chair*

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## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	LIT 2XX	
<b>Course Title</b>	Literature as Witness	
<b>Department or Program</b>	English	
<b>Discipline</b>	Literature	
<b>Credits</b>	3	
<b>Contact Hours</b>	3	
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101	
<b>Co-requisites</b>	N/A	
<b>Course Description</b>	This course investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformations and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended	
<b>Indicate the status of this course being nominated:</b>		
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed		
<b>John Jay College Option Location</b>		
<b>Please check below the area of the College Option for which the course is being submitted. (Select only one.)</b>		
<b>Justice Core</b> <input type="checkbox"/> Justice & the Individual (100-level)  <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)  <input type="checkbox"/> Justice in Global Perspective (300-level)	<input checked="" type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication
<b>I. Learning from the Past - Please explain how your course meets these learning outcomes</b> Students will:		

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<p>Students will analyze literary works within the context of a historical event or period. Through weekly response papers, oral presentations, three formal papers and a final exam, students will repeatedly demonstrate knowledge of the events of a historical event/period and the literature that arises out of or in response to that history. For example, the final exam asks students to respond in writing to a question about the texts studied over the semester in order to demonstrate knowledge of the Indian Partition and its effects in shaping the literature and films of India and Pakistan.</p>	<ul style="list-style-type: none"> <li>• <b>Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</b></li> </ul>
<p>Students will analyze literature that is developed in response to historical issues and events such as wars and religion, family models, social resistance, reformations and renaissances. Students will be asked to present their analyses in weekly papers, class discussions, oral presentations, formal papers, and a final exam. For example on April 28 of the sample syllabus, students will have to write a one-page response paper in which they summarize Partition as explained in the chapter of a historical text and find a brief passage in the opening pages of <i>The Shadow Lines</i> in which the historical event is reflected.</p>	<ul style="list-style-type: none"> <li>• <b>Analyze the significance of major developments in U.S. and World History.</b></li> </ul>
<p>Students will read primary and secondary historical texts as well as literature in multiple genres from a range of authors. They will write papers and exams in which they identify critical questions about the history and literature and the multiple and contrasting perspectives offered by texts. For example, the first paper will ask student to define the distinct forms of nationalism promoted by Tagore and Ghandi and then to identify how "Toba Tek Singh" and <i>Train to Pakistan</i> both reflect and alter those ideas through the thoughts and actions of their characters.</p>	<ul style="list-style-type: none"> <li>• <b>Differentiate multiple perspectives on the same subject</b></li> </ul>

**LITERATURE AS WITNESS** LIT 2XX, Section 01,  
**John Jay College of Criminal Justice** 524 West 59<sup>th</sup> Street, New York, NY 10019

Professor Allison Pease  
 Office: 7.63.03  
 Office Hours: Mondays 11-1 and by appointment  
 (212) 237-8565  
 apease@jjay.cuny.edu

**Course Description:**

Literature as Witness investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformations and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This section of Literature as Witness will focus on the Partition of India, and the ensuing development of India and Pakistan as post-colonial nations. In 1947 the national territories of India and Pakistan were carved out of British India, a colonial territory of Britain from 1857-1947. Referred to as “The Partition,” the division of lands in the name of national, economic and religious interests precipitated the largest migration in history and was accompanied by riots in which at least one million people lost their lives. This course explores the Partition not so much as an historical event but as a trauma witnessed again and again in the two nations’ literatures and films.

**Learning Outcomes:**

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
- Analyze the significance of major developments in U.S. and World History.
- Differentiate multiple perspectives on the same subject

**Additional Learning Outcomes specific to English Major Pathways Guidelines**

Students will:

- Be able to respond proficiently in writing (i.e. per the outcomes for “A”) to literary works;
- Display familiarity with literary works by a variety of authors in a variety of genres;
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;
- Demonstrate an understanding of the role of context in determining meaning.

**Required Texts:**

Rabindranath Tagore, *Nationalism* 1913 (free on google reader, 42 pp.)

Khushwant Singh, *Memories of Madness: Stories in 1947*. Penguin Global (2003). 536 pp.

Mohandas Gandhi, *Hind Swaraj (Indian Home Rule)* e-text. 100 pp

<http://archive.org/stream/hindswarajorindi00ganduoft#page/n3/mode/2up>

Amitav Ghosh, *Shadow Lines*. Mariner Books (1988). 256 pp.

Salman Rushdie, *Midnight's Children*. Random House (1991). 536 pp.

**additional films and articles on Blackboard, library website, or the web**

*Eqbal Ahmad and the Partitioning of India*, documentary available on Films on Demand Lloyd Sealy Library

*India after Independence* (21 minute documentary) available on Films on Demand Lloyd Sealy Library

“The Three Partitions of 1947” from *Remembering Partition: Violence, Nationalism and History in India* by Gyanendra Pandey. Cambridge University Press, 2002. 30 pp.

Partha Chatterjee, *Memory, Forgetting and the Ethics of Writing History* – a brief video

*Garam Hawa* (Scorching Winds) (1973) film by Balraj Sahani

*Earth* (1998) film by Deepa Mehta

**Useful Academic Websites**

Postcolonial Studies Website at Emory University <http://www.english.emory.edu/Bahri/>

Cont. Postcolonial and Postimperial Literature in English <http://www.postcolonialweb.org/>

**Course Requirements:**

- Regular attendance and thoughtful, active participation in class discussions. Your grade in the course will drop by 1/3 of a grade (e.g., B- to C+) with four absences. After five absences you will fail the course. While I do not assign a grade for class participation, demonstration of your commitment to the goals of the course can and will affect your grade if you are “in-between” grades when it comes time to tally your final grade. If you have made a positive contribution to class discussion and/or made an effort with the course assignments, you will receive the higher grade. If you have been disruptive or made no visible effort, you will receive the lower grade.
- Weekly one-page, single-spaced response papers due each Monday in which you briefly describe the week’s reading (paragraph 1), identify a passage (from three words up to three sentences) from the text of interest to you, and (a) if the passage is from a literary work, explain a possible interpretation for that passage and what kinds of contexts inform that reading, or (b) if the passage is from a primary or secondary historical document, summarize the main point of the essay and evaluate the strengths and weaknesses of that point (paragraphs 2-3).

- Three 5-page papers Assignments for each paper will differ, but in general they will ask you to construct arguments about the specific treatment of historical events in fictional texts and the ideas revealed by those treatments.
- One ten-minute presentation on a passage from the day's reading in which you interpret carefully the language of the passage and how it reveals the text's ideas about characters, historical events, and/or national identity. At the beginning of the semester, students will sign up to make one presentation to the class on any class day during the semester.
- One two-hour final examination in which you respond in writing to a question about the texts studied over the semester in order to demonstrate knowledge of the Indian Partition and its effects in shaping the literature and films of India and Pakistan.

### Grades:

25% of your grade will be based on the weekly response papers.

45% of your grade will be based on the three graded papers.

10% of your grade will be based on your in-class presentation.

20% of your grade will be based on the final paper and exam.

### Course Schedule:

date	reading for the day	topics
Feb 1	lecture and discussion: South Asia in the twentieth century; colonialism and post-colonialism. Together watch <i>India after Independence</i>	The Partition
Feb 3	Watch <i>Eqbal Ahmad and the Partitioning of India</i> Read "A Tale of 1947" in <i>Memories of Madness</i> pp. 467-473, and "The Return" pp. 464-467 in <i>Memories of Madness</i>	Close-reading the language of fiction; setting, plot and characterization
Feb 8	Weekly response due Read "Toba Tek Singh" pp. 517-535 in <i>Madness</i> , "A Believer's Version" 491-498 in <i>Madness</i> .	Close-reading the language of fiction; setting, plot and characterization
Feb 10	Read Rabindranath Tagore, "Nationalism in India" in <i>Nationalism</i> 1913 (free on google reader)	Finding an argument; what's the main point?
Feb 15	President's Day — No Classes	
Feb 17	Weekly response due Mohandas Ghandi, <i>Hind Swaraj</i> pp. 1-50	Finding an argument; strengths and weaknesses
Feb 18 (Thursday following Monday schedule)	Mohandas Ghandi, <i>Hind Swaraj</i> pp. 50-100	Finding an argument; strengths and weaknesses
Feb 22	Weekly response due Read <i>Train to Pakistan (1956)</i> pp. 1-50 in <i>Madness</i>	Muslims, Sikhs and Hindus — reading differences
Feb 24	Read <i>Train to Pakistan</i> pp. 50-80 in <i>Madness</i>	Social structure;

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		reading differences
March 1	Weekly response due Read <i>Train to Pakistan</i> pp. 80-130 in <i>Madness</i>	Democracy vs. communism; reading differences
March 3	Read <i>Train to Pakistan</i> pp. 130-176 in <i>Madness</i>	Moral confusion; reading ambiguity
March 8	Watch <i>Garam Hawa</i>  <b>Paper #1 due</b>	Artistic choices
March 10	Read <i>Midnight's Children</i> pp. 1-40	What is an allegory
March 15	Weekly response due Read <i>Midnight's Children</i> , pp. 40-100	What is magical realism
March 17	Read <i>Midnight's Children</i> , pp. 100-140	Magical realism as a way of dealing with difficult history
March 22	Weekly response due  Read <i>Midnight's Children</i> , pp. 140-200	Close reading
March 24	Read <i>Midnight's Children</i> , pp. 200-240	Close reading
March 29-April 5	<b>Spring Break</b>	
April 7	Weekly response due Watch in class: Partha Chatterjee, <i>Memory, Forgetting and the Ethics of Writing History</i> – a brief video Read <i>Midnight's Children</i> , pp. 240-340	Memory and history
April 12	Weekly response due Read <i>Midnight's Children</i> , pp. 340-400	Memory and history
April 14	Read <i>Midnight's Children</i> , pp. 400-440	How to read trauma
April 19	Weekly response due Read <i>Midnight's Children</i> , pp. 440-500	How to read trauma
April 21	Read <i>Midnight's Children</i> , pp. 440-536	What is post-colonial literature?
April 26	Watch <i>Earth</i> <b>paper #2 due</b>	
April 28	Read ““The Three Partitions of 1947” from <i>Remembering Partition: Violence, Nationalism and History in India</i> by Gyanendra Pandey. Cambridge University Press, 2002. 30 pp.	Finding an argument and summarizing
May 3	Weekly response due Read <i>Shadow Lines</i> pp. 1-60	Tracking themes through close reading
May 5	Read <i>Shadow Lines</i> pp. 60-100	Tracking themes through close reading
May 10	Weekly response due Read <i>Shadow Lines</i> pp. 100-160	Nationalism, again
May 12	Read <i>Shadow Lines</i> pp. 160-200	Post-colonial identities, national identities
May 17	Read <i>Shadow Lines</i> pp. 200-256	Post-colonial identities, national

		identities, and the trauma of history
May 24 10:15-12:15	Final Exam  <b>paper #3 due</b>	

**This course will follow all College policies for undergraduate courses** as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards), including:

- A. **Incomplete Grade Policy**
- B. **Extra Work During the Semester**

### **Students with Disabilities**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3.  
([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### **Statement of College Policy on Plagiarism**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

*(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)*