

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: Sept 18, 2012

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Allison Pease

Email(s): apease@jjay.cuny.edu

Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course: **LIT 232 Modern Literature**

4. Current course description:

A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism and alienation.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: ENG 102 or ENG 201

5. Describe the nature of the revision:

- **Revised title**
- **Revised course description**
- **Revised learning outcomes**
- **Revised prerequisites**

6. Rationale for the proposed change(s):

To include LIT 232 in the Flexible Core we have updated the title, course description and

prerequisites, and revised the learning outcomes to meet those of category C Individual and Society.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

b. Revised course title: **Breaking with Tradition: Reading the Modern World**

c. Revised number of credits: n/a

d. Revised number of hours: n/a

e. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters:

	SP12	F11	SP11	F10
LIT 232	768	753	702	797

9. Does this change affect any other departments?

No

Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: September 13, 2012

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

Allison Pease

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	John Jay College of Criminal Justice	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 232	
Course Title	Breaking with Tradition: Reading the Modern World	
Department(s)	English	
Discipline	Literature	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	ENG 101	
Co-requisites (if none, enter N/A)	n/a	
Catalogue Description	Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input type="checkbox"/> current course <input checked="" type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed		
CUNY COMMON CORE Location		
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)		
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will read and analyze literary texts of different genres and authors in order to gain insight into the relationship between individual and society in modern cultures.	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
Through group work, class discussion, and a variety of writing assignments and/or exams, students will be asked repeatedly to evaluate evidence and arguments critically and analytically.	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
Students will write several essays in which they will formulate arguments and use evidence to support conclusions.	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will read and analyze literary texts, applying the concepts and methodologies of literary study as they examine the way the relationship between the individual and society is conceptualized.	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
Through analysis of a variety of literary texts and genres, students will gain perspective on the way issues of gender, race, and class affect personal identity and individual values and choices.	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
Through analysis of a variety of literary texts and genres, students will gain perspective on modern responses, both individual and collective, to issues of gender, race, class, identity, and personal and cultural history.	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

John Jay College of Criminal Justice, CUNY
899 Tenth Avenue
New York, New York 10019

SYLLABUS

BREAKING WITH TRADITION: READING THE MODERN WORLD

Lit 3XX Section X
Professor XXX
Office: 7.65.24 NB
Office Hours: Wednesday 10:30-1:30 and by appointment
646-557-4408
xyzyz@jjay.cuny.edu

Course Description:

Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This specific iteration of Reading the Modern World will examine the divergent literary production of Modern writers both in Europe and globally. We will discuss the different social, psychic, and philosophical trajectories taken in Modern literature. We will begin with three theoretical inquiries: what does it mean to be a “Modern” writer and individual? How do Modern writers explore issues of justice, violence, identity, and the relationship between individual and society through literature? Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Course Learning Outcomes:

Students will:

- Identify and apply the fundamental concepts and methods of literary studies exploring the relationship between the individual and society.
- Examine how an individual’s place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Course Pre-requisites

Eng. 101

Requirements/Course Policies:

- You are expected to behave in a mature, respectful manner in class. This means that you are alert and engaged, your cell phone/ipod/blackberry/camera is turned off and put away, you are not eating (drinks are okay), and you treat all members of the class politely. If you do

not behave in this manner, you will be asked to leave class (which will result in a lateness on your attendance), and your grade will be affected.

- You write three short papers, and one final paper as described in the “Grading and Requirements” above.
- You will bring the appropriate texts to class.
- For reading ease, assignments should be typed and double-spaced, in 12 point font, and black ink.
- If you do not come to class when a paper is due your grade will be dropped each class you fail to bring the paper in (for example, A to A-; B to B-, etc.).
- Your assignment is considered late if it is not turned in when I collect it in class. If you expect to be absent or late when an assignment is due, give it to me ahead of time or give it to a friend to turn in.

Required Texts:

Wordsworth, Jonathan. Editor. *The Penguin Book of Romantic Poetry*. New York: Penguin Classics, 2006. ISBN #978-0140435689.

Bronte, Emily. *Wuthering Heights*. New York: Penguin Classics, 2002 (1847). ISBN # 978-0141439556.

Conrad, Joseph. *Heart of Darkness*. New York: Penguin Classics, 2007 (1899). ISBN # 978-0141441672.

Kafka, Franz. *The Trial*. New York: Schocken, 1999 (1925). ISBN # 978-0805209990.

Soyinka, Wole. *Death and the King's Horsemen*. New York: W.W. Norton & Company, 2002 (1975). ISBN # 978-0393977615.

Coetzee, J.M. *Foe*. New York: Viking Adult, 1987. ISBN # 978-8420424965.

Roy, Arundhati *The God of Small Things*. New York: Random House, 1997. ISBN # 978-0812979657.

Grading:

There are three basic requirements for this course – attendance, participation, and written assignments.

Consistent attendance and timely arrival to class is necessary in order to pass this course. Three absences will result in lowering of grade; and four or more in automatic failure. Three or more latenesses will also adversely affect your grade.

Participation includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 10% of your final grade.

Written assignments must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 90% of your final grade.

Notable Due Dates:

Week Three: Paper #1 Due – 5 pages.

Week Seven: Paper #2 Due – 5 pages.

Week Eleven: Paper #3 Due – 5 pages.

Week Fifteen: Final Exam.

College Wide Policies for Undergraduate Courses**A. Incomplete Grade Policy**

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 230.

B. Extra Work During the Semester

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 232.

C. Americans with Disabilities Act (ADA) Policies

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 258.

Statement of the College Policy on Plagiarism

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 227-229.

READING SCHEDULE**Introduction: Reading, Identity, and the Imagination****Week One: Imaginative Flights; Interior Projections**

Class One: *The Penguin Book of Romantic Poetry* – “Romantic Hallmarks”
 pgs. 3-39.

Class Two: *The Penguin Book of Romantic Poetry* – “Romantic Solitude,
 Suffering, and Endurance” pgs. 140-242.

Week Two: Lyricism in/of Nature

Class Three: *The Penguin Book of Romantic Poetry* – “Ennobling Interchange:
 Man and Nature” pgs. 246-323.

Class Four: *The Penguin Book of Romantic Poetry* – “Romantic Odes”
 pgs. 324-350.

Week Three: Apocalyptic Landscapes

Class Five: *Wuthering Heights* - Volume I Chapters 1-14.
Paper #1 Due 5 pgs.

Class Six: *Wuthering Heights* - Volume II Chapters 1-10.

Week Four: Narrative Desires: Love, Death, and Renewal

Class Seven: *Wuthering Heights* - Volume II Chapters 11-16.

Class Eight: *Wuthering Heights* - Volume II Chapters 17-20.

Week Five: Geographies of Race

Class Eight: *Heart of Darkness* – Part One.

Class Nine: *Heart of Darkness* – Part Two.

Week Six: Dissolution of the Self

Class Ten: *Heart of Darkness* – Part Three.

Class Eleven: *Heart of Darkness* – Conclusion.

Week Seven: The Invisible Violence of Everyday Life

Class Twelve: *The Trial* - pgs. 3-90.
Paper #2 Due 5 pages.

Class Thirteen: *The Trial* - pgs. 91-120.

Week Eight: States of Exception

Class Fourteen: *The Trial*, pgs. 121-175.

Class Fifteen: *The Trial* – pgs. 176-231.

Week Nine: Afro-Religious Sensibilities: Community and the Individual

Class Sixteen: *Death and the King's Horsemen* – Act I.

Class Seventeen: *Death and the King's Horsemen* – Act II.

Week Ten: To Live in Death

Class Eighteen: *Death and the King's Horsemen* – Act III-IV.

Class Nineteen: *Death and the King's Horsemen* – Act V.

Week Eleven: Languages without Tongues

Class Twenty: *Foe* – pgs. 5-50.

Paper #3 Due 5 pages.

(This paper will address LO: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. It will

ask students to analyze *Death and the King's Horsemen* with a particular focus on imperialism/decolonization)

Class Twenty-One: *Foe* – pgs. 51-80.

Week Twelve: Hy-stories

Class Twenty-Two: *Foe* – pgs. 81-130.

Class Twenty-Three: *Foe* – pgs. 131-157.

Week Thirteen: The Opacity of Silence

Class Twenty-Four: *The God of Small Things* – pgs. 3-83.

Class Twenty-Five: *The God of Small Things* – pgs. 84-147.

Week Fourteen: De/generative Currents

Class Twenty-Six: *The God of Small Things* – pgs. 148-204.

Class Twenty-Eight: *The God of Small Things* – pgs. 205-272.

Week Fifteen: Disidentifications

Class Twenty-Nine: *The God of Small Things* – pgs. 273-321.

Class Thirty: Concluding Remarks

Final Exam (This exam will address LO: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. It will ask students to analyze aspects of *Death and the King's Horsemen*, *Foe*, and *The God of Small Things*; specifically as differing literary responses to ationalism/decolonization/globalization)

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