

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
- Phone number: 212-237-8503
2. a. **Title of the course:** **LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION**
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) LITERY PERSP CULTURE
- c. **Level** of this course 100 Level X 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 global cultures as conveyed through literary texts. Students will read and analyze primary texts of literature and write 20-25 pages of informal and formal writing over the course of the semester.

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 literary history from a range of cultures and allow them to understand cultural diversity as it is manifest in literatures from around the world. In this course students will develop critical reading and writing skills. The course will also provide students with broader cultural awareness, both in terms of learning about the cultures and contexts that produced the literature they read, and how literature mediates culture.

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.)

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. 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?

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using textual evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world's societies.

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:

Flexible Core:

A. World Cultures and Global Issues	X
B. U.S Experience in Its Diversity	
C. Creative Expression	
D. Individual and Society	
E. Scientific World	

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

This course has been designed to provide students with learning opportunities in world cultures and global issues. Through reading literary texts produced in two or more non-U.S. cultures, students will be exposed to the cultural practices and important ideas of various cultures throughout time.

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

Every semester X Number of sections: 10-20

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

13. **Syllabus - attached**

14. Date of **Department curriculum committee** approval Sept 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

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	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT	
Course Title	Literary Perspectives on Culture and Globalization	
Department(s)	English	
Discipline	LIT	
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	In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. 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 type="checkbox"/> revision of current course <input checked="" 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 checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression	
A. World Cultures and Global Issues		
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.		
Informal and formal written assignments ask students to select texts and passages for interpretation and comparison, teaching them to gather, interpret, and assess textual evidence from multiple literary texts of different genres, written by different authors.	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view. 	
Through class discussion, oral presentations, informal writing assignments and formal papers, students will repeatedly evaluate evidence and provide their own analysis of literary texts.	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. 	
Through class discussion, oral presentations, informal	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to 	

writing assignments and formal papers, students will continuously practice creating well-reasoned arguments based on analysis of evidence and presentation of the facts.	support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will apply the fundamental methods of literary analysis by analyzing and interpreting specific passages of literary text as well as the texts' overall design and how together these aspects create meaning.	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Through formal papers that ask students to compare texts produced in different cultures, students will demonstrate an understanding of the role of cultural context in determining the meaning of a literary text as well as develop skills in comparative cultural analysis.	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> • Analyze the historical development of one or more non-U.S. societies.
Through reading, class discussion, informal writing, formal writing, and final exams, students will become familiar with and be able to analyze the significance of at least one major historical event/issue and its effect on, or materialization in, the literature of one or more non-U.S. cultures.	<ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
 The City University of New York
 524 W. 59th St.
 New York, NY 10019

LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION

Prof. XXX
 Office: NB 07.63.XX
 Contact hours: MW 12:00-1:00
 E-mail:
 Phone: 212.XXX.XXXX

Course Description

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This particular version of Literary Perspectives on Culture and Globalization will ask the question “what do we mean by ‘the middle ages’”? Through this course we will examine the literature of the “middle period” of several different world cultures and consider how they relate to one another, to the periods before and after, and what it means to define a period simply as *between* other periods.

Required Text

The Norton Anthology of World Literature, 100-1500, Vol. B, 2nd edition
 ISBN: 978-0393924510

Learning Objectives

Through weekly 2-page prep papers, two 5-page papers, a mid-term and a final exam, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using textual evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world’s societies.

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.

Assignments and Grading

Weekly 2-page prep papers	10%
5-page paper	20%
5-page paper	20%

***Papers will require students to identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, cultural studies, ethnic studies, geography, history, and world literature.**

Midterm exam	20%
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***Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**

Final exam	20%
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***(Exam will ask students to analyze the significance of one or more major movements that have shaped the world’s societies.)**

Class participation	10%
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Attendance

Because I value participation and because students who do not attend regularly and on time tend to do poorly, I expect you to be present and punctual. Attendance is your responsibility. If you miss more than 4 classes you will automatically fail the course.

Texts

Please bring the reading for the day to class. You may not use electronic texts on your cell phone. Laptops, tablets, and other e-readers are permitted. However, if I discover that people are using such things for purposes unrelated to class I will rescind this permission.

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 1233N (212-237-8144). 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*, 4th ed., City University of New York, p.3.

(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Plagiarism

Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf).

B23

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

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. Paraphrasing, summarizing, 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.

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

The Writing Center: The Writing Center, located in room 1.68 NB, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

*Continued enrollment in this course indicates that you have read and agreed to abide by all the policies stated above.

N.b. The following is a tentative schedule and subject to change.

Week 1: India's Classical Age: Sanskrit Wisdom Literature

- 1) Introduction to the course
- 2) *Visnusarman*, pp. 1251-1266
2-page prep paper due

Week 2: India's Classical Age: Sanskrit Drama

- 1) Kalidasa, *Sakuntala and the Ring of Recollection*, pp. 1267-1294
- 2) Kalidasa, *Sakuntala and the Ring of Recollection*, pp. 1294-1331
2-page prep paper due

Week 3: Mystical Poetry of India: Tamil and Kannada

- 1) Campantar, pp. 2378-2379; Appar, pp. 2379-2382; Cuntarar, pp. 2382-2383
- 2) Basavanna, pp. 2383-2387; Mahadeviyakka, pp. 2387-2390
2-page prep paper due

Week 4: Mystical Poetry of India: Bengali and Hindi

- 1) Vidyapati, pp. 2390-2393; Govindadasa, 2393-2394

- 2) Kabir, pp. 2396-2400
2-page prep paper due

Week 5: China's "Middle Period"

- 1) T'ao Ch'ien, pp. 1352-1369
- 2) Wang Wei, pp. 1370-1376; Han-Shan, pp. 1376-1379

PAPER #1 DUE

Week 6: China's "Middle Period"

- 1) Li Po, pp. 1379-1384; Tu Fu, pp. 1384-1389
- 2) Yuan Chen, "The Story of Ying-ying," pp. 1398-1407
2-page prep paper due

Week 7: Midterm

- 1) Midterm review
- 2) In-class midterm ***(Exam will ask students to analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.)**

Week 8: The Middle East and Mediterranean: Old and New Testament

- 1) The Old Testament: Genesis (on Blackboard)
- 2) The New Testament, pp. 1200-1220
2-page prep paper due

Week 9: Africa and the Middle East: Saints and Prophets

- 1) Augustine, pp. 1221-1235
- 2) Augustine, pp. 1236-1249
2-page prep paper due

Week 10: Africa and the Middle East: Saints and Prophets

- 1) The Koran, pp. 1418-1459
- 2) Ibn Ishaq, pp. 1460-1475
2-page prep paper due

Week 11: The Middle East: Arabic and Persian

- 1) Rumi, pp. 1541-1548
- 2) The Thousand and One Nights, pp. 1566-1586
2-page prep paper due

Week 12: Europe: Cultural Conflict and a Christian(?) Europe

- 1) *The Song of Roland*, pp. 1702-1732
- 2) *The Song of Roland*, pp. 1732-1766

PAPER #2 DUE

Week 13: Europe: Italian Allegory

- 1) Dante, pp. 1826-1866
- 2) Dante, pp. 1866-1906
2-page prep paper due

Week 14: Britain

- 1) *Sir Gawain and the Green Knight*, pp. 1991-2003
- 2) *Sir Gawain and the Green Knight*, pp. 2003-2034
2-page prep paper due

Week 15: Britain

- 1) *Sir Gawain and the Green Knight*, pp. 2034-2045
2-page prep paper due
 - 2) Final exam review
- Final Exam: TBA ***(Exam will ask students to analyze the significance of one or more major movements that have shaped the world's societies.)**