

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

Course Revision Form

Date Submitted: 12/20/12

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 327 Crime and Punishment in Literature

4. Current course description:

A study of works treating the theme of crime and related matters, such as motivation, guilt, and responsibility. Works are considered from the psychological, sociological, and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevski, Poe, Melville.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and LIT 230 or 231 or 232 or 233

5. Describe the nature of the revision:

Change of title and course descriptions as well as prerequisites; restrict content to non-U.S. texts.

6. Rationale for the proposed change(s):

This course is being revised in order to be included in the John Jay College Option "Justice in Global Perspective."

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

a. Revised course description:

This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. 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: **Crime, Punishment, and Justice in World Literatures**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): JUSTICE IN WORLD LIT

d. Revised learning outcomes

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

e. Revised assignments and activities related to revised outcomes

The content of the course has been revised to include only non-U.S. based texts

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201 and junior standing

8. Enrollment in past semesters: 180 students per semester

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No _____ Yes X If yes, please indicate the area:

College Option:

Justice Core 100-level: Justice and the Individual	
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Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	
Justice Core 300-level: Justice in Global Perspective	X
Learning from the Past	
Communications	

9b. Please explain why and how this course fits into the selected area:

This course investigates literatures from around the globe dealing directly with the issues of crime, punishment, and justice.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester X Number of sections: 6-10
 Fall semesters only Number of sections:
 Spring semesters only Number of sections:

10. Does this change affect any other departments?

 No X Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

12/20/13

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Allison Pease

John Jay General Education College Option Course Submission Form

Course Prefix & Number	LIT 327
Course Title	Crime, Punishment, and Justice in World Literatures
Department or Program	English
Discipline	LIT
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201 and junior standing
Co-requisites	
Course Description	This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

<p>Justice Core</p> <p><input type="checkbox"/> Justice & the Individual (100-level)</p> <p><input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)</p> <p><input checked="" type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

Through independent research into the causes of crime, varieties of punishment, and/or theories of justice, students will connect and compare social, economic and political theories to the literary texts studied

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

<p>in class. They will make class presentations on these connections/comparisons and write papers on these connections/comparisons.</p>	
<p>Students will come to understand the role literary texts from around the world play in exposing, analyzing, and critiquing (in)justice in unique cultural contexts through class discussions, brief essay quizzes, three written essays, and researched class presentations.</p>	<ul style="list-style-type: none"> • Analyze how struggles for justice have shaped societies and cultures throughout the world
<p>Students will differentiate multiple perspectives on the same subject by writing comparative essays in which they are asked to compare differential treatment of a subject by literary texts. For instance, on the first paper on the sample syllabus, students will compare modern Christian and ancient Greek ideas about justice expressed in Agamemnon and Crime and Punishment.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

CRIME, PUNISHMENT, AND JUSTICE IN WORLD LITERATURES

Literature 327

Professor Allison Pease
John Jay College
Department of English
Office: 7.63.03 NB
Hours: Tue. 11:00-12:00 pm
& by appointment
Phone: (212) 237-8565
e-mail: apease@jjay.cuny.edu

Course Description

This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Course Objectives

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

Required Texts

Aeschylus. (1998). *The Oresteia*. New York: Hackett Publishing.
Dostoevsky, Fyodor. (1992). *Crime and Punishment*. Trans. Pevear and Volokhonsky. New York: Vintage Books.
Achebe, Chinua. (1994). *Things Fall Apart*. New York: Anchor Books.
El Saadawi, Nadal. (2007). *Woman at Point Zero*. Trans. Sherif Hatata. New York: Zed Books.
Dorfman, Ariel. (1994). *Death and the Maiden*. New York: Penguin Plays.

Recommended Texts

For your class presentation and papers, you will need to be familiar with basic criminological theories, and in some cases you will need to think about the philosophical or psychological implications of issues related to crime and punishment. A useful text is *Criminological Theories: Introduction, Evaluation, and Application*, call # HV6018.A38 2000. If you have taken a criminal justice or criminology course and have a different text that also contains the basic theories, you may use that instead. No one text is a complete resource and many of you will need to look in other texts for background information on your assigned topic. A dictionary of philosophy will be useful for looking up the philosophies of law and justice, for instance. Keep in mind that American criminal justice theories and practices will differ from those in the texts we study. You will be expected to research these ideas in depth, and to use any serious source that seems

appropriate to you.

Recommended Supplementary reading (as needed for presentations and research papers):

Online in Lloyd Sealy Database:

Encyclopedia of Crime and Punishment, in Sage Reference Online
Encyclopedia of Interpersonal Violence, in Sage Reference Online
Encyclopedia of Social Problems, in Sage Reference Online
Encyclopedia of World Poverty, in Sage Reference Online
Sourcebook of Criminal Justice Statistics Online

Books in Lloyd Sealy

Akers, Ronald L. (2003). *Social learning theory and the explanation of crime: a guide for the new century*.
 Chesney-Lind, Meda. (2004). *Girls, women, and crime: selected readings*.
 Dobash, R. Emerson. (1995). *Gender and crime*.
 Rawls, John. (1999). *A theory of justice*
 Renzetti, Claire M. (2003). *Theories of crime: a reader*.
 Stanko, Elizabeth Anne. (1994). *Perspectives on violence*.
 Sumner, Colin. (2004). *The Blackwell companion to criminology*.
 Ten, C. L. (1987). *Crime, guilt, and punishment: a philosophical introduction*.
 Tangney, June Price. (2002). *Shame and guilt*.

Course Requirements

A) Regular attendance and thoughtful, active participation in class discussions. Your grade in the course will drop by 1/3 (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 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.

B) One ten minute presentation to the class relating a passage or passages from the week's assigned reading to a criminological theory or related topic.

C) One five page paper on the text discussed in your presentation and its relation to the theories you presented. This paper is due on Turnitin.com one week after the last day the text is discussed in class. Your grade will drop by one full letter grade for each class period after the due date the paper is turned in. In fairness to all students, there are no exceptions to this rule.

D) One essay written on the texts studied in the first half of the semester to be submitted to Turnitin.com and in class.

E) One final essay based on the reading of the second half of the semester.

F) Five brief essay or factual quizzes, given at random. Quizzes are always given in the first minutes of class and there are no make up opportunities, so come to class on time. If you know you will miss class on a given day you should call me in advance and if we're having a quiz I will give you an opportunity to take the quiz on the phone.

Grades

30% of your grade will be based on your paper and presentation

25% of your grade will be based on the five quizzes
 23% of your grade will be based on the mid-term essay examination
 22% of your grade will be based on the final essay examination

Class Schedule

DATE	READING	TOPIC
8/27	course introduction	
9/3	Agamemnon	distributive justice retributive justice compensatory justice
9/10	No Class Rosh Hashana	
9/14 — a TUESDAY	Agamemnon	distributive justice retributive justice compensatory justice
9/17	No Class Yom Kippur	
9/24	Crime and Punishment, pp. 3-106	social inequality and crime, legal prostitution, conscience + guilt
10/1	Crime and Punishment, pp. 106-222	Marxist theory of crime, psychology of confessions criminal rationalizations
10/8	Crime and Punishment, pp.222-350	the purpose/philosophy of law confession social conflict theory
10/15	Crime and Punishment, pp. 350-551	masculinity & power, suffering and redemption
10/22	Things Fall Apart, pp. 3-51 MID TERM ESSAY DUE	violence against women
10/29	Things Fall Apart pp. 52-94	Igbo justice and/or dispute resolution systems
11/5	Things Fall Apart 95-153	Cultural conflict and crime
11/12	Woman at Point Zero 1-50	Female Genital Mutilation Poverty and prostitution
11/19	Woman at Point Zero 50-114	Women's rights vs. human rights

11/26	Thanksgiving college closed	
12/3	Death and the Maiden, first half	truth and reconciliation commissions distributive justice retributive justice compensatory justice (also see Rawls on Justice)
12/10	Death and the Maiden, second half	What is justice?
12/17 9:40 am- 11:30 am	Final Exam	

How to Prepare a Presentation

The in-class presentation is a ten-minute, directed discussion by you about a specific passage, or passages, in a text for which you have prepared a series of observations and questions related to the stated theme of the day as listed in the schedule of classes. For instance, if you have signed up to present on September 14, you will read the assigned pages from *Agamemnon*, you will research definitions of distributive, retributive and compensatory justice, and you will choose a passage or passages from the book that seem to you to be reflecting on those ideas, whether consciously or unconsciously on the part of the author. The presentation should help the class engage in a lively discussion about the texts and ideas we are studying. To make your presentation clear to the class, you should introduce yourself, your topic and then:

- A) Begin with a brief explanation of the concept/topic of the day. While the theories and schools of thought may be extensive, your job will be to decide what part of the theory is relevant to the book we are reading and to outline it for the class.
- B) You will then share the passage(s) from the text you think tells us something interesting about the book's relationship to the concept(s). Keep in mind that literature and films are rarely mouthpieces for one simple point of view, but instead aim to complicate ideas. How does your text complicate the theories you have researched? Does it have a clear bias toward one way of thinking? What motivation does the author/director have for presenting characters and situations as he does? This requires you to pay careful attention to the language of the text.
- C) Explain what we learn about the chosen criminal justice concept(s) from this passage, and, more importantly, about the text we're studying.

In addition to providing a platform for class discussion, your presentation provides a separate outlet from your formal paper in which to develop your close-reading skills and construct literary arguments. Think of your presentation as a time to test your ideas before handing in a more complete, polished paper. Your responses to the texts are valid, but you need to make sure 1) that your opinions are not just observations, but arguments based on ideas; and 2) that your response is backed up with persuasive textual evidence. Consider this like solving a problem: describe the passage, point to instances where the language is particularly revealing or interesting, and suggest ideas about what it means. In your effort to engage the class in a discussion, you must prepare one or two questions that the text(s) raise for you. Broad-based questions about specific complexities in the text(s) are more likely to facilitate discussion than, say, questions with definite answers (please no questions along the lines of "do you think capital punishment is a good thing?").

Please keep in mind that all students in the class must listen to your presentation and that, like you, they are here to learn. **It is your responsibility to ensure that your presentation has real content and real thought. Though I encourage a casual class atmosphere, and hope that spontaneous discussion will result from your presentation, your presentation should not itself be casual.**