New Course Proposal

When completed, this proposal should be submitted to the Office of the Associate Provost for consideration by the College Curriculum Committee.

1. Department (s) proposing this course: Interdisciplinary: English, History, Philosophy (Justice Studies Major)

2. Title of the course: HJS 3xx: Comparative Perspectives on Justice

   Abbreviated title (up to 20 characters): Perspectives on Just

3. Level of this course:

   _____100 Level _____200 Level _____300 Level _____400 Level

4. Course description as it is to appear in the College bulletin: (Write in complete sentences except for prerequisites, hours and credits.)

   The second of five courses in the Justice Studies core sequence, this course will examine justice in the nonwestern world as it is variously represented in historical, literary, and philosophical texts. A sequel to HJS 250: Justice in the Western Traditions, it builds upon the analytical skills developed in that course and extends its geographical boundaries to Africa, Asia, the Mideast, and the other Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity, and class, the course focuses on articulations and practices of justice that are different from the western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade, and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.

   Prerequisite: HJS 250 and junior standing. 3 hours, 3 credits.

5. Has this course been taught on an experimental basis?

   _____x No
   _____Yes: Semester (s) and year (s):
   Teacher (s):
   Enrollment (s):
   Prerequisites (s):

6. Prerequisites:

   HJS 250 and junior standing.

7. Number of: class hours _____3 lab hours _____ credits _____3
8. Brief rationale for the course:

In HJS: 250 Justice in the Western Traditions, the first course in the Justice Studies core sequence, students explore formulations of justice in primary texts in western history, literature, and philosophy from ancient times to the present. Currently, the remaining core courses focus on research skills. As the major has matured, however, we have increasingly felt the need for a second, more rigorous historical and concepts course, taught in sequence with HJS 250, that would extend the analytical and intellectual requirements of 250. The importance of such a course was emphatically corroborated by the external evaluators who were part of our first Five Year Self-Study. Robert Christopher (Ramapo College) and Austin Sarat (Amherst College) strongly recommended in our final sessions together and subsequently in their written report (June 2005) that we create an additional core Justice Studies course specifically devoted to global or comparative approaches to justice. Work on such a course by the JS curriculum committee began the following semester.

In HJS 250, students learn to historicize the concept of justice and to understand how different humanities disciplines scrutinize and represent it. HJS 3xx is intended to reinforce these pedagogical goals, and to complicate them in several ways. First, the course will focus on areas outside of Europe, Britain, and North America, the triad of regions that define HJS 250. This shift in geographical location will in itself be a challenge for many of the students, whose general education courses for the most part privilege the west. Crucially, therefore, it will ask them to confront and understand that Eurocentric articulations of justice appear normative only inside of western hegemonic certainties; it will acquaint them with other, often competing, articulations of justice, differently derived, defined, and practiced. Second, HJS 3xx will engage in comparative assessments across time and region, particularly between “east” and “west,” which will allow students to draw upon insights gained in HJS 250. The comparative tasks of the course may be accomplished by examining colonial relationships and the textual cultures they produce. They will encourage students to understand the interdependency, whether forced or voluntary, of societies and how these interactions influence any particular culture’s articulation of justice (and injustice). Concentrating on historical moments that emphasize trade, social exchange, and colonial and postcolonial relations necessitates a sophisticated theoretical framework. Accordingly, theory will comprise the third aspect of the course that differentiates it from HJS 250, with theoretical secondary texts supplementing the primary texts that are a hallmark of both courses. The juxtapositions embedded in this course will encourage critical analysis of western and nonwestern representations of justice. And fourth, formal essays will be accumulative and graduated.

The sequence of 250 and 3xx (enhanced by courses in the humanities and social sciences that comprise other parts of the major), will prepare students for the final courses in the JS sequence, which focus on research methods and the preparation of a capstone thesis. We expect that 3xx will enlarge our students’ sense of choice regarding their thesis topic and perhaps more importantly will give them a far more complex cultural, intellectual, and theoretical bank to draw upon for their understanding of justice and injustice.

9a. Knowledge and performance objectives of this course: (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Students will read a selection of mostly nonwestern texts and write a series of three articulated essays of graduated difficulty. More informal assignments such as analytical reading journals, brief response essays, and oral presentations will prepare them to write
these essays. Taken together, the reading and writing assignments are designed to help students master the following skills:

They will continue to learn how to historicize "justice" within specific cultural, social, and political contexts, a skill begun in HJS 250.

They will deepen their understanding of how different kinds of primary texts (historical, literary, philosophical) make meaning, particularly in regard to justice issues. Complicating this disciplinary project, they will learn how most texts negotiate among these disciplinary boundaries.

They will learn to carry out comparative analysis as they assess texts from different regions or times; this comparative work will generally involve western and nonwestern texts. It will be complicated, involving before/after analysis of societies in intercultural encounters.

They will be introduced to complex theory and learn to apply it to primary texts.

By writing 3 articulated essays of increasing length and complexity, students will practice the rhetorical, scholarly, and disciplinary methods needed to create the kinds of longer discussions that will form significant sections of the thesis they will write in their senior year.

Because 315 is more complex than 250 (in its subject matter, its comparative component, and in its theoretical reading and writing tasks), students will hone the critical thinking skills so crucial to the major. These analytic abilities, in partnership with research skills they will learn in HJS 315 and 410, will prepare them to write their capstone thesis in HJS 415.

9b. Information literacy:

(Indicate what sorts of information seeking skills will be enhanced by this course, e.g., use of the internet, access to specialized data bases, literature search skills, etc.)

This course enhances students' close reading and critical analysis skills. They learn to evaluate primary and theoretical secondary texts and to write up their analysis. These skills are essential adjuncts to the research skills which form the primary focus of HJS 315, 410, and 415.

10. Recommended writing assignments:

(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College’s requirements for writing across the curriculum.)

Formal, articulated essays: The first of three essays (4-6 pages) will require students to compare and contrast at least three thinkers who theorize issues such as cultural contact and colonialism. The second paper (5-7 pages) will ask students to probe the definitions of justice in a pre-modern, nonwestern culture. The final essay (7-10 pages), which may include sections from the first two, will challenge students by requiring them to compare concepts of justice in two or more cultures, using the theoretical readings from the first unit.

Informal writing: reading journals, focused in-class writing exercises, or oral presentations will supplement these more formal assignments.

A final essay exam will help students articulate and assess new insights and modes of analysis. The writing total for the course will exceed 25 pages.
11. Will this course be part of any major(s) or program(s)?
   ___No
   _x__Yes. Major or program: **Justice Studies Major**
   What part of the major?
   
   Part of a five-course core sequence, in Part I, Disciplinary Foundations (along with
   HJS 250 and 315). The last two courses, in Part IV, Problems and Research, are HJS 410
   and 415.

12. Is this course related to other specific courses?
   ___No
   _x__Yes. Indicate which course(s) and what the relationship will be (e.g., prerequisite,
   sequel, etc.).
   sequel to HJS 250; co-requisite to 315 and 410; pre-requisite to 415

13. It is strongly advised to meet with a member of the library faculty before answering question
   If this course was taught on an experimental basis, were the existing library,
   computer, lab or other resources adequate for this course?
   ___Yes
   ___No. With whom has this been discussed? What has been recommended?
   
   If this course was not taught on an experimental basis, are library, computer, lab or other
   resources necessary for this course?
   ___-No
   _x__Yes. With whom has this been discussed? **Tony Simpson, Oct. 19 2006**
   What has been recommended?
   
   **Because HJS 3xx is grounded in primary and assigned secondary texts, students**
   **will not require much library support. However, we expect the course to generate**
   **thesis projects anchored within its intellectual (and geographical) boundaries.**
   **Moreover, faculty will rely on library resources as they prepare to teach the**
   **course. Tony Simpson is confident that the library’s holdings are adequate for**
   **HJS 3xx; comparative justice is a specialty of the library, he says. Routine**
   **purchase policies of the library include secondary works that address justice**
   **issues in history, philosophy, and literature. “If we have missed any such works**
   **that a faculty member or the students might need, of course we would order**
   **them” (interview, 10/19/2006). While the library may not own specialized works on**
   **specific nonwestern authors, regions, or eras, both other CUNY libraries and the**
   **collections at the NYPL research branches should insure student access to the**
   **library resources they may need for advanced work. The library also has**
   **subscriptions to several journals that focus on justice issues within the**
   **humanities, and others are available through CUNY and NYPL databases.**
14. Syllabus and bibliography:
   Attach a sample syllabus for this course. It should be based on the College’s model syllabus. The sample syllabus must include a week by week or class by class listing of topics, readings, other assignments, tests, papers due, or other scheduled parts of the course. It must also include proposed texts. It should indicate how much various assignments or tests will count towards final grades. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)
   In addition, a bibliography in APA format for this course must be attached to this proposal.

   **Bibliography and sample syllabus are attached.**

15. This section is to be completed by the chair (s) of the department (s) proposing the course.
   Name (s) of the Chairperson (s): **Margaret Tabb, Coordinator of Justice Studies**

   Has this proposal been approved at a meeting of the department curriculum committee?
   
   ___No  x__Yes: Meeting dates: 9/21/06 & 12/19/06

   When will this course be taught?
   Starting Fall 2007, once or twice a year, depending upon enrollment.

   How many sections of this course will be offered? 1 or 2 per semester
   Who will be assigned to teach this course?

   Carrie-Ann Biondi (Philosophy), Sinkwan Cheng (English), Ann Huse (English), Walter Penrose (History), John Pittman (Philosophy), Itai Snei (History) have all volunteered to teach the course.

   **The course will be taught Fall 2007 by Ann Huse.**

   Is this proposed course similar to or related to any course or major offered by any other department (s)?
   
   x__No
   ___Yes. What course (s) or major (s) is this course similar or related to?

   Did you consult with department (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.

   Will any course be withdrawn if this course is approved?
   
   x__No
   ___Yes, namely:

   Department (s) proposing this course:  [Margaret Tabb]

   Signature (s) of chair of
   Date: _Jan. 25 2007_
Sample Syllabus: HJS 310: International Perspectives on Justice

Section 01-02, spring 20-
Prof. Ann A. Huse
Office: 1276 North Hall
Office phone: (212) 237-8297
E-mail: annhuse@yahoo.com
Office hours: M 4-6, W 12:30-1:30, and by appointment

Required Texts:


Required Texts in Class Reader:
Gandhi, M.K. Chapters 1 and 4 from The Gandhi Reader: A Sourcebook of his Life and Writing.

Todorov, Tzvetan. Chapters 1 and 2 from The Conquest of America.

Seed, Patricia. Chapters 1, 6, and 9 from American Pentimento: The Invention of the Indians and The Pursuit of Riches.

FitzGerald, Frances. Chapters 1-3 from Fire in the Lake: The Vietnamese and the Americans in Vietnam.

Prerequisite: HJS 250: Justice in the Western Traditions
Course Description: Building on the conceptual framework of HJS 250: Justice in the Western Traditions, this course will study justice in the non-Western world as it is represented in historical, literary, and philosophical texts. It will encourage comparative assessments with Western definitions of justice in part by examining the inter-penetrations of Western and non-Western cultures resulting from conquest, trade, and cultural exchange. The course consists of three sections: a series of theoretical readings on approaches to colonialism; a study of a pre-modern case of cultural contact, the conquest of New Spain; and a modern instance of a clash of ideologies, the Vietnam War.

Knowledge and Performance Objectives:
--Students will summarize, analyze, and evaluate three anti-colonial texts, paying particular attention to each writer’s attitude toward violence as a response to imperialist oppression

--Students will historicize and contextualize concepts of justice within the cultural, social, and political discourse of two non-Western societies

--Students will compare and contrast Western and non-Western representations of justice before and after the cultures encounter one another

--Students will demonstrate understanding of the ways that discipline—meaning history, political philosophy or literature—and genre affect writers’ articulations of justice.

Class Requirements and Policies:

1. Attendance. More than three absences will damage your grade; more than five absences will cause you to fail the class. I cannot differentiate between excused and unexcused absences: only the administration is allowed to do that. Therefore, husband your three allotted absences carefully so that you will have some leeway later in the semester for family or health emergencies. Otherwise, do not schedule medical appointments during class time. Latecomers—as well as those who eat, leave the room mid-session, sleep, cross talk or forget their books at home—will be marked as half absent.

2. Writing Center Attendance. Bring a note from the Writing Center testifying to your attendance at a workshop or participation in a tutoring session. Notes from the ESL or SEEK Labs will also satisfy this requirement.

3. Plagiarism Policy. I require that my students adhere strictly to the 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 works 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 differences 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.

Instructors can easily spot plagiarism by running an essay through an on-line detection service, by asking students to define some of the more elevated vocabulary—or even by requiring students to re-submit essays through turnitin.com. They also become suspicious when a paper fails to answer the questions on the essay topic sheet or to engage with any of the concepts relevant to the class.

**Grading Policies:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1 (3 pages)</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #2 (4-5 pages)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #3 (6-8 pages)</td>
<td>30%</td>
</tr>
<tr>
<td>Final examination</td>
<td>15%</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance, preparation, and participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

---

Late assignments will be marked down a quarter grade for each class session they are late. If you give yourself a weekend to complete a piece of written work, turning in a Wednesday paper on a Monday, I will mark it down by a half grade.

---To pass this class, you will need to complete ALL the major assignments: three essays and a final examination

**Course Schedule:**

These readings must be completed before the class for which they are assigned. If you are absent, you are still required to consult the syllabus to keep abreast of the reading. There is no better way to provoke your professor’s ire than by telling her you are unprepared because you were absent the previous class.

### I. Theoretical Approaches to Colonialism

**Week 1.1** Introduction to class themes. Handout: Rudyard Kipling’s “The White Man’s Burden.” Selections from Broken Spears: The Aztec Account of the Conquest of Mexico and Yusef Konunyakaa’s Dien Cai Dau.

**Week 1.2** Gandhi, Chapter 1

---

**Week 2.1** Gandhi, Chapter 4
Week 2.2 Cesaire, pp. 1-50

Week 3.1 Cesaire, pp. 50-96

Week 3.2 Fanon, Chapter 1

Week 4.1 Fanon, Chapter 3

Week 4.2. Fanon, Chapter 4

Week 5.1 Fanon, Chapter 5

Week 5.2 Writing Workshop
Due: Introduction to Essay #1

II. Early Modern Culture Contact: The Conquest of New Spain

Week 6.1 In-class play reading: Sor Juana Ines de la Cruz, the Loa to the Auto Sacramental
Due: Essay #1.

Week 6.2 Finish the Loa

Week 7.1 de las Casas, Introduction, pp. xiii-xli

Week 7.2 de las Casas, pp. 3-36

Week 8.1 de las Casas, pp. 37-79

Week 8.2 de las Casas, pp. 80-130.

Week 9.1 Seed, Chapters 1 and 6

Week 9.2 Seed, Chapter 9; Writing Workshop
Due: Introduction to Essay #2
III. Modern Culture Contact: The Vietnam War


Week 10.2 Greene, pp. 1-35

Week 11.1 Greene, pp. 36-70

Week 11.2 Greene, 71-125

Week 12.1 Greene, 126-160

Week 12.2 Greene, 161-193


Week 13.2 FitzGerald, Chapters 2 and 3

Due: Introduction to Essay #3

Week 14.1 FitzGerald, Chapter 3; Writing Workshop

M, Nov. 27 Study Session for Final Exam

Due: Essay #3

Final Examinations:
The final exam will ask you to write analytical responses to a series of questions about our reading. The test will also include a vocabulary section. Well before the exam, you will receive a study guide listing passages and terms that might appear.

No make-up exams will be given until the next semester, during the period dedicated to fulfilling your exam requirements.

*We will meet in our usual rooms.
Bibliography: International Perspectives on Justice


