

ENGL 2309.008 World Literature: Crime and Punishment  
SYLLABUS  
Spring 2015  
T/TH 11:00-12:20  
Room: UH08

**Contact Information:**

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**Course Description:**

Crime and corruption have been the inspiration for many cultural and literary works. This course explores various representations of crime and its subsequent punishment by focusing on a diverse group of authors from all over the world. We will examine texts from different cultures and historical periods. We will consider the definition and the transformation of the meaning of these concepts of “crime” and “punishment.” Who is a criminal? What different types of crimes do these writers present? What is the role of ethics? How does the culture influence the notion of “criminal”? Who determines the appropriateness of punishments? How do these texts relate to their authors’ views on societal and class structures? How has the “reading” of these texts changed over times? How do these texts relate to our understanding of who we are? What can we learn about the history of mankind and the transformation of these concepts based on these various texts? These are only some of the questions we will be asking in our readings of novels, drama, poetry, non-fiction, and discussions of visual arts, music, and film. This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. Prerequisite: ENGL 1301 and ENGL 1302.

**Course Objectives:**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment” (see below). The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: <http://www.uta.edu/uta>.

**Course Outcomes:**

1. Students will acquire, practice, and demonstrate the critical thinking skills of creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Students will acquire, practice, and demonstrate the communication skills of effective development, interpretation, and expression of ideas in written, oral and visual communication.
3. Students will acquire, practice, and demonstrate personal responsibility in their ability to connect choices, actions and consequences to ethical decision-making.
4. Students will acquire, practice, and demonstrate social responsibility in their intercultural competence, knowledge of civic responsibility, and ability to engage effectively in regional, national, and global communities.

### **Required Texts:**

- ✧ Sophocles, *The Three Theban Plays*, trans. Fagles (Penguin), ISBN: 978-0140444254
- ✧ William Shakespeare, *Hamlet* (Simon & Schuster), ISBN: 978-1451669411
- ✧ Charlotte Bronte, *Jane Eyre* (Penguin) – ISBN: 978-0142437209
- ✧ Henrik Ibsen, *Four Major Plays*, Volume I (Signet Classic) – ISBN 9780451530226
- ✧ Fyodor Dostoyevsky, *Crime and Punishment* (Modern Library) – ISBN: 978-0679601005
- ✧ F. Scott Fitzgerald, *The Great Gatsby* – ISBN: 9780743273565
- ✧ Ryūnosuke Akutagawa, *Rashomon and Seventeen Other Stories* (Penguin) – ISBN: 978-0140449709
- ✧ Marjane Satrapi, *Persepolis*, #1 (Pantheon) – ISBN: 978-0375714573
- ✧ Stieg Larsson, *The Girl With the Dragon Tattoo* (Vintage): ISBN: 978-0307454546
- ✧ Additional readings provided by the professor as PDF files on Blackboard

### **Course Requirements and Policies:**

#### *Attendance & Participation Policy*

Attendance is absolutely crucial to your success in this course. Attendance will be taken during every class meeting and it is your responsibility to make sure that you are present when attendance is taken. You are not permitted to sign the name of another student. Falsifying student identities is considered a crime and will be dealt with according to the university's policies. Each student is allowed two (2) excused absences, no questions asked (emergencies will be considered on a case-by-case basis). Save them for when you really need them; these absences are designed to accommodate such things as family emergencies, illnesses, car troubles, etc. Unexcused absences beyond the first two excused absences will adversely affect your grade. Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Hence, your thoughtful, attentive, and – most importantly – active participation is essential. If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time – class will start promptly. Leaving early will count as an absence. Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment.

Please arrive to class on time. Arriving late to class disrupts the flow of the lecture and is distracting to the professor and to your fellow students. Your attendance grade will be affected if late arrivals become a pattern (determined by the professor).

### *Late Work*

I do not accept late work or schedule makeup exams.

### *Personal Communication Devices*

Electronic devices, such as computers and cell phones, are NOT ALLOWED in class. I will make an exception for e-readers if you have purchased your books in an electronic format. Turn off all cell phones and other personal communication devices before the start of class and do not use them during class.

### *Email use*

Please use your UT Arlington email account when contacting the professor.

### *Academic Integrity*

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate a high standard of individual honor in their scholastic work.

As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalogue for details).

### *Classroom Citizenship, Decorum etc.*

All written work and class discussion for this course must employ gender-neutral, nonsexist language, and rhetorical constructions. Such practice is part of a classroom environment according full respect and opportunity to all participants by all others.

### **Course Assignments (max. 100 points):**

- ✧ Three tests (60 points)
- ✧ Signature Writing Assignment (30 points)
- ✧ Response papers: typed five 1-page papers (5x1=5 points)
- ✧ Attendance (5 points)

### **Grading Scale:**

A	90-100
B	75-89
C	60-74
D	50-64
F	0-49

### **NOTE:**

This syllabus is subject to change at the discretion of the instructor.

## SIGNATURE WRITING ASSIGNMENT

### Overview:

The signature assignment addresses all four of the course objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

### Specific Requirements:

Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. You should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support your claims.

### Possible Areas of Focus:

Crime and punishment; cultural difference and/or cultural discrimination; national identity controversies; class and/or economic oppression; race and racial oppression; colonialism and/or empire; postcolonialism; the social implications of a change in literary movements; sexual orientation; disability; globalization and/or neo-colonialism; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, national, or global issues.

### Responsible Integration of Sources:

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

### Secondary Sources:

You should use your secondary sources to supply historical context, support your arguments or to show the text's relevance to the present day.

Here is a list of credible sources:

- Scholarly articles published in peer-reviewed journals that are accessible through UTA library's databases, such as JSTOR, Project Muse, the MLA International Bibliography database.
- Scholarly books or book chapters (if a book is published by an academic press, such as Duke University Press, it is often scholarly; if you are not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)
- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)

If you are interested in using a source that is not listed here, check with your instructor.

### **Minimum Requirements:**

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA's recommendations for formatting, citation, and style.

To be eligible to receive a passing grade on this assignment, you *must*

1. write an essay that is at least 3 pages long, but no more than 5.
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page using MLA form.

### **You must demonstrate:**

- ✓ critical thinking skills: provide a clearly articulated, coherent, and well-organized argument, include a contestable, specific, detailed thesis that supports the argument, answer the "so what" and "who cares" questions by explaining why the argument is significant and to whom;
- ✓ communication skills: include a creative title that forecasts the content of the paper, show awareness of the audience and come across as a credible writer, appeal to the values and emotions of the audience, provide an effective interpretation of the text(s) with lively, engaging, and relatively error free sentences, using correct grammar and mechanics;
- ✓ personal responsibility: incorporate evidences (quotations) from the literary text and from the outside sources, correctly cite outside sources according to MLA formatting, demonstrate an understanding of ethical decision-making, include a works cited page, correctly formatted in MLA style;
- ✓ social responsibility: responsibly incorporate evidence from outside sources related to social issues, communicate a knowledge of civic responsibilities, engage with regional, national or global communities in the paper.

## COURSE SCHEDULE

[All reading and writing assignments are due on the days listed]

### Week 1

1/20: Introduction to course

1/22: Sophocles, *Antigone*

### Week 2

1/27: William Shakespeare, *Hamlet*

1/29: *Hamlet*

### Week 3

2/3: Fairy tales: Hans Christian Andersen (PDF); Brothers Grimm (PDF); Disney's *Cinderella* (PDF); Response paper #1 DUE

2/5: Charlotte Brontë, *Jane Eyre*

### Week 4

2/10: *Jane Eyre*; Response paper #2 DUE

2/12: *Jane Eyre*

### Week 5

2/17: Henrik Ibsen, *A Doll House*; Response paper #3 DUE

2/19: Test #1

### Week 6

2/24: Fyodor Dostoyevsky, *Crime and Punishment* (excerpts)

2/26: *Crime and Punishment* (excerpts)

### Week 7

3/3: Arthur Conan Doyle, "A Scandal in Bohemia" (PDF) & *Sherlock*: "A Scandal in Belgravia"

3/5: *Sherlock*, cont.

### Week 8

3/9-3/13: SPRING BREAK

### Week 9

3/17: Ryūnosuke Akutagawa, "Rashomon" and "The Story of a Head That Fell Off";

Response paper #4 DUE

3/19: Akutagawa, "In a Bamboo Grove," "Loyalty"

### Week 10

3/24: F. Scott Fitzgerald, *The Great Gatsby*

3/26: *The Great Gatsby*

**Week 11**

3/31: Test #2

4/2: Film screening: *The Maltese Falcon*

**Week 12**

4/7: Film screening: *The Maltese Falcon*

4/9: Film discussion: *The Maltese Falcon*

**Week 13**

4/14: Marjane Satrapi, *Persepolis*; Response paper #5 DUE

4/16: *Persepolis*

**Week 14**

4/21: Chinua Achebe, "Dead Men's Path" (PDF)

4/23: Writing workshop

**Week 15**

4/28: Stieg Larsson, *The Girl With the Dragon Tattoo*

4/30: *The Girl With the Dragon Tattoo*; Signature Assignment DUE

**Week 16**

5/5: Conclusion and review;

5/7: Test #3;