

# ENGL 265 Law and Literature-DEAdd-2016-09-22

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
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**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "**SAVE**" on bottom right

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*\*Indicates a required field*

<b>Proposer*</b>	Tim Hibsman	<b>Proposer Email*</b>	thibsman@iup.edu
<b>Contact Person*</b>	Tim Hibsman	<b>Contact Email*</b>	thibsman@iup.edu
<b>Proposing Department/Unit*</b>	English	<b>Contact Phone*</b>	724-357-2261

<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>Course Prefix /Number*</b>	ENGL 265
<b>Course Title*</b>	Law and Literature
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online
<b>Brief Course Outline*</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p><b>Course outline</b></p> <p>Introduction: Why English Studies and the law? (3 hours)</p> <p>--What is law?: W. H. Auden, "Law Like Love" and Howard Abadinsky, "An Introduction to Law and Justice" from <i>Law and Justice: An Introduction to the American Legal System</i></p> <p>--Law in literature, as literature, and literature: Kiernan Dolin, "Introduction to Law and Literature: Walking the Boundary with Robert Frost and the Supreme Court" from <i>A Critical Introduction to Law and Literature</i>, and The Constitution of the Unites States</p> <p>Law in literature and literature as law (4.5 hours)</p> <p>--"Poethics": Richard Weisberg, "Poethics: Toward a Literary Jurisprudence," from <i>Poethics</i></p>

--The Rights of Man v. The Bellipotent: Herman Melville, *Billy Budd*, selections from Thomas Paine's *The Rights of Man*, and The Articles of War

The Power of Narrative (6 hours)

--"Nomos and Narrative" and National Myths: Robert Cover, "Nomos and Narrative;" The Declaration of Independence; David Walker, *Appeal in Four Articles*; Abigail Adams, "Letter to John Adams;" Declaration of Sentiments; Frederick Douglass, "What to the Slave is the Fourth of July?"; Fanny Fern, "Independence Day;" and Harriet Beecher Stowe, from *Uncle Tom's Cabin*

--Narrative Analysis of the Law: Peter Brooks, "Narrative Transactions—Does the Law Need a Narratology?"; and selected cases and statutes

--Introduction to Legal Research

Sentiment and Juridical Rhetoric (7.5 hours)

--Harriet Beecher Stowe, from *A Key to Uncle Tom's Cabin*, and Jeannine Marie DeLombard, from *Slavery on Trial*

--Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written By Herself* and selected documents

Legal Fictions and Popular Opinion in Literature and Law (10.5 hours)

--Coverture: Charles Moore, "The Woman Lawyer," and selected cases from women's legal history

--Race: James Boyd White, "How Should the Law Use the Language of Race? The Legal Use of Social Labels" from *The Legal Imagination*; Herman Melville, "Benito Cereno" and contextual documents; Lydia Maria Child, "The Black Saxons;" Omi and Winant from *Racial Formation in the United States*; and/or Ian Lopez, from *White by Law*

--Separate but Equal: Charles Chesnut, *The Colonel's Dream*; *Plessy v. Ferguson*, and Brook Thomas, "An Opening Statement" from *Cross-Examinations*

Feminist Legal and Literary Theory (3 hours)

--Robin West, from *Caring for Justice*

--Susan Glaspell, *Trifles* or "A Jury of Her Peers;" documents from the *Hossack* case; and Patricia L. Bryan, "Stories in Fiction and in Fact: A Jury of Her Peers and the 1901 Murder Trial of Margaret Hossack"

Counterstorytelling and Critical Race Theory in Law and Literature (3 hours)

--Counterstorytelling: Delgado, Richard. "Storytelling for Oppositionists and Others: A Plea for Narrative;" Patricia Williams, from *The Alchemy of Race and Rights*; and Derrick Bell, from *And We Are Not Saved*

Law, Literature, and Performance (3 hours)

--Langston Hughes, *Scottsboro, Ltd.* and selected poems and essays; and Julie Stone Peters, "Legal Performance: Good and Bad"

Final Reflections and Review (1.5 hours)

--Jane Baron, "'The Rhetoric of Law and Literature: A Skeptical View'"

Culminating activity (2 hours)

**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Dr. Hibsman received his doctorate in Educational Technology and has regularly used D2L in all the courses he has taught at IUP. Prior to coming to IUP, Dr. Hibsman worked for over eight years teaching and developing online courses as part of his full-time course load for undergraduate and graduate programs using several educational website platforms (D2L, Moodle, Blackboard, and ECollege). At IUP Dr. Hibsman participated in the Designing Your First Online Course: the Basics, Plus workshop offered in December 2011 by David Porter, Online Learning Specialist from the Office of Distance and Continuing Education. Dr. Hibsman has taught multiple online courses at IUP: Engl-222 Technical Writing, Engl-202 Advanced Composition, Engl-281 Nautical Film &amp; Literature.</p>
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p>ENGL-265 Law and Literature</p> <p>Explores the historical and cultural connections between selected legal texts and themes as they relate to novels, poems, films, drama, essays, and other literary genres.</p> <p>How each course objective will be met via distance education technologies is summarized below:</p> <p>A. Recognize, describe, and discuss the similarities, differences, and relationships between legal texts and literary texts such as novels, poems, films, essays, drama, and other genres.</p> <p>Students will be introduced to multiple readings and viewings related to a variety of legal topics focusing on form, patterns, realism, expectations, genres, narrative, screen writing, mise-en-scene, cinematography, etc. Students will get reading assignments from lesson modules in D2L and participate in the discussion forums that will provide students an opportunity to practice strong analytical writing skills while clearing expressing and defending their viewpoints. In all their online postings, assignments, and projects they will have to incorporate correct grammar, punctuation, and spelling. Students will be evaluated using D2L discussion forum and short writing assignments submitted by email or to the D2L Dropbox.</p> <p>B. Employ the methods and vocabulary of interdisciplinary legal and literary analysis.</p> <p>Students will have to research and analyze diverse legal writings and using appropriate vocabulary and analytical method must provide a different group perspective (interrupting how various audiences will perceive the work) as assigned by the instructor. Students will share individual and group papers to the discussion area of D2L.</p> <p>C. Identify varied approaches to the study of law and literature and compare and contrast their assumptions, methods, and key questions.</p> <p>Students will have to determine how the literary genres present the best features and attributes of the work. Usually, students will have a choice of different genres (novels, poems, films, essays, drama, etc.) to choose from for their writing assignments. The students will have the opportunity to evaluate the imagery displayed in each genre. A comparison between different genres, authors, and contemporary issues will be presented in their Reading Journals (and possibly their case study assignments).</p> <p>D. Identify varied approaches to the study of law and literature and compare and contrast their assumptions, methods, and key questions; followed by designing and developing a case study of a legal or literary text of their choosing.</p> <p>As we proceed through the different works, students will use previous topics discussed in class to examine the discussion questions presented and to expand on their knowledge base. Every week (day) students will have to critically analyze assigned readings and films. They must submit writing assignments for every module to the Drop Box and post their results and opinions to the Discussion area.</p>

<p><b>How will the instructor-student and student-student interaction take place?*</b></p> <p><b>(if applicable)</b></p>	<p>A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all weekly modules and assignments, students will be expected to participate in threaded discussions regarding course content. Furthermore, the student will collaborate with other group members via team discussion area and then document and present their interaction and group project to the instructor in D2L. The instructor's role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students (through Skype or email) in preparing class projects that evaluate student ability to apply new concepts learned in this course. Additional teacher-student interactions will take place via e-mail, using Wimba, telephone and online office hours as needed.</p> <p>Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills.</p> <p>Student films and documentaries can be accessed through a variety of methods:</p> <ul style="list-style-type: none"> <li>• The supplemental textbook materials include, tutorials and short films used in discussions</li> <li>• Full-length films may have to access through Netflix (students must obtain an account).</li> <li>• Films can also be accessed through Youtube (some films may cost \$2.99).</li> <li>• Also most professors have DVDs that can be borrowed.</li> <li>• Professors also have the option of placing DVDs in the library Reserve area if students want to take that approach.</li> </ul>														
<p><b>How will student achievement be evaluated?</b></p>	<p><b>IV. Evaluation Methods</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Quizzes</td> <td style="text-align: right;">15%</td> </tr> </table> <p>Based on readings from text. Quizzes available on D2L. Students will be notified of quizzes every week in the Contents section of D2L.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Participation/Discussion Threads</td> <td style="text-align: right;">15%</td> </tr> </table> <p>Students will post at least four of their assignments to a group discussion. Detailed descriptions and directions for the assignment will be provided on the D2L course page. Student discussion posts will complement their assignment and provide them differing views on how to complete the assignment. They must evaluate and critically analyze other student papers. Then they must take the remarks made to their papers and revise the assignment before placing it in their portfolio. The discussion threads will be evaluated by quantity, as well as, by quality.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Reading Journal</td> <td style="text-align: right;">15%</td> </tr> </table> <p>Assignment breakdowns will be posted in the Content section of D2L with due dates and submittal location (DropBox and/or Discussion Area).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Mid-Term Presentation</td> <td style="text-align: right;">15%</td> </tr> </table> <p>Assignment breakdowns will be posted in the Content section of D2L with due dates and submittal to DropBox.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Case Studies (4)</td> <td style="text-align: right;">20%</td> </tr> </table> <p>Assignment breakdowns will be posted in the Content section of D2L with due dates and submittal location (DropBox and/or Discussion Area).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Final Exam</td> <td style="text-align: right;">20%</td> </tr> </table> <p>Extended version of the quiz format found in D2L.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Total</td> <td style="text-align: right;">100%</td> </tr> </table> <p><b>V. Grading Scale</b></p> <p>A = 90-100%   B = 80-89.9%   C = 70-79.9%   D = 60-69.9%   F &lt; 60%</p>	Quizzes	15%	Participation/Discussion Threads	15%	Reading Journal	15%	Mid-Term Presentation	15%	Case Studies (4)	20%	Final Exam	20%	Total	100%
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Reading Journal	15%														
Mid-Term Presentation	15%														
Case Studies (4)	20%														
Final Exam	20%														
Total	100%														

<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:</p> <p><i>Academic Integrity Policy</i></p> <p><i>Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:</i></p> <ul style="list-style-type: none"> <li>• <i>Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.</i></li> <li>• <i>Using unauthorized materials and resources during quizzes and tests.</i></li> <li>• <i>Possessing course examination materials without the prior knowledge of the instructor.</i></li> <li>• <i>Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators.</i></li> <li>• <i>Engaging behaviors that are disruptive or threatening to others.</i></li> <li>• <i>Using computer technology in any way other than for the purposes intended for the course.</i></li> </ul> <p><i>Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at <a href="http://www.iup.edu/registrar/catalog/">http://www.iup.edu/registrar/catalog/</a>.</i></p> <p>Papers can be submitted to <a href="https://www.turnitin.com">Turnitin.com</a> for evaluation by the professor to avoid any plagiarism.</p> <p>Introductory Writing Assignment—At the onset of the course, students will be required to introduce themselves, tell what discipline they are studying, what they know about film analysis, why they chose this course, and what courses, if any, they have taken online. If desired, students may also include a photograph in their discussion posts by using the attachment feature. This informal assignment will be used as a baseline writing sample to which to compare student written work through the remainder of the course for the purposes of detecting potential plagiarism and academic dishonesty.</p>
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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>