

Calumet College



of Saint Joseph

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

## COURSE SYLLABUS, Fall 2018

### EWPC 496X/CRIJ 496X: Law and Literature/Crime Novel

#### Instructor Information:

<b>Instructor Name</b>	Richard Morrisroe
<b>Office Number:</b>	Room 206
<b>Phone Number:</b>	(219) 398-3834
<b>Email:</b>	rmorrisroe@ccsj.edu
<b>Office Hours:</b>	3:00 p.m. to 3:25 p.m., and by appointment
<b>Instructor Background:</b>	MA, Urban Studies, Loyola U. of Chicago (1973) JD, Northwestern U. School of Law (1978) DMin, Catholic Theological Union (1998) City Planner, East Chicago (1973-1985; 2005-2014) Senior Attorney, Chicago Transit Authority (1986-2005) Assistant City Attorney/Planning Consultant (2015-2018) Adjunct Faculty, Indiana Univ. Northwest, Sociology (1972-1982) Adjunct Faculty, Calumet College of St. Joseph, Theology (1983-2016)

#### Course Information:

<b>Course Time:</b>	Tuesdays, 3:30 p.m. to 6:30 p.m.
<b>Classroom:</b>	Room 206
<b>Required Books and Materials:</b>	<i>Sound and Sense: A Text on Law and Literature</i> by Jerry J. Phillips and Judy M. Cornett. St. Paul, MN: Thomson-West, 2004.
<b>Learning Outcomes/ Competencies:</b>	In this course students will <ol style="list-style-type: none"><li>1. Understand the variety of legal themes explored by writers in diverse literary forms, including speeches, essays, fiction, plays, and poems.</li><li>2. Analyze the ways in which different authors and genres use literary techniques to explore legal</li></ol>

themes and ideas, especially guilt and innocence.

3. Analyze the rhetorical strategies common to both law and literature—rational argument, emotional appeals, historical precedents—that are used to make persuasive cases and apply these rhetorical strategies in the course essays;
4. Synthesize their analyses of through comparing language used by different authors;
5. Students will appreciate the multifarious ways that literature takes up legal themes and the way legal writings use literary strategies.

This course helps meet the following **EWPC Program Objectives:**

1. Know the principal authors, works, genres, periods, movements, and terms in the Western literary and professional communication traditions.
2. Understand the history and structure of the English language and the role it plays in contemporary culture.
3. Apply their knowledge of rhetoric and grammar to creating and editing a variety of literary, to journalistic, and business texts.
4. Analyze a variety of complex nonfiction, literary and professional communications on both global-structural and local-sentence levels
5. Synthesize their knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.

**Course Description:**

This course explores a wide-ranging set of topics at the intersection of law and literature. Students will read, discuss, and analyze a variety of legal speeches and trial transcripts in conjunction with literary essays, stories, plays, and poems. The course will test the thesis that study of literary conventions and style can strengthen legal writing and reasoning and vice versa, that the understanding of legal writing can deepen our appreciation of literature.

**Learning Strategies:**

In this class, I use a variety of teaching methods and learning strategies, including

- traditional instruction (i.e. lecture)
- close reading and analysis of particular texts
- class discussion and argument
- student writing and presentations.

**Assessments**

The student's final grade will be determined by their performance in **three main areas**:

<b>1. Course Essays</b>	<b>40%</b>
<b>2. Quizzes</b>	<b>30%</b>
<b>3. Presentation</b>	<b>10%</b>
<b>4. Class Participation</b>	<b><u>20%</u></b>
<b>Total</b>	<b>100%</b>

**1. Course Essays** (4 @ 3-4 pages each; 40%). Each of your course essays must be based on a major work in each of the four rhetorical categories: speeches, essays, stories, and plays. The essays are based on discussion questions at the end of each unit. See instructor before fixing on a topic.

**2. Quizzes** (3 @ 10% each; 30%). The quizzes occur at the end of each unit. They cover each of our major units, but they are not cumulative.

**3. Discussion Presentation** (10%). The class presentations are done on a topic of the student's choice. They may be based on one of the class essay, but they cannot be a simple reading the essay; they must be adapted into an engaging oral presentation.

**4. Class Participation** (20%). The class participation grade is based on the quality of student questions and observations during lectures and class discussions. Your in-class participation must display your close reading and understanding of the law and literature materials studied each week.

**Grading Scale:**

100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

**Course Schedule: Fall 2018**

Aug. 28      **SPEECHES**  
 pp. 1-56      *Closing Argument of Clarence Darrow in the case of People v. Henry Sweet*  
*Darrow, Address to the Prisoners in the Cook County Jail;*  
*Shakespeare, excerpt from Julius Caesar*

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Sept. 4      pp. 66-96      Gunther, excerpt from *Learned Hand: The Man and the Judge*;  
*Hand, The Spirit of Liberty*;  
 Lincoln, *Address at Cooper Institute*;  
 Lincoln, *The Gettysburg Address*;  
 Lincoln, *Second Inaugural Address*

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Sept. 11      pp. 96-109      King, *The Drum Major Instinct* and *I Have a Dream*

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Sept. 18      Essay #1 Due  
 pp. 113-33      Truth, *Ain't I a Woman*;

Stanton, *The Male Element*;  
Wilde, *Testimony in the Trial of the Marquess of Queensberry for Libel*;

**ESSAYS AND OTHER TRIALS**

173-96 Excerpt from *Ecclesiastes*;  
Excerpt from *The Book of Job*

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Sept. 25 Quiz #1  
pp. 196-97 Donne, *XVII. Meditation*;  
204-15 Gao, *The Case for Literature*;  
224-27 Woolf, *The Death of the Moth*  
227-37 Swift, *An Argument Against Abolishing Christianity*;  
394-400 Jokes; Twain, *The Celebrated Jumping Frog of Calaveras County*  
*Intervening, Superseding Cause*;  
*Man Threw Dog from Balcony*

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Oct. 2 Presentation #1  
pp. 237-64 *Texas v. Johnson*;  
*Holy Trinity Church v. United States*  
**STORIES**  
276-96 Henry, *The Furnished Room*  
Poe, *The Purloined Letter*

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Oct. 9 Presentation #2  
pp. 296-315 Glaspell, *A Jury of Her Peers*;  
315-44 Melville, *Bartleby the Scrivener*

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Oct. 16 Presentation #3  
pp. 344-72 Kafka, excerpt from *The Trial*;  
O'Brien, excerpt from *The Third Policeman*;  
372-79 Morrison, excerpt from *Sula*;  
384-90 Dickens, *Bleak House* chapter 1

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Oct. 23 Presentation #4  
Essay #2 Due  
pp. 400-05 Parables from the New Testament  
405-37 Old Testament Stories

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Oct. 30 Presentation #5  
**PLAYS**  
Quiz #2  
pp. 539-99 Shaw, *Pygmalion*;  
438-49 Lally, *Rush*;  
449-73 Euripides, *Alcestis*

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Nov. 6 Presentation #6

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pp. 473-539 Shakespeare, *Measure for Measure*

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Nov. 13 Presentation #7

**POEMS**

pp. 222-24 Jarrell, *The Obscurity of the Poet*;  
629 Introduction;  
706-14 Excerpts from Shelly, *A Defence of Poetry*;  
718 MacLeish, *Ars Poetica*

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Nov. 20 Presentation #8

pp. 630-34 Poems (Humor)  
634-39 Poems (Aging and Death)  
650-52 Poems (excerpts from Desolation)

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Nov. 27 Presentation #9

Essay #3 Due

pp. 679-88 Poems (*The Raven*, Fate, Eternity, Cataclysm)  
696-97 *Hope I and II*, Sonnet 18

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Dec. 4

pp. 704-05 1 *Corinthians* 13  
717 Yeats, *Words*  
721-23 Wordsworth poems  
733-34 Psalm 139  
738 Yeats, *He Wishes for the Cloths of Heaven*  
740-41 Hopkins poems  
745-46 Donne, Dickenson, Milton, Blake poems  
750-54 Poems (Youth)  
756 Yeats, *The Cat and the Moon*  
759-60 Two Japanese Haiku  
*Awiakta, An Indian Walks in Me*

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Dec. 11 Quiz #3

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**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work when due. Late work loses 5% of value per each week late.

<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
<b>Participating in Class</b>	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <b>essential</b> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be

	delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . <b>All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b>
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Through a partnership with <b>Crown Counseling</b> , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b> , at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a> .
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .

