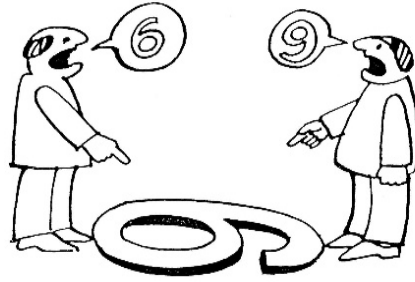


**EMPATHY, CRIME,
AND JUSTICE
(CRLS/SOWJ/INPS 4180)**



Date and time TBD

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office hrs: TBD
(or by appointment)
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Course description and objectives

The course adopts a social justice approach to the study of empathy in thinking about crime and justice. We aim to understand, critically assess, directly experience, and self-reflectively cultivate various modes of empathic knowing, specifically as these relate to criminal defendants, victims of crime, and various actors in the criminal justice system. How can we cultivate empathy to access worldviews and subjective experiences that we do not know, and that we may even resist wanting to know? What are empathy's strengths and limitations as a mode of exploration? What place does empathy have—and what place should it have—in making sense of lawbreaking and its repercussions? And how to responsibly engage in empathic outreach and apply the fruits of empathic discovery in the pursuit of justice?

This course will be conducted in a workshop format, with hands-on activities (simulations, interviews, perception exercises) for self-reflective application of techniques and concepts from the reading material. Through these exercises, we will explore how empathy can be a form of inquiry, leading to fuller, more accurate, and more nuanced empirical foundations for the determination of just outcomes and practices in the prevention and administrative processing of crime. But while striving to articulate the possibilities of empathy, we also consider theoretical critiques that warn of its risks and limits.

To these ends, this course has three broad goals:

1. to establish a critical understanding of empathy as a theoretical concept (psychological, neuro-biological, clinical, philosophical, historical, literary);
2. to generate opportunities for critical assessment of and self-reflection on empathy through acts of experiencing (reading, writing, witnessing); and
3. to explore how empathic approaches to empirical understanding figure into larger advocacy, academic, and criminal justice movements.

This course was developed with generous support from the Marquette University Office of Institutional Center Diversity and Inclusion, and the Marquette University Center for Peacemaking.

Course readings

The following books are required for the course:

- *The Science of Evil: On Empathy and the Origins of Cruelty*, Simon Baron-Cohen
- *Visiting Hours*, Amy Butcher
- *Between the World and Me*, Ta-Nehisi Coates
- *Stitches: A Memoir* by David Small
- *The Little Book of Restorative Justice* by Howard Zehr

All other readings will be made available through the course D2L website.

All reading assignments are to be completed prior to class. I strongly encourage you to take your time and enjoy them!

Grading and evaluation

Your grade in this course is based on the following.

Reading reflections (60%)

In accordance with the schedule below, please write and submit reading reflections of at least two pages (double-spaced, 12-point Times New Roman font, with one-inch margins all around). Reflections will be graded based on your understanding and level of engagement with the material. I especially encourage you to take some time to step away from the readings for a while after you read them, letting your thoughts and impressions mature. Show how insights from the readings help you to better understand your own empathic engagements, explicitly relating them to concepts of empathy. Feel free to relate the material to experiences and concerns that are important to you.

Because reading reflections are generally due every other week, you may write about any of the class material since the due date of the last reading reflection.

However, I do not expect (and would even discourage) attempts to cover the full breadth of the readings. Instead of mere summaries, I am interested in more focused, penetrating treatments that really show some depth of thoughtful analysis about some aspect of the material.

I also encourage you to attempt at least one “skin climbing exercise” as a reading reflection. In Harper Lee’s *To Kill a Mockingbird*, the protagonist, Atticus Finch, said, “You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it.” The skin climbing exercise involves choosing some experience of an author or character from the readings, and writing a first-person narrative that describes what you speculate he/she is thinking and feeling from his/her point of view.

Please print out a hard copy of your reflections. You may submit them to me either during class or drop them off in my mailbox in the Social and Cultural Sciences office (Lalumiere 340) by **date and time TBD** on the week they are due. Submissions received after this time will not be accepted for credit. Reading reflections are due the following weeks:

- Week 2
- Week 4
- Week 7
- Week 10
- Week 13

Paper assignment (40%)

Details of the assignment will be discussed later in the semester. The paper is to be submitted through the Dropbox feature on D2L by the start of the scheduled final exam period. There is no make-up opportunity for the writing assignment.

The grading scale for the course is as follows:

<i>Percentage</i>	<i>Letter Grade</i>
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+

60-66.9	D
below 60	F

Desire 2 Learn (D2L)

You're responsible for keeping up-to-date on material posted on the course D2L website (accessible via <https://d2l.mu.edu/>). All readings not in the course text are posted on D2L. Those new to D2L can find training courses on the website.

Email

During the course of the semester, I may need to email your University accounts to convey important information about things like lecture cancellations, changes in course material, or additional information about assignments. You're responsible for maintaining and checking an active University email account.

If you send me an e-mail, please be sure the subject title is as follows: "CRLS/SOWJ/INPS 4180, *YOUR LAST NAME*, *YOUR FIRST NAME*." Emails without this title will be promptly deleted.

Email is not to be used to address issues about grading. It's also not to be used for questions, comments, or conversations about lecture material or readings. Such emails will be promptly deleted. The appropriate way to communicate with me about these matters is face-to-face, either during office hours or before/after course lectures.

Finally, emails asking questions that are already answered in this syllabus or during lecture will be promptly deleted.

Ott Memorial Writing Center

The Ott Memorial Writing Center offers free one-on-one consultations for all writers, working on any project, at any stage of the writing process. Marquette's writing center is a place for all writers who care about their writing, because every writer can benefit from conversation with an interested, knowledgeable peer. Writing center tutors can help you brainstorm ideas, revise a rough draft, or fine-tune a final draft. You can schedule a 30- or 60-minute appointment in advance (288-5542 or www.marquette.edu/writing-center), but walk-ins (in 240 Raynor or our other satellite locations) are also welcome. The Ott Memorial Writing Center also offers free workshops and hosts writing retreats.

Disability

During the first week of class, students with disabilities who need accommodation should:

- (1) register with and provide documentation to the Office of Disability Services; and
- (2) bring a letter to the instructor indicating the need for and type of accommodation.





See <http://www.marquette.edu/oses/disabilityservices/> for more information.

Course schedule




INTRODUCTIONS

- WEEK 1
-  “The Bad Things You Did” by Cheryl Strayed
 -  “A Short History of Empathy” by Susan Lanzoni






EMPATHY AS INTERACTION?


- WEEK 2
-  “Empathic: An Unappreciated Way of Being” by Carl Rogers
 -  “Accurate Empathic Understanding” by Carl Rogers
 -  “Active Listening” by Carl Rogers and Richard Farson
- WEEK 3
-  *Stitches: A Memoir* by David Small

THE PHYSIOLOGY OF CONNECTION

- WEEK 4
-  *The Science of Evil* by Simon Baron-Cohen, chapters 1 – 4
- WEEK 5
-  *Between the World and Me* by Ta-Nehisi Coates, part I
- WEEK 6
-  *Between the World and Me* by Ta-Nehisi Coates, parts II – III





EMPATHY, SYMPATHY, COMPASSION

- WEEK 7
-  “What is Clinical Empathy?” by Jodi Halpern
 -  “Depression, Part 2” by Hyperbole and a Half
- WEEK 8
-  “The Empathy Exams” by Leslie Jamison
 -  “When Compassion Becomes Dissent” by David James Duncan
 -  Emotional vocabulary 1 & 2
- WEEK 9
- SPRING BREAK, NO CLASS




WEEK 10  *Visiting Hours* by Amy Butcher

CRITICAL PERSPECTIVES

WEEK 11  “The Rapist Says He’s Sorry” by Tom Junod


WEEK 12  “Against Empathy” by Paul Bloom
 “Response to Bloom” by Simon Baron-Cohen
 “Response to Bloom” by Leslie Jamison
 “Reply” by Paul Bloom


CONTRACTIONS AND EXPANSIONS

WEEK 13  *I and Thou* by Martin Buber, pages 3-15
 “On Forgiving” by Leslie Jill Patterson
 “Joy” by Zadie Smith
→ talk about papers

WEEK 14  FILM IN CLASS: *Kids for Cash*

EMPATHIC FUTURES

WEEK 15  *The Little Book of Restorative Justice* by Howard Zehr

WEEK 16  “This is Water” (commencement speech) by David Foster Wallace
→ talk about papers

TBD

 **WRITING ASSIGNMENT DUE**