

**THE UNIVERSITY OF TEXAS AT
EL PASO
COLLEGE OF LIBERAL ARTS
DEPARTMENT OF CRIMINAL JUSTICE**

A Welcome Note from Your Professor

I have been expecting you. And now that you are here, my goal is to add value to your understanding and appreciation of the criminal justice system: the police, the courts, and corrections. Each of you will have a unique experience of achieving cognitive levels of learning as you remember, understand, apply, analyze, evaluate, and create what you learn. Read below to see how to commence this class and what you will be doing throughout the course of this class.

Course Title and #: CRIJ 4303. Crime, Criminal Justice & Film. (CD)

Using film as a medium for culture, students (hereafter learners) will develop a comprehensive understanding of how cultural norms, values, goals and beliefs pertaining to crime and the criminal justice system are important to the scholarly study of law-making, law-breaking and law-enforcement (i.e., criminology). Films, including documentaries, represent an ideal medium to consider popular as well as scholarly understandings of the causes of crime and the operation of the criminal justice system and how these understandings have changed over time and vary across cultures.

NOTE: This class will be delivered in a hybrid format. **Face -to-face (F2F)** meetings with strict adherence to COVID-19 room and seating capacity will be held on the following dates: 10/20/2020, 10/27/2020, 11/3/2020, 11/10/2020, 11/17/2020, and 11/24/2020 once per week on Tuesday from 3:00 pm – 5:50 pm at Education Building (EDUC) Room 114. Social distancing and face covering will be observed. The class will be delivered on **Black Board Collaborate Ultra via Web Lectures** on Tuesday from 3:00 pm – 5:50 pm on the following dates: 08/25/2020, 09/01/2020, 09/08/2020, 09/15/2020, 09/22/2020, 09/29/2020, 10/06/2020, 10/13/2020, and 12/01/2020 on Tuesday during same said hours. This class will be divided into two groups in order to adhere to strict social distance capacity of the classroom. Faculty and learners will adhere to UTEP Guidance on Wearing Face Masks and Social Distancing while on the UTEP Campus: [file:///C:/Users/User/Downloads/3a.-Faculty-Statement-on-Face-Masks.-Long-Draft%20\(1\).pdf](file:///C:/Users/User/Downloads/3a.-Faculty-Statement-on-Face-Masks.-Long-Draft%20(1).pdf). This teaching methodology is subject to change as deemed needed and appropriate by the Professor. This Professor has the right to make changes to the course syllabus.*

Course Information/Description: This course focuses on utilizing film (and occasionally, pertinent police and court room drama television series) to communicate ideas about crime, victimization, and the criminal justice system; examining how perpetrators and victims are depicted in movies; examining portrayals of crime and criminal law; and,

examining how realistically the criminal justice system and its principal agents (police, attorneys, judges, and correctional officers) are portrayed in films.

This course examines theories and themes of criminology through the lens of this popular culture. The course examines how current themes in crime films both reflect and shape our views of crime in society and how theories and current trends in criminology and criminal justice studies manifest themselves on film. The goals of this course are to provide learners with an understanding how crime films contribute to and reflect our ideas of crime and justice, good and evil, and identifying the nature of the attraction of crime films. This course aims to have learners use their understanding and knowledge of crime and the criminal justice system to critically think, analyze, and apply the ideas and concepts about crime presented in films.

Class Caveat: Learners are warned that films and/or video film clips in and outside the classroom contain graphic depictions of violence, profanity, nudity, and sexual behavior. Any given movie may have realistic and disturbing portrayals of murder, mayhem, torture, rape, and other acts of extreme or brutal violence. Documentaries may contain images of actual dead and tortured bodies as well as accounts of severe and excessive violence. Learners who do not wish to be exposed to such scenes should reconsider taking this class.

Course CRN: 15667

Term: FALL 2020

Course Meeting Time: Tuesday 3:00 pm – 5:50 pm

Location: EDUC 114

Instructor: Luis A. Arias, BA, JD

Office Location: EDUC 111

Contact Info: Phone # 915.747.7943
Larias2@utep.edu
Fax # 915.747.5751
Emergency Contact 915.218.8103

Course Communication: How we will stay in contact with each other:

Because this is an online/hybrid class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

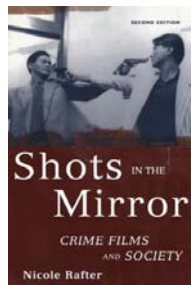
- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate Ultra Virtual Office Hours during the following

times:

- 9:00 am – 11:00 am and 1:00 - 6:00 pm Friday and via MS Teams, by appointment and UTEP webmail. Note: these are Virtual/Online Office Hours.
- **Email:** UTEP e-mail is the **best** way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP learners account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other learners may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other learners' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any Updates, deadlines, or other important messages.



Textbook(s), Materials: Required: Rafter, Nicole. 2006. *Shots in the Mirror: Crime Films and Society* (2nd ed.). New York: Oxford University Press. ISBN 10:0195175069; ISBN-13:978-0195175066. Outside readings as assigned by the instructor, see infra.



Additional required purchases: Because certain films are not available through UTEP, learners will be required to obtain access to them on their own. These films may be available for free at a local library, purchased or rented from a vendor (such as Amazon.com) as a DVD or streamed, or located through whatever appropriate and legal means can be found. These films will be specified in the Course Calendar.

Course Objectives/Learning Outcomes: This class will critically analyze the depictions of crime and the criminal justice system in films. Crime films reflect society's impressions about social, economic, political, and philosophical issues and, in turn, shape the way we think about these issues. The point of this course is to examine how film represents, distorts, and/or filters crime and justice issues. This class will have the critically-thinking learner look at films in a different manner. Learners will be provided with a structure for viewing the film. That is, learners will be asked to reflect, analyze, discuss, and answer questions.

After the course, the learner will be able to:

1. Have the skills to analytically view crime films and recognize the construction of crime and justice (e.g., police, attorneys, judges, courts, corrections, and prisons) within such films.
2. Identify and analyze film issues as they relate to crime, criminal behavior, the law and sentencing, the criminal justice system, law enforcement, courts, and corrections.
3. Analyze films depicting aspects of the criminal justice system and separate entertainment value from realistic portrayals of the principal aspects and agents of the criminal justice system. The class will have an opportunity to examine and discuss factual case studies and provide analyses).
4. Understand the basic theoretical perspectives on crime and relate these perspectives to film portrayals of the causes of crime.
5. Understand the contemporary and historical issues regarding the criminal justice system.
6. Demonstrate an understanding concerning the impact that film has on society's perceptions of the criminal justice system and how these perceptions can impact criminal justice policy and law.
7. Analyze and evaluate the media portrayal of the criminal justice system.

Course Activities/Assignments: Course activities and assignments will derive from textbook chapter and outside readings, group discussions, oral presentations with PowerPoint, and analytical papers as required by the Professor. Reading assignments are to be completed prior to class meetings (see course calendar). Learners are expected to be familiar with the readings to apply the material to class discussions as well as to respond to written and oral questions based on the readings.

Assessment of Course Objectives: Learners will be required to read course materials assigned by the Professor and complete all individual and group activities as assigned. The course will be presented per the chapters as delineated in the required textbook and outside readings, *supra*. Upon completion of the chapters and outside readings, lectures, and discussions thereof, the learner will be able to complete the objectives with a thorough comprehension, explanation, discussion and application thereof. The learners will be administered objective and/or subjective examinations during the class to assess the learners' understanding of the subject matter/course material.

1. Learners will be administered seven written tests to measure their understanding of the course content. The examinations will be administered and proportionally spaced out throughout the semester. Examinations will be graded based on class lectures, group discussions, assigned readings from the textbook(s), and/or outside readings. Written objective and/or subjective (essay) tests are valued at 100 points each. Blue Books are required for essay tests, and a Scranton is required for each objective test. It is the learners' responsibility to purchase both items.
2. Learners will be administered quizzes on a weekly class-time basis on homework movies assigned to the class.
3. Learners will be assigned and work in groups of four and present, in a professionally dressed manner, a 15 - 20 minutes Power Point presentation which will be graded. Each member of the team will be graded solely based on a group grade. Each learner from the group is expected to contribute his/her portion of the presentation. See infra and Blackboard for more information on the format and evaluation criteria of the presentation.
4. Finally, each group will work on and submit a two-page reaction and analysis essay, due at a time designated by the professor. The instructor will provide report requirements during the class. Deductions will be made for each error: not following directions, proofreading, formatting, typographical problems including incorrect text, etc., see infra. The essay should read as if written and authored by one writer with all members of the group contributing to the report. This reaction and analysis essay will also be graded. A numeric grade will be earned by each member of the group. More details are provided below.
5. Any learner who has an "A" average going into the final examination will not be required to sit for the final examination and will receive an "A" for the course.
6. Any extra credit assignments are at the instructor's discretion.

Hybrid Class General Statement: This course, while customarily taught F2F, will be taught as a hybrid class this semester. "Hybrid" courses are a blend of traditional F2F and online learning activities and/or lecture attendance via distance learning in a rotating format. The format that we will utilize in this class is **Flipped Classroom, with low**

density interaction Hybrid. In this model, the majority of course content and most examinations and assignments would be online. Learners would come to campus in small groups for the interactive opportunities and hands-on activities. This would require careful planning to assure all learners would have the opportunity to engage in the required activities. For this F2F/Hybrid class, attendance will NOT be a part of the grade - so that sick persons are not obligated to come to class—rather they are obligated to act responsibly and stay home. Learners will be required to attend remotely all web lectures as assigned, however. Note: F2F/hybrid classes will only meet virtually/remotely after Thanksgiving. The purpose of doing the hybrid course for the Fall 2020 is to reduce the number of learners on campus so that the campus can remain open in a safe way. **It is required/recommended that learners KEEP THEIR ORIGINAL COMMITMENT TO CLASS TIME OPEN (do NOT assume that you can schedule yourself at a job) just in case the hybrid method must change or the faculty member must alter the day of the week that individuals come to campus vs. attend off-campus.** This teaching methodology may be subject to change by the faculty member based on fluctuations in class enrollment, class participation, and/or compliance with UTEP's policies as the administration continuously monitors COVID-19 cases in El Paso and on campus. Notification of changes in hybrid teaching methodologies will be made in writing on Blackboard Announcements.

Blackboard Collaborate Sessions: This class requires that you participate in scheduled Blackboard Collaborate Web Lecture sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These Web Lecture sessions for the entire class will be held every Tuesday during the hours of 3:00 pm - 5:50 am or as directed by the faculty member.

Learners are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Learners should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate.

Technology Requirements: Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check

that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk at 747-4357 as they are trained specifically in assisting with technological needs of learners. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!](#)
Note: In the Center for Instructional Design (CID) website, learners can find the [Blackboard Student Orientation](#). **The purpose of this orientation is to help learners navigate a course in Blackboard.**

Netiquette: the correct or acceptable way of communicating on the Internet

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.

Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If learners wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Criteria for PowerPoint Presentation: The group Power Point presentation is an activity that is both a learning and teaching methodology which exemplifies and achieves the highest level of learner learning: teaching others. The Power Point presentations will be in the following format and respond to the identified criteria heretofore.

- ✓ Title Page:
 - Film Title
 - Film Release Date
 - Director
 - "Catchy" Title Page; Image
- ✓ One slide for a minimum of five of eight criteria, [infra](#)
- ✓ Criminal Justice concepts manifested in the crime film
- ✓ Embedded video accentuating/representing key points of film/book (chapter readings)
- ✓ Question page

- ✓ Every group member presents @ least one slide
- ✓ Evaluation by learners using evaluation form
- ✓ Evaluated and graded as group presentation grade

Criteria to be utilized for the Power Point Presentation:

- ✓ What are the strengths and weaknesses of the film as they relate to the field of criminal justice?
- ✓ How does the film reflect or possibly influence society and/or does society influence the film?
- ✓ What specific crimes are presented or implied in the film?
- ✓ What characters do you or do you not identify with and why?
- ✓ What types of social control system are presented or implied?
- ✓ What does the film say about gender, race/ethnicity, and social inequalities?
- ✓ Are any criminal justice myths validated or challenged?
- ✓ What does the film teach us about the Criminal Justice system?

Grading Criteria for PowerPoint Presentation:

- ✓ *Relaxation:* Presenters appeared relaxed and in control. Body language and voice communicated a sense of confidence.
- ✓ *Delivery:* The delivery approach was organized and easy to follow. The presentation was clear and targeted. The presenters' voice was clear and sufficiently loud.
- ✓ *Eye Contact:* The presenters maintained eye contact with all members of the audience. I felt that the presenter was frequently speaking directly to me.
- ✓ *Visuals:* The presenters included sufficient and appropriate visual materials to help me understand the content. Visuals were to the point, easy to see, and helped clarify the material presented.
- ✓ *Overall Presentation:* The presenters provided a clear and crisp presentation covering the required format/criterion as delineated in the class syllabus.

Reaction and Analysis Essay: Each group will be responsible for completing a reaction and analysis essay. Each essay will be graded and given a numeric grade by the Professor worth 100 points. These writing assignments are intended to require you to engage in critical thinking and logical reasoning as well as to further assist you in developing your written communication skills.

During the course, we will watch approximately thirteen movies – the dates for viewing these films are in the course calendar syllabus, see infra. These films were chosen to show how particular aspects of the criminal justice system are portrayed in film, including prisons, police, crime causation, and aspects of the court system.

Each critical analysis essay should include two parts – Reaction and Analysis

Reaction:

A reaction essay is as its name proposes—a paper explaining *your group member's* (hereafter “you” or “your”) reaction to a film. This type of paper requires the learner to think carefully about what he/she feels or thinks about a film. The learner needs to question his/her knowledge and beliefs. While you are watching the film, think about the following questions:

- How do you feel or think about what you are watching?
- What do you agree or disagree with?
- Can you identify with the movie or characters in the movie?
- What is your assessment of the situation in general?
- What did you find significant, educational or uncharacteristic about the film?

Analysis:

The second part of your essay should include a critical analysis of the film, in terms of how well the film portrayed the criminal justice system, criminals, victims, or criminology. While you are watching the films, think about the following questions:

- In what ways does the film accurately portray the aspect of criminal justice it depicts?
- In what ways does the film fall short of recreating the aspect of criminal justice it depicts?
- If you did not know anything about the criminal justice system, how would this film (good or bad) affect your perceptions about the criminal justice system, criminal justice practitioners, crime victims, or criminology?

Reaction and Analysis papers must meet the following criteria:

- Two (2) pages in length; utilize the BLOT, BLUF style writing
- Active voice and past tense
- Double-spaced, 12-point font, Times New Roman
- Must be produced in Microsoft Word (.doc or .docx format)
- No cover page – header should include the following: the group members' names, course title and number, and film's title, director, and date of release. Throughout the paper, the film's title should be italicized or underlined (be consistent)
- Proofread carefully the following: grammar, spelling, mechanics, citations, etc. This will be part of your grade
- Since a reaction/analysis paper describes your reaction to a film, it is appropriate to use third person (we) occasionally. But remember that the paper is primarily about the film, not about the writer(s).
- Avoid summarizing the plot. Any movie watcher can get the plot from viewing the movie. There is no “value added” in the paper when the essay merely

summarizes the plot, and the paper will offer little to a reader if it mainly retells the story. Therefore, DO NOT retell the story.

Suggested techniques that can help you avoid retelling the story.

- Choose a narrow thesis, focusing on a single scene, for example, or perhaps on a secondary character(s). If you focus on a central theme or major characters, you're more likely to follow them through the whole film and tell the whole story again.
- Be cognizant of and utilize thoughtful topic sentences in your paragraphs—make sure that each paragraph has a point to make, supported by relevant details or evidence supporting your point and that it is not just advancing the plot.
- A more mechanical approach is to arbitrarily limit your plot summary to a single short paragraph.
- Assume that your reader has already seen the film, which in the case of this class, the reader/audience will have seen the film; therefore, you do not want to waste the reader's time with what he/she already knows.
- Tell your reader something he/she does not already know.

Grading Criteria for Reaction and Analysis Essays:

- ✓ Is there an explicit thesis statement that controls the direction of the paper and narrows the scope of the ideas presented in it?
- ✓ Does the paper have a strong introduction that invites the reader to further reading?
- ✓ Are the ideas explored adequately within the limits established by the thesis statement?
- ✓ Are the ideas presented in a logical and intelligible sequence that makes sense?
- ✓ Is there a definite conclusion drawing the ideas together leaving the reader satisfied?
- ✓ Does the paper avoid a disproportionate plot summary?
- ✓ Does the paper offer appropriate details or enough examples drawn from the film to clarify major points and make them compelling?
- ✓ Is the paper's language accurate and effective making ideas clear?
- ✓ Are the sentences clear and direct? Recommend use active voice, past tense.
- ✓ Is the paper void of major grammatical errors (such as sentence fragments, comma splices, run-on sentences, subject-verb agreement errors, verb form errors, and syntax?)

- ✓ Does the format of the paper match the instructions for the assignment (proper heading; double spacing; italicize film titles; inclusion of movie's release date and director; reaction and critique?)

Writing Center: The University Writing Center (UWC) is in the Library, Room 227. It is a suitable place to receive help with editing your written papers and with APA style assistance. The UWC is open Monday – Thursday 9:00 am – 5:00 pm, Friday 9:00 am 2:00 pm, and Sundays 12:00 – 5:00 pm. Appointments are recommended before the deadline, but the UWC will take walk-ins. The UWC telephone number and email address are 747-5112 and uwc@utep.edu.

Grading Policy: All grading is at the professor's discretion and based on traditional academic guidelines:

90- Above - A
80- 89 - B
70-79 - C
60 - 69 - D
59 – Below- F

- All class assignments are due when scheduled
- Late submissions will result in grade reduction.
 - All written assignments must be submitted in APA format and/or as directed by the Professor without exception.
- Any approved rewrites must be accompanied with the original document.
- There will be seven to eight class examinations, see supra, and weekly quizzes.
- Learners will be tested over all assigned textbook (s) reading assignments, outside reading assignments, class lectures, films, and/or group assignments.
- All examinations must be taken on the date and time scheduled. There are no make-up examinations, and the learner will receive a score of “0” for any missed examinations.

Attendance and Participation Policy: Class (either F2F or Blackboard Collaborate Ultra Web Lectures) and examination attendance is mandatory. Learners are expected to be in class and be on time. Learners who miss class are responsible for contacting fellow classmates to obtain notes. I will not allow learners to borrow my notes, and I do not give an encore performance of my lectures. This also goes for learners arriving late to class or leaving early. Note: I may or may not post my PowerPoints on Blackboard.

Drop Policy: The course drop policy for this course is the same as the official policy for the University of Texas at El Paso. The policy is set out in the University catalog. The instructor also has discretion in this matter and has the right to drop a learner from the course if the learner has excessive unexcused absences or is continuously late to class. A learner will not be allowed more than three (3) unexcused absences during the semester.

If a learner accumulates more than three (3) unexcused absences, the instructor has the right to drop the learner from the course. Please refer to UTEP Drop Policy: http://engineering.utep.edu/plaza/AcademicForms/Course_Drop_Form_aftercensusday.pdf; and http://utepconnect.utep.edu/images/docs/accepted_students/learning_online/Know_University_Policy.pdf.

If unforeseen circumstances happen where a drop is necessary, *learners* are responsible for initiating any course drop. It is the learner's responsibility to determine how dropping courses may affect financial aid. **Learners are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- a) Learners who drop a course within the first 2 weeks *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit. **Note:** The Census date is September 9, 2020.
- b) Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6-drop limit. **Note:** The course stop deadline is October 30, 2020.
- c) If the course is dropped *after the "course drop date"* or if the learner just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6-drop limit.
- d) UTEP also allows instructors to administratively drop any learner because of excessive absences, lack of effort, or disciplinary reasons. In this case, the learner will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a learner is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6-drop limit.
- e) If circumstances occur where a learner must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., learner medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a learner withdraws completely from all classes, kindly notify Professor Arias at: larias2@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6-drop limit.

Academic/Scholastic Integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another learner, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone

intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP learner is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline. Reference UTEP's policy cited in <http://academics.utep.edu/Default.aspx?tabid=23785>

The Professor takes cases of alleged academic dishonesty seriously. For learners who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

Violations will be referred to the Dean of Students Office for possible disciplinary action. For learners who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or examination in question, a failing grade in the course, suspension, or dismissal from the University.

Civility Statement: The Professor will endeavor to provide a classroom environment appropriate for academic knowledge, discourse, and debate. For this to occur, each learner must be prepared with all the reading assignments and participate actively in class. We will respect what others say and avoid insults, interruptions and disrespect. We will avoid becoming politically charged when discussing sensitive topics.

Cell Phones will be turned off or set to vibrate during class. As a matter of courtesy and classroom policy, learners must leave the classroom when accepting incoming calls.

Laptop and recording devices are permitted in classroom to facilitate note taking. No other computer use is approved during class time, to include, emailing and game playing. Using a laptop in the classroom is a privilege, which can be revoked by the instructor.
The use of cell and smart phones, smart watches, and laptops is NOT permitted during examinations. Learners will not be allowed to leave the classroom during examinations.

Diversity Statement: We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! To get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Student Resources: UTEP provides a variety of learner services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled learners.
- [Help Desk](#): Learners experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated learners to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and learners themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Disability Statement: If a learner has or suspects he/she has a disability and needs an accommodation, he/she should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. The learner is responsible for presenting to the instructor any DSS accommodation letters and instructions.

Accommodations Policy: The University is committed to providing reasonable accommodations and auxiliary services to learners, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Learners requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations: Learners are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Learners who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center](#)

[for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

COVID-19 Precautions: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Learners are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Learners who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Military Statement: If you are a military learner possibly being called to military service and/or training during the semester, contact Professor Arias immediately.

Blackboard Requirement: We will be using Blackboard during the semester. Make certain you become familiar with the program. Outside textbook reading assignments will be placed on Blackboard. You can access Blackboard from any campus computer or from your home. Please consult the UTEP system or see me if you need instructions on how to use Blackboard. Each learner is required to have a working email address.

Course Calendar/Assignments/Spring 2020. Note: The Professor reserves the right to make any necessary and/or appropriate changes to the course and/or syllabus. Learners should attend class to stay informed of any changes and review the class calendar regarding chapter tests, readings and films.

Weekly Calendar (Subject to Change)

The due date for major writing assignments on Discussion Board (DB) is ALWAYS on due date at 11:30 pm (MST). No late work will be accepted. (**Abbreviations:** Black Board (Bb); Discussion Board - DB)

	Topic	Readings Due	Assignments Due
Week 1 8/25	Introduction; Course syllabus review and course requirements; Web Lecture of Introduction and Chapter 1 of Rafter book; discussion on the film <i>The Godfather</i> ; Quiz on <i>The Godfather</i>	Review syllabus; Read Introduction and Chapter 1 of Rafter book; Web Lecture; Review Week 1 PowerPoint slides on Blackboard (Bb)	Discussion Board; Reflect and Reply to <i>The Godfather</i> film due to Bb close of 8/28
Week 2 9/1	Chapter 1 (Rafter); The History of Crime Films Web Lecture	Review Chapter 1; Review Week 2 PowerPoint slides on (Bb); and Test on Introduction	
Week 3 9/8	Chapter 2 Why They Went Bad: Criminology in Crime Films Web Lectures Web Lecture	Review Chapter 2; Review Week 3 PowerPoint slides on (Bb); and Test on Chapter 1	
Week 4 9/15	Chapter 3: Slasher, Serial Killer, and Psycho Movies Web Lectures	Review Chapter 3; Review Week 4 PowerPoint slides on (Bb); and Test on Chapter 2	

Week 5 9/22	Chapter 4 Cop and Detective Films Web Lectures	Review Chapter 4; Review Week 5 PowerPoint slides on (Bb); and Test on Chapter 3	
Week 6 9/29	Chapter 5 Criminal Law Films	Review Chapter 5; Review Week 6 PowerPoint slides on (Bb); and Test on Chapter 4	
Week 7 10/6	Chapter 6; Prison and Execution Films Web Lectures	Review Chapter 6; Review Week 7 PowerPoint slides on (Bb); and Test on Chapter 5	
Week 8 10/13	The War on Drugs: Drug Trafficking/Drug Abuse Films	Read <i>Drug War Cowboys</i> reading on Bb; Review Week 8 PowerPoint slides on (Bb); and Test on Chapter 6	
Week 9 10/20	Face-to-Face Class Lecture re: Film Presentations and Reaction/Analysis: <ul style="list-style-type: none"> • Group I (20 learners) on at 3:00 pm and • Group II (20 learners) at 4:00 pm 		
Week 10 10/27	<i>Rear Window Film</i> and <i>Goodfellas Films</i>	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 10/30	Group Alpha Analysis and Presentation; Group Bravo Analysis and Presentation

Week 11 11/3	<i>Psycho and Seven Films</i>	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 11/06	Group Charlie Analysis and Presentation; Nov Group Delta Analysis and Presentation
Week 12 11/10	<i>Silence of the Lambs and Training Day Films</i>	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 11/13	Group Echo Analysis and Presentation ; Group Foxtrot Analysis and Presentation
Week 13 11/17	<i>The Judge and Shawshank Redemption Films</i>	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 11/20	Group Golf Analyses and Presentation; Group Juliet Analyses and Presentation;
Week 14 11/24	<i>American Gangster and No Country for Old Men Films</i>	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 11/25	Group India Analyses and Presentation; Group Hotel Analyses and Presentation;
Week 15 12/1	<i>Traffic and Sicario Films and Reaction and Analysis Papers Due</i> Final Exam; possible Black Board Collaborate Ultra presentations	Non-presenter learners view the 2 films of the week; quiz for all on the 2 films on BB; reactions of films due to DB 12/04	Group Kilo Analyses and Presentation; Group Lima Analyses and Presentation;

Week16 12/8	Final: Dec 8, 2020 1:00 pm – 3:45 pm		
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Note: Outside Readings include the following:

- Leitch, Thomas. 2002. *Crime Films* (1st ed.). Cambridge, UK: Cambridge University Press. ISBN 0-521-64106-3; ISBN 0-521-64671-5.
- Kappeler, V., M. Blumberg, and G.W. Potter 2000. *The Mythology of Crime and Criminal Justice* (3rd ed.). Prospect Heights, IL: Waveland Press. ISBN 1-57766-078-1.
- *Drug War Cowboys readings*