

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

I have been expecting you. And now that you are here, my goal is to add value to your understanding and appreciation of crime films and what crime films say about law and the criminal justice system: the police, the courts, and corrections. Television, documentaries, and films have become the central vehicle for the dissemination of pop culture in the United States. 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. Learners will be exposed to dialectical and open thinking. 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, 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, as well as how these understandings have changed over time and vary across cultures.

**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 the films 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:** 23572

**Term:** SPRING 2023

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

**Location:** EDUC 112

**Instructor:** Luis A. Arias, BA, JD

**Office Location:** EDUC 111

**Contact Info:** Phone # 915.747.7943

larias2@utep.edu

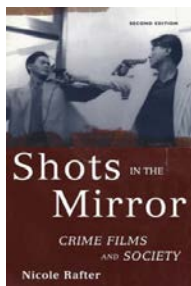
Fax # 915.747.5751

Emergency Contact # (only if important and urgent) 915.218.8103

**Office Hours:** 9:00 am – 11:00 am Tuesday and Thursday, by appointment



**Textbook(s), Materials:** Required: Rafter, Nicole. 2006. *Shots in the Mirror: Crime Films and Society* (2<sup>nd</sup> 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 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 five to six 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. All objective examinations will be administered on BB. Learners are required to download and install Respondus Lockdown Browser for examinations. (Blue Books are required for essay tests, and a scantron is required for each objective test. It is the learners' responsibility to purchase both items; optional by instructor).
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 a 20 - 30 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. Learners will be required to present in professional dress attire. 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. Learners who have 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. (Optional by instructor).
6. Any extra credit assignments are at the instructor’s discretion.

**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 always provided to classmates and to instructor. 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)
- Carefully proofread 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 are 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 read?



- ✓ 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](mailto: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 five to six class examinations and weekly film quizzes, see

- supra.
- 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 beginning/end times scheduled. There are no make-up examinations, and the learner will receive a score of “0” for any missed examinations.

**Attendance and Participation Policy:** F2F class lecture attendance and examination attendance are mandatory. Learners are expected to be in class and be on time. Learners are allowed no more than three excused absences during the class semester. 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.

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. Therefore, attendance is considered mandatory.

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course, being penalized, and/or being dropped from the course, see infra. Students enrolled in MW or TR sections (Fall and Spring semesters and/or Summer sessions Monday – Friday) may not exceed three unexcused absences for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a university excuse), illness (yours or a family member's), and other absences as outlined in the University's Academic Catalog "Attendance and Grading" policies and regulations. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of excused absences should contact their instructor as soon as the situation arises so that they can decide how to manage missed class time.

**Attendance using Class Quick Response Codes (QR Codes):** Attendance will be taken at each class meeting using class QR codes scanned with a smartphone or any electronic device. When you enter class, simply hold your smartphone, laptop, or electronic device against the QR code.

**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](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](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 does not count toward the 6-course drop limit. **Note:** The Census date is **February 1, 2023**.
- 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 **March 30, 2023**.
- 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](mailto: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 do not 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.

**Learner 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](mailto: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](mailto: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. Learners are advised to minimize the number of encounters with others to avoid infection.

**COVID-19 Precautions:** Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

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](http://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](mailto: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](http://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.

“The CDC is recommending that people wear masks when inside public spaces where the spread of the virus is “substantial” or “high.”

If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

**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 2023/Option I. 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.

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| <b>Week 1 –<br/>01/17</b>      | <b>Introduction; discussion on the film <i>The Godfather</i>; Course syllabus review and course requirements; Crime Films and Society</b> | <b>Introduction (Rafter);<br/>Films: The Fury (1936); alt. <i>The Godfather</i> (1972)</b>   |
| <b>Week 2 –<br/>01/24</b>      | The History of Crime Films  | Chapter 1 (Rafter); Group 1 Presentation; Films: The Lady Vanishes (1938); alt. <i>Rear Window</i> (1954); <b>Test I (Intro/Ch. 1). NOTE: Chapter tests will be administered on BB on Fridays or as instructed by professor</b>  |
| <b>Week 3 –<br/>01/31</b>      | Why They Went Bad: Criminology in Crime Films:  | Chapter 2 (Rafter); Group 2 Presentation; Films: <i>Goodfellas</i> (1990); <b>Test II (Ch.2).</b>  |
| <b>Week 4 –<br/>02/07</b>      | Slasher, Serial Killer, and Psycho Movies   | Chapter 3 (Rafter); Group 3 Presentation; Film Texas Chainsaw Massacre (1974) or (2013); Halloween (1978); or <i>Psycho</i> (1960);  |
| <b>Week 5 –<br/>02/14</b>      | Serial Killer Films   | Chapter 3 (Rafter); Group 4 Presentation; Films: <i>Zodiac</i> (2007); alt. <i>Seven</i> (1995); <i>US Customs and Border Protection Presentation</i>  |
| <b>Week 6 –<br/>02/21</b>      | Psycho Films  | Chapter 3 Films (Rafter); Group 5; Films: <i>Silence of the Lambs</i> (1991); <b>Test III (Ch. 3).</b>   |
| <b>Week 7 –<br/>02/28</b>      | Cop and Detective Films   | Chapter 4 (Rafter); Group 6 Presentation; End of Watch (2012); alt. <i>Training Day</i> (2001); <b>Test IV (Ch. 4).</b>  |
| <b>Week 8 –<br/>03/07</b>      | Criminal Law Films  | Chapter 5 (Rafter); Group 7 Presentation; Films: <i>The Judge</i> (2014); alt. <i>And Justice for All</i> (1979); <i>To Kill a Mockingbird</i> (1962); <i>Witness for the Prosecution</i> (1957); <i>HBO Series: The Night Of</i> ; *Special Assignment: <i>The Brothers Karamazov</i> ; <b>Test V (Ch. 5)</b> |
| <b>March 13 -<br/>17, 2023</b> |   | <b>SPRING BREAK</b>  |
| <b>Week 9 –<br/>03/21</b>      | Prison and Execution Films  | Chapter 6 (Rafter); Group 8 Presentation; Films: <i>Shawshank Redemption</i> (1994); alt. <i>Cool Hand Luke</i> (1967); <i>Blood In, Blood Out</i> (1993); *   |



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| <b>Week 10 –<br/>03/28</b> | The Heroes of Crime Films   | Chapter 7 (Rafter); Group 9 Presentation; Films: <b>American Gangster</b> (2007); <i>alt.</i> Dog Day Afternoon (1975)   |
| <b>Week 11 –<br/>04/04</b> | The Alternative Tradition and Films of Moral Ambiguity                            | Chapter 8 (Rafter); Group 10 Presentation; <b>Mystic River</b> (2003); <i>alt.</i> <b>No Country for Old Men</b> (2007)  |
| <b>Week 12 –<br/>04/11</b> | The War on Drugs: Drug Trafficking/Drug Abuse Films                               | Group 11 Presentation; Reading: Kappeler et al., “Drug War Cowboys”; Films: <b>Traffic</b> (2001); <i>alt.</i> Sicario (2015); Sicario: Day of the Soldado (2018);                         |
| <b>Week 13 –<br/>04/18</b> | Vigilante Films; Victimology, Revictimization                                     | Leitch Chapter 4 Fury and the Victim Film: Group 12 Presentation; Death Wish (1974 or 2018) The Brave One (2007); <i>alt.</i> Law Abiding Citizen (2009); Fury (1936); Man on Fire (2004); |
| <b>Week 14 –<br/>04/25</b> | The Criminal in Foreign Films; Perspectives on Crime and Punishment or Gang Films | <i>Reading TBD possibly Leitch 13</i> , Amores Perros (2000); <i>alt.</i> <b>Maria Full of Grace</b> (2004); Malavita or The Family (2013)   |
| <b>Week 15 –<br/>05/02</b> | Review Week   | Review for Final Examination;  |
| <b>Week 16 –<br/>05/9</b>  | Final Examination Week  | <b>Final Examination: TBA;</b><br><b>*Test VI (Ch. 6).</b>   |

**Note:** Outside Readings as assigned by Professor.

**Course Calendar/Assignments/Spring 2023/REVISED 01/20/2023/Option II. 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.

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| <b>Week 1 &amp;2 –<br/>01/17 &amp; 01/24</b> | <b>Introduction; discussion on the film <i>The Godfather</i>; Course syllabus review and course requirements; Crime Films and Society</b> | <b>Introduction (Rafter); Films:</b> The Fury (1936); <i>alt.</i> <b>The Godfather</b> (1972)  |
| <b>Week 3 –<br/>01/31</b>                    | The History of Crime Films  | Chapter 1 (Rafter); Group 1 Presentation; Films: The Lady Vanishes (1938); <i>alt.</i> <b>Rear Window</b> (1954); <b>Test I (Intro/Ch. 1). NOTE: Chapter tests will be administered on BB on Fridays or as instructed by professor</b> |
| <b>Week 4 –<br/>02/07</b>                    | Why They Went Bad: Criminology in Crime Films:  | Chapter 2 (Rafter); Group 2 Presentation; Films: <b>Goodfellas</b> (1990); <b>Test II (Ch.2).</b>  |



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| <b>Week 5 –<br/>02/14</b>                           | Slasher, Serial Killer, and Psycho Movies   | Chapter 3 (Rafter); Group 3 Presentation; Film Texas Chainsaw Massacre (1974) or (2013); Halloween (1978); or <b>Psycho</b> (1960);   |
| <b>Week 6 –<br/>02/21</b>                           | Serial Killer Films   | Chapter 3 (Rafter); Group 4 Presentation; Films: Zodiac (2007); alt. <b>Seven</b> (1995); <i>US Customs and Border Protection Presentation</i>  |
| <b>Week 7 –<br/>02/28</b>                           | Psycho Films  | Chapter 3 Films (Rafter); Group 5; Films: <b>Silence of the Lambs</b> (1991); <b>Test III (Ch. 3).</b>  |
| <b>Week 8 –<br/>03/07</b>                           | Cop and Detective Films   | Chapter 4 (Rafter); Group 6 Presentation; End of Watch (2012); alt. <b>Training Day</b> (2001); <b>Test IV (Ch. 4).</b>   |
| <b>March 13 –<br/>17,<br/>2023/SPRING<br/>BREAK</b> |   |   |
| <b>Week 9 –<br/>03/21</b>                           | Criminal Law Films  | Chapter 5 (Rafter); Group 7 Presentation; Films: <b>The Judge</b> (2014); alt. And Justice for All (1979); To Kill a Mockingbird (1962); Witness for the Prosecution (1957); <i>HBO Series: The Night Of</i> ; *Special Assignment: The Brothers Karamazov; <b>Test V (Ch. 5)</b> |
| <b>Week10-<br/>03/28</b>                            | Prison and Execution Films  | Chapter 6 (Rafter); Group 8 Presentation; Films: <b>Shawshank Redemption</b> (1994); alt. Cool Hand Luke (1967); Blood In, Blood Out (1993); *  |
| <b>Week 11 –<br/>04/04</b>                          | The Heroes of Crime Films   | Chapter 7 (Rafter); Group 9 Presentation; Films: <b>American Gangster</b> (2007); alt. Dog Day Afternoon (1975)   |
| <b>Week 12 –<br/>04/11</b>                          | The Alternative Tradition and Films of Moral Ambiguity                            | Chapter 8 (Rafter); Group 10 Presentation; <b>Mystic River</b> (2003); alt. No Country for Old Men (2007)   |
| <b>Week 13 –<br/>04/18</b>                          | The War on Drugs: Drug Trafficking/Drug Abuse Films                               | Group 11 Presentation as needed; Reading: Kappeler et al., “Drug War Cowboys”; Films: <b>Traffic</b> (2001)- Lecture by Professor; alt. Sicario (2015); Sicario: Day of the Soldado (2018);   |
| <b>Week 14 –<br/>04/25</b>                          | Vigilante Films; Victimology, Revictimization                                     | Leitch Chapter 4 Fury and the Victim Film: Group 12 Presentation; Death Wish (1974 or 2018) The Brave One (2007); alt. Law Abiding Citizen (2009); Fury (1936); Man on Fire (2004);   |
| <b>Week 15 –<br/>05/02</b>                          | The Criminal in Foreign Films; Perspectives on Crime and Punishment or Gang Films | <i>Reading TBD possibly Leitch 13</i> , Amores Perros (2000); alt. <b>Maria Full of Grace</b> (2004); Malavita or The Family (2013); Review Week for Final Examination  |

**Week 16 –** Final Examination Week  
**05/9/2023**

**Final Examination: TBA;**  
**\*Test VI (Ch. 6).**

**Note:** Outside Readings as assigned by Professor.

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