

CRIME, CRIMINAL JUSTICE & FILM

Wintermester 2015
January 5-16

Class	Time	Room
Criminal Justice 4300	Mon–Fri: 8:00am–1:00pm	LART 211

Professor	Office	Phone	Email	Office Hours
Dr. Ted Curry	LART 116	747-6527	trcurry@utep.edu	Mon & Wed 1:30-2:00 pm

CLASS WEBSITE

<http://utminers.utep.edu/trcurry/>

REQUIRED READINGS

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.

Handouts: “Team-Based Learning Activities,” “Film Discussion Sheet,” “Team Projects,” “Key Terms & Ideas” and “How to Watch a Movie”(attached).

REQUIRED HOMEWORK MOVIES

For most days, students must watch the “Homework Movie” assigned for that day (watch it before class). These films can be accessed through our class BlackBoard page. On the left hand side of BB there is a link called “Homework Movies.” Click on this link and you will see a page with our homework movies listed in order. Click on these movies to watch them. Homework movies are also the basis of the Team Project (discussed below). BlackBoard is best accessed with the Firefox browser and you will need to have Silverlight installed to watch the movies. Make sure you have these programs on the computer you intend to use and make sure the programs are updated.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed classes regardless of reason. If you do not like, for whatever reason, any feature of this class or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the requirements of the syllabus, then you should drop the class immediately. There are other sections of this class taught by other professors who may have very different expectations and pedagogies. There is an online version of this class as well.

OBJECTIVES

At its most fundamental level, this course is about criminology and culture. Using film as a medium for culture, students 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. Students will thus view a number of films about crime and the criminal justice systems from a variety of different eras and cultures.

It is often argued that art imitates society (as well as that society imitates art). Another way of phrasing this is that culture, such as film, is both a reflection of society and an instrumental cause of social realities as well as beliefs and understandings of these realities. The films shown in this class can thus be understood as representing (or reflecting) beliefs held by society or some group (or even a single artist) at a particular point in time and space about criminal behavior or some aspect of the criminal justice system. Interestingly, and perhaps surprisingly, films about crime and criminal justice can have a considerable influence on society, including actual criminal behavior (e.g., *Taxi Driver*; *Colors*), beliefs about crime (e.g., *The Bad Seed*), or even serve as a prompt for social reform (e.g., *Brubaker*). In addition, issues pertaining to gender, race/ethnicity, social class and other forms of social inequalities will be emphasized.

Students be forewarned: realize and consider that the films shown in this class contain graphic depictions of violence, profanity, nudity and sexual behavior. Any given movie may have realistic and disturbing portrayals of murder, torture, rape and other acts of extreme or sadistic violence. Documentaries may contain pictures of actual dead and tortured bodies as

well as accounts of extreme violence. Students who do not wish to be exposed to such scenes should not take this class.

FORMAT: TEAM-BASED LEARNING

This class will employ a student-centered pedagogical format termed **Team-Based Learning**. Students will be placed into teams of 5 students at the start of the semester and remain in these groups for the duration of the semester. Students will engage in **two graded assessments each day**. First, each student will individually complete a 6-question quiz (closed book) about the day's reading assignment and receive an individual grade on a **0-30 point** scale. Second, each team will be presented with a short quiz (open book) based on the assigned readings and receive a team grade on a 0-10 point scale where all team members will receive the same grade. The individual quizzes will consist of multiple choice questions while the team quiz may contain written as well as multiple choice questions.

The pacing of the class will consist of the following. Class will begin with the individual quiz, which will consist of five multiple choice questions and last five minutes. Tardy students will not be allowed to take the individual quiz. After the individual quiz is completed and collected, the professor will lead the class through a discussion of the correct answers so that a common understanding of the material can be generated. Students are encouraged to appeal the answer to any question during the discussion of the individual quiz as well as to ask questions and make comments. If the professor finds merit in the appeal, then the alternative answer will be counted as correct not just for that student but for the class as a whole. Once this activity is completed, students will gather into their teams and complete the team-based quiz, which will last about 20 minutes and contain 3-5 questions. After this quiz is completed and collected, the professor will lead the class through a discussion of the correct answers to this quiz, with students being encouraged to appeal the answer to any question during the discussion of that quiz as well as to ask questions and make comments. Again, if the professor finds merit in the appeal, then the alternative answer will be counted as correct not just for that team but for all the teams in the class. In addition, each team will be required to present their answers to the class at least two times each semester and, at the end of the semester, teams will evaluate the relative contribution of each team member. More information on this format is provided later in this syllabus.

- In order to participate effectively, students must bring their reading materials to class each day, and must have completed the reading assignment.
- Periodically, the professor will conduct "book checks" (see syllabus) of every student in the class. **Students who do not have their reading materials will not be allowed to attend class** for that day and not allowed to return to class until they have obtained their materials.
- If you know (or believe) that, for whatever reason, you will (or are likely to) miss several classes, and/or that you will be tardy for several classes, then **you should drop this class** and take a different section of this class or take it during a different semester.

TEAM-BASED LEARNING RATIONALE

The rationale behind Team-Based Learning is foremost to generate a lively and informed class discussion between students and professor. It is through such interactions that learning and skill development are most enhanced for students. But, in order to achieve these goals, it is absolutely essential that students read the material before class. As a professor, I feel my ability to teach is severely limited to the extent that students do not read the assigned material. This is because basic ideas, terms and concepts presented in the reading will not be understood during class by students who have not completed the reading and who typically want to just sit there copying PowerPoint presentation notes and wanting to know “is this going to be on the test?” Such an unfortunate situation diminishes my ability to “go beyond” the reading in terms of expansion and clarification of ideas and facts, to present examples, and to solicit questions, answers and input from students. Team-Based Learning, with its twice-daily assessments with immediate feedback and discussion and the opportunity to appeal, provides the necessary incentives for students to regularly complete the readings and to come to class ready to engage in deep, insightful discussions about them. Together with the Reflection Papers, Team-Based Learning encompasses writing, as well as reading and discussion, to provide students with a variety of methods and activities to achieve high levels of comprehension and skill development which, it is hoped, will improve the retention of learning experienced in this class.

REQUIREMENTS

1. **Team-Based Learning Activities:** Each student will receive a grade for each day of team-based learning for: (1) individual work on a 0-30 point scale and (2) team work on a 0-10 point scale. Thus, your individual work counts twice as much as your group work for your final grade.
 - Grades of zero (0) will be assigned in the case of absence or if students leave before the end of class or arrive late.
 - **Tardiness:** Students who arrive after the individual quiz is handed out will not be permitted to take this quiz, although they can take the team quiz. Students who leave class early will receive a grade of zero (0) for the team quiz.
 - **No in-class work can be made up regardless of the reason(s) for absence(s).** The only exceptions here are for military deployment and university business, both of which are official UTEP policies.
 - **Why In-Class Work Cannot be Made Up:** The intention behind the in-class work of Team-Based Learning is to generate class discussion, which cannot be “made up,” nor can, by its nature, the team quiz activity. In addition, I will not let myself be put into a position where I decide on a case-by-case basis who is allowed (and who is denied) the opportunity to make up in-class work as this invites favoritism and unfairness.

2. **Reflection Papers:** Periodically, students will engage in individual written reflection based on a prompt the professor will send via email. Reflections must be typed, double-spaced, with size 12 font and approximately 500 words in length. Each reflection paper is graded on a 0-50 point scale. If you will be absent the day a reflection paper is due, then you can email your paper to the professor as an attachment in ms-word.
- The purpose of these papers is, quite literally, to reflect on what you have learned from a specific book or set of readings. The opportunity to write, in addition to read and discuss (the other two learning activities in this class), provides a third key method through which students obtain and retain knowledge and skills. Keeping the papers limited in length and focused in scope also requires students to improve the clarity of their thinking about concepts and facts and enhance their writing skills.
 - **How to Write a Good (or even Excellent) Paper:** A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then get your paper checked by UTEP's Writing Center. Well-written papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from source documents (e.g., class readings) but do not employ quotes from them. Instead, the writing is put into the words of the author. This demonstrates the author can do more than parrot source documents, but that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a good, college-level paper. An excellent paper will also provide new insights and understanding of ideas and issues for the reader. Such papers show originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others. And that is the true essence of good writing. For more info see "Student Links" on my website.
 - **Grading & Feedback:** Because these papers are very short and straightforward they will receive very little feedback other than a grade. You will, however, receive a grading checklist that identifies major criteria for style and substance, and the number of points deducted from these areas, if any.
 - If you wish to appeal your paper grade then, within a week from the date the papers are returned to the class, you must submit in writing your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.
 - Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.

- No re-writes are allowed, regardless of reason.
 - Late papers lose 10% per day, regardless of reason.
3. **Team Project:** Each team will do a project on a homework movie assigned by the professor that includes a 10 minute PowerPoint presentation in class analyzing the movie. More details are provided below.

GRADES

Grades are based on the following:

Team-Based Learning Activities	~ 360 points
Team Project	100 points
Reflection Papers	100 points
Total	~470 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	Below 59%

- **Notice that my grading scale is curved 1% in your favor.** For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point plus the “very small margin.”
- I apply the grading scale uniformly to all students. Remember, **your grade is an accomplishment, not a gift.** In other words, you *earn* your grade, I do not *give* you a grade.
- **You can view your grades** by logging onto Blackboard through <https://my.utep.edu/>. If you do not already have a miners account, you will need to obtain one.
- **No extra credit assignments will be offered – please do not ask.**
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify for students the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of stepping stones that you follow from the start of the semester to the end. If you expend the necessary and time and effort to understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

CLASS AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR:

- **Tardiness:** Students who arrive after the individual quiz is handed out will not be permitted to take this quiz, though they can take the team quiz. Students who leave class early will receive a grade of zero (0) for the team quiz.
- **Cell Phones:** All cell phones and other electronic devices must be turned **OFF**. Exceptions will be made for important matters – please notify the professor if this is the case. **If a student answers or looks at their cell phone during class without authorization, they will have to leave class for the day and receive no credit for the day's activities, even those already completed.**
- **Pictures and Recordings:** Students are not allowed to take pictures or make any kind of recording (video, audio, etc.) including quizzes, PowerPoint slides, writing on the chalkboard.
- **Laptops and Tablets:** Students are allowed to use laptops and tablets during class, but only for class purposes. **Students who use their laptops and tablets for other purposes will lose this privilege for the remainder of the semester and they will have to leave class for the day and receive no credit for the day's activities, even those already completed.**
- **Cursing:** Students must not use curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **Unprofessional Behavior:** Sleeping, talking during class discussion or lecture, reading material unrelated to class, repeated tardiness will not be tolerated. It is okay to quietly make brief comments to each other about the day's material, but anything more than that is distracting to the rest of class and the professor.
- **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others (including, but not limited to, students, the professor, the TA, etc.) will be required to immediately leave class for that day and will not receive credit for that day's activities, even those already completed. All such incidents will immediately be reported to UTEP's Office of Student Conduct and Conflict Resolution (OSCCR) and, if appropriate, to the UTEP Police Department.
- **Violations:** The first time a student violates any UTEP or classroom policy they will be required to leave class for that day and receive no credit for that day's activities, even those already completed. All policy violations will be reported to UTEP's Office of Student Conduct and Conflict Resolution (OSCCR) and, if appropriate, to the UTEP Police Department.

ATTENDANCE & TARDINESS: Because of the format of this class, if you know (or believe) that, for whatever reason, you will (or are likely to) miss several classes, and/or that you will be tardy for several classes, then **you may wish to take a different section of this class or take it during a different semester.**

COMMUNICATION: All students must regularly check their utep “miners” email account as the professor will occasionally need to communicate with the class or with individual students using this medium. The professor will not communicate with students through Blackboard. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office.

READING MATERIALS: Students are required to bring the materials for their assigned readings to class each day. Students who do not have their materials will not be permitted to attend that day’s class. If it is already the first day of class, then it is too late to order the first book and have it shipped to you.

ATTENDANCE: Students are required to attend all classes. Students are responsible for all material and other information presented in class. Any student who misses class is encouraged to get the lectures notes from another student, complete the reading assignment, and discuss the day’s material with the professor. Students should also ask the professor about any changes made to the syllabus in their absence. Neither the professor nor the TA will provide class notes.

ACADEMIC DISHONESTY (E.G., CHEATING / PLAGIARISM): The most serious violation of academic standards, plagiarism refers to, among other things, failing to fairly represent the work of others in your written and oral presentations by giving appropriate credit for the exact words or phrase(s), unique image or idea, and/or individual opinion, copying the sentence patterns and logical development of the written piece of another, substituting your own words as you go while keeping so closely to the original that you have in effect taken it without giving credit, submitting the words or works of another as your own without permission or proper credit. The penalty for plagiarism is failure (a grade of “F”) in the class and a letter reporting your behavior to the appropriate university authorities. If you are at all confused about what constitutes plagiarism, please see your professor. Additionally, all written work will be checked for plagiarism by, among other things, web searches. Further information can be gained from the UTEP’s Office of Student Conduct and Conflict Resolution (OSCCR) (<http://sa.utep.edu/osccr/>).

STUDENTS WITH DISABILITIES: Reasonable accommodations are available for students who have a documented disability. Please notify the professor during the first week of class of any accommodations needed for the course.

STUDENT RESOURCES

University Counseling Center

- Located at 202 Union West. Phone: 747-5302.
- Web: <http://sa.utep.edu/counsel/>
- Call or come by the University Counseling Center (UCC) so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact the University Counseling center for a one time consultation regarding their specific needs. The UCC provides group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff. [Click here to learn more.](#)

Military Student Success Center

- Located in Library 205A. Phone 747-5342.
- Web: <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/mssc>
- The Military Student Success Center will be a central point of coordination for support services, with a goal of easing transition to campus life, increasing retention, enhancing achievement of educational and career goals, and improving quality of life by augmenting pre-existing services and support with newly-created programming specifically developed to meet the needs of military-affiliated students.

University Writing Center

- Located in Library 227.
- Web: <http://uwc.utep.edu/>
- We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

Office of Student Conduct and Conflict Resolution (OSCCR)

- Located at 303 Union East. Phone: 747-8694. Email: studentconduct@utep.edu
- Web: <http://sa.utep.edu/osccr/>
- The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students' commitment to the campus community while promoting honesty and integrity.

Equal Opportunity Office (EO)

- Located at 302 Kelly Hall. Phone 747-5662. Email: eoaa@utep.edu
- Web: www.utep.edu/eoaa
- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

TENTATIVE SCHEDULE

The professor reserves the right to make changes to the course syllabus.
Any changes will be announced ahead of time in class.

DATE	DAY	READINGS & ASSIGNMENTS
Jan 5	Day 1	<p>Introductions & Syllabus</p> <p>Reading: This syllabus and all attached documents.</p> <p>Assignment: Go to class web page and read all links under “Student Links”</p> <p>Class Movies: (Oldie) “<u>The Musketeers of Pig Alley</u>” 17min; (Indie) “<u>Thieves Like Us</u>”</p>
Jan 6	Day 2	<p>Reading: Author Prefaces & Introduction: Crime Films and Society</p> <p>Homework Movie: (Alternative) “<u>Fargo</u>” 129min</p> <p>Class Movie: (Noir) “<u>The Big Sleep</u>”</p>
Jan 7	Day 3	<p>Reading: Ch 1: The History of Crime Films</p> <p>Homework Movie: (Gangster) “<u>Pulp Fiction</u>” 168min</p> <p>Class Movie: (neo-Noir) “<u>The Lady Vanishes</u>”</p>
Jan 7	Day 4	<p>Reading: Ch 2: Why They Went Bad; “Theories of Criminal Behavior” handout.</p> <p>Homework Movie: “<u>Taxi Driver</u>” 113min</p> <p>Team Project: Team A</p> <p>Class Movie: (Gangster) “<u>Goodfellas</u>”</p>
Jan 9	Day 5	<p>Reading: Ch 3: Slasher, Serial Killer and Psycho Movies</p> <p>Assignment: <u>Reflection Paper #1 DUE</u> at the start of class</p> <p>Homework Movie: “<u>The Cabinet of Dr. Caligari</u>” 71min</p> <p>Team Project: Team B</p>

		Class Movie: (Stoner) “ <u>Friday</u> ”
Jan 12	Day 6	Reading: Ch 4: Cop & Detective Films Homework Movie: “ <u>L.A. Confidential</u> ” 138min Team Project: Team C Class Movie: “ <u>The Offense</u> ”
Jan 13	Day 7	Reading: Ch 5: Criminal Law Films Homework Movie: “ <u>Sling Blade</u> ” 148min Team Project: Team D Class Movie: (Justice, New Documentary) “ <u>The Thin Blue Line</u> ”
Jan 14	Day 8	Reading: Ch 6: Prison & Execution Films Homework Movie: “ <u>American Me</u> ” 126min Team Project: Team E Class Movie: (Prison) “ <u>Short Eyes</u> ”
Jan 15	Day 9	Reading: Ch 7: The Heroes of Crime Films Homework Movie: “ <u>Lock, Stock, and Two Smoking Barrels</u> ” 120min Team Project: Team F Class Movie: (Hero) “ <u>White Heat</u> ”
Jan 16	Day 10	Reading: Ch 8: The Alternative Tradition & Films of Moral Ambiguity Assignment: <u>Reflection Paper #2 DUE</u> at the start of class Homework Movie: “ <u>Mystic River</u> ” 137min Team Project: Team G Class Movie: (Alternative) “ <u>L.I.E.</u> ” 154min

Team-Based Learning Activities

The Basics

- All students will be assigned to a team, which will be denoted by a letter; students will also be given a team member number between 1-5. For example, if you are C3, you are assigned to team C and are team member number three.
- Each day, the team will be given a sign-in sheet with that day's activities.
- The sign-in sheet will also identify which team member will serve as the facilitator and which will be the scribe (discussed below). The remaining team members will fill the contributor role. If the team member identified to serve as the facilitator or scribe is absent, then the member with the next highest number will perform that role, and so on.
- Sign your name next to your team number and identify your role for that day. If you do not sign in on the correct line, you will not receive credit for that day's work.
- The activity sheet will also identify a specific team to verbally give their answers to the class as a whole when called on by the professor.
- Students must bring their assigned readings and arrive before the dreaded five minute rule has expired in order to attend class and participate in the activities.

Cheating

- If someone signs in for an absent member, all team members will receive a zero for the day and will be reported to the dean of students for cheating (see class policy in syllabus).
- Students who leave before the end of class must inform the professor and not sign in on the cooperative learning activity and they will not receive credit for that day's activity.
- If students sign in and then leave before the end of class it will be regarded as an act of cheating. All team members will receive a zero for the day and will be reported to the dean of students for cheating (see class policy in syllabus). If someone bails, then let me know after class and I will address the matter.

Team Roles

1. Facilitators: guide the team effort to answer the question. They decide the specific tasks that need to be accomplished and delegate these activities to the contributors and themselves. They also will make the final decisions regarding the content of the answers.
2. Scribes: take notes based on feedback from the contributors and facilitator as progress is being made toward answering the question. They will be in charge of writing each team's final answers for submission.
3. Contributors: carry out specified tasks identified by the facilitator, such as finding specific information in the reading or formulating the content of answers.
4. Skunk: Unlike the other roles, being a skunk is not assigned. Instead, the skunk role is one you choose to adopt. A skunk is a member who shows up, but hasn't done the reading and contributes little, if anything, to the activity. If, on a given day, you are a skunk, please identify

yourself as such on the activity sheet and you will receive only half of the credit of the other members.

- Remember that the facilitator, scribe and contributor roles will rotate, giving all students the opportunity to fill the different roles several times during the semester.
- It is essential that team members, regardless of their roles for the day, communicate freely and effectively with each other as they develop and implement a strategy for addressing the questions and developing written answers. The roles are not intended to put some members in a more or less powerful position than others, but merely to give needed structure to the activity.

Answering the Questions in Writing

- All members must work together on each question. While you may divide parts of a question to different team members, you must not have some members work only on question one and others only on question two.
- Good answers will include relevant information from the reading as well as demonstrate thoughtfulness on the part of the team.
- Please incorporate any differences of opinion among team members into your answer. This is one useful way to demonstrate thoughtfulness.
- Conduct your team discussions in English.
- All written answers must be on a separate piece of paper and be completely legible in order to be graded.
- Use pen (not pencil) and write only on one side of the paper.

Answering the Questions in Class

- On days where your team is scheduled to answer the questions in class, the professor will call upon the facilitator and scribe. Other team members will also have the opportunity to contribute. The quality of this answer will be used, in part, to assign that day's grade on the team quiz.

Film Discussion Sheet

Name_____ Film_____

1. What type(s) of social control system is presented or implied?
2. What caus(es) of crime are presented or implied?
3. Are social criticism or social commentary present in the film?
4. How does the film reflect society? [Or possibly influence society?]
5. Which characters do we identify with and why?
6. What does the film say about gender, race/ethnicity, and social inequalities?

7. What pleasures do we derive from the film?

8. What are the artistic strengths and weaknesses of the film?

9. Are any “myths” are validated or challenged?

10. To which genre(s) and subgenre(s) does the film belong?

11. What are the implications of the film’s genre and time period it was filmed?

Team Projects

1. Each team will be assigned the homework movie for that day.
2. The team will prepare a **10 minute PowerPoint presentation** analyzing the movie.
 - A. First, to which genre(s) and subgenre(s) does your film belong? Explain your answer(s). Have one group member address this part of the presentation.
 - B. Other than genre, report on five (5) of the topics identified in our daily film discussion sheets which are the most relevant to your film. Each of the remaining group members will report on one topic each.
3. Each team will also prepare a **Team Activity** for the other teams to complete, based on the day's readings and the film shown that day. Use prior Team Activities for guidance.
 - A. Prepare four questions: 3 multiple choice and 1 short essay (about ½ page)
4. Finally...**pick a song to start class with**. Email the prof a link to a song (with lyrics) that connects to your movie or the movie's genre or category in some way.
5. **Responsibility**: It is the responsibility of each group, and each group member, to ensure that these instructions are followed.
6. **Help**: the professor is more than willing to work with each group and each group member to assist them in all aspects of this assignment. Please ask questions! Connect with me by email or speak with me during office hours or before and after class. The sooner you come to me, the sooner we can get things on track.
7. The day before the team's presentation is scheduled, **email** the professor: (1) song link, (2) presentation, and (3) team activity.

Key Terms & Ideas for Crime, Criminal Justice & Film

“Cultural criminology...attempts to make sense of a world in which the street scripts the screen and the screen scripts the streets.”

I. Key Terms

1. Natural Law & Human-Made Law
2. Civil Law & Criminal Law
3. Deviance, Crime & Delinquency
 - a. Why do they vary across individuals, social groups, time and place?
 - b. *Mala in se* crime
 - c. *Mala prohibita* crime
4. Categories of Crime: Street Crime, White-Collar Crime, Consensual Crime
5. Social Control
 - a. Informal social control
 - b. Formal social control: cops, courts, and corrections (aka the criminal justice system)
6. Social Structure
 - a. Social organization regarding relationships and interaction
 - b. Vertical structure: social inequalities
 - c. Horizontal structure: social and physical characteristics of communities and networks of relationships

7. Culture

- a. Norms, values, and beliefs common to a group or society
- b. Subcultures: may be deviant, criminal or delinquent

II. Culture, Art & Film

1. There is a mirror reflection between society and art.
 - a. Which influences which?
 - b. Does art imitates life? Does life imitate art?
2. Art is a means to convey meaning that transcends the ability of other media, such as the written or spoken word.
3. Views about crime and criminal justice change over time. This is reflected in film which, in turn, influences the “knowledge” of the audience regarding the topics in the film.
 - a. Why is this important and worthy of study?
4. Fundamentally, this is a class about culture and society, specifically film and crime

III. Key Crime & Criminal Justice Film Genres

1. Traditional
2. Film noir
3. Alternative tradition (aka postmodern, critical, indie)
4. Mainstream

IV. Essential Facts & Myths about Crime & Criminal Justice

1. Serial killers – extremely rare.
2. Murder – rare, but prevalence and victimization are higher for young, poor Black and Hispanic males.
3. Child abduction – very rare, most often done by parents or other family members
4. Sexual assault – very common among all groups, lower among Hispanics, higher among Blacks. About 20-25% of women will experience a sexual assault in their lifetime.
5. Child abuse and molestation – very common among all groups. About 20-25% of children will experience physical or sexual abuse.
6. Solving crimes – rarely involves long, resource-intensive investigations. Most crimes are solved at the scene of the crime or shortly thereafter based on confessions or eyewitness accounts. Most apprehensions are through running warrant checks and serving warrants.
7. White collar crime – more victimization than street crime in terms of death, injury and monetary loss.
8. Street crime – typically higher in poor areas and among the poor, especially poor young males. Also higher among Blacks and Hispanics. Much offending is done by young males and is influenced by peers and other group processes.

9. Street crime and immigration – contradicts some of the above patterns.

Immigrants tend to be poor and subject to discrimination, yet have low involvement in crime, particularly homicide.

10. Criminal justice processing outcomes (profiling, arrest, prosecution and sentencing) – harsher for young, Black and Hispanic males and milder for females.

Harsher outcomes when victims are White women.

a. Prisons and jails are populated largely by the poor, especially poor Black and Hispanic males

b. Jails are called the “social agency of last resort” and prisons the “warehouses of the poor”

V. Theories Of Crime & Deviance

1. Positivist Theories of Crime & Deviance

a. Humans are born a “blank slate” (*tabula rasa*) upon which experience writes.

If experiences are bad or teach that crime is okay, or even desirable, then crime becomes more likely. Human nature is thus assumed to be non-criminal and it is only experience that turns us “bad” and causes crime.

b. Deterministic (does not assume free will)

c. Criminogenic forces that “cause” (compel or motivate) individuals and groups to be more likely to commit crime and deviance, to commit more serious offenses, and to offend at higher rates:

i. Biology:

- Exposure to lead or other toxins
- Neuropsychological disorders
- Genetics?

ii. Psychology:

- Emotions: anger, stress
- Personality: low self-control, impulsivity, aggression
- Mental illness: psychopathy

iii. Environment:

- Poverty & discrimination
- Lack of legitimate opportunities
- Suffering victimization or abuse

2. Classical Theories of Crime & Deviance

- a. Human nature is assumed to be selfish and, because crime is a quick and easy way to get what you want, criminal behavior comes naturally to us.

Crime is logical and rational as it minimizes pain while maximizing pleasure.

So the key question becomes: why do we obey the law?

- b. Assumes free will

- c. Factors that influence perceived penalties and benefits for crime and deviance:
 - i. Opportunity: target suitability, guardianship
 - ii. Rational Choice: real and perceived consequences of behavior
 - iii. Social Control (informal and formal): sanction certainty, celerity, and severity

VI. Theories of Law Formation

1. Consensus theory (functionalism): assumes widespread agreement on laws which, therefore, represent the interests of all social groups. Punishment for offenders is necessary for social stability and solidarity. Best applied to *mala in se* crimes.
2. Conflict theory: assumes disagreement among social groups on laws which, therefore, represent the interests of groups that have the most economic and political power. Punishment serves to maintain the status quo. Best applied to *mala prohibita* crimes.

VII. Theories of Criminal Justice System Functioning

1. Functionalism: the CJ system is essential for society, performing numerous useful and beneficial functions
2. Conflict theory: the CJ system is a tool for powerful groups to maintain their power and privileges as well as to enforce their morality onto society. The CJ system is specifically

intended to produce unfair outcomes regarding the relative power of groups and individuals.

3. Institutional Racism: the CJ system operates according to specified rules and procedures that unintentionally produce unfair outcomes regarding the relative power of groups and individuals.
4. Bureaucratic Rationalism: the CJ system operates according to specified rules and procedures that also have the effect of expanding the scale, scope and budget of the CJ system.

How to Watch A Movie

The movies in this class are, in most cases, not the typical films you would see at a theater – which tend toward the simplistic, with lots of physical action, simple dialogue, and easy to follow plots. Such films encourage passivity on the part of the viewer; everything is spelled out, so little is required of the viewer other than to sit there and remain conscious. Because the movies in this class are the exact opposite, it is essential to realize that you will have to become an *active* and *engaged* viewer of these movies if you are to get anything out of them and to do well on the quizzes and exams. Being an active and engaged viewer means foremost that you *pay attention* to as much as you can while watching. You ask questions of the movie and attempt to answer them *while you are watching*. You focus not just on the people and action, but also on the lighting, camera angles, settings and other details, such as facial expressions and tone of voice, because almost all of these things result *deliberate decisions* made by the film makers. Given that almost every line, every movement and every expression are intentional, then what is the intention behind these decisions? What do you think they *mean*? Given that the setting, the color and intensity of light, the angle of camera, the speed between takes and so forth are premeditated, then what do you think the film-maker was aiming at? What reactions did s/he intend to evoke in us, the viewer?

The movies in our class are art. Art that is aimed at getting you to experience a film-maker's vision or view point about crime and criminal justice. These films want

to make you to, above all, *think*. To think about what is actually happening in the movie: who is doing what and why? To think about the causes of crime: who did it and why did they do it? To think about how our criminal justice system operate: is it fair? Is it brutal? Do some manipulate it for their own advantage? The film makers want us to think *while* we are watching the film, but they also want to inspire us to reflect on their work *afterwards* as well, to talk about it with others and to gain deeper understandings about crime and criminal justice issues through this active and engaged viewing and reflection.

Some Tips:

1. Avoid distractions. Find the time and space you need to give the films your complete and undivided attention.
2. Pay close attention to the first spoken line in the movie. Much like the first sentence in a book, the first line in a movie is often weighted with significance for what comes next.
3. Look at the lighting. Is there a color that predominates? If so, then contemplate why? Why does everything look red when the characters enter a church, for example? Why might a film-maker have made that choice? Why is a specific character always shown in shadow or from a specific camera angle?
4. Follow the direction of the action, but also look to see if something else is going on that might be intended to have a more subtle impact on viewers.

5. Keep building your idea of the big picture the film-maker is painting for us.

While some films want us to piece together clues to solve a crime, the films in our class are also taking us on a journey to show us big ideas, problems, and solutions. So, what is the overall goal of the film? How does the film achieve this goal, if at all?

6. What did you learn from watching the movie? What did the movie inspire you to think about? Did the movie get you to think about something new? Did the movie challenge your beliefs?
7. What reactions did you experience? Were you scared or upset? Were you curious? Were you frustrated?