

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



## JUS 435: Cinema and Justice

**Dr. Christine Holman**

### Course and Faculty Information

#### Course Description:

Tracks the conceptualizations of justice that have been and are currently conveyed in film, including but not limited to the relationship between crime and various notions of justice. Other depictions include social issues such as gender, race, or economics.

**Credits:** 3

#### Prerequisites:

- ENG 102, 105 or 108 with a C or better
- minimum 36 semester hours
- minimum 2.5 GPA

**Instructor:** Christine L. Holman, PhD

**Contact Info:** [cholman1@asu.edu](mailto:cholman1@asu.edu)

**Office Hours:** Meetings can be arranged via email at student request or in person (upon agreed time/date).

### Course Overview

Like all media, cinema both reflects and comments upon the people, ideas, culture, society and other events of the time and place in which it was created. As such, it can be seen as one venue where images of social life are communicated. These images may address, for example, appropriate gender behavior, what is heroic or deviant or, most importantly, what constitutes justice in the mediated world.

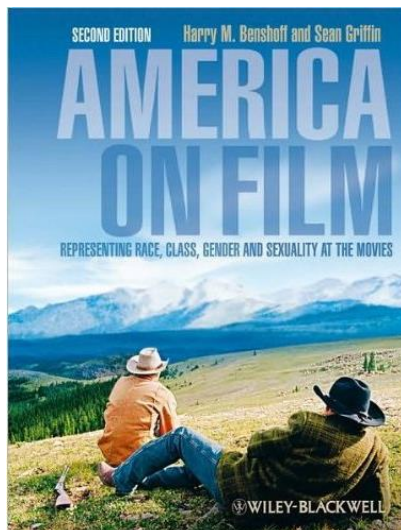
In this course, we will focus on various conceptualizations of justice (or injustice) as portrayed in film, especially in films that were voted "Best Picture" by the Academy of Motion Picture Arts and Sciences. Drawing from this arena, we will investigate how these conceptualizations reinforce or challenge the dominant views of justice in society. Thus, we will analyze films from various genres which touch upon issues of social justice through the images of war, heartache, triumph, redemption and relationships. Throughout the semester, we consider how these lenses frame such social issues as race, gender, class, sexuality and (dis)ability. The course will address issues of film theory and history of cinema, drawing heavily from social science theory and research.

## Course Learning Outcomes

At the completion of this course, students will be able to:

1. illustrate the historical significance of early cinema and the rise of Hollywood as both a business and an important culture machine.
2. identify the elements of the "nostalgic Hollywood blockbuster" and explain how they reflect the dominant ideology in American Films.
3. explain why independent film making has been more or less popular at certain historical movements.
4. illustrate your understanding of race/ethnicity, class, sexuality, gender and ability as discussed in the text and represented throughout American filmmaking.
5. demonstrate increased media literacy and identification of social justice issues in Hollywood films.

## Textbook



Benshoff, H.M. & Griffin, S. (2009). *America on Film: Representing Race, Class, Gender and Sexuality at the Movies* (2nd ed). New York, NY: Blackwell.

## Film Information

As this course centers on film, you are responsible for viewing all films at least twice.

Some of these films may not be readily available in the library or online. Thus, you will need to arrange a way to rent and view these films on your own. How you do this is up to you, but might take the form of a video store membership, a Netflix subscription or purchasing some films from outlets such as Amazon.com. **You are responsible for watching all required films in their entirety; "not being able to find/view the film" is not an acceptable excuse for missed work. You may want to post your film discoveries in the Community Forum board to share with your peers!**

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](https://my.asu.edu) ([Links to an external site.](#)) and [myasucourses.asu.edu](https://myasucourses.asu.edu) ([Links to an external site.](#)); bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#) ([Links to an external site.](#)), [Mozilla Firefox](#) ([Links to an external site.](#)), or [Safari](#) ([Links to an external site.](#)))
- [Adobe Acrobat Reader](#) ([Links to an external site.](#)) (free)
- [Adobe Flash Player](#) ([Links to an external site.](#)) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) ([Links to an external site.](#)) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

# Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources \(Links to an external site.\)](#)Links to an external site.

## Course Topics, Schedule, & Grading

Activities used for instruction and assessment of learning include: discussion board activities; textbook and supplemental readings viewing of feature films; individual activities/assignments; and weekly tests.

**\*\*Please note that many of the required films for this course are rated "R". If this creates any type of personal conflict for you, please consider withdrawing from the course immediately, as it is not possible to design alternate assignments. Thus, if you remain in the course you are thereby consenting to watch/review and examine the films listed below.**

Week	Topics/Lessons	Activities	Assignments
<b>Week 1</b> <b>**long week**</b>	<p>*Introduction to the Course and the primary text <i>America on Film</i></p> <p><b>Part I: Culture &amp; American Film (AF)</b></p> <p>* <b>Part II:</b> "Whiteness &amp; AF"</p>	<p><b>*Read:</b> Benshoff &amp; Griffin (2009) Chapter 1 - 3</p> <p><b>*Watch</b> <i>Gladiator</i> (2000)</p> <p><b>*Complete</b> Review Activity #1</p>	<p><b>Introductory Discussion Board (in Groups)</b></p> <p><b>Test #1</b></p> <p><b>EC Syllabus Quiz</b></p>
<b>Week 2</b> <b>*heavy week</b>	<p><b>Part II cont: Race and Ethnicity &amp; AF</b></p> <p>*African Americans/*Native Americans</p> <p>*Asian Americans/*Latinos</p>	<p><b>*Read:</b> Benshoff &amp; Griffin (2009) Chapter 4-7</p> <p><b>*Watch</b> <i>Dances with Wolves</i>(1990)</p> <p><b>*Complete</b> Review Activity #2</p>	<p>Group Discussion Board</p> <p><b>Test #2</b></p>

Week	Topics/Lessons	Activities	Assignments
<b>Week 3</b>	<b>Part III: Class &amp; AF</b> *Classical Hollywood *After the Depression	<b>*Read:</b> Benshoff & Griffin (2009) Chapter 8 & 9 <b>*Watch</b> <i>Rocky</i> (1976) <b>*Complete</b> Review Activity #3	Group Discussion Board <b>Test #3</b>
<b>Week 4</b>	<b>Part IV: Gender &amp; AF</b> *Women in Classical Hollywood filmmaking *Exploring Visual Parameters of Women/film	<b>*Read:</b> Benshoff & Griffin (2009) Chapter 10 & 11 <b>*Watch</b> <i>Chicago</i> (2002) <b>*Complete</b> Review Activity #4	Group Discussion Board <b>Test # 4</b>
<b>Week 5</b>	<b>Part IV cont: Gender &amp; AF</b> *Masculinity in Classical Hollywood filmmaking *Gender since 1960s	<b>Read:</b> Benshoff & Griffin (2009) Chapter 12 & 13 <b>*Watch</b> <i>Rebecca</i> (1940) <b>*Complete</b> Review Activity #5	Group Discussion Board <b>Test #5</b>
<b>Week 6</b>	<b>Part V: Sexuality &amp; AF</b> *Hetero & Homosexuality – Classical *Sexualities since the Sexual Revolution	<b>Read:</b> Benshoff & Griffin (2009) Chapter 14 & 15 <b>*Watch</b> <i>Moonlight</i> (2016) <b>*Work on</b> Final Review Activity Paper	NO DB this week due to provide extra time to work on Final Review Activity <b>*(Due 10/9)</b> <b>Test #6</b>
			Group Discussion

Week	Topics/Lessons	Activities	Assignments
<b>Week 7</b>  <b>**short week**</b>	<b>Part VI: Ability and AF</b>  *Cinematic Images of (Dis) Ability	<b>*Read:</b> Benshoff & Griffin (2009) Chapter 16  <b>*Watch</b> <i>The King's Speech</i> (2010)  <b>*Complete</b> Review Activity #7  <b>*Turn in</b> Final Review Activity Paper	Board  <b>Test #7</b>  <b>Final Review Activity Paper</b>  <b>**All due at 11:59pm - please note this is FRIDAY, the last day of class.</b>

**\*\*All Written Assignments must be formatted in the following manner and contain the following elements:**

- Must be double spaced (as long as DBs can be read clearly, double-spacing may not be necessary)
- Times New Roman or Arial font (only),
- Pages numbered (not including cover page - thus page #1 is the first page of text) - not necessary for DBs.
- Must be in APA format - see <http://owl.english.purdue.edu/owl/resource/560/01/> (Links to an external site.)Links to an external site..

Work in a different font, size or not double-spaced will be subject to lost points. **\*Remember** - spelling, grammar, punctuation and appropriate academic writing are all required in each assignment. Please refrain from using contractions "can't, won't, don't" in academic writing. This is an advanced, senior level course and thus all written assignments (including DBs) will be graded with this in mind.

Your grade will be determined based on the following grading schema:

#### **Points in the course:**

- Weekly Discussion Boards (20pts each x 6) = 120pts
- Weekly Tests (25 pts each x 7) = 350pts
- Final Review Activity Paper (50 pts) = 50pts

Total points = **345 pts**

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
E	Below 59%

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one week of the due date via the Gradebook. I will be available to review tests with you once the test has closed and all students have completed it. This review will occur via an IM chat arranged at a mutually agreed upon day/time.

## Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(Links to an external site.\)](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices \(Links to an external site.\)](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Links to an external site.\)](#).

## Communicating With the Instructor

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking either instructor to reply to your individual questions:

1. Course syllabus
2. Announcements when you log in
3. The "Community Forum" discussion board

This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructor and your TA from answering similar questions or concerns multiple times.

## Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

## Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.



## Email

ASU email is an [official means of communication \(Links to an external site.\)](#)[Links to an external site.](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account.***

## ASU Online Course Policies

View the [ASU Online Course Policies \(Links to an external site.\)](#)[Links to an external site.](#)

## Accessibility Statements

View the [ASU Online Student Accessibility \(Links to an external site.\)](#)[Links to an external site.](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.