Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: School of Social Transformation
Department: Justice and Social Inquiry
Subject: JUS
Number: 468
Title: (now 494) Protest, Justice, Law and the Media
Units: 3

Is this a cross-listed course? (Choose one)

Is this a shared course? (choose one) If so, list all academic units offering this course

Course description:

Requested designation: Social and Behavioral Sciences-SB
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Annie Goldsand
Phone: 602.908.1140
Mail code: 6403
E-mail: Sarah.Goldsand@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Mary Margaret Fonow
Date:
Chair/Director (Signature):
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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| ☒   | ☐  |   - ANTHROPOLOGY  
|     |     |   - ECONOMICS  
|     |     |   - CULTURAL GEOGRAPHY  
|     |     |   - HISTORY  |
| ☒   | ☐  | 3. Course emphasizes: | syllabus, pages 1 and 2, course description and goals |
|     | ☐  |   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological and anthropological). OR | |
|     | ☐  |   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). |
| ☒   | ☐  | 4. Course illustrates use of social and behavioral science perspectives and data. | syllabus, pages 3, 4 and 6 |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Social And Behavioral Sciences [SB]
Page 3

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>jus</td>
<td>494 to 468</td>
<td>Protest, Justice, Law and the Media</td>
<td>468</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| Importance of social and behavioral sciences | See next column. | pages 2-3 of syllabus: COURSE GOALS
At the completion of our upper-level course, you should be able to explicate research on protests, political deviance, trials, law, justice, and critique the media representations of related ideas. You also should be able to critically evaluate various global social movements, political protests and nascent political trials, and analyze the varied justifications for defining action as diversity, deviance, or crime and the reasons for using criminal, civil, or alternative (positive) sanctions. You also will be able to explain the encompassing meaning of a political trial since many people throughout the world find everyday life to be a trial, especially those placed on the margins of globalization, which typically has been ignored by legal institutions in North America and reinforced by hegemony. Our final goal is for you to develop the skills to analyze the complicated issues and be able to articulate your own ideas. |
We will examine research on protests, political deviance, trials/law, justice, and critique some of the media representations of related ideas. In addition, we will investigate global social movements, political protests and nascent political trials.

We analyze varied justifications for defining action as diversity, deviance, or crime and the reasons for using criminal, civil, or alternative (positive) sanctions (especially via indigenous peoples). We explore the encompassing meaning of a political trial. Many people throughout the world find everyday life to be a trial, especially those placed on the margins of globalization. We also will expand the research on media and trials that usually have been examined narrowly by legal institutions in North America and reinforced by hegemony.

Emphasis

Lauderdale, Pat.  
Van Gelder, Sarah.  
2011. This Changes

Political Analysis of Deviance 3rd Edition  
Edited by Pat L. Lauderdale  
ISBN 13: 9781897160558  
Pub date: Jan 2011

Preview ebook for course adoption
Courses: Politics | Deviance | Political Sociology | Social Justice |

This book illuminates the importance of studying deviance and diversity as politics, and how we might transcend the current vulgar debate over freedom fighters versus terrorists. A Political Analysis of Deviance continues to challenge the “freak” of the week approach to the study of deviance, and challenges scholars to resist the role of being zoo-keepers with the “deviants” as the “objects” captured in the zoo. As we encounter more terrorism, war and unending conflicts over what is deviant, it may be time again to listen to the powerful voices in this book. They explore issues of intent and consequence, shifting moral boundaries via differences in time and space, and factors such as moral entrepreneurs, social movements, organizations, the state, and globalization. In the new foreword, Pat
Lauderdale raises questions about the current usefulness of the approach and examines political life and its relationship to the study of deviance that often are ignored or suffocated before they become public.

"This is an important collection of papers, in some ways even more vital now than when they were first written. The study of "deviant" forms of behavior is the study of the political and the ideological, and the scholars whose work has been gathered here understand that truth as well as anyone anywhere."

– Kai Erikson Department of Sociology Yale University

"Understanding the power relationships involved in the construction of crime and law is a crucially important area. This superb book is at the cutting edge of research into this intriguing and puzzling field. Presenting a thoughtful, meticulous, reliable and fresh look at politics and deviance Pat Lauderdale's excellent and thoughtful book provides a pillar of persuasive scholarship for any researcher wishing to delve
into this fascinating area and understand how power and politics play a part in the construction of deviance.”
– Nachman Ben-Yehuda
Hebrew University
Protest, Justice, Law and the Media: JUS 468

Class Location: Tempe SS236   Times: T-TH 9-10:15am   Semester: Spring 2014
Professor Pat Lauderdale
Telephone: (480) 965-7682 or (480) 965-7071 or email: pat.lauderdale@asu.edu
Office: Wilson 271, ASU, Tempe Campus
Office Hours: T&Th 10:20-11:30 a.m. and by appointment

COURSE DESCRIPTION
We will examine research on protests, political deviance, trials/law, justice, and critique some of the media representations of related ideas. In addition, we will investigate global social movements, political protests and nascent political trials.

We analyze varied justifications for defining action as diversity, deviance, or crime and the reasons for using criminal, civil, or alternative (positive) sanctions (especially via indigenous peoples). We explore the encompassing meaning of a political trial. Many people throughout the world find everyday life to be a trial, especially those placed on the margins of globalization. We also will expand the research on media and trials that usually have been examined narrowly by legal institutions in North America and reinforced by hegemony.

REQUIRED TEXTS
Lauderdale, Pat.
Van Gelder, Sarah.

RECOMMENDED TEXTS
Blumenkranz, Carla et al.
Brinkley, Joel and Stephen Engelberg (editors)
Christenson, Ron
Colenso, Harriette
Deloria, Vine Jr.
Ferriss, Susan, Ricardo Sandoval, and Diana Hembree
Gesell, Laurence
Harrington, James
Hendricks, Steve  

Hitchens, Christopher  

James, Joy  

Laughland, John  

Matthiessen, Peter  

Messerschmidt, Jim  

Moyers, Bill  

Oliverio, Annamarie and Pat Lauderdale  

Peltier, Leonard (Harvey Arden, editor)  

Salime, Zakia  

Seib, Philip  

Shklar, Judith  

Tiger, Edith (editor)  

Toggia, Pietro, Pat Lauderdale, and Abebe Zegeye (editors)  

**COURSE GOALS**

At the completion of our upper-level course, you should be able to explicate research on protests, political deviance, trials, law, justice, and critique the media representations of related ideas. You also should be able to critically evaluate various global social movements, political protests and nascent political trials, and analyze the varied justifications for defining action as diversity, deviance, or crime and the reasons for using criminal, civil, or alternative (positive) sanctions. You also will be able to explain the encompassing meaning of a political trial since many people throughout the world find everyday life to be a trial, especially those placed on the margins of globalization, which typically has been ignored by legal institutions in North America and reinforced by hegemony. Our final goal is for you to develop the skills to analyze the complicated issues and be able to articulate your own ideas.

**STUDENT ENGAGEMENT, ATTENDANCE and RELATED RESPONSIBILITIES**

Your engagement in class is essential to making this an interactive and successful learning experience for everyone. A class disruption is any activity that hinders the instructing or learning within the class. This issue pertains directly to the use of electronic devices such as iPods, cell phones, tablets and laptops. Cell phones need to be kept on silent mode throughout
the class period and text messaging is prohibited. If you are expecting an important phone call, or if an emergency arises then please excuse yourself from class for a few minutes. You may use laptop computers for the purpose of note taking or when using e-reader applications to address assigned texts. Recreational web browsing, email, Facebook, and related applications should not be utilized during class.

Your participation in class is very important. Typically, we will discuss and explicate the central issues from the readings each class session. I rely on the Socratic Method to ensure that you understand the readings and related issues; therefore, our ‘seminar’ discussions will be vital. Your attendance is essential to achieving our collective work. Unless you have documentation for a personal emergency, more than three absences will lower your grade significantly. If you cannot attend a particular class, please be sure to contact someone from the class, review the class meeting, and be responsible for your absence. Also, remember to bring your syllabus to each seminar meeting, and be sure to read the assigned readings prior to each class. I will help you clarify any possible problem with the readings. We also will be viewing and analyzing a few videos in class. These videos typically are not available outside of class and we will complete our analyses during relevant class meetings.

Please note the appropriate drop/add withdrawal, and incomplete procedures. If you are in need of any special resources (e.g. disability resources) please contact the appropriate offices and me as soon as possible.

**READINGS** (with approximate lecture, presentation, and discussion schedule).

Our two required books and the readings are noted below as van Gelder and Lauderdale. Please read the materials in the following order:

(Week 1, Jan. 8) **Political Deviance, Protest, Diversity or Crime?**
1st Research Writing Assignment: Current Protests.
Lauderdale: Lauderdale and Inverarity: Chapter I: 15 – 44.

(Week 2, Jan. 15) **Protest, Political Deviance, Trials and the Law**
Lauderdale: Lauderdale and Inverarity: Chapter I: 15 – 44. (Review)
“The Chicago Conspiracy Trial” (film)

(Week 3, Jan. 22) **Protest and Civil Justice?**
Lauderdale: Blackboard reading: Political Deviance
(Possible viewing of the first part of “Malcolm X”)

(Week 4, Jan. 29) **Images of Protests or Riots?**
(Week 5, Feb. 5) Political Deviance, Trials and Terror in the Media
“Incident at Oglala” (film). In class viewing and critique.

(Week 6, Feb. 12) Review of Protest, Justice (Just-US?) and the Media
Lauderdale & Inverarity: Afterword: 221 – 237
Review and Summary of 1st part of class

(Week 7, Feb. 19) Images of Justice or Just-Us?
Tentative Date for 1st Exam
van Gelder: Chapter 8 by Klein
Seminar Participants: Research Interests and Agendas, and review of Secret Government

(Week 8, Feb. 26) Images of Protest in the Streets
van Gelder: Introduction- Chapter 7, and film: TBA (possibly the Trial of Henry Kissinger)

(Week 9, March 5) Images of Demo-cracy or Rebellion?
van Gelder: Chapters 9-16, and film TBA (possibly Green Zone)

(Week 10, March 12) Spring Break Protest

(Week 11, March 19) Student Research Paper Outline Preparations and Discussion
(e.g., Jon Michael Turner, OWS, Julian Assange, Anonymous and LulzSec, Ted Kaczynski)

(Week 12, March 26) Student Research Paper Outline Presentations and Discussion
Presentations and Critiques

(Week 13, April 2) Student Research Paper Outline Presentations and Discussion
Presentations and Critiques

(Week 14, April 9) Student Research Paper Outline Presentations and Discussion
Presentations and Critiques

(Week 15, April 16) Student Research Paper Outline Presentations and Discussion
Presentations and Critiques

(Week 16, April 23) Summary and Diverse Conclusions (Final Paper Ideas)
Lauderdale & Inverarity: Afterword: 221 – 237 (Review)

(Week 17, April 30) Research Paper (Final paper as the final exam) Preparation Assistance

Final Papers due Thursday, May 2 at High Noon (12:00)
EXAMINATIONS AND EVALUATIONS

The first exam is scheduled tentatively for Thursday, Feb. 14 and it is worth 40% of your final grade. Your seminar participation and paper outline presentation (approximately 20 minutes) will be worth 10%. Please hand in your outline before your presentation. Your final paper is due on May 2 at noon and will be worth 50%. This final paper will be based partially upon information that you collect weekly and the readings and discussions from our course. This final paper replaces your final exam, and gives you an opportunity to summarize what you have learned in our class. We will discuss the format and substance of it in class. Please consider focusing upon new “trials,” the media and protests such as those related to Julian Assange, Anonymous and LulzSec, OWS, or Ted Kaczynski.

The first exam (40 points), your presentation (10 points) and your final paper (50 points) are worth a total of 100 points.
The final grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>E</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

(– and + might be assigned if the final score is within 1 – 2 points)

It is important that you complete the relevant readings prior to the session for which they are assigned. Please note that the content of this syllabus may change to meet the needs of this particular group of students. You will be informed of any changes in advance. Feel free to talk with me about any problems or issues relevant to our work.

Student Responsibilities

Be sure to put JUS 468 as the subject if you need to send me an email: pat.lauderdale@asu.edu. Please do not electronically record the class proceedings without my permission. Also, remember to review and comply with all ASU policies, including:
The Academic Integrity Policy: http://provost.asu.edu/academicintegrity

Academic Misconduct (acknowledgment to Ken Miller for the following)

Academic misconduct includes plagiarism, cheating, or disruption of a class. Also, be very careful of using general internet sources, be sure you double – check your sources. If you hand in an essay that is substantially similar to an essay handed in by another student, the result can be an administrative withdrawal from this class of all students involved.

Americans with Disabilities Act (ADA) Policy Statement:

The ADA provides comprehensive Civil Rights protection and is designed to remove barriers that prevent persons with disabilities from accessing the same educational and employment opportunities as persons without disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Resources for Students located on the first floor of the Matthew’s Center, or call (480) 965-1234.
Final Paper (your Final Exam): Spring 2013, Protest, Justice, Law and the Media

Paper Format:
I. Title Page
II. Abstract
III. Introduction
IV. "Thesis" or Central Argument
V. Conclusion
VI. Suggestions for Future Study
VII. The bibliography (References)*

Paper substance
You simply need to explain what you have learned in this course. Your final paper substitutes for a final exam. The best approach is to write a one page summary of each week, and then use those summaries as the foundation for your final paper. The best papers usually result from students who do their summaries at the end of each week, and such preparation also typically leads to better performances on the exam.

The total page limit for the final paper is fifteen, double-spaced, typewritten pages (including the abstract and bibliography). We will be discussing the process of how to produce a concise and creative paper in class. Remember that your paper should demonstrate a complete understanding of the major issues from our class since this is your final product.

*Your references must conform to the following formats and we will discuss internet references in class:

Book Format:

Article Format: