COURSE DESCRIPTION: This course will focus primarily on how fears spread and become moral panics of our time. We will deal with a number of issues like pedophilia, gangs, and drug scares, but fear of Muslims and Islam will be the most visible example of the course. Through the works of Foucault (discursive formations and incitement), Laclau and Mouffe (hegemony and articulation), and others, this course will attempt to restore the most significant contribution Moral Panic theory offers: the constitutive nature of moral panics in the production of new racial and political identities. A major subtheme of the course will be to trace the incitement process through certain networks and what sociologists call "claims makers" and "moral entrepreneurs" (think tanks, Zionists, Jihad Watch, Military Industrial complex), especially right wing groups but also liberals, mainstream feminists, academics, and other experts. We will also look at the construction of crime waves, but of a particular sort, the kind that reconstitutes the way we understand cultural differences, human rights, immigration, culture and crime, gender inequality, patriarchy, domestic abuse, military occupation, and so on.

II GRADING – total points = 100

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<th>Score Range</th>
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TWO ORAL EXAMS (60 POINTS) – 30 points each x 2 (60 points)

JOURNALS DUE EACH CLASS MEETING (15 points total): For each class where readings are assigned, you are expected to write (one to two pages, typed, double-spaced) a journal entry in which you reflect on the readings. You can get creative, incorporating the readings into a movie you saw, a discussion you had with a friend or family member, found possible venues towards a future career idea, or simply a concept or an idea you found interesting or troubling. You are expected to show me this at the beginning of each class, making sure to receive a signature from me. This is your responsibility. A failure to get my signature during class time negates any possibility of receiving it afterwards. I will not grade these until the very end of the course. I will at that time ask you to hand in your entire journal for grading. The 1st week you must hand in the journal to receive comments, but after that I will no longer provide comments. You are to hold on to these journals to the end of the semester, at which point I will collect them and grade them in one sitting. You may not hand in journals late. If you are absent on a given day, your journal for that day will not count. A failure
to hand in a journal (even if it is lost) will result in zero points for the journal grade. Your journal grade will largely be determined by:

1. How well you convinced me you read the assigned readings carefully and thoughtfully
2. The imaginative nature of incorporating the readings to your life experience, research interest, films you’ve seen, books you’ve read in other classes, and so on.

GROUP LED DISCUSSIONS: 5 POINTS
Each student will be assigned a group on the second day of class. The group assigned to lead discussion is responsible for

1. TWO PAGE PAPER: Each member must send to the entire class via moodle a 2-page word.doc critical essay on the readings for the day. The essay must be delivered via moodle 24 hours before the class meeting. This essay ought to mainly discuss your response to the group assignment inquiry, analyzing the said topic or readings as asked by the professor. You are also to assume the reader has done the reading, SO PLEASE DO NOT SUMMARIZE. This is in addition to your required journal. So yes, you still have to do your journal as well.
2. INCORPORATE ASSIGNMENT INTO CLASS DISCUSSION: In addition to the writing assignment, the group must incorporate their response of the assignment into the class discussion.
3. AS A GROUP, FORMULATE CLASS DISCUSSION QUESTIONS IN A HANDOUT (a copy for each student must be available): The group must meet prior to class and formulate good discussion questions for the class. These must be typed and distributed to every student the day of the class.
4. LEAD CLASS DISCUSSION: The group leads class discussion for the entire class.

I will grade you on the quality of your paper, the incorporation of the recommended readings into the discussion, your leadership presence in the discussion, and the quality of the class discussion.

CLASS PARTICIPATION – 20 points:
Each student is expected to come to class prepared. A failure to participate in class will result in fewer points awarded. A student who comes prepared to class and constructively participates regularly will receive all 20 points.

CLASS ATTENDANCE – You may miss up to two sessions, after which you forfeit half a letter grade for each absence thereafter.

COMING TO CLASS LATE: You are allowed two tardiness, after which every two tardiness counts as one absence. A tardiness longer than 20 minutes counts as an absence.

EXCUSED ABSENCES: Since you are permitted two absences without
penalty, those two function as your buffer for emergency days. Thus there is no need of sending me an email asking to be excused for an absence. Once you miss two absences, you will not be excused even if you are ill.

**ORAL EXAMS MISSED:** Only medical or family related absences will be accepted. Documented material must be handed in to the instructor. If excused and permitted to take a make-up, be prepared for a more difficult exam than the original.

### III Required Texts


### IV Films:

- Why We Fight
- Peace, Propaganda, and the Promised Land
- Bowling for Columbine
- Submission
- The Devil Came on Horseback (85 Minutes)

### V COURSE OUTLINE

**PART I: THE STUDY OF FEAR**

M 1/24: Introduction: The Defining Ideas of this Course:

- What students have said about this prof in the past
- This is a thesis driven course
- Moral Panics and the Constitutive Nature of Fear
- Islamophobia as the sign of the times: Why black/white divide is being replaced by Islam/West divide: Or, why Obama is being attacked for his Muslimness and not his blackness
- The Productive Aspect of Discourse
- The Cultuaralization of the World
- Incitement Theory/Incitement Nodes
- Right wing incites not only racists and conservatives, but liberals as well
- Fear Industries and the Proliferation of Talk
- **Hegemony Theory:** “that a common enemy brings diverse groups together around some purported ‘common’ interests”
- Historicism/Positivism/Essentialism vs Social Construction
- Read the syllabus closely for 5 minutes and then take a quiz
- CLASS EXERCISE: Getting to know one another

W 1/26: FEAR AS AN OBJECT I [LARGE CLASS DISCUSSION]

- Bobby Sayyid, “Sign O’ Times: Kafirs and Infidels”
- Richard Vatz, “The Myth of the Rhetorical Situation”

M 1/31 [GROUP 1 LEADS DISCUSSION] FEAR AS AN OBJECT II:

- Frank Lechner, “Keeping Things Together”
• Frank Lechner, “Global Fundamentalism”
• Liazos, “The Poverty of the Sociology of Deviance”

GROUP 1 ASSIGNMENT: How may Vatz, Liazos, and Sayyid above and the recommended readings of Karapin and Ignazi complicate Lechner’s account of the rise of xenophobia in the Netherlands and Huntington’s explanation for global violence?

W 2/2 FEAR AS SYMBOLIC I [LARGE CLASS DISCUSSION]
• Goode and Ben-Yahuda, “Social Problems”
• Gusfield, “Contested Meanings and the Cultural Authority of Social Problems”

M 2/7 FEAR AS SYMBOLIC II [FISHBOWL]
• Stuart Hall, “The Social History of a Moral Panic”
• Edelman, “The Construction and Uses of Social Problems”
• Steffens, “I Make a Crime Wave”

W 2/9 FROM DIRECT EXPERIENCE OF FEAR TO THE HYPERREAL [LARGE CLASS DISCUSSION]
• Kellner and Best, “From the Society of the Spectacle to Debord and Baudrillard” (moodle)
• Altheide, “Give the Devil His Due”

PART II: ON HOW VIRTUAL PANICS “STICK”
M 2/14 [GROUP 2] MAKING PANICS “STICK” IN THE PUBLIC SPHERE I:
• Goode and Ben-Yahuda, “The Feminist Anti-Pornography Crusade”

GROUP 2 ASSIGNMENT: find crime news about particular crimes that illustrates or complicates Best’s or Goode and Ben-Yahuda’s analysis

W 2/16 FILM: Bowling for Columbine

M 2/21 [FISHBOWL] [MAKING PANICS STICK II: THE EXAMPLE OF HUMAN RIGHTS GROUPS: SAVE DARFUR MOVEMENT:
• Mamdani chs. 1 & 2
• Goode and Ben-Yahuda, “Epilogue: The Demise and Institutionalization of the Moral Panic”

ASSIGNMENT TO ALL: Before our class discussion on Mamdani, please watch the film on your own and be prepared to discuss it by analyzing the film in relationship to Mamdani’s argument: FILM: The Devil Came on Horseback (85 Minutes)

PART III: COMMON OR ILLUSTRATIVE EXAMPLES OF MORAL PANICS
W 2/23 PEDOPHILIA [LARGE CLASS DISCUSSION]
• Jody Jenkins, “They Called Me a Child Pornographer”
  http://www.salon.com/life/feature/2006/07/18/photos;

M 2/28 [GROUP 3] GANGS AND DRUGS:
• Goode and Ben-Yahuda (ch.11), “Drug Abuse Panics”

GROUP 3 ASSIGNMENT: find crime news about particular crimes that illustrates or complicates the analyses of Jenkins, Levine, and Best

ORAL EXAM ONE  W 3/2

PART IV: HOW & WHY INDUSTRIES/“EXPERTS”/ACTIVISTS INCITE & FRAME FEAR
M 3/7 [GROUP 4] THE MILITARY INDUSTRIAL COMPLEX:
• Naomi Klein, “A Corporatist State”
• Justin Lewis, chapter 7
• Stuart Croft (chapter 2 only), “Deconstructing the Second American 9/11”

GROUP 4 ASSIGNMENT: find evidence about the military industrial complex that illustrates or complicates Lewis’s analysis

W 3/9 FILM: Why We Fight

M3/14-W3/16: SPRING BREAK

M 3/21 THE ENTERTAINMENT/MEDIA INDUSTRY [LARGE CLASS DISCUSSION]
• Douglas Kellner, “Media Culture and Ideology from Reagan to Rambo”
• Goode and Ben-Yahuda, “The Media Embody and Ignite Moral Panics”

We will watch a clip from the film “Hollywood and the War Machine”:
http://english.aljazeera.net/programmes/empire/2010/12/2010121681345363793.html

W 3/23 [SMALL GROUP] THE ACADEMIC “EXPERT” AND VICTIM:
• Jenkins (ch.8 in MP), “Ritual Abuse and Recovered Memory”
• Goodwin, “Professional Vision (on Rodney King)”

M 3/28 [GROUP 1] THE PRISON INDUSTRY:
• Joel Dyer, “Collateral Damage”
• Mauer, “African Americans and the Criminal Justice System”

GROUP 1 ASSIGNMENT: find examples of either academic experts, people in the entertainment, prison, or the military industrial complex that illustrates or complicates some of the analysis in this section.

PART V: THE POLITICAL UTILITY OF PUBLIC PANICS:

W 3/30 ELITES AND MORAL PANICS [LARGE CLASS DISCUSSION]
• Goode and Ben-Yahuda, “The Three Theories of Moral Panics”
• CEDRIC DE LEON et. al., “Political Articulation: Parties and the Constitution of Cleavages in the United States, India, and Turkey”
• Edelman (ch.4), “The Construction and Uses of the Political Enemy”

M 4/4 FILM: Peace, Propaganda, and the Promised Land
• McAlister, “The Good Fight: Israel after Vietnam”

W 4/6 [GROUP 2] THE GOOD SOLDIER AND THE RAPIST OTHER:
• Faludi, “Precious Little Jessi”

GROUP 2 ASSIGNMENT: Locate similar stories like Jesse’s and Tillman’s and provide an analysis of its political utility.

PART VI: PUBLIC PANICS AND THE FORMATION OF HEGEMONY: RIGHT WING RECREATES THE POLITICAL:

M 4/11 RIGHT WING POPULISM [LARGE CLASS DISCUSSION]
• Mouffe, On the Rise of the Political Right
• Yilmaz, “The Politics of the Danish Cartoon Affair”
• Max Blumenthal, “How the ‘ground zero mosque’ fear mongering began: The Great Islamophobic Crusade”: 
http://www.cbsnews.com/stories/2010/12/19/opinion/main7166626.shtml?tag=contentMain;contentBody

W 4/13 [FISHBOWL] ON HOW TO PULL IN LIBERALS I:
• Bhattacharyya, “The Misuse of Feminism in Foreign Policy”
• Bederman, “Not to Sex But to Race”

M 4/18 [GROUP 3] ON HOW TO PULL IN LIBERALS II:
• DARKMATTERS (read only the first two essays)
• Jasbir Puar, “Homonationalism and Biopolitics”

GROUP 3 ASSIGNMENT: Locate instances when liberal issues of human rights were utilized by specific groups in relationship to the War on Terror, American nationalism, occupation of Afghanistan, Palestine and/or Iraq, or the racial profiling of American-Muslims and analyze how this may relate to Puar’s concept of “Homonationalism”

PART VII: FRAMING FEAR: CULTURALIZING AND RACIALIZING FEAR

W 4/20 DOWRY MURDER VERSUS DOMESTIC VIOLENCE [LARGE CLASS DISCUSSION]
• “Chimp Culture”
• Uma Narayan, “Death by Culture”
• Parameswaren, “Coverage of ‘Bride Burning’ in the Dallas Observer”

PART VIII: THE POLITICAL UTILITY OF THE NATIVE INFORMER (please watch the short youtube video, Submission before this class meeting)

M 4/25 [GROUP 4] THE NATIVE INFORMER SPEAKS:
• Uma Narayan, “Authentic Insiders as Preoccupations”
• Laila Lalami, “The Missionary Position”
• Hamid Dabashi, “Native Informer and the Making of American Empire”

http://weekly.ahram.org.eg/2006/797/special.htm
• In class we will watch the video clip: Pamela Geller Debates Michael Ghouse:

http://www.youtube.com/watch?v=Kk6efjmxK_g

GROUP 4 ASSIGNMENT: Read closely Rana Husseini’s essay I’ve placed on moodle and deconstruct for us her quest to tackle honor killings using Narayan’s and Parameswaren’s analysis.

ORAL EXAM TWO: W 4/27

M 5/2: LAST DAY OF CLASS: HAVE WE GONE TOO FAR WITH THIS DECONSTRUCTION?
• Joel Best, “Labeling Under Attack”
• Goode and Ben-Yahuda (ch.4), “The Moral Panic Meets Its Critic”
• Pizza and Evaluations

JOURNALS DUE M 5/2 AT THE BEGINNING OF CLASS