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

Academic Unit: CLAS/SST
Department: JSI
Subject: JUS Number: 360 Title: Law and Social Control
Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) __________________________

Is this a shared course? No
If so, list all academic units offering this course __________________________

Course description: __________________________

Requested designation: Historical Awareness--H
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.

Submission deadlines dates are as follow:
For Fall 2014 Effective Date: October 10, 2013
For Spring 2015 Effective Date: March 13, 2014

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 towards 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 Catalog description
☒ Course Syllabus
☒ Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Frank A. Pina
Phone: 480-965-9800
Mail code: 6403
E-mail: frank.pina@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Mary Fonow
Date: 4/1/14

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today’s students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that “history” designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### Historical Awareness Criteria

The Historical Awareness [HI] course must meet the following criteria:

<table>
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<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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The following are not acceptable:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
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<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>
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<tr>
<td>History is a major focus of the course.</td>
<td>ONE: History is a major focus of the course. Ideal blocks of instruction in the course undertake an historical analysis of various aspects of law. For example, Block 1: History and Definition of Law, assesses the meaning of law from a variety of disciplinary perspectives, but with an historical development as well. Similarly, Block 3: Names, Sources and Social Control trace historical shifts in our understanding of the rules that govern our behavior and the relationships they impose. Block 4: Social Science and Law, is informed by scholars from the 18th century to the present in terms of an understanding of law from a social science perspective.</td>
<td>syllabus Points 1, 3, 4</td>
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<td>The course examines and explains human development as a sequence of events.</td>
<td>TWO: The course examines human development as a sequence of events. LAW &amp; SOCIAL CONTROL traces the arc of human development from pre-historical times to today. This is most evident in the first block of instruction.</td>
<td>syllabus Point 1</td>
</tr>
<tr>
<td>There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>THREE: There is a disciplined systematic examination of human institutions as they change over time. LAW &amp; SOCIAL CONTROL undertakes an analysis of law as social institution in the context of other institutions and their changing form across human history. The discussion occurs in Block 2 as we focus on an awareness of law and other views on morality and justice, in Block 4 where the focus is on law and its relationship to other social institutions, and in Block 5 where we specifically address law and politics in and around the World War I years through the work of George Dewey.</td>
<td>syllabus Points 2, 4, 6</td>
</tr>
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The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.
Criteria 4: The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

How course meets the spirit of #4:

The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. LAW & SOCIAL CONTROL analyzes law and social change in terms of historical shifts in the nature of society, shifting notions of state authority and legitimacy, as well as the relationship between law and economy. These dimensions occur across all blocks of instruction, but they are especially pronounced in Blocks 3, 4, 5, and 6. In Block 3, for example scholars who have studied norms and sanctions over the years have paid particular attention to changes in social structure. Similarly, in Block 4, we focus on a group of scholars who have analyzed the relationship among law, politics and the economy. In Block 5, the presentation of material about the emergence and growth of the corporate form grounds that discussion within historical shifts in the nature of society, including political organizations and economic formations.

Evidence: See Syllabus points 3-6.
JUS 360 Law and Social Control

Resolution of social issues through the application of law as an agent of social control. Nature, sanctions, and limits of law. Categories of law and schools of jurisprudence.

Allow multiple enrollments: No  Primary course component: Lecture
Repeatable for credit: No  Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Social Transformation

Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 24 hours; Minimum 2.00 GPA
LAW AND SOCIAL CONTROL
JUS 360  Fall 2013

Professor:  Gray Cavender
Office:  Wilson Hall 210
Telephone:  (480) 965-7013
EMAIL:  gacavender@asu.edu
Office Hours:  Tuesday 11am-12noon; 1:15-2:00pm; Thursday 1:15-4:00pm; or By Appointment

COURSE TA:  Richard Glover
Office:  Wilson Hall 247
EMAIL:  richard.glover@asu.edu  Office Hours:  Thursday 1:15-4:00pm; or By Appointment

Texts:  David Friedrichs, Law in Our Lives, Third Edition
Cullen, Cavender, Maakestad, and Benson, Corporate Crime Under Attack, 2nd Edition
George Orwell, 1984

Course Content:  During the semester, we will analyze law as one of society's mechanisms for controlling the behavior of individuals and collectivities. We will study the historical ideas and more recent scholarship from legal scholars and social scientists. Topics will include:

1. History and definition of law. This block of instruction will include not only ideas about the meaning of law from legal scholars, but also an assessment of the meaning of law from historians, philosophers, and theologians.
2. Law, morality and justice. Here we will analyze a range of literature, from that of legal scholars to social scientists who have studied the relationship between and among law, a sense of morality and a sense of justice. This will include what we mean by the term "justice."
3. Norms, sanctions, and social control. Here we will analyze how norms and sanctions (and the types of norms and sanctions) have changed over time, from pre-history to the present. We will focus on the context of these various views of norms and sanctions, and their relationship to other structures of authority.
4. Social science and law. Here we study law as a social institution and how social scientists have analyzed the relationship among law and other social institutions over the years.
5. Corporate and organizational regulation. Here we analyze the history of the corporate form, the emergence of a corporate bar, and the efforts at encouraging and/or regulating corporations.
6. Orwell's 1984. We will study Oceania, Orwell's fictional society as an illustrative example of issues of social control.

Grades: Your grade will be determined from your scores on two exams, each worth 50% of your grade. I do not take attendance in class although in a sense it is included in your grades since the exams cover both the readings and material from lectures. Should you miss an exam, you must provide an acceptable, written excuse to take a make-up exam. One extra credit assignment is available; the details will be discussed in class. Reading assignments are made in class. I adhere to ASU policies on matters of academic honesty. Exam 2 will be given on December 5, 2013 during class period.

Course Goals:

1. Understand law's relationship, historically and today, to other forms of control.
2. Understand law as a social institution.
3. Understand the relationship among law, the state, and legitimacy.
4. Understand the relationship among law, morality, and justice.
CORPORATE CRIME UNDER ATTACK
The Fight to Criminalize Business Violence

Francis T. Cullen
Gray Cavender
William J. Meikestad
Michael L. Benson

second edition
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GEORGE ORWELL was the pen name of an Englishman named Eric Blair. He was born in Bengal in 1903, educated at Eton, and after service with the Indian Imperial Police in Burma, returned to Europe to earn his living writing novels and essays. He was essentially a political writer who wrote of his own times, a man of intense feelings and fierce hates. He hated totalitarianism, and served in the Loyalist forces in the Spanish Civil War. He was critical of communism but considered himself a Socialist. He hated intellectuals, although he was a literary critic. He hated cant and lying and cruelty in life and in literature. He died at forty-seven of a neglected lung ailment, leaving behind a substantial body of work, a growing reputation for greatness, and the conviction that modern man was inadequate to cope with the demands of his history.
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