

RECEIVED

JAN 16 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: LAW

Date Submitted: 1/16/2014

1b. Department/Division: College of Law

1c. Contact Person

Name: Douglas Michael

Email: michaeld@uky.edu

Phone: 71485

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Spring 2014

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LAW 994

2c. Full Title: International and Comparative Inequality Law

2d. Transcript Title: London Law: Intl and Compar Inequal Law

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: At its height, Great Britain controlled much of Australia, South Asia, areas in the Middle East and large portions of Africa and North America. However, as its empire dissolved and its former colonies became independent nations, these countries found themselves needing to address inter-group conflicts created by certain hereditary groups based on race, ethnicity or religion. Thus, there are many places in the world that have to confront inter-group subordination that either resulted from or was impacted by British Imperialism. This course will compare various forms of inequality between dominant and oppressed groups in four different countries, which at one time were British colonies: India, Israel/Palestine, South Africa, and the United States. Students may elect an exam or paper option; the grade will also be based on class participation.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? Yes

If YES, enter the off campus address: 99 Great Russell Street, London WC1B 3LA

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: Visiting faculty

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 5

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree program?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MICHAELD|Douglas C Michael|LAW 994 NEW College Review|20140116

COMPARATIVE INEQUALITY COURSE

SYLLABUS

SPRING 2014

Professor Brown
email: brownkd@indiana.edu

COURSE MATERIALS

1. CITIZENSHIP AND IMMIGRATION IN POST-WAR BRITIAN – by Randall Hansen
2. IN A NEW LAND – by Nancy Foner
3. BLACK LIBERATION – by George Frederickson
4. Course materials Packet posted on TWEN (required)

FIRST DAY CLASS ASSIGNMENT

Our first class day will be Tuesday, January 14th. Your assignment for the first day of class is to read:

- 1) **Document #1 The Multiconscious Awareness by Kevin Brown**
- 2) **Document #2 Feminist Legal Epistemology by Susan Williams**
- 3) **Document #3 Private Irony and Liberal Hope by Richard Rorty**

CLASS PREPARATION

The class meets on Tuesday at 3:45 pm to 5:10 pm and Thursday from 11:35 pm to 1:00 pm. In addition, our class meeting on Tuesday, March 11th and Thursday, March 13th will be moved to 8:00 am to 9:15 am. There is a mixture of legal, historical, philosophical, religious, and sociological materials for this course. For a course in Law School, the reading assignments are long. But since almost all of the readings are non-legal, it will take considerably less time to read than traditional legal materials. I will let

you know what you should read for each following during our class on Thursday. **THE SUCCESS OF THIS CLASS IS DEPENDENT UPON YOU HAVING READ THE MATERIAL PRIOR TO CLASS.**

I expect everyone to contribute to class discussions and there will be no exceptions. Do not be afraid to ask questions in class. Much of the material presented in this course will be intellectually challenging. It was once said that the only stupid question is the one that is not asked. I agree wholeheartedly with this statement. I may not answer your question in class and I may also cut short the question and comment period because I think that there are other issues which must be addressed. **DO NOT FEEL OFFENDED WHEN THIS HAPPENS TO YOU.**

NO RECORDINGS OF ANY KIND ARE PERMITTED IN CLASS.

LAPTOP POLICY

Students are limited to using laptops only for word processing purposes. Any other use is strictly prohibited. A student violating this policy will be subject to either being dismissed from the course or having their grade reduced. The punishment will be left in my sole discretion. Each of you must sign the attached laptop policy and turn it on during the first day of class. For a short discussion of a recent study on the effects of multitasking during class time see <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/20/how-distracting-are-laptops-in-class/>

GRADING POLICY

Grades will be based on your attendance, participation, course paper, presentation of paper and final exam. The weight of these components will be as follows:

- 10% Attendance and Participation
- 90% Final Examination

Because much of what you will learn in this course comes from class discussion, class attendance is extremely important. Anyone who misses a high number of classes shall be ineligible to sit for the examination; and thus will not receive credit for the course. If you miss a significant number of classes, then I will lower your class grade by as much as a full letter grade. I will be the sole authority in determining whether a “high number” or a “significant number” of classes have been missed. There will be no advance warning of when a student is close to missing either a high or a significant number of classes. Such a determination will not depend upon whether a like determination was made for a fellow student in this class.

**COMPARATIVE INEQUALITY COURSE
SPRING 2014
ASSIGNMENT SCHEDULE**

I INTRODUCTION

A Contrast Between Cartesian Epistemology and Socially Constructed Epistemology

- 1) Document #1 The Multiconscious Awareness by Kevin Brown
- 2) Document #2 Feminist Legal Epistemology by Susan Williams
- 3) Document #3 Private Irony and Liberal Hope by Richard Rorty

B American Style Individualism

- 1) Document #4 The Christian View of Man by Reinhold Niehbur
- 2) Document #5 A History of the Christianity by Paul Johnson
- 3) Document #6 A History of Knowledge by Charles Van Doren
- 4) Document #7 Crossing the Threshold of Hope by Pope John Paul
- 5) Document #8 Comparison of Pope John Paul's Positions
- 6) Document #9 Liberalism and the Limits of Justice by Michael Sandel
- 7) Document #10 Knowledge and Politics: The Principal of Individualism by Roberto Unger
- 8) Document #11 Three Conceptions of Community by Michael Sandel
- 9) Document #12 Yurugu – Progress as Ideology by Marimba Ani
- 10) Document #13 The End of History by Francis Fukuyama

II AFRICAN AMERICANS IN THE UNITED STATES

- 1) Document #14 Social Construction of African-Americans in Dominant American Culture by Kevin Brown
- 2) Document #15 Discourse on African American Centralism by Kevin Brown
- 3) Document #16 Abraham Lincoln's December 1, 1862 State of the Union Address
- 4) Document #17 A New Birth of Freedom: The Forgotten History of the 13th, 14th and 15th Amendments
- 5) Document #18 The Rise And Fall Of The One-Drop Rule: How The Importance Of Color Came To Eclipse Race by Kevin Brown

- 6) Document #19 Brown v Board of Education
- 7) Document #20 McCleskey v Kemp
- 8) Document #21 NEAP, SAT and ACT Scores By Race and Ethnicity
- 9) Document #22 Powell's Opinion in Bakke
- 10) Document #23 Grutter v Bollinger
- 11) Document #24 Demise of the Talented Tenth by Kevin Brown & Jeannine Bell
- 12) Document #25 Impact of New Department of Education Regulations for Racial and Ethnic Classifications by Kevin Brown
- 13) Document #26 Black Immigrants by Kevin Brown
- 14) Document #27 Minority Status and Schooling by John Ogbu
- 15) Document #28 Race in the Mind of America by Paul Wachtel
- 16) **VIEW MOVIE – BLACKS WITHOUT BORDERS**
<http://www.youtube.com/watch?v=EG1UVvwaFt8>
- 17) Document #29 Can Public International Boarding Schools In Ghana Be The Next Educational Reform Movement For Low-Income Urban Minority Students? by Kevin Brown

II DALITS IN INDIA

- 1) Document #30 The Quest for Simplicity: My Idea of Swaraj by Mahatma Gandhi
- 2) Document #31 Basics of Hinduism by Dr. Shivendra Kumar Sinha
- 3) Document #32 Cast an Eye of the Dalits of India
- 4) Document #33 Dalit and Shudra Politics and Anti-Brahmin Movement by Narender Kumar
- 5) Document #34 What it Means to be a Dalit or Tribal Child in Our Schools by Vimala Ramachandran and Taramani Naorem
- 6) Document #35 Oriental Mythology: The Mask of God by Joseph Campbell
- 7) Document #36 Words of Freedom: The Indian Ghetto by B. R. Ambedkar
- 8) Document #37 Caste and Colony? Indianizing Race in the United States by Daniel Immerwahr
- 9) Document #38 Annihilation of Caste by B. R. Ambedkar
- 10) Document #39 Buddhism in India – by Gail Omvedt
- 11) Document #40 The Politics of Preference: Democratic Institutions and Affirmative Action in the United States and India by Sunita Parikh
- 12) Document #41 Translating Race and Caste by Nico Slate
- 13) Document #42 The New Dalit Diaspora by Vivek Kumar
- 14) Document #43 CasteWatchUK Conference Report: Caste & Indian Christian Diaspora
- 15) Document #44 Introduction to Symposium: Race Across Boundaries by Kevin Brown
- 16) Document #45 Lessons Learned by Kevin Brown

III BLACKS IN THE UNITED KINGDOM

CITIZENSHIP AND IMMIGRATION IN POST-WAR BRITIAN – by Randall Hansen

IN A NEW LAND – by Nancy Foner

IV BLACKS IN SOUTH AFRICA

Document #46 I Conquer, therefore I am the Sovereign: by Mogobe B. Bamose

BLACK LIBERATION – by George Frederickson

NOT WHITE ENOUGH, NOT BLACK ENOUGH: RACIAL IDENTITY IN SOUTH AFRICA'S COLOURED COMMUNITY by Mohamed Adhikari

COMPARATIVE INEQUALITY
Professor Brown

Laptop Policy

I understand that laptops may be used in this class only for word processing, note-taking and review of materials on reserved or prepared for class sessions. I therefore agree that if I use a laptop during class, I will use only a word processing application or to read materials on reserve and no other applications (including but not limited to Internet browsing and instant messaging). I also understand that if I violate this policy, my grade in this class may be lowered by as much as a full level (e.g. A- to B-) or Professor Brown may conclude that I am not eligible to sit for his class and thus must take the course again. I further understand and agree that the punishment for this offense is at Professor Brown's sole discretion.

January __, 2014

Name: _____

Signature: _____

RETURN TO PROFESSOR BROWN THE FIRST DAY OF CLASS

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete 2808	Syllabus Comparative Inequality Revised 2014.pdf

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

At its height, Great Britain controlled much of Australia, South Asia, areas in the Middle East and large portions of Africa and North America. However, as its empire dissolved and its former colonies became independent nations, these countries found themselves needing to address inter-group conflicts created by certain hereditary groups based on race, ethnicity or religion. Thus, there are many places in the world that have to confront inter-group subordination that either resulted from or was impacted by British Imperialism. This course will compare various forms of inequality between dominant and oppressed groups in four different countries, which at one time were British colonies: India, Israel/Palestine, South Africa, and the United States. Students may elect an exam or paper option; the grade will also be based on class participation.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: 99 Great Russell Street, London WC1B 3LA

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: Visiting faculty

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 5

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

Ellis, Janie

From: Ellis, Janie
Sent: Tuesday, January 21, 2014 11:03 AM
To: Michael, Douglas C
Cc: Salsman, Jane
Subject: RE: new course proposals

Douglas, we received these courses on 1/16/14. Sheila is out of the country and is not scheduled back until next week. I will have them on her desk when she returns along with your request.

From: Michael, Douglas C
Sent: Thursday, January 16, 2014 9:55 AM
To: Ellis, Janie
Cc: Salsman, Jane
Subject: new course proposals

Janie:

I am writing to you in Sheila's absence. I have just sent two new course proposals from the College of Law (Law 994 and Law 995). We are in a hurry for them because students are currently enrolling in them. We didn't have any earlier notice than this.

If you can get them to Senate Council/circulation quickly I would very much appreciate it.

Let me know if I can do anything else to help.

Doug Michael

Douglas C. Michael
Stites and Harbison Professor of Law
Associate Dean for Academic Affairs
University of Kentucky College of Law
202 Law Building
Lexington KY 40506-0048
859.257.1485 (office)
859.351.6482 (cell)
michaeld@uky.edu