

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/Year¹ 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 995

2c. Full Title: Law and Development - Transnational Perspectives

2d. Transcript Title: London Law: Transnational Law &Devel

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: This course will explore the origin of development law and the institutions that were created in order to advance it, including the World Bank and the International Monetary Fund. This course will also focus on cultural conflicts between Anglo-American culture and traditional cultures including those rooted in religions such as Buddhism, Hinduism, Islam and Traditional African religions. Selected topics that we will address in this course include history of development theory; the impact of policies set by international agencies such as the World Bank and IMF on developing nations; the role and position of women in developing countries; and cultural conflicts between traditional culture of developing nations and western liberal culture. 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 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?: 10

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 pgm?: 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 995 NEW College Review|20140116

LAW & DEVELOPMENT

SPRING 2014

Professor Brown
email: brownkd@indiana.edu

COURSE MATERIALS

1. OPEN VEINS OF LATIN AMERICA BY EDUARDO GALEANO (required)
2. 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 and Wednesday from 11:35 pm to 1:00 pm. Our class on Tuesday March 11th will be held at 4:00 pm. We will take a field trip on that day to the European Bank for Reconstruction and Development. 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 most 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 Wednesday. **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.**

Each student will also produce a course paper that needs to be between 15 and 20 pages on a particular country. The paper needs to be double spaced, using Times Roman type 12 pt. All final papers will be due on Friday, March 28th.

The seminar paper must address the "development concerns" in a given developing country. You will see that the concept of "development concerns" will be defined broadly in this class. However, the papers must, at a minimum, discuss the history of the country, its economic, social, religious, and political systems, and how development law has impacted the country. Students must choose from the following list of countries:

1. India
2. China
3. Ghana
4. Nigeria
5. Kenya
6. South Africa
7. Jamaica
8. Haiti
9. Brazil
10. Mexico

To the extent that I can allow students to choose countries, I will. But, for what remains, on the first day of class I will put everyone's name in a hat and select the order from which you can choose your country. As you will note, there are ten countries. If it turns out that more than ten students are in the class, then some students will be able to select a country that is not on the list.

As I am doing this syllabus, it is my understanding that there are 12 students enrolled in the course. Since I have only listed 12 countries, I am open to 2 students selecting a different country from Asia, Africa, or South America. The last three weeks of classes will be devoted to the presentation of course papers. Each student will be given half the class period, or 40 minutes to present their paper. Their papers must also be emailed to the other members of the class.

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
- 50% Course Paper
- 15% Presentation of Course Paper
- 25% 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.

SCHEDULE OF COURSE PAPER PRESENTATIONS

Each of students will have one half of a class session to present their report. The reports must focus on one of the following countries:

1. India – April 8th
2. China – April 8th
3. Ghana – April 9th
4. Nigeria – April 9th
5. Kenya – April 15th
6. South Africa – April 15th
7. Jamaica – April 16th

8. Haiti – April 16th
9. Brazil – April 22nd
10. Mexico – April 22nd
11. Country Yet to be Determined – April 23rd
12. Country Yet to be Determined – April 23rd

LAW & DEVELOPMENT SPRING 2014 ASSIGNMENT SCHEDULE

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

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

Conflict with Forms of Traditional Thought

- 1) Document #12 The Idea of Progress by Tedor Shanin
- 2) Document #13 Yurugu – Progress as Ideology by Marimba Ani
- 3) Document #14 The End of History by Francis Fukuyama
- 4) Document #15 The Quest for Simplicity: My Idea of Swaraj by Mahatma Gandhi
- 5) Document #16 Western Science and its Destruction of Local Knowledge by Vandana Shiva
- 6) Document #17 I Conquer, therefore I am the Sovereign: by Mogobe B. Bamose

Perspectives on Law & Development

- 1) Document #18 The Veil of Opulence by Benjamin Hale
- 2) Document #19 Bottom Billion by Paul Collier

- 3) Document #20 Development as Freedom by Amartya Sen
- 4) Document #21 The New Law and Economic Development: Introduction by David M. Trubek and Alvaro Santos
- 5) Document #22 The Law and Growth Nexus by Kenneth W. Dam

Historical Foundations of Globalization

- 1) Document #23 Historical Foundations of World Order by Douglas M. Johnston
- 2) Document #24 Colonial Latin America by Mark Burkholder and Lyman L. Johnson
- 3) **OPEN VEINS OF LATIN AMERICA BY EDUARDO GALEANO**

From Colonialism to Development

- 1) Document #25 From Law and Colonialism to Law and Globalization Law, Custom, and Social Order: The Colonial Experience in Malawi and Zambia by Martin Chanock Review by: Sally Engle Merry
- 2) Document #26 Decolonizing International Law by Sundhya Pahuja

Millennial Development Goals

- 1) Document #27 The Millennium Development Goals (MDGs): A Short History of the World's Biggest Promise by David Hulme
- 2) Document#28 The MDG Report 2012

Human Rights, Taxes and Development

- 1) Document #29 Human Rights and Development: Toward Mutual Reinforcement – Some Reflections on Human Rights and Development by James Wofensohn
- 2) Document #30 Tax Policy for Emerging Markets: Developing Countries by Vito Tanzi and Howell H. Zee
- 3) Document #31 Tax Policy In Developing Countries: What Can Be Learned From OECD Experience by Christopher Heady

CUBA: A DEVELOPMENT EXAMPLE (Optional)

- 1) Document #32 Cuba Country Study (Week 14)
- 2) Document #33 CUBA: AN ECONOMY IN TRANSITION? by Raul Moncarz and Leonardo Rodriguez (Week 14)

LAW & DEVELOPMENT
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

	ID	Attachment
Delete	2809	Syllabus Law & Development Revised 2014.pdf

Select saved project to retrieve...

(*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
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Inquiry - Social Sciences
- Composition & Communications - I
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning
- U.S. Citizenship, Community, Diversity
- 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"/> <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> 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:

This course will explore the origin of development law and the institutions that were created in order to advance it, including the World Bank and the International Monetary Fund. This course will also focus on cultural conflicts between Anglo-American culture and traditional cultures including those rooted in religions such as Buddhism, Hinduism, Islam and Traditional African religions. Selected topics that we will address in this course include history of development theory; the impact of policies set by international agencies such as the World Bank and IMF on developing nations; the role and position of women in developing countries; and cultural conflicts between traditional culture of developing nations and western liberal culture. 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? 10

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 ⁵ for ANY program? Yes No

If YES ⁵, 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 10.a 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, is 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
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