Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  PLS 3253

2. Title (may not exceed 30 characters, including spaces): Human Rights and International Law

3. Long title, if any (may not exceed 100 characters, including spaces):

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: (3-0-3)

5. Term(s) to be offered:  Fall  ☑ Spring  Summer  ☐ On demand

6. Initial term of offering:  Fall  ☑ Spring  Summer  ☐ Year: 2010

7. Course description (not to exceed four lines): This course examines the evolution in international human rights and humanitarian law during the 19th and 20th century. It addresses efforts by both leaders and average people’s movements to establish legal norms concerning genocide, crimes against humanity, racism, and political and economic rights, as well as the institutions involved in the implementation of international law.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s), Students must have completed PLS 2253 (Introduction to International Relations) before taking this course
   c. Who can waive the prerequisite(s)?  ☐ No one  ☐ Chair  ☑ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  None.

10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method:  ☑ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
      ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   - Apply legal principles to specific court cases through case briefs.
   - Develop their effectiveness in speaking through presenting case briefs in class.
   - Demonstrate knowledge of institutions involved in international law through exam questions, case briefs and oral presentations.

   a. This is not a general education course.
   b. This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   - Students will be assigned to write case briefs.
   - Students will be assigned to present case briefs in class and answer questions.
   - There will be three exams during the semester involving essay questions and identifications.

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3. Explain how the instructor will determine students’ grades for the course:
   - The three essay and identification exams will constitute 75% of the final grade.
   - Students will complete three case briefs with a presentation of each brief which constitutes 25% of their final grade.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   Not Applicable.

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. Not Applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *) Not Applicable.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the
course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will meet 45, fifty-minute class periods over 15 weeks.

Week One: Introduction to International Criminal Law  
Week Two: The Debate over Human Rights and the Law  
Week Three: Concepts of Genocide, War Crimes and Crimes against Humanity  
Week Four: Defenses in International Criminal Law  
Week Five: The Nuremberg and the Tokyo Tribunals  
Week Six: Review and Exam 1  
Week Seven: The International Criminal Tribunal for the former Yugoslavia  
Week Eight: The International Criminal Tribunal for Rwanda  
Week Nine: The Special Court for Sierra Leone  
Week Ten: The Extraordinary Chambers in the Courts of Cambodia  
Week Eleven: Review and Exam 2  
Week Twelve: The Creation and Jurisdiction of the International Criminal Court  
Week Thirteen: Darfur and African cases before the International Criminal Court  
Week Fourteen: Domestic Efforts to Address Human Rights Violations  
Week Fifteen: Truth and Reconciliation Commissions

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

   International law is one of the major subfields within international relations. While the Department offers other subfield international relations courses, we currently offer no international law course. In addition, this course could also supplement the pre-law and criminology minors and offer an international perspective to the law as well as criminal behavior and accountability.
   a. This is not a general education course.
   b. This course is not technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   Given the nature of the material, student learning objectives, assignments and grading, this course is appropriate as an upper-division, 3000-level political science course. Currently, all specialized courses in international relations carry at least a 3000-level designation. As this is an upper-division international relations course, it is appropriate to require that students have completed the introductory international relations course (PLS 2253) before taking this upper-division course.

3. If the course is similar to an existing course or courses, justify its development and offering.

   None
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
4. **Impact on Program(s):** This course will not be required for the political science major or minor, but the course will be added as an option under the international relations category.

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Dr. Lilian A. Barria and Dr. Steven D. Roper. Other qualified faculty may be assigned to teach the course in the future.

2. **Additional costs to students:** None

3. **Text and supplementary materials to be used (Include publication dates):**


**PART VI: COMMUNITY COLLEGE TRANSFER**

A community college course will not be judged equivalent to this course.

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

**PART VII: APPROVALS**

Date approved by the department or school: **February 27, 2009**

Date approved by the college curriculum committee: **March 13, 2009**

Date approved by CAA: **April 9, 2009**

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).