

International Law

Law 728

Class No. 21387

College of Law, JDi Program
Syracuse University

Professor Kristen Barnes
Live Sessions, Mondays, 6:00pm – 7:30pm
(United States Eastern Time)

Contact

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Office Hours via Zoom

Mondays, 7:30pm -8:30pm (United States Eastern Time), and by appointment

Zoom Link for the Course

Join URL: <https://syracuseuniversity.zoom.us/j/98261958684>
(link is available on Blackboard under zoom meeting tab)

Course Description

This course introduces students to the fascinating world of international law. It examines legal aspects of contemporary problems in international relations with a focus on the nature and sources of international law. Some of the topics covered include sovereignty and self-determination, the application of international law in domestic courts, international courts and alternative dispute settlement mechanisms, jurisdiction and immunities, enforcement, and human rights. The course is taught through lectures, class exercises, fact pattern analysis, and class discussion with substantial reliance on primary materials such as treaties, UN resolutions, and decisions of international courts.

Workload

This is a three-credit course. Pursuant to ABA Standard 310, that means that in addition to the time you spend in class, you are expected to spend approximately seven hours per week of the JDi semester on course related work. Course related work often includes reading the assigned material, briefing cases, outlining, meeting with study groups, identifying and responding to hypotheticals, and attending faculty office hours.

Learning Outcomes

This course is designed to help you achieve the learning outcomes listed below. Upon completion of this course, you will be able to:

- 1) Apply international norms, rules, and policies to various international issues, problems, and fact patterns
- 2) Identify recognized sources of international law
- 3) Critically evaluate theories of international law and justifications for international law
- 4) Explain key components of the international legal system, including the primary institutions and other actors
- 5) Describe the entities and persons to which the international laws apply
- 6) Explain distinct norms, rules, and policies concerning international law
- 7) Critically analyze decisions from sovereign national courts, international courts, and other international bodies concerning matters of international law

Course Readings

International Law: Cases and Commentary (6th edition) by Mark Weston Janis, John E. Noyes, and Leila Nadya Sadat. The casebook is required.

Various additional materials will be placed on Blackboard.

Course Web Page - Blackboard

Course information and announcements will be posted on Blackboard, along with handouts and other course materials.

Formative and Summative Assessment

Pursuant to ABA 314, this course employs both formative and summative assessment.

Formative assessment gives students feedback during a course to improve student performance. In this course, students will receive formative assessment through their completion of the interactive elements in the asynchronous lectures as well as through their participation in the live sessions and completion of the mid-term practice exam. Although none of these formative assessments will be graded, they are designed to guide students as they advance toward achieving the seven Learning Outcomes for this course.

Summative assessment will take place after the completion of course work and students are informed of their level of achievement. In addition to the formative assessment described above, students will be assessed by their class participation and by the administration of a three-hour final exam (please see below for details on class participation and the final exam).

JDi Toolkit

Prior to class, you should read and familiarize yourself with the JDi Toolkit, available on Blackboard. This resource is designed as a reference guide for the JDi program. It contains useful information about how classes work, technological requirements and support, exams, grading, and other key concerns.

Technology Requirements and Support

Required technology. As stated in the JDi Toolkit, this course will require you to have a computer with Microsoft Office, a sufficient broadband internet connection (minimum download speed of 5 Mps; minimum upload speed of 3 Mps), a webcam, a headset with microphone that is compatible with your computer and telephone, and either a landline or cell phone with strong service.

Access to technology support. The Syracuse University ITS Help Desk is available to address your questions or concerns about the learning management system and asynchronous class sessions. ITS contact information, as well as helpful answer guides, can be found at: <https://its.syr.edu/get-help/>.

College of Law's Commitment to a Diverse and Inclusive Learning Environment

The College of Law supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within the

College will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Accommodation Policy

Syracuse University College of Law strives to make an inclusive educational environment for all, enhancing our community and learning, and benefitting all students. There may, however, be aspects of the instruction or design of this class that result in barriers to your full participation. To discuss academic accommodation or support please contact Annette Jenner-Matthews, Senior Disability Access Counselor at the COL, at 315-443-9409 or arjenner@syr.edu. Please also visit the Office of Disability Services website for more information and to fill out a registration form at <http://disabilityservices.syr.edu>.

Office Hours

Office hours are Mondays, 7:30pm - 8:30pm (US Eastern Time), and by appointment. All office hours can be accessed via the recurring meeting link that will be posted to our Blackboard course page.

Live Class Sessions

Timing of Live classes. Live classes will meet on Mondays, 6:00pm-7:30pm (US Eastern Time). Our first live session will be on August 25 and our last will be on November 10. All live session classes can be accessed via the recurring meeting link that will be posted to our Blackboard course page.

Participation in class sessions. The success of this course depends upon your class participation. You are expected to: attend each class session, complete the assigned reading before the relevant session, and participate in class discussion.

Panel Assignments. starting with the third week of the course, students will be assigned to panels. Each panel will be responsible for presenting aspects of the reading material assigned for the day and answering questions. Regardless of whether you are "on-call" for the day, you should complete all the assigned reading and be prepared to participate in class discussions.

Attendance in live class sessions. The ABA and the College of Law require regular and punctual class attendance from all students. Regular, punctual attendance in live class

sessions is required to receive credit for this course. Any student with more than two absences will be administratively dropped from the course or earn an "F" for the course.

Computer use and etiquette during live class sessions. During live class sessions you are expected to be viewing the virtual classroom at all times, and to have your video turned on at all times so that your colleagues and professor can see you. During live class sessions, you may wish to use a computer to take notes or look at your notes. If you are using a computer for such purposes, you should have either an additional computer or an additional screen for this purpose. Your full attention is required during live class sessions. Surfing the internet, sending or receiving email, playing computer games, watching movies, or doing anything else on the computer other than participating in class or taking or reviewing your notes is prohibited. Students who violate this policy may be treated as absent for the day on which the violation occurred.

Asynchronous Class Sessions

You are expected to complete the week's asynchronous class session, including all embedded questions, exercises, and interactions, prior to coming to the live class. Please note that the embedded interactions are not graded (even though default messaging from the video software may indicate that some interactions are graded). The purpose of the embedded interactions is to keep students engaged in the recorded sessions and to provide students with a means of checking their own progress. Live class sessions will build on the work you do in the asynchronous class sessions. You will not be prepared to participate in live classes if you have not previously completed the asynchronous class session.

Just as regular, punctual attendance in live class sessions is required to receive credit for this course, regular, on-time completion of asynchronous class sessions is required to receive credit for this course. To receive credit for this course, students must complete at least 11 of the 12 weeks of asynchronous class sessions and must complete at least 9 out of the 12 weeks of asynchronous class sessions on time (i.e., prior to the live class session.). Failure to do so will result in you being administratively dropped from the course or earning an "F" for the course. An exception to the policy will be made only for students who experience a crisis or similar emergency.

Tape Recording

Tape recording of class sessions (whether live or synchronous is not permitted unless it falls within the scope of an appropriate accommodation for a disability.

Exams and Grading

Around week #7, a midterm practice exam will be scheduled during the regularly scheduled class meeting time. The mid-term practice is designed to give students a sense of their progress as well as a sense of the kind of questions that will be on the final exam. I will schedule time during one of our class sessions to review the ungraded practice midterm exercise.

There will be a three-hour final exam at a time scheduled by the College of Law. The exam will consist entirely of short and long essay questions and will determine 90% of the course grade. The exam will be open book. Students will be permitted to consult their physical casebook and their physical personally prepared outline during the final exam.

Your personally prepared outline should consist of no more than 15 pages. The 15 pages are counted as notes on one side of each page of paper no larger than 8 ½ x 11 (standard size paper). You should have a printed copy of the outline so that you can consult it, as necessary, for the exam.

No other notes, study guides, books, or other materials will be allowed. The remaining 10% will be determined by participation in the course. Participation includes completing and submitting a reflection paper, participating in class discussion, fulfilling panel assignment roles, and taking the practice midterm exam. Final grades will be determined according to the mandatory Grading Curve.

EXAMINATION MATERIALS: *In an examination (midterm or final) that a professor has designated as "open book," only a physical copy of the book, or a printed copy of the e-book, may be used. Neither e-books nor any electronic materials may be used in examinations administered by the College of Law.*

Academic Integrity

Consistent with the requirements of the College of Law and Syracuse University students must do their own work. The work you submit in this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. Use of ChatGPT or any other generative AI is prohibited in the completion of your coursework and the mid-term and final exams.

Weekly Class Reading

WEEK #1 – August 24 - Introduction

Class #1 - Asynchronous Session: Sources of International Law; Treaties

Casebook, Chapter 8, pages 661 – 673, Chapter 2, pages 29- 48, 51- 68

- Treaty Between the Jews and The Romans (Circa 160 B.C.)
- The Peace of Westphalia (1648)
- The Treaty of Paris (1783)
- The Kellogg-Briand Pact (1928)
- The Hull-Lothian Agreement (1940)

UN Charter, Preamble, and Articles 1, 25, and 103

Class #2 - Live Session – Monday August 25: Treaties

Review of Syllabus

Casebook, Chapter 1, pages 1 – 28

- *McCann v. United Kingdom* (ECtHR 1995)
- *Filartiga v. Pena-Irala* (2d Cir. 1980)

Quick Review – Questions and Comments on August 24 Session

WEEK #2 - August 31 – Treaty Law

Class #3 - Asynchronous Session: The Law of Treaties I; Reservations

Casebook, Chapter 2, pages 68 – 90

- *Eastern Airlines, Inc. v. Floyd* (U.S. 1991)
- *The Reservations to the Genocide Convention Case* (I.C.J. 1951)

Vienna Convention on The Law of Treaties (VCLT), Articles 1-3, 19 – 23

- Which States are parties to the Genocide Convention?

UN Charter, art. 96

VCLT, articles 6- 7, 11, 31 – 34

Watch genocide clip on UN Website at:

<https://www.un.org/en/genocideprevention/genocide-convention.shtml>

Class #4 - Live Session – Monday September 1: The Law of Treaties II

Casebook, Chapter 2, 91 – 112

- *Case Concerning The Gabčíkovo-Nagymaros Project* (I.C.J. 1997)
- *The Eastern Greenland Case* (P.C.I.J. 1933)

VCLOT, articles 26, 27, 46 (effect of municipal law), 54- 57, 60-64

Quick Review – Questions and Comments on August 31 Session

Exercise – Small groups

WEEK #3 – September 7 – Customary International Law & General Principles

Class #5 - Asynchronous Session: Custom & Non-Consensual Sources of International Law

Casebook, Chapter 3, pages 113 – 142

- *The Paquette Habana* (U.S. 1900)
- *The Asylum Case* (I.C.J. 266)
 - Is your State a party to the Caracas Convention?
- *The Lotus Case* (P.C.I.J. 1927)

Class #6 - Live Session – Monday September 8 - Arbitration, Custom, & General Principles

Casebook, Chapter 3, pages 142 – 166

- *The Texaco/Libya Arbitration* (1978)
- *The AM & S Case* (ECJ 1982)

Quick Review – Questions and Comments on September 7 Session

WEEK #4 – September 14 – Natural Law, Jus Cogens, Soft Law and Equity

Class #7 - Asynchronous Session: Natural Law and Jus Cogens

Casebook, Chapter 3, pages 166 – 185

- *United States v. Smith* (U.S. 1820)
- *Prosecutor v. Furundžija* (I.C.T.Y. 2002)
- *The Michael Domingues Case* (Inter-Am Cmm'n H.R. 2002)

VCLOT, arts., 53, 64, 66(a)

Watch short videos on the International Criminal Tribunal for the Former Yugoslavia (ICTY) & the International Criminal Tribunal for Rwanda (ICTR) at home. Note that, the content in the videos can be upsetting; so be mindful of this when you watch them. The videos are available at: <https://icty.org> (video title: "End of impunity" (7 minutes and 44 seconds) and <https://unictt.irmct.org> (video title: "20 years Challenging Impunity") (4 minutes and 6 seconds).

Class #8 - Live Session – Monday September 15 - Soft Law and Equity

Casebook, Chapter 3, pages, 193 – 216

- *The Meuse Case* (P.C.I.J. 1937)
- *The North Sea Continental Shelf Cases* (I.C.J. 1969)
 - Is your State a party to the 1958 Convention?

ICJ Statute, Article 38(2)

Quick Review – Questions and Comments on September 14 Session

Class Exercise - Handout

WEEK #5 - September 21 – Municipal Law; The Law of Nations

Class #9 - Asynchronous Session: Treaties and the Constitution

Casebook Chapter 4, pages 217 – 228, 241 – 243, 262 – 291 (up to part B)

- *Ware v. Hylton* (US 1796)
- *Foster v. Elam v. Neilson* (US 1829)
- *Sei Fujii v. California* (CA 1952)
- *Whitney v. Robertson* (US 1888)
- *Medellin v. Texas* (US 2008)

Article 94 of the UN Charter (compliance with International Court of Justice judgments)

Class #10 - Live Session – Monday September 22 - The Law of Nations in American Law

Casebook, Chapter 4, pages 291 – 298, 298 – 305, 323 – 337

- *Respublica v. De Longchamps* (1784)
- *Murray v. Schooner Charming Betsy* (U.S. 1804)

- *Kiobel v. Royal Dutch Petroleum Co.* (2013)

Quick Review –

- Quiz
- Questions and Comments on September 21 Session

WEEK #6 – September 28 – Arbitration; Contentious Cases at the International Court

Class #11 - Asynchronous Session: Public International Arbitration

Casebook, Chapter 5, pages 339 - 374

- *The Alabama Arbitration* (1872)
- *The Dogger Bank case* (1905)
- *The Rainbow Warrior Cases* (1986, 1990)

Watch: *The Boat and the Bomb* (2005), full-length version available on the Greenpeace website at: <https://www.greenpeace.org/aotearoa/about/our-history/bombing-of-the-rainbow-warrior/the-bombing-of-the-rainbow-warrior-fact-file/> (51 minutes and 32 seconds) (scroll down on the website to access the film).

Is your state a party to the comprehensive ban treaty?

Is your state a party to the nuclear non-proliferation treaty?

Is your state a party to the 2017 Treaty on the Prohibition of Nuclear Weapons?

Class #12 - Live Session – Monday September 29 – Contentious Cases at the ICJ

Discuss upcoming practice midterm exam

Casebook, Chapter 5, pages 374 – 389

- *The Minquiers and Echrehos Case* (I.C.J. 1953)
- ICJ Statute, art. 36 and 59
- Charter of the United Nations, Article 96

Article – “Is the International Court of Justice Biased” by Eric Posner and Miguel de Figueiredo (2004) (posted on Blackboard)

Exercise: Small groups

Quick Review – Questions and Comments on September 28 Session

WEEK #7 – October 5 – International Courts and Tribunals

Class #13 - Asynchronous Session: The International Court

Casebook, Chapter 5, pages 389 – 410, pages 410 – 430

- *The Diplomatic and Consular Staff Case* (I.C.J. 1980)
- Declaration of Malawi Recognizing the Compulsory Jurisdiction of the ICJ (I.C.J. 2007)
- *Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory* (I.C.J. 2004)

UN Charter, Articles 10 – 12, 25, 94

ICJ Statute, Article 65

- Has your State been a party to a case before the ICJ? What was the basis of the Court's jurisdiction?

Watch the two clips of former U.S. President Jimmy Carter:

- 1) Clip – An excerpt from former President Jimmy Carter's Iran Hostage Crisis Speech and is dated November 4, 2011. (1 minute and 42 seconds), available at the link: <https://www.youtube.com/watch?v=U0Xe0gypvPU>.
- 2) Clip – An excerpt from an interview dated October 21, 2014, with the heading "I could have wiped Iran Off the Map." (3 minutes and 36 seconds), available on youtube at: <https://www.youtube.com/watch?v=-6Rt1a1xII8>.

Class #14 - Live Session – Monday October 6 - Midterm Practice Exam

- Midterm exam
 - Midterms period is October 6 – October 10
- No class will be held.

WEEK #8 - October 12 – Individuals as Objects and Subjects of International Law

Class #15 - Asynchronous Session: Individuals and International Law

Casebook, Chapter 6, pages 465 – 491

- *The Nottebohm Case* (I.C.J. 1955)
- *The Barcelona Traction Case* (I.C.J. 1970)

Class #16 - Live Session – Monday October 13 – Investor-State Arbitration

Casebook, Chapter 5, pages 430 – 447, pages 447 – 463

- *The Shrimp Turtle Case* (WTO 1999)
- *The Vivendi Case* (ICSID 2002)

Debate: Should the WTO be abolished?

- Skim as background:
 - World Trade Organization: Overview and Future Direction, Congressional Research Service, December 6, 2019, <https://fas.org/sqp/crs/row/R45417.pdf> (posted on blackboard)
 - Josh Hawley, *The W.T.O. Should be Abolished*, NY Times, May 5, 2020, <https://www.nytimes.com/2020/05/05/opinion/hawley-abolish-wto-china.html> (posted on Blackboard)

Review midterm exam and model answer

Quick Review – Questions and Comments on October 5 and 12 Sessions

WEEK #9 – October 19 – European Human Rights Law; International Criminal Law

Class #17 - Asynchronous Session: European Human Rights Law

Casebook, Chapter 6, pages 520 – 554 (up to Section E)

- *Sunday Times v. United Kingdom* (ECtHR 1979)
- *Soering v. United Kingdom* (ECtHR 1989)

Articles 3 and 10 of the European Convention on Human Rights

Watch the film on the European Court of Human Rights, (Council of Europe, Public Relations Unit, 2016) (English Version) (14 min. 29 seconds). The film is available at: <https://www.youtube.com/watch?v=EPWGdhgQlgk> and on the European Court of Human Rights website at: <https://www.youtube.com/watch?v=EPWGdhgQlgk&list=PLT-6qb4oU5fiINe8Cp23qVZ5kNHEX747X>.

Class #18 - Live Session – Monday October 20 - Individuals as Subjects of International Law

Casebook, Chapter 6, pages 491 – 519

- *The Nuremberg Judgment* (1946)

- *Damian Thomas v. Jamaica* (U.N.H.R. Comm. 2000)
- Has your State ratified the ICCPR?

Quick Review –

- Quiz
- Questions and Comments on October 19 Session

FYI - International Law Week October 23 – October 25, 2025. Information available at: <https://www.ila-americanbranch.org/international-law-weekend/>

WEEK #10 – October 26 – Sovereigns; International Criminal Court

Class #19 - Asynchronous Session: The Sovereign State

Casebook, Chapter 7, pages 573 – 596 (through Note 4)

- *Island of Palmas Case* (Permanent Court of Arbitration, 1928)
- *In re Duchy of Sealand* (Admin. Ct. Cologne, 1978)
- Has your State ratified the Montevideo Convention?

Class #20 - Live Session - Monday October 27 - International Criminal Law, Sovereign States

Casebook, Chapter 6, pages 554-571

- *Situation in the Democratic Republic of the Congo in the Case of the Prosecutor v. Thomas Lubanga Dyilo* (I.C.C. 2007, 2012)

Judgment on the appeal against the decision on the authorization of an investigation into the situation in the Islamic Republic of Afghanistan, ICC-02/17-138 (March 5, 2020), <https://www.icc-cpi.int/Pages/record.aspx?docNo=ICC-02/17-138> (posted on Blackboard)

Executive Order on Blocking Property of Certain Persons Association with the International Criminal Court (June 11, 2020) (posted on Blackboard)

- Has your state ratified the Rome Statute?

Class exercise: Explanation and analysis of the cases and the role of ICC in the case based upon group assignment.

Optional - Watch the film, *The Reckoning* (Dir. Pamela Yates, Peter Kinoy, Paco de Onás) (90 min., 2009, POV Season 22). The Reckoning is available on Kanopy, one of

the streaming services provided by the SU Libraries (see link below; From off-campus computers, you will be prompted for your NetID). You can link to it for free from your Blackboard page. Information on the film is available on the PBS website at:

<http://www.pbs.org/pov/watch/reckoning/>.

Write a 2-page editorial arguing both sides of whether there should be an International Criminal Court.

Questions and Comments on October 26 Session

WEEK 11# - November 2 – States; International Legal Personality

Class #21 - Asynchronous Session: Recognition and Succession

Casebook, Chapter 7, pages 596 - 630

- *Republic of Croatia et al. v. Girocredit Bank A.G. der Sparkassen* (S.Ct. Austria 1996)
- *The Tinoco Arbitration* (1923)
- *Autocephalous Greek-Orthodox Church of Cyprus v. Goldberg & Feldman Fine Arts, Inc.* (7th Cir. 1990)

Class #22 - Live Session – Monday November 3 –

Self Determination; International Legal Personality

Chapter 7, pages 630 – 650, 673 - 686

- *Consequences of the Separation of the Chagos Archipelago from Mauritius in 1965* (Advisory Opinion, ICJ 2019)
- *The Reparation Case* (ICJ 1949)

Quick Review - Questions and Comments on November 2 Session

WEEK #12 - November 9 – The Use of Force; International Regimes

Class #23 - Asynchronous Class: – Jus in Bello (conduct of parties engaged in armed conflict)

Casebook Chapter 9, pages 739 - 768

- *Prosecutor v. Tadić* (ICTY 1995)
- *Hamdan v. Rumsfeld* (U.S. 2006)

UN Charter, articles 2(3), 2(4) and 51

Watch Video: <https://www.icrc.org/en/document/reflections-70-years-geneva-conventions-and-challenges-ahead>

Watch Video: <https://www.icrc.org/en/document/geneva-conventions-relevant-today-more-ever>

Class #24 - Live Class – Monday November 10 - International Regimes; Review and Wrap-up

Chapter 8, pages 700 – 711, 732 – 738

Quick Review - Questions and Comments on November 9 Session

Review and Wrap-up

Thanksgiving Break – November 23 – November 30

Exam Period – December 1 – December 5

Kristen Barnes
Syracuse University College of Law

Course Redesign Institute 2025

Annotations to Revised JDi International Law Syllabus

Changes to the Appearance of the Syllabus

I added class numbers to make it easier for students to keep track of class sessions.

Course Description

I added “class exercises” and “fact pattern analysis” as some of the ways that the class will be taught.

Learning Outcomes

I changed the statements at the beginning of the learning outcomes to “you” statements. I reviewed all my learning outcomes to make sure that they are clear, attainable, learning-focused, measurable, specific, and relevant. I revised several of them:

- I changed the first learning outcome. The old learning outcome #1 stated that students will be able to “demonstrate competent understanding of the issues and problems relating to international law.” The revised learning outcome now reads:

“1) Apply international norms, rules, and policies to various international law issues, problems, and fact patterns.”

- I revised the second learning outcome. My original learning outcome #2 stated:

“2) Understand the history concerning the emergence of international law and the sources of international law.”

My revised learning outcome #2 reads:

“2) Identify recognized sources of international law”

- I revised my original learning outcome #4. The original #4 read:

“Acquire knowledge of the international legal system, the primary institutions and other actors in the system, including the persons and entities to which the international laws apply”

I created two separate learning outcomes to clarify them and make them measurable:

“4) Explain key components of the international legal system, including the primary institutions and other actors

5) Describe the entities and persons to which the international laws apply”

I eliminated repetition in the learning outcomes (e.g., removed repeated reference to institutions in the original learning outcome #5).

Synchronous Classes

For each live class session, I carved out time to link the prior asynchronous session to the live online session. I will create 1-2 reminder questions on the asynchronous material and a power point summary slide. I will pose the questions at the beginning of class.

First Live Session

I built in time for the first live class session to discuss the midterm and final exam in more detail. This will give the students a preview of some of the assessments for the course. I will discuss the exam type (e.g., multiple-choice, short essay, long essay), how the exams will be structured, and how they can do well in the course.

Student-Centered Engagement

I planned for student variability. I designed a few different ways for students to demonstrate engagement. These include: two quizzes, small group problem-solving, class exercises, panel assignment involving presentation of cases with analysis; and a practice midterm. During the midterm debriefing students will be expected to share their answers and assessment of the midterm content.

Students will receive participation points for completing all these activities. They are low stakes exercises because either they will not be graded, or the grade will not count towards the final grade. I aligned the activities with the learning outcomes for the class and for the course.

Scaffolding

I offer a practice midterm to the students which allows them to practice for the final exam. The midterm will give them an opportunity to assess:

- how well are they grasping course concepts;
- whether their notetaking is effective; and
- whether they perform well on a timed essay exam.

This will also help me assess how they are doing.

The midterm is offered in the 7th week. We will discuss it in the 8th week. At that time, the students will receive a model answer. This should allow the students enough time to make adjustments before the final exam. The final exam will be administered six weeks after the practice midterm.

I added two quizzes. The quizzes will be graded by the students in class. The quizzes will give them practice for the final exam. One quiz will be in week 5 before the practice midterm and another quiz will be given in week 9 before the final exam.

Peer to Peer Interaction

I designated the third week of class as the starting point for students to be assigned to panels to present some aspects of the class material. They will be expected to field questions.

Exams and Grading

I changed the weighting of the grading so that the final exam counts for 90% rather than 95%. Student participation now counts for 10% rather than 5%. I think this allocation better reflects their student participation responsibilities which include taking the practice midterm exam.

Maintaining Pedagogical Professional and Personal Well Being

I will continue to assess whether the work related to the course, which includes preparation, management of new class exercises, and assessment, is reasonable and feasible given the time constraints of the semester. Where necessary, I will make adjustments for future class sessions and future course offerings.

Ongoing Review and Assessment

I will continue to gauge whether I have included too many exercises. One measure will be whether we are able to complete all the class material assigned for each session. I will check in with the students, informally, to gain a sense of their views on how the course is going and the content. I will review class evaluations to look for themes and areas that may need improving. As always, I will approach reviewing the final exams as a learning exercise. The exam responses provide important information on how well the students understood the material.