WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.   Course **POLS 346**

Department Approval

Fred Lee   _Dec 5, 2013_   _flee@winona.edu_
Department Chair   Date   e-mail address

Dean's Recommendation ✓ Yes _____ No*

[signature]   _12-9-13_
Dean of College   Date

*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

GEPS Recommendation _____ Approved   _____ Disapproved

Chair, General Education Program Subcommittee   Date

A2C2 Recommendation _____ Approved   _____ Disapproved

Chair of A2C2   Date

Faculty Senate Recommendation _____ Approved   _____ Disapproved

President of Faculty Senate   Date

Academic Vice President Recommendation _____ Approved   _____ Disapproved

Academic Vice President   Date

Decision of President _____ Approved   _____ Disapproved

President   Date
Please forward to Registrar.

Registrar _____   Please notify department chair via e-mail that curricular change has been recorded.
          Date entered

[Revised 10-22-12]

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Political Science & Public Administration   Date 12/5/13

POLS 346	International Law	3
Course No.	Course Name	Credits

Prerequisites POLS 130 Introduction to Inernational Relations AND EITHER CMST 191 or CMST 192

GEP Goal Area(s):*

CORE GOAL AREAS
- [ ] Goal 1: Communication
- [ ] Goal 3: Natural Science
- [ ] Goal 4: Mathematics/Logical Reasoning
- [ ] Goal 5: History and the Social and Behavioral Sciences
- [ ] Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS
- [ ] Goal 7: Human Diversity
- [ ] Goal 8: Global Perspective
- [ ] Goal 9: Ethical and Civic Responsibility
- [ ] Goal 10: People and the Environment

  * Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

- [✓] Intensive:
  - [ ] 1. Writing
  - [✓] 2. Oral Communication
  - [ ] 3a. Mathematics/Statistics
  - [ ] 3b. Critical Analysis

- [ ] Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Elissa Alzate	(507) 457-5404	ealzate@winona.edu
Name (please print)	Phone	e-mail address

[Revised 9-6-11]

WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _POLS 346_

Department Recommendation ✓ Approved ____ Disapproved

Fred Lee   _Dec 5, 2013_   _flee@winona.edu_
Department Chair   Date   e-mail address

Dean's Recommendation ✓ Approved ____ Disapproved*

[signature]   _12-9-13_
Dean of College   Date

*In the case of a dean's recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.

GEPS Recommendation ____ Approved ____ Disapproved ____ No recommendation

_____   _____
Chair, General Education Program Subcommittee   Date

A2C2 Recommendation ____ Approved ____ Disapproved

_____   _____
Chair of A2C2   Date

Faculty Senate Recommendation ____ Approved ____ Disapproved

_____   _____
President of Faculty Senate   Date

Academic Vice President Recommendation ____ Approved ____ Disapproved

_____   _____
Academic Vice President   Date

Decision of President ____ Approved ____ Disapproved

_____   _____
President   Date

Please forward to Registrar.

Registrar _____   Please notify department chair via e-mail that curricular change has been recorded.
           Date entered

[Revised 10-22-12]

WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department Political Science & Public Administration _____ Date 12/5/13 _____

POLS 346 _____ International Law _____ 3 _____

Course No. Course Name Credits

Applies to: [✓] Major [✓] Minor
            [ ] Required [ ] Required
            [✓] Elective [✓] Elective

University Studies (A course may be approved to satisfy only one set of outcomes.):
Course Requirements:

Basic Skills:	Arts & Science Core:	Unity and Diversity:
[ ] 1. College Reading and Writing	[ ] 1. Humanities	[ ] 1. Critical Analysis
[ ] 2. Oral Communication	[ ] 2. Natural Science	[ ] 2. Science and Social Policy
[ ] 3. Mathematics	[ ] 3. Social Science	[ ] 3. a. Global Perspectives
[ ] 4. Physical Development & Wellness	[ ] 4. Fine & Performing Arts	[ ] b. Multicultural Perspectives
		[ ] 4. a. Contemporary Citizenship
		[ ] b. Democratic Institutions

Flagged Courses:
     [ ] 1. Writing
     [✓] 2. Oral Communication
     [ ] 3. a. Mathematics/Statistics
     [ ]   b. Critical Analysis

Prerequisites POLS 130 Introduction to International Relations and EITHER CMST 191 or CMST 192 _____

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a *University Studies Approval Form*.

Department Contact Person for this Proposal:

Elissa Alzate _____ (507) 457-5404 _____ ealzate@winona.edu _____

Name (please print) Phone e-mail address

[Revised 11-1-12]

Department: Political Science & Public Administration

Course: POLS 346 International Law

GEP Category Requested: Oral Communication Intensive, 3 credits

GEP Student Competencies addressed by course:

1. Earn significant course credit through extemporaneous oral presentations;
2. Understand the features and types of speaking in political science;
3. Adapt their speaking to field-specific audiences;
4. Receive appropriate feedback from teachers and peers, including suggestions for improvement;
5. Make use of the technologies used for research and speaking in political science;
6. Learn the conventions of evidence, format, usage, and documentation in political science.

Course Outline:

GEP Oral Communication Intensive (numbers in parentheses reflect the GEP student competencies addressed at that level—see competencies above)

1. What is International Law? (2)
2. International Relations Perspectives on International Law (1-4)
3. International Law Theories & Approaches (1-4)
4. Basics of International Legal Order (1-6)
   a. Actors in IL: States, International Organizations, Non-State Actors
   b. International Law Creations & Sources
   c. Interpreting International Law (International Courts & Tribunals)
   d. Compliance & Enforcement
   e. International Law & Domestic Law
5. Topics in International Law (1-6)
   a. Human Rights Law
   b. International Environmental Law
   c. International Economic Law

d. Use of Force: Jus ad Bellum, Humanitarian
　　　　　Intervention, International Criminal Law, and
　　　　　Preemptive War
　　6. Review & Conclusion

Course Requirements:

Homework/Reading Quizzes	10%
In-class activities	10%
Journal	10%
Peer Review Comments	5%
Exams (2 exams, 15% each)	30%
Debates (2 debates)	35%
1st debate: 15%	
2nd debate: 20%	

Learning Activities:

Lecture: *Addresses GEP student competency 2.*
Through lecture, I will give students the substantive information they will need about the fundamental concepts and approaches to international law and ways in which they are relevant to contemporary international issues. I will also give them procedural information on effective presentations and debate techniques.

In-class activities: *Addresses GEP student competencies 1, 2, 3, and 4.*
Class discussion and informal small-group debates will provide students with the opportunity to apply concepts of international law and treaties to topics of international debate. Students will discuss how different sides of the argument would both use different theoretical points and frame the debate in various ways. They will have the opportunity to engage in the debates in small groups and will discuss what went well and what did not with the class as a whole. Small group debates are extemporaneous, and students earn credit through thoughtful participation not on the final product.

Journal: *Prepares students for GEP student competency 4.*
Students will write journal entries for each formal debate in which they are not presenting to ensure preparation and encourage thoughtful participation as audience members. Audience members will ask questions of the debating groups following their presentations. Journal entries will be about one paragraph in length and will summarize the policy issue under consideration and the fundamental concepts or treaties of international law for each side of the debate. All journal entries will be recorded on D2L under Communications then Discussion.

Peer Review Comments: *Addresses GEP student competency 4.*
Audience members will complete an evaluation form for all formal debates.

<u>Formal Debates:</u> *Addresses GEP student competencies 1, 2, 3, 4, 5, and 6.*
Depending on class size, all students will participate in at least two formal debates throughout the semester. Students should take what they have learned in the readings, lecture, small group debate, and discussion and apply it to a different issue of international law. Specific policy issues will change every semester to reflect various politically relevant issues.

The objective of these debates is to make students appreciate and become more comfortable with basic principles of international law and to understand how different sides to important issues currently being debated in the international arena have distinct legal and political foundations. Debates apply concepts learned for an area of international law to a particular case or set of circumstances.

Each side of the debate should:
- Clearly explain the issue from their perspective
- How has this issue developed—historical origins
- Explain the relevant treaties or principles of international law you're using to support your side
- Be persuasive! Why should the audience adopt your perspective rather than the opposing side(s)?

Students will be assigned to groups, and each group will represent one perspective on the issue being debated. Although students will defend their position in groups, students will be individually responsible for preparation and presentation.

Students will be assessed according to the following rubric:

<u>Criteria</u>	<u>% of Debate Grade</u>
Introduction	15
• Attention-getting opener	
• Brief overview of the issue from your perspective	
• Clear legal position	
Body	50
• Information clearly organized	
• Correctly identify the relevant treaties/principles of international law	
• How the treaties/legal principles relate to the case	
• Specific implications	
• Persuasive	
Conclusion	15
• Summary of take-home points	
• Statement of relevance	
• Memorable: persuasive call to action	
Q&A	10
• Ask question or challenge the points of the other group	

- Respond clearly to questions or challenges from the other group or audience
- Demonstrate comfort with legal issues

Supplementary Aids   5
- Clarify main points without distracting
- Proofread

Works Cited Page   5
- Cite all sources consulted
- Use APSA format of citation

Penalties:
You will lose between 5-30 points for not following the principles of good public speaking:
- Dress professionally
- Speak loudly & clearly
- Maintain eye contact with audience
- Avoid reading!! (from notes or the screen)

Your presentations should involve everyone in the group. All group members should be involved in each stage of the process: organization and designing of the presentation are as important as delivering the presentation itself. Group members who are absent or late will not receive credit for the debate.

Oral Communication Student Competencies	How Addressed in Course	Assessment Plan
1. Earn significant course credit through extemporaneous oral presentations;	This course allows students to earn significant credit through extemporaneous oral presentations through participation in several informal, small group debates (in-class activities to count for 10% of the course grade) and formal debates (at least 2 per student for a total of 35% of their course grade). The formal debates require advance preparation but also incorporate an extemporaneous element by requiring students to counter arguments from the other group's presentation and also to answer questions from the audience.	Multiple speaking assignments; grading rubric includes an evaluation of the extemporaneous nature of the presentation.
2. Understand the features and types of speaking in political science;	This course is designed to give students a deeper appreciation of public debate and the political nature of international law. Students will also better appreciate various methods of persuasion and argumentation in such public debates.	Multiple speaking assignments; grading rubric includes an evaluation of different elements, including informational presentation, application of theoretical concepts, and persuasiveness.
3. Adapt their speaking to field-specific audiences;	Students will learn through participation in both the informal and formal debates how to shape one's argument to fit various audiences: political scientists, general public, political elites, etc.	Multiple speaking assignments; grading rubric includes an evaluation of the sources used in researching the topic; grading rubric also includes separate components for evaluating addressing the opposing sides of the debate as well as the general audience.
4. Receive appropriate feedback from teachers and peers, including suggestions for improvement;	In the informal, small group debates, students will receive immediate feedback from their peers on content, structure, and presentation. For the formal debates, students will receive detailed feedback from the professor on the same elements as above. Students in the audience will be required to provide feedback for select debates, arranged by the instructor to ensure that all students both give and receive peer reviews for their formal presentations.	Journal entries ensure audience members are prepared for the debates and can participate in the Q&A section of the debates. All students are required to write peer review comments for other students, and this constitutes 5% of their own grade. Peer evaluations of debates will be distributed to students following the debates.
5. Make use of the technologies used for research and speaking in political science; and	Students will use the technology available to them to prepare for and present their arguments in the debates. They will be required to utilize legitimate news sources on the internet for background on the policies. They will also have their choice of presentation software (Prezi, PowerPoint, etc.) and will be given instruction on more and less effective ways of using it.	Grading rubric includes an evaluation of supplementary aids used in their debates and sources and use of evidence during the debates.
6. Learn the conventions of evidence, format, usage, and documentation in political science.	For each formal debate, students will be required to submit a works cited page to be formatted in APSA format to document all sources consulted for their debate.	Multiple speaking assignments; grading rubric includes an evaluation of the sources themselves and the use of evidence during the debates.