

POL 382W (A): International Law

Mondays & Wednesdays, 11:40 AM – 1:00 PM

Harrison Hall – Room 012

3 credit hours

Last updated: 28 January 2025

Instructor: Dr. Keith A. Preble

Office Hours: Tuesdays & Thursdays, 2pm-4pm

or [by appointment on Calendly](#)

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Course Description

Does international law matter or is it just politics masked using the language of law? In this course, students will explore the foundations of international law via case-based explorations across a number of international legal issues. Through case-based explorations, students will acquire fluency in legal terminology that will be useful in not only understanding how (international) lawyers communicate but also in providing students with an ability to communicate effectively in that same language. Because these cases involve international relations and the behavior of states in the international system, students will learn about the difficulties and complexities of international law, especially in areas of compliance and cooperation, as well as ways that international law complicates domestic law. As such, we will be studying cases not only from the International Court of Justice (ICJ) and Permanent Court of Arbitration (PCA), but also cases before the US Supreme Court, European Court of Justice (ECJ), and other important cases in international law that have taken place within the domestic legal systems of countries around the world. We will explore the development of international law across time and space to understand when international law matters and when it doesn't and when it doesn't matter why it doesn't matter.

This is a Writing Course. Students will complete three short but focused writing activities geared to help them understand the law, international law, treaties, and practice developing opinions and advocacy using the language of law.

Department of Political Science Learning Objectives

Our majors will be able to:

1. Define and explain political science concepts, theories, and approaches.
2. Demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.
3. Identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.

5. Formulate, propose, and advocate possibilities for positive change in democratic society as engaged and informed citizens.

Course Objectives

- Students will develop an understanding of how international law differs from domestic law and how our understanding of the rule of law varies in domestic political systems and “between nations.”
- Students will become familiar with the major debates in international law that have shaped the institution of international law across issue and policy areas within international relations.
- Students will learn to apply international legal arguments to current global challenges, such as war/conflict, terrorism, and climate change.
- Students will learn and master key concepts (many in Latin) related to international law and how such concepts apply to key areas of international law, such as *jus cogens*, obligations *erga omnes*, and *pacta sunt servanda*.
- Students will develop an understanding of the key venues where international law is adjudicated and how these institutions shape our understanding of international law.
- Students will learn to read treaties and legal cases from a multitude of domestic and international venues to develop a familiarity with the language of law.
- Students will learn to dissect case documents and judgments to develop useful study skills for future legal/law coursework or research while also acquainting themselves with key legal principles.
- Students will develop skills to conduct international legal research and write a concept paper on a legal principle and how this principle relates to major cases in international law.

Materials

Students should purchase the following book for the course:

- Cecily Rose et al. (2022). *An Introduction to Public International Law*. Cambridge University Press. ISBN: 978-1108432627
 - I recommend the electronic version of the book (I use the Kindle version) since you can search for terms, cases, etc. However, there’s no set requirement that you use the electronic version.

Be sure you purchase the 2022 edition of the textbook! There are no other textbooks for the course. I’ll provide all additional resources and readings.

- **We will also use TopHat for the course;** please create an account. *TopHat is free for Miami University students; TopHat will be used for attendance, participation activities, and discussion.*

Course Format

The weekly course sessions will be a mixture of lecture and discussion, and I will endeavor to create in a way that you would expect in a law school setting. This means doing the reading before class (or as much as you can), taking notes during lecture, and focusing on understanding and applying legal concepts as we encounter them.

Returning Graded Work

I endeavor to grade work within 1-2 weeks (generally less) after a due date has passed. However, there are times during the semester when I am required to attend meetings, conferences, research deadlines, etc. I will strive to communicate delays. All work is typically returned via Canvas. Students are encouraged to come to office hours to discuss their work as needed.

Assessments

- **Attendance, Participation Activities in TopHat, and Reading Checks (20%)**
 - We will use TopHat in class to track attendance and participation activities. TopHat activities are not graded; students accumulate participation points throughout the semester based on their level of attendance and participation in class. Reading checks will be assigned weekly and be completed on Canvas.
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- **Course Exams (30% = 2 x 15%)**
 - Because exams are common in law school and many of you are destined to law school or are considering it, I want to replicate the experience of preparing and studying for law school exams (however, while many law school exams count for 50-80% of your final grade, we'll do a more low stakes version).

There will be two course exams, one that is a midterm and one in the final weeks of the semester. Each exam is 80 minutes; you will be provided with a study guide for each exam that highlights the readings that apply to each exam (it won't be on each and every lecture or reading - just a selection I'll determine before each exam).

- Course Exam #1 (Midterm Exam) is Wednesday, March 19 in class (the week before Spring Break)
 - Course Exam #2 is Wednesday, April 23 during class time.
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- **Treaty Making Simulation – 'Making International Law' (20%)**
 - In the final two weeks of the semester, students will develop a treaty around an issue area. Groups will spend week 1 in class working on their treaty texts and then present their treaties in the final week of class along with a discussion and debate on how these treaties you've created work and how it applies to what we have learned in class. **There will be a group grade apply to all members of the group that will consist of my evaluation and peer evaluation of your performance.**

- **Writing Activities (30%)**

- Students will conduct a number of small writing activities throughout the semester. **I will provide detailed writing prompts; do not start these assignments until I have distributed the prompts in class.** These are activities that are meant to provide you with time to practice skills that are useful not only for law school (if you choose to go that route) but also practicing basic research and writing:

- **Task #1: Précis (10%):** *Each student will write a 1-page, single-spaced summary (500 words) of a concept in international law. Students will select their legal concept at random in class. The assignment must utilize an academic book, a journal article, and at least 1 legal case to explain their concept. Due March 9 by 11:59 PM.*
- **Task #2: Treaty Explainer (10%):** *Each student will write a 2- 3-page (1000-1500 words) explainer on an international treaty that is currently in force. The explainer must highlight the history and factors that led to its creation, its status, and judge its effectiveness in international relations. Explainer must be single-spaced, 12 point font. The assignment must utilize the treaty text as a source, 1 book, 1 journal article, and at least 1 legal case. You are free to use more than 4 sources. Due April 6 by 11:59 PM.*
- **Task #3: Opinion and Advocacy (10%):** *The United States is not a party to the Rome Statute, the international treaty that created the International Criminal Court (ICC), the only international legal venue designed to prosecute individuals for committing major international crimes, like genocide, war crimes, crimes of aggression, and crimes against humanity. Write a short opinion piece that addresses the following question: Should the United States ratify the Rome Statute? Why/why not? Your analysis should be three-four pages (1500-2000 words), you should cite at least six sources to support your argument, and your argument should draw on the law/legal reasoning. Due April 27 by 11:59 PM.*

Extra Credit

Students may earn a maximum of **7 points of extra credit** toward their final grade in course by completing a *case brief*. Students must make the request to complete the extra credit via email. You will receive a packet and a case that I will assign to you at random from a list that I have created for the course. Case briefs can be no more than **2 pages, single-spaced**, but they can be less than 2 pages. **The case brief is due April 20 by 11:59 PM.**

Case briefs are a useful skill to develop in law school. Students considering law school are encouraged to complete the case brief, however it is *optional*.

The case brief is due by the last day of class; no extensions will be provided. Case briefs completed with AI or that violate the university's policies on academic integrity will not receive extra credit and may be reported to the Office of Academic Integrity.

Citation and Citation Styles

Citations are required for all written work. Students should use the full-note **Chicago Manual of Style (CMS)** which utilizes footnotes. All citations should be completed as footnotes, which is the most common form of organization of citations in law scholarship and law school.

Assignments submitted without proper citations or at least the effort to do them will result in a significant penalty or a redo. Do not use in-text citations; you must use footnotes.

The CMS style guide is posted to Canvas and will be distributed in class. Students who submit assignments with improper, inappropriate, or incorrectly formatted citations will be penalized heavily or required to redo their submission before a grade will be assigned. Late penalties may apply for improperly formatted/submitted work.

Course Schedule and Readings

Required Reading of all students:

- *All students are expected to read the following three documents below on their own during the semester, which are foundational and underpin much of international law in today's international system. These three documents will be relevant in nearly every week of the course, and so rather than to keep reassigning them, I ask that you please read and review the three documents below.*

These treaties/agreements/frameworks will be on both course exams; please familiarize yourself with them. I don't expect you to memorize them, but you should be familiar with the major tenets/legal principles associated with all three:

- United Nations Charter: <https://www.un.org/en/about-us/un-charter/full-text>
- Statute of the International Court of Justice: <https://www.un.org/en/about-us/un-charter/statute-of-the-international-court-of-justice>
- UN Declaration on Human Rights (UDHR): <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

1a: Monday, 1/27:

*Introduction to the course*¹

- Please read Chapter 1 and watch the videos below, as they will give you a solid foundation for what international law is/is not:
 - Rose et al. (2022), Chapter 1: Introduction, pp. 1-14.
 - Watch BBC Explainer on “What is international law? An animated explainer” <https://www.youtube.com/watch?v=jTzKgl68VLc>
 - Watch BBC Explainer on “National law vs International Law - An animated explainer” <https://www.youtube.com/watch?v=-VSD2d35ijl>
 - Watch BBC Explainer on “Why do we need international law? An animated explainer” <https://www.youtube.com/watch?v=ePV1J48cGYI>

1b: Wednesday, 1/29:

Sources of International Law & Dispute Settlement

- Rose et al. (2022), Chapter 2: Sources of International law, pp. 15-34.
- Rose et al. (2022). Chapter 9: International Dispute Settlement, pp. 162-185.

¹ We'll cover international business law throughout the semester as it intersects with a number of topics throughout the course.

- Optional: This is a seminal work and goes into a bit more detail than Rose et al.: John Collier and Vaughan Lowe (2000). *Settlement of Disputes in International Law, Chapter 2: Institutions and Procedures*, pp. 19-44.
- **Video:** Watch Leiden University video on the Permanent Court of Arbitration: <https://www.youtube.com/watch?v=VrB8fwityIA&t=167s>
- **Video:** Watch Leiden University videos on the ICJ: https://www.youtube.com/watch?v=I-MQQ2OF_gE&t=514s and <https://www.youtube.com/watch?v=5AEnVWRbZzU>
- **Video:** UN/ICJ: “What is the International Court of Justice? The Role and Activities of the ICJ” <https://www.youtube.com/watch?v=DME-wfbt08c>

2: Monday, February 3 & Wednesday, February 5:

Legal Instruments under International Law: Treaties and UN Security Council Resolutions

- Rose et al. (2022). Chapter 4: Law of Treaties, pp. 56-77.
- Skim: *Vienna Convention on the Law of Treaties*: https://legal.un.org/ilc/texts/instruments/english/conventions/1_1_1969.pdf
- Arthur M. Weisburd (1988). “Customary International Law: The Problem of Treaties.” *Vanderbilt Journal of Transnational Law* 21(1): pp. 2-28.
- Thomas Biersteker and Zuzana Huddkova (2021). “UN Targeted Sanctions: historical development and current challenges,” *Handbook of Economic Sanctions*, pp. 107-124.

3: Monday, February 10 & Wednesday, February 12:

States, State Responsibility, & Self-Determination

- Rose et al. (2022), Chapter 3: Subjects, Statehood, and Self-Determination, pp. 35-55.
- Rose et al. (2022). Chapter 5: Law of State Responsibility, pp. 78-100.
- Read the *Montevideo Convention*. https://avalon.law.yale.edu/20th_century/intam03.asp
- Read Summary of the *Advisory Opinion on Western Sahara*.
- **Wednesday, 2/12 – Library Workshop:** Please meet in the lobby of King Library a few minutes before 11:40 AM.

4: Monday, February 17 & Wednesday, February 19:

Territorial Questions in International Law

- **Territorial Acquisition Activity**
- Charles Buderer and Luciana Ricart (2018). “Chapter 3: Modes of Acquisition and Effective Control of Territory.” *The Iran-UAE Gulf Islands Dispute*. Brill/Nijhoff, pp. 150-90.
 - Optional: Marcelo G. Kohen and Mamadou Hébié (2021). "Territory, Acquisition." Max Planck Encyclopedia of International Law. MPEPIL. (On Canvas)
- [Read summary of the Advisory Opinion on Legal Consequences of the Separation of the Chagos Archipelago from Mauritius in 1965](#), read only pp. 1-13.

- There have been some developments in this case! See Chatham House (2024): <https://www.chathamhouse.org/2024/10/uk-must-focus-how-chagos-decision-implemented-gain-its-benefits-and-minimize-risks>
- Patrick Wintour (2021). “UN Court rejects UK Claim to Chagos Islands in favour of Mauritius.” *The Guardian*: <https://www.theguardian.com/world/2021/jan/28/un-court-rejects-uk-claim-to-chagos-islands-in-favour-of-mauritius>
- Katie McQue (2020). ““What about justice?”: Chagos Islanders pin their hopes on Biden.” *The Guardian*: <https://www.theguardian.com/global-development/2020/dec/29/what-about-justice-chagos-islanders-pin-their-hopes-on-biden>
- Stewart Patrick (2025). “Trump’s Greenland and Panama Canal Threats Are a Throwback to an Old, Misguided Foreign Policy.” Carnegie Endowment for International Peace. <https://carnegieendowment.org/emissary/2025/01/trump-greenland-panama-canal-monroe-doctrine-policy?lang=en>
- Otto Svendsen (2025). “Seizing Greenland is worse than a bad deal.” CSIS: <https://www.csis.org/analysis/seizing-greenland-worse-bad-deal> (read or listen)

5: Monday, February 24 & Wednesday, February 26:

Law of the Sea, UNCLOS, and the High Seas Treaty

- Rose et al. (2022). Chapter 15: The Law of the Sea, pp. 299-321.
- S. Jayakumar et al. (2018). “The *South China Sea Arbitration*: laying the groundwork.” Edward Elgar, pp. 1-17.
- **Skim the arbitration award from the PCA, especially pp. 67-84 and pp. 471-77. (on Canvas)**
- US-China Economic and Security Review Commission (2016). “South China Sea Arbitration Ruling: What Happened and What’s Next?” pp. 1-9.
- Pew Charitable Trusts (2024). “Inside the New High Seas Treaty.” <https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2024/08/inside-the-new-high-seas-treaty>

6: Monday, March 3 & Wednesday, March 5:

Airspace and Outer Space

- **Please note – we do not have class on Monday, March 3 as I will be traveling back from a conference; please watch the online lecture.**
- Michael Byers & Aaron Boley (2023). “Introduction,” in *Who Owns Outer Space?* Cambridge University Press, pp. 1-11
- Jon Kelvey (2024). “Understanding the misunderstood Kessler Syndrome.” *Aerospace America*: https://aerospaceamerica.aiaa.org/features/understanding-the-misunderstood-kessler-syndrome/?utm_medium=email&utm_source=rasa_io&utm_campaign=newsletter

- Montreal Convention (1999/2003):
<https://www.iata.org/contentassets/fb1137ff561a4819a2d38f3db7308758/mc99-full-text.pdf>
- Michigan Bar Journal: Montreal Convention and International Carriage by Air:
<https://www.michbar.org/file/barjournal/article/documents/pdf4article2768.pdf>
- Gbenga Oduntan (2023). "Chapter 2: The legal status of airspace," in *Sovereignty and Jurisdiction in Airspace and Outer Space: Legal Criteria for Spatial Delimitation*, pp. 57-84.
- Nivedita Raju (2020). "Diluted Disarmament in Space: Towards a Culture for Responsible Behavior." *SIPRI Commentary*:
<https://www.sipri.org/commentary/essay/2020/diluted-disarmament-space-towards-culture-responsible-behaviour>
- Donald Rothwell (2023). "Did China's balloon violate international law?" *The Conversation*.
<https://theconversation.com/did-chinas-balloon-violate-international-law-199271>

7: Monday, March 10 & Wednesday, March 12:
Jurisdiction and Immunity under International Law

- **Managing Murder and Mayhem Activity on 3/12**
 - ***Activity on immunity**
- Rose et al. (2022). Chapter 6: Jurisdiction, pp. 101-118.
- Rose et al. (2022). Chapter 7: Immunities, pp. 119-140.
- Review *Vienna Convention on the Law of Treaties* (VCLT).
- *Lotus Case* (PCIJ) Summary (2006), *Max Planck Encyclopedias of International Law*.

8a: Monday, March 17
Public Health and International Law

- Ian Hurd (2024). *International Organizations: Politics, Law and Practice*. Read Chapter 8: "The World Health Organization," pp. 181-195.
- Matthew M. Kavanaugh et al. (2023). "Increasing compliance with international pandemic law: international relations and new global health agreements." *The Lancet*.

8b: Wednesday, March 19
Course Exam #1 (Midterm)

- Course Exam #1/Midterm Exam – please bring a pen.
- You'll complete the exam in the exam itself that I'll have printed out.
- You may only have a pen on your desk. Your computer and phone must be placed in your bag and out of sight.

March 24-28: Spring Break – NO CLASS

9: Monday, March 31 & April 2

Laws of War and the Use of Force in International Law

- Rose et al. (2022). Chapter 11: Law on the Use of Force, pp. 208-229.
- International Committee of the Red Cross/Crescent: Differences between Jus in Bello and Jus ad Bellum: <https://www.youtube.com/watch?v=jCOgepwYEhY>
- Rose et al. (2022). Chapter 12: International Humanitarian Law, pp. 230-252.
- International Committee of the Red Cross/Crescent: 4 Principles of International Humanitarian Law: https://www.youtube.com/watch?v=ESwfxu_1Ko0
- Read R2P: <https://www.global2p.org/resources/2005-world-summit-outcome-a-60-l-1/>

10: Monday, April 7 & Wednesday, April 9:

International Human Rights Law: Human Rights Council, torture, and *jus cogens*

- **Remaking Torture Activity**
- Rose et al. (2022). "Chapter 10: International Human Rights Law," pp. 187-207
- Read *International Covenant on Civil and Political Rights*.
<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights>
- Read *International Covenant on Economic, Social, and Cultural Rights*.
<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>
- Read *Torture Convention*.
- Yvonne Terlingen (2011), "The Human Rights Council: A New Era in UN Human Rights Work?" *Ethics and International Affairs* 21(2): 167-178.
- GPR Wallace (2013). "International law and public attitudes toward torture: an experimental study." *International Organization* 67: 105-40 (focus mainly on pp. 105-116).

11: Monday, April 14 & Wednesday, April 16:

Criminal law and *erga omnes obligations*

- Rose et al. (2022). Read Chapter 13: International Criminal Law, pp. 253-75.
- Caitlin Peruccio (2013). "To join or not to join the ICC: Arguments for and against American ratification of the Rome Statute." *Connecticut Journal of International Law* 29: 181-200.
- Read *Genocide Convention*.
 - You might find the commentary in Totten and Theriault (2019) helpful; see Chapter 2.

- Devrim Aydin (2014). "The interpretation of genocidal intent under the Genocide Convention and the Jurisprudence of international Courts." *Journal of Criminal Law* 78: 423-441.
- Hurst Hannum (2025). "What is a war crime?" *The Conversation*.
https://theconversation.com/what-is-a-war-crime-244005?utm_content=bufferaea09&utm_medium=social&utm_source=bluesky&utm_campaign=buffer
- Samuel Totten and Henry C. Theriault (2019). *The United Nations Genocide Convention: An Introduction*. University of Toronto Press. Read Chapter 4: "Genocide" Distinguished from Other Forms of Major Human Rights Violations.

12a: Monday, April 21:
Environment and Climate Change

- Rose et al. (2022). "Chapter 16: International environmental law," pp. 322-343.
- Justice Nyema Nwabueze and Erika Techera (2020). "International environmental law and climate change," *Routledge Handbook of International Environmental Law*, pp. 216-229.
- Liliana Gamboa (2024). "A seminal case for climate litigation." *Carnegie Endowment for International Peace*.
<https://carnegieendowment.org/research/2024/06/a-seminal-case-for-climate-litigation?lang=en>
- Maria Antonio Tigre (2024). "It is (finally) time for an advisor opinion on climate change: challenges and opportunities on a trio of initiatives." *Charleston Law Review*. Read pp. 625-55.
- Review treaty texts of *Kyoto*, *Paris*, and *Montreal Protocol*.

12b: Wednesday, April 23:
Course Exam #2

- Course Exam #2 takes place on this day; please bring a writing utensil to class to complete the exam. You will complete the exam on paper.

13: Monday, April 28 & Wednesday, April 30
Treaty-Making Simulation – Week 1

- In the last two weeks of class, we will do a treaty making simulation. I will divide the class into groups. More details as we get to the final weeks of the course. The first week will involve groups working on both days to create a treaty on an assigned topic.

14: Monday, May 5 & Wednesday, May 7:
Treaty-Making Simulation – Week 2

- In the last two weeks of class, we will do a treaty making simulation. I will divide the class into groups. More details as we get to the final weeks of the course. Students will present their treaties to the class.

COURSE POLICIES

Academic Accommodations

Students who work with Student Disability Services and have academic accommodations should communicate those to the instructor as soon as possible.

SDS web site: <https://miamioh.edu/student-life/sds/>

Academic Integrity

Students must do their own work; there should be **no collaboration** on any assignments unless indicated by the professor. The university policy on academic integrity can be found here:

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

Please note that all violations of academic integrity will be reported to the Office of Academic Integrity. Academic integrity consists of cheating, plagiarizing, multiple submissions (submitting an assignment for this course that you also submitted in another), fabrication, misrepresentation, and unfair advantage.

All work you submit should be **in your own words**. In other words, you should *never ever copy from the textbooks, lecture slides (these are my creations and words), or other materials (case documents, online searches, etc.)*. Parroting back and copying concepts word for word in a textbook, lecture slides, or other source not only does not demonstrate understanding, but you have now engaged in academic dishonesty by using someone else's academic contribution and creation as your own.

Students often assume that if they copy something from a source without using direct quotation marks and cite it that they have not violated academic integrity. **This is a misconception**. Also, changing a handful of words is also not sufficient, either. Paraphrasing and summarizing are required in all assignments you submit. *If you are unsure if you are following the rules of academic integrity in your written work, you should come talk to me or seek out writing help on campus:*

“Students are responsible for knowing and understanding these standards; misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor of the course, the department chair/program director, the academic dean in the appropriate division, or the Assistant Director for Academic Integrity in order to maintain the highest standards of academic integrity.”

- <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

Artificial Intelligence (AI) and Generative Tools

- **The use of generative AI to complete assignments in class is not permitted.** I will consider the use of AI to be a violation of academic integrity and will report instances where it can be demonstrated that it has been used and the university's rules have been violated.
 - Please note that *if* you do choose to use AI, you will bear any costs or consequences of utilizing it.
- The *use of AI* may not likely result in a report to the university unless your use violates the rules of academic integrity, that is AI fakes sources, fakes authors, creates fake citations, misappropriates arguments, etc.
- Generative AI consists of tools like ChatGPT, OpenAI, and any other type of similar tools; you should do your own writing and conduct your own research. Generative AI is unlikely to be permitted in professional settings (at least not without extensive quality control), and judges have admonished lawyers who have used it to write their legal responses and briefs (in one case, a lawyer was nearly disbarred).
- In my experience over the last few semesters, the quality of AI assignments is quite poor and is not improving. Answers tend to be circular in nature (the AI simply re-words the question and adds questionable sources) or invent sources and citations. Written work is overly complex and often fails to dive deeply into arguments. Please note that if you submit work with fake or false citations that this is a violation of academic integrity.
- The use of generative AI is dangerous because in a class like international law, students likely lack the foundational knowledge to determine when output generated by generative AI is erroneous or replete with errors.
- AI detection tools have become more accurate and more reliable in the last two years as errors in the algorithms used to detect AI have improved. Please be aware of this.
- Also, please note that the material I have assigned in class I have read hundreds of times over the last decade. It is pretty easy for me to spot an AI-generated assignment, especially since we will do a number of writing assignments in class that will help me to develop a baseline assessment of your writing skills, word choice, grammar skills, and so forth.
- Please note that I am more interested in **your work and your voice**, even if the work you submit isn't perfect. I am not interested in perfection. You will find it difficult to develop effective writing skills if you don't practice writing - it is the only way to improve.
- There may be value in AI, but it won't be in this class where reasoning cannot be replicated by machines and/or algorithms. AI is a tool, not a solution to completing your work.

Attendance Policy

- Attendance is strictly monitored and counts toward 20% of your final course grade along with participation (there will be a number of *graded* in-class activities)
- Students have **four unexcused absences** throughout the semester. These are "no questions asked" absences that students can utilize. Perhaps you overslept one day? Maybe you had a job interview? Maybe you decided to stay longer at home one

weekend and didn't get back in time for classes? Perhaps you just didn't feel like coming one day. *Please note that once you utilize your unexcused absences, your final course grade will decline with each absence as you will be unable to earn participation points in lectures/class activities.*

- Many departments and colleges on campus have extremely stringent attendance policies. I believe in flexibility, which is why I urge you to use your unexcused absences as needed and to go to campus health or see a medical professional if you plan to miss **two or more consecutive classes**.
- Missing a class will not destroy your grade, so you should use unexcused absences as needed. You should avoid coming to class if you have the flu/COVID-19, or other communicable ailment to avoid passing your condition onto others.
- Religious holidays are protected by law and always excused. I will also excuse military service obligations, however you will need to provide documentation.
- Attendance accommodations coordinated through SDS are also excused; these must be listed in your accommodations (SDS typically communicates these to me). It is helpful to follow up with me once your accommodations are approved to discuss making up work and keep up with lectures.
- **I will only excuse absences for illness/hospitalizations only with documentation**; it is your responsibility to provide this to me. I don't need to know your medical business or conditions, but your note should indicate that you must be out of class or that your appointment took place during class time.
- **If you participate in a club/activity that requires you to travel** (model UN, sports, athletics, intramurals, student groups, etc.), you must provide a letter from your organization's sponsor/adviser/department indicating that you are traveling for an event. Absences will only be excused with this letter. I must receive the letter *before* your event; I am unlikely to excuse absences retroactively.
- I may excuse absences for other situations on a case-by-case basis, such as mental health challenges/struggles, child and elder care responsibilities, and other situations as they arise.
- I never excuse absences for work commitments/work scheduling issues. You should not be missing class for work whether it is on or off campus.
- Students who have significant absences (consecutive or otherwise) through the semester will be removed from the course at my discretion.
- **Regardless of whether an absence is excused or unexcused, students are responsible for completing any and all assigned work.** *Excused absences only cover the absence, not the work required to receive your grade. Students are responsible for keeping up with missed lectures, readings, and graded participation activities.*

WHEN MAKE-UP OPPORTUNITIES ARE AVAILABLE, STUDENTS ARE RESPONSIBLE FOR REACHING OUT, REQUESTING, AND SCHEDULING THEM.

Grading

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
F: 59 and below		

Grade Appeals: Students should follow the grievance procedure outlined in the university's policy handbook, which students can find here:

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-responsibilities-and-academic-grievance-policy-undergrad.html>

Make-Up Policy

- Attendance cannot be made up.
- Participation activities in class cannot be made up except in rare circumstances.
- If you miss an exam, I will permit a make-up exam if you have documentation. If you do not have documentation, I will evaluate your situation on a case-by-case basis. In such cases, there will likely be a -15 point penalty incurred for failing to sit for the exam.

Late Penalties

- Extensions must be requested; they are not guaranteed and students cannot award themselves extra time.
- There is a 5-point per day penalty for each day late on scaffolds, and penalties are applied every 24 hours after the due date has passed. Penalties are capped at -20 points.

Title IX: Confidentiality and Responsible Employee Statement:

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct. You may contact the Deputy Title IX Coordinator at titleix@miamioh.edu or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, **I am required to disclose information about such misconduct to the Deputy Title IX Coordinator** (for sexual misconduct involving students) **and to the Title IX Coordinator** (for sexual misconduct involving faculty and staff). Title IX Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.

Writing Center

Students are encouraged to utilize the Howe Writing Center for help with their writing, especially when it comes to grammar, structure, and citations (you should come to me with questions on course content and law). I may require students whose writing is deficient or who do not show improvement to utilize their services.