

The total amount of pages in the course/subject before and after the change of syllabus.	Before change: After change:
Specified explanation if the suggestion differ from the current syllabus norms (cf. syllabus norms specified on the last page):	
Is a gender perspective included in the suggested syllabus, and/or is it gender balance between the authors of the syllabus in the current subject/course?	
Any other remarks:	
Overall assessment from avdelingsleder/program director:	<p>Is the suggested change in the course description supported by the avdelingsleder/program director?</p> <p>Yes [X] No []</p> <p>If the proponent is avdelingsleder/program director: Do the teachers support the change in the syllabus?</p> <p>Yes [] No []</p> <p>Do the syllabus change also necessitates a change in the subject/course description and/or the learning outcome descriptions:</p> <p>Yes [] No []</p>
For suggested change in subject/course description:	<p>2. Final assessment</p> <p>The course is assessed through a written home exam (3 days). The exam may include theoretical and/or practical scenario</p>

<p>Fill in the suggested change of course description as a “clean” version:</p>	<p>questions. The grading scale of A to F is applied, where F constitutes fail. Students who fail their examination are entitled to re-sit the examination, cf. Regulations for studies and examinations at the University of Tromsø Sec. 26.</p>
<p>For suggested change in subject/course description:</p> <p>Fill in the suggested change of course description by using “track changes”:</p>	<p>2. Final assessment</p> <p>The course is assessed through a six hours closed book written school examination where the student is allowed to bring a dictionary, as long as it merely provides translations and no definitions. The Faculty must approve each student’s examination supports prior to the examination. The course is assessed through a written home exam (3 days). The exam may include theoretical and/or practical scenario questions. The grading scale of A to F is applied, where F constitutes fail. Students who fail their examination are entitled to re-sit the examination, cf. Regulations for studies and examinations at the University of Tromsø Sec. 26.</p>
<p>Explain why the course description should be changed:</p>	<p>The course “International Criminal Law, Atrocity Crimes, and Transitional Justice” (JUR 3626-1 1 21H) here at UIT, is focusing on the use of law in situation of emergency, chaos, and uncertainty. In this context the question arises if law is the right reaction in exceptional circumstances to (re-)establish order and peace and if so, what can law deliver and what not in times of emergency. To fully understand this concept of the use of law in times of emergency the students have to “forget for a second” (deconstruct) what they have learnt in law school to “re-learn” (reconstruct) the ideas of law and its role within societies and the international community. The application and the evaluation of legal norms and institutions within times of crisis follows a different logic and can open new perspectives if “abstract concepts/notions” as well as “legal concepts/notions” are used neutral in a non-legal way at the beginning to fill them with different legal content by the use of legal theory and socio-legal studies.</p> <p>Following Steen Larson in “Den ultimative formel – for effektive læreprosesser” an individual only really learns something if:</p> <ol style="list-style-type: none"> 1. You have to create something in a process. 2. You have to be emotionally involved in your creation.

3. This process requires skills that you almost meet.

To create a bigger impact on the students and to guarantee the activation of their own legal analysis and critical thinking - the course “International Criminal Law, Atrocity Crimes, and Transitional Justice” (JUR 3626-1 1 21H) is based on the concept of a flipped classroom. This helps the students to develop their own ideas and application of norms – as well as gain a more holistic understanding of the legal system and of law and its function as a whole. The students use their own newly developed ideas to “test” and “evaluate” them on an interactive platform in form of an open discourse in class. By the deconstruction of existing notions/concepts and the presentation and discussions of new understanding of legal concepts within class the students are the driving force behind this part of the course which provides the students the control, ownership and empowerment of the course – and they produce their own ideas and approaches.

This creativity and openness should also be mirrored in the evaluation of their learnt knowledge and tools. Since such an “creative” approach to a complex (exams-)problem can’t really be really developed within the limitation of a couple of hours – it would be of great benefit of this course to change the exams to a home exam of three (3) days. This would allow the students to develop own concepts and approaches concerning the fundamental question what the use of law in the aftermath of chaos, emergency, and war is – and how such a possible application of law in periods of transition shall look like.

- **Syllabus norms – valid from 2020/2021**

(Norms adopted by Studietvalget in case SU 62/19 on the 22.11.2019, and in case SU 8/20 on the 31. 01.2020)

Study program /level	Number of pages per credit
Master of Laws, 1. - 3. department	30-40
Master of Laws, 4. department	40-45

Master of Laws, 5. department	45-55
Master of Laws in the Law of the Sea	45-55
Nordic Master's Degree Programme in Environmental Law	55-65

- **Qualitative guidelines:**

Sources of law such as the wording of an act, preparatory works, legal decisions, etc. shall not normally be included in the syllabus.

We use and do not distinguish between introduction literature-, primary literature, recommended literature, supplementary literature, etc.

- **Deadlines:**

1) Suggested changes in syllabus (not necessitating changes of course description/learning outcomes)

Subjects/courses to be offered next autumn semester:

A case regarding changes in the syllabus must be sent to the administration **no later than 14 days before the last SU-meeting before the Leganto-deadline of June 1**

Subjects/courses to be offered next spring semester:

A case regarding changes in the syllabus must be sent to the administration **no later than 14 days before the last SU-meeting before the Leganto-deadline of November 15**

2) Suggested changes in course description/learning outcomes or suggestion for creating new courses

Changes in the subject/course description and/or the learning outcome descriptions must be *approved* by Studieutvalget no later than the first spring semester meeting for the upcoming autumn semester, and no later than the last spring meeting for the upcoming spring semester. This follows from the common deadlines at UiTs system "Emne på Nett" (EpN) of March 1 and September 1.

Subjects/courses to be offered next autumn semester:

A case regarding changes in the course description/learning outcomes must be sent to the administration **no later than 14 days before the first SU-meeting in spring semester (January)**

Subjects/courses to be offered next spring semester:

A case regarding changes in the course description/learning outcomes must be sent to the administration **no later than 14 days before the last SU-meeting in spring semester (June)**

SU-meeting dates in fall 2022:

SU-meeting date	Deadline to send template with suggestion to the administration
August 30 2022	-
October 20 2022	October 6 2022
November 30 2022	November 1 2022

- **Submission of template**

Please send the completed template to the person who is administratively responsible for the department.

Administratively responsible for the various departments:

Ola Lund Eide (1st and 4th department): ola.l.eide@uit.no

Karin B. Eriksen (2nd and 3rd department): karin.b.eriksen@uit.no

IMA-JUS 5. avdeling (spesialfag): Jørgen Ytreberg jorgen.ytreberg@uit.no

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NOMPEL: Lene Emilie Øye lene.e.oye@uit.no

NB: cc Hege Skarsfjord (hege.skarsfjord@uit.no)