

INTL 4210 International Law

INTL 4210: Introduction to International Law

Dr. Leah Carmichael

If you have any questions throughout the course, please contact your instructor at **leahlang@uga.edu**. She will check email daily and will typically return your email within two business days. Before contacting her directly, please review this syllabus (below) and the instructor's personal webpage: **<https://sites.google.com/view/leahlcarmichael>**.

There will also be regularly-scheduled office hours over Zoom with me each Monday, Wednesday, and Friday from 9 am to 10 am (more details on how to register and schedule below). In the meantime, here is a video if you wish to know more about me.

Student Learning Outcomes



What is international law? Is it really law? Do treaties, customs, general principles, international court rulings, the declarations and resolutions of international organizations, scholarly writing, and international norms really matter to rational, self-interested states and individuals in the absence of an overarching governing authority? Can international law limit state jurisdiction? Why do states comply with international law?

- The first part of this course will explore the foundations of international law. By providing students with a comprehensive understanding of the theories, history, sources, actors, and processes of creating international law, they will be able to begin to answer these questions above.
- The second part of the course will apply these foundations to key issue areas: territoriality, the use of force, humanitarian, criminal, and human rights regimes.

In doing so, students will begin to apply legal precedent in international law to significant international events to construct, debate, and interpret original legal arguments. As international law is also offered in many law schools, it should be noted that this course will focus exclusively on public international law and will be presented from an international political, more than a legal, perspective.

Changes Due to COVID-19



This semester, there are several priorities I am attempting to balance. First and foremost is the safety of our community. The second priority of mine is to maintain the highest quality of education possible for all members of this course. And third is to provide a format for this course that is flexible enough to adapt to each student's individual situations as well as the ever-changing, global pandemic.

In order to balance all of these concerns, I have developed an overarching structure of our course based on three principles:

1. No one must ever feel the must be present in the classroom to obtain the relevant information they need to successfully pass this course
2. Course information will be presented online in a clear-straightforward manner that is equally accessible to all students at all times
3. I will allow for multiple opportunities to discuss any questions students have about the material both online and in person (so long as I am not unable to do so due to illness)

To achieve these principles, I have developed more specific policies below. The first section addresses how the material will be presented online. The second section examines what an in-person class will entail. These policies are directly in line with the policies of the University System of Georgia (as of 7/7/2020) and have been reviewed by the Department Head in International Affairs as well as the Dean of the School of Public & International Affairs.

Note on Online versus In-Class Experiences: I want to emphasize here two points. First, I want to explain that I would more than anything like to be in person with you, learning and teaching this material. Selfishly I will miss seeing the moment when the light bulb goes on as you really understand and dig into the content. However, I personally believe the online and in-person experiences are difficult to compare, yet offer important, distinct, opportunities in one's learning experience. This summer, I heard a UGA community member use an analogy that I found effective. In-class learning is like going to see a musician plan live (yes, I know it may be **slightly** less fun than this to come to my course, but humor me here). In contrast, online content - *if done with thought and care* - could mirror that same musician's perfectly recorded studio album: fully-considered, free from any distractions, and crafted to be more impactful over time. As a result, though I am emphasizing the online content in this course more due to the current circumstances, I am excited to see how this pedagogical approach allows you a more direct, carefully considered, and curated learning experience.



Accessing eLC for All Required Materials

All required materials for this course can be accessed remotely via our eLC course page.

Arch Pass

Before being able to log on to eLC, you will need to enroll your device in Duo's ArchPass. To do so, please visit, [EITS.UGA.EDU](https://eits.uga.edu) for more information.

ELC: Log-In & Finding Courses

To log into eLC, search for UGA and ELC, or visit <https://uga.view.usg.edu/d2l/home>. Next, enter your UGA MyID and Duo information. Please select "All Courses" and then type in the course number - 1100 INTL - in the search bar. Note: For ease, please "Pin" the course (click on the pushpin icon on the top right of the course) so that it will be at the top of our page each time you log into eLC. Once you enter the course, you will see our homepage.

A blue banner with white text that reads "INTL4210 Intl Law Fall 2020". The background of the banner shows a close-up of a book's spine and pages.

INTL4210 Intl Law Fall 2020

<https://uga.view.usg.edu/d2l/home/2066822>



INTL 4210 International Law Twitter

On the right-hand side of our course homepage, I have added my professional Twitter (@CarmIntlAffairs). I will occasionally add articles of relevance to the course as well as resources for students from the University to this feed.

Announcements

If you scroll down the homepage, there are Announcements for the course. You can also locate them via the Navigation Bar at the top of the page.

If you have not done so already, please update your Notification settings in eLC to ensure that you get Announcements for this course by clicking on your name at the top right corner of your screen and then selecting Notifications.

Table of Content

At the top of the homepage, there is a Go! to access the course. This button takes you to the content of the course, as does the "Content" selection on the Navigation Bar at the top of the screen. Please press this button or "Content" on the Navigation Bar to access the rest of the course. This course is divided into Weeks (also known as Modules). Each Module covers a new topic, but the format of these Modules is quite similar (see below).

Outlines of Course Materials (on ELC)

Due to the uncertainty of this time both for specific individuals (e.g. ill family members, increased economic responsibilities in families, social distancing, etc.) as well as our community (e.g. concerns about the spread of COVID-19 in the classroom), this course will maintain the high-quality education for all members of our class by making ALL content for this course available online. This allow students to acquire information and fully engage with all aspects of the course whether they are at home or on campus.

As noted above, the course materials will be available on eLC by clicking on "Content" on the Navigation Bar. Once you do so, the content for this course will be divided into weeks (also known as ⁱModules). Each Module covers a new topic, but the format of these Modules is quite similar (see

below). For each Module (week), there will be: (1) a Survey, (2) a Welcome Video, (3) a Course Reader, (4) a Quiz, (5) a Goodbye Video, and (6) an Assignment. Below are the details about each of these components of a Module.

1. Surveys

When you visit a new Module, the Survey will be the only thing you can access at first. This is because the purpose of the questions on these surveys is to (1) help me to better understand what information you knew *prior* to the Module (i.e. pre-existing knowledge), (2) to provide you with an insight into what information *will* be presented in this Module, and (3) to give you an opportunity to begin engaging with the material more critically before being taught the information, which I believe helps people to both retain and better understand the information presented in the course modules. All surveys are either marked as complete or incomplete. As a result, there is no penalty for *how* you answer a question, so long as you actively engage with each question. Once you answer all of the questions to the best of your knowledge, please submit the survey and the rest of the Module will then be made available to you.

2. Welcome Video

Were we to be meeting in the classroom, the first steps I would take would be to introduce you to the topic for that week. The "Welcome Video" in each Module works the same way. In these videos, I will explain the topic we will cover broadly, the key points each student should be focusing on throughout the Module, and discuss where this topic fits into the larger themes of the course.

3. Course Readers

The next item you should see in each module is the link to a course reader for that module. The Course Reader is pretty straightforward. It is worth mentioning the larger titles are in black and then the smaller sub-sections are colored tan. Each Course Reader will be divided further into three parts. The first part will present the concepts or theories for that Module. The second part will present the historical timeline of a case. And the third part will be a page in which groups will begin building their legal arguments (if they are Applicants or Respondents) or legal interpretations (if they are Justices).



3. Open-Note Quizzes

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Another important aspect of any course is for students to be able to assess how well they fully understand the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom tri-weekly), I have created quizzes on eLC that encourage students to answer questions about the material presented in the Course Reader step-by-step and begin practicing using this material to answer both hypothetical and real-world problems. All quizzes are open-material quizzes (meaning you are encouraged to have the Course Reader open in one tab while taking the quiz in another). These quizzes will be automatically graded to provide immediate feedback for the student. Unlike previous semesters, however, these quizzes will allow three attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Thus, for example, if a student gets an 85%, 90%, and 95%, the student's quiz score for that quiz will be a 95 percent. Please note that, if a student chooses to take the quiz less than three times (i.e. either once or twice), the highest attempt is still counted. This means there is no penalty for not taking it multiple times. As an example, if the student scores a 85% on the first quiz attempt and makes no subsequent attempts, the student will receive an 85%. Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.

4. Goodbye Video

At the end of each of my in-class lectures, I offer students a review of the connections made within the lecture (e.g. how certain theories apply in specific cases). For this video, I will (1) explain in greater detail how the topic we covered relates to the larger class themes, (2) I will review the key points each student should be focusing on throughout the Module, (3) I will specifically address answers to the questions posed in the open-note quiz (Note: you will not be able to access this until after submitting the quiz), and I will (4) introduce the final part of the Module: the written assignment.

5. Written Assignments

For each Module, there will be a corresponding writing assignment. The purpose of these assignments is for students to practice legal argumentation by choosing one side of a court case and creating a legal brief (i.e. a written statement submitted by the lawyer for each side in a case).

that explains to the justices why they should decide the case in favor of either the Applicant (the party claiming an unauthorized breach by another party under international law) or the Respondent (the party seeking to defend itself against such a claim). The course materials, quizzes, class meetings (both in-person and online), and a rubric will help students to better understand the case brief format and practice the skills necessary to master this form of writing and critical thinking.

Class Schedule

As the CDC determines "medium-sized in-person gatherings" even when individuals remain "at least 6 feet apart" to be "Higher-Risk," the University has worked to implement procedures that will minimize this risk.

During this time of social-distancing, the Office of the Vice President of Instruction created new maximum capacities for each classroom on campus to ensure the opportunity for all students to keep at least six feet apart while in the classroom. Full capacity for our course has been designated to be no more than 14 people in the class at one time.

Somewhat paradoxically, this means that in-person classroom activities may mean less interaction with students for the instructor than if the course were completely online. As a result, the first two days of each week will be conducted online to allow everyone in the class a chance to interact with me and others while we review the material, ask questions, and work toward completing the written assignment for this week. There will also be by-appointment office hours on Tuesday and Thursday as well. Then on Fridays the same class format (with no new information) will also be offered to fourteen people on a rotating basis (see below).

If this system does not work for us, I am open to student input and feel there is much room for discussion about alternatives. I would ask that we try this format for three weeks. At that time, I plan to send out a survey to our class to determine what is and is not working. If these surveys show that we need more in-person experience, and we can do so while remaining as safe as possible, we will make adjustments at that time.

For at least the first three weeks of class, the schedule will look like this:

Monday & Wednesday Via Zoom

For at least the first three weeks of class, students and I will meet via Zoom on Mondays and Wednesdays during the class period. During this time, I will offer a quick review of the materials in the videos and course reader, answer any lasting questions for students who

have them, and begin to discuss how students may best answer the written assignments. Further on into the semester, as the students get a hang of the written argumentation, we will also begin conducting small moot courts both online and in person (see below).

Tuesdays and Thursdays Office Hours via Zoom

In addition to -full-class meetings, students and I will meet via Zoom on Tuesdays and Thursdays as well if a student has a more individualized question to ask me one-on-one. Fifteen-minute appointment times can be reserved [here](#) by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve multiple slots. If these times do not work for you, please email me (leahlang@uga.edu) and I would be happy to schedule another time.

Friday In-Person Classes (14 people maximum)

During this time, I will offer a quick review of the materials in the videos and course reader, answer any lasting questions for students who have them, and begin to discuss how students may best answer the written assignments. Further on into the semester, as the students get a hang of the written argumentation, we will also begin conducting small moot courts online and in person.

Please note that following Thanksgiving Break, all remaining class sessions take place online. Also, there will be no final exam. Instead, we will conduct moot court simulations to review the material and practice our oral argumentation skills.

***** BEFORE attending any in-person classes, please read all the steps for safety and procedure below *****

Attendance

Given the public health guidelines to discourage large gatherings, there will be **NO** attendance requirement either for in-person on-campus or Zoom meetings for this course. Instead, all instructor-led class times (whether conducted in person or remote) will be available both synchronously via Zoom and offered as recording to be viewed at later dates.

14-person Maximum Rotation Schedule

Some of you may wish to take this course completely remotely, while others of you may wish to attend in person as often as possible. Either way is fine. To ensure as much flexibility and autonomy as possible, we will follow the in-person class rotations below.

If you are enrolled in the 1:50 pm course with me, then you are able to come to the in-person meetings every three weeks based on this schedule if your last name begins with:

A through E = Fridays, August 21st, September 11th, October 2nd, and October 23rd

F through Pa = Fridays, August 28th, September 18th, October 9th, and November 6th

Pi through Z = Fridays, September 4th, September 25th, October 16th, and November 13th

If you are enrolled in the 3:00 pm course with me, then you are able to come to the in-person meetings every three weeks based on this schedule if your last name begins with:

A through G = Fridays, August 21st, September 11th, October 2nd, and October 23rd

H through N = Fridays, August 28th, September 18th, October 9th, and November 6th

M through Z = Fridays, September 4th, September 25th, October 16th, and November 13th

Practice Social Distancing Seating

In this course, we will adhere to and help enforce any social distancing markers provided by the University for student seating as well. From what I understand, each room will have chairs marked with "Have a seat here" signage and appropriate places at tables to move one's chair will be

marked by painter's tape.


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Wearing Masks

According to the University System of Georgia (USG) "Effective July 15, 2020, the University of Georgia... will require all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings." Further, UGA mandates that "Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff, or students. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons; students [seeking such an accommodation] should follow the Disability Resource Center's existing accommodations process." Moreover, Athens-Clarke County passed an ordinance requiring face covering or masks in "any place other than an individual's home, including the curtilage thereof [e.g. yard], or a personal vehicle." In compliance with this mandate, I will wear a mask in my classrooms at all times and maintain distance from all others.

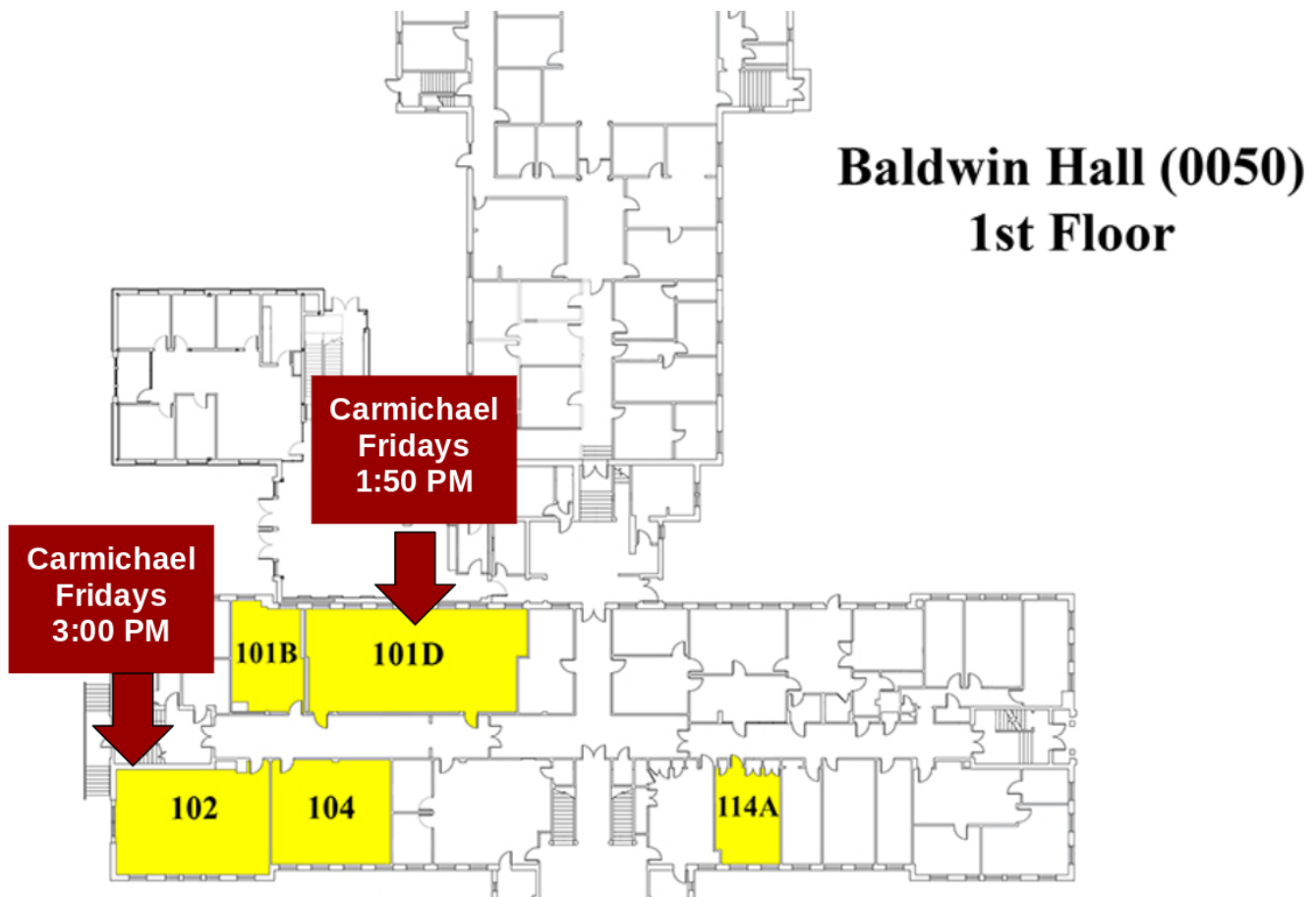
Pivot to Fully Online at Any Point Needed

At various times during the semester, even the Friday in-class meetings may need to be conducted via Zoom instead of on campus. In my course, if any of the situations below occur, I will send out an Announcement to all those in our course and we will move to remote learning until the threat or concern has abetted. There may be additional times in which we need to move fully online, but for now here is a running list of scenarios (I will add scenarios here and send announcements if this list changes).

1. *A student in our classroom tests positive for COVID-19:* The University Health Center is offering testing by appointment for students. Appointments may be booked by calling 706-542-1162. In addition, any member of the community can call the Northeast District Screening Hotline at 706-340-0996 for an appointment at the GDPH's fixed testing site located at 1030 Mitchell Bridge Road. In addition, many private providers in the local community also are offering testing. If students or faculty test positive, they are asked to contact both the Student Care and Outreach (sco@uga.edu) if they test positive for COVID-19. Any self-reports of positive cases will automatically and securely notify the GDPH to begin contact tracing (including me). If I receive a notification such as this, we will move online for at least two weeks. In these circumstances, I will be tested if possible and encourage others to do so as well.
2.  *The instructor must care for my family members who are unable to attend school or work due to COVID-19* In cases in which my family member either gets infected and/or needs my care as they

are unable to attend school due to COVID-19, I will plan to shift the course to remote learning.

3. *The instructor tests positive for COVID-19 (but is asymptomatic):* In cases in which I get infected but do not have symptoms, I will plan to shift the course to remote learning and continue instruction until the time in which I can guarantee I will not spread COVID-19 to anyone else.
4. *The instructor tests positive for COVID-19 (AND is symptomatic):* If I can no longer teach due to COVID-19 symptoms, either our Department Head (Amanad Murdie) or our Associate Dean (John Maltese) will take over the instruction of the course until I can return.



Below is a link to the entire course schedule on a Google Calendar. Each calendar event will have the (1) time of the class, (2) the topics covered that day, and (3) links to the Zoom meeting ID and passwords if online (e.g. Mondays and Wednesdays) as well as the reservation form for in-person meetings (e.g. Fridays). Links to each class and the relevant information above will also be available through the Modules on eLC.

Course Calendar for 1:50 PM Course



INTL 4210 Intro to Intl Law (Course # 46129)

Today July 2020 Week Month /

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Jul 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

Course Calendar for 3:00 PM Course

INTL 4210 Intro to Intl Law (Course # 46130)

Today July 2020 Week Month /

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Jul 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

Summative Assessments

The assignments in this course will vary considerably, but they each serve one of two purposes: to encourage students to identify the key terms and basic assumptions of intl law and to allow students the opportunity to apply sources of international law to significant international legal issues for the purpose of constructing, debating, and interpreting original legal arguments.

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Open-Note Quizzes (50%)

Students will complete surveys and quizzes through eLC that focus on key questions posed in course materials. Whereas surveys will be self-assessments (graded on whether they're complete but not the answers), quizzes will be automatically graded and count 30% of your final grade. All seven quizzes are open-material quizzes (meaning you **MAY** have the Course Reader open in one tab while taking the quiz in another). Late surveys or quiz submissions will not be accepted (or even reviewed for feedback). Thus it is strongly advised to work ahead of any deadlines (details in schedule below). This course is structured so that students must answer surveys before being able to move forward to the next material in the course.

Case Briefs (40%)

Students will practice writing case briefs in this course. As part of the open-note quizzes, there will be ample opportunity to practice crafting the key components of these briefs. Moreover, I will offer extensive feedback on these briefs in both written and video recorded feedback. Though all briefs will be graded, only five of your ten brief grades will count toward your final grade. Late submissions of briefs, however, will not be accepted or reviewed. Thus it is strongly advised to work ahead of each deadline.

Class Participation (10%)

To encourage class participation, either virtually or in-person, activities will be assigned throughout the semester. Each student must submit at least ten assignments throughout the semester to earn full participation points. For each assignment missed, one point will be taken off a student's participation grade.

Note on Deadlines

This course moves quickly and will be offered both face-to-face and remotely. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All assignments will automatically lock on eLC after the time at which they are due, and NO late submissions will be accepted (or even reviewed).



INTL 4210 International Law Grading Scale

94 to 100 = A

90 to 93.99 = A-

88 to 89.99 = B+

82 to 87.99 = B

80 to 81.99 = B-

78 to 79.99 = C+

72 to 77.99 = C

70 to 71.99 = C-

60 to 69.99 = D

There is no rounding of your grade.

Late Submissions will not be Accepted or Reviewed

Additional Policies



General Respect & Participation

We will all work to be great citizens in this course. Here are just a few ways in which this will be achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful and actively engaged with each other and the ideas presented by others. Both personally and professionally, I value open discourse across the political spectrum. If at any time, you feel that myself or others are not encouraging you to express well-informed political opinions, please feel free to communicate with me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others' contributions as well.
- All students must demonstrate academic integrity in all parts of the course. Any cases of academic dishonesty will be dealt with according to the University's guidelines. Being unfamiliar with the academic honesty policy is not a reasonable explanation for a violation. The University's policy and procedures for handling cases of suspected dishonesty can be found at www.uga.edu/ovpi.

Learning Accommodation Policy

UGA is committed to the success of all learners and strives to create an inclusive and accessible course environment to ensure such success. In collaboration with the [Disability Resource Center](#), the instructor will work with students to access the accommodations and academic supports they need to excel.

As just one example, all video and audio will include captions or transcriptions. For more information, please contact the instructor directly (leahlang@uga.edu) or the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778, or visit their website at www.drc.uga.edu.

Federal Family Educational Rights & Privacy Act (FERPA)

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. For more detail, please visit the registrar's relevant webpage:

www.apps.reg.uga.edu/FERPA/.



Additional Student Resources

!UGA has resources to support students facing a variety of challenges. Please do not hesitate to contact me or these resources directly.

Office of Student Care & Outreach (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu

Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours) After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)

Relationship and Sexual Violence Prevention – 706-542-SAFE (The advocates at RSVP can provide student confidentiality). Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's equal opportunity office.

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Let's Enter the Course!



Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.