

Formatted Version Available at:  
[https://sites.google.com/view/intl-1100-global-issues/intl-4210-intl-law\\_homepage](https://sites.google.com/view/intl-1100-global-issues/intl-4210-intl-law_homepage)

**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 website.

There will also be regularly-scheduled office hours over Zoom each Tuesday morning from 9 am to 11 am. Please sign up for an available appointment here.

**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.

**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 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.

Please note the course will not open until 1.12.21

### 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 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 allows 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 Modules). 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 Course Reader, (3) a Quiz, and (4) 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. Course Readers

The next item you should see in each module is the link to a course reader for that module. There is no textbook purchased for this course. Instead, the course is part of a larger Open Access project to make course materials affordable and accessible to all. The Course Reader is pretty straightforward and can be accessed directly through eLC. 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

Another important aspect of any course is for students to be able to assess how well they are fully understanding the material being presented. To better allow all students the opportunity to engage with the material thoroughly, 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 two 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, the average attempt score will be counted toward that student's quiz score. Thus, for example, if a student gets a 95% and 85%, the student's quiz score for that quiz will be 90 percent. Please note that if a student chooses to take the quiz only one time, that score will be their final score. 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. Moot Court Materials

For most Modules, there will be a corresponding moot court. The purpose of these simulations is for students to practice critical thinking skills and legal argumentation. These court cases include three groups: the Applicants (the party claiming an unauthorized breach by another party under international law), the Respondents (the party seeking to defend itself against such a claim), and the Justices (who must determine which side is correct).

#### 5. Case Briefs

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, 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.

#### Course Schedule

**\*\*Classes Via Zoom\*\***

For at least the first three weeks of class, students and I will meet via Zoom on Tuesdays and Thursdays during the class period. During this time, I will offer a quick review of the material in the course reader, answer any lasting questions for students who have them, and begin to discuss how students may best prepare for the moot court and legal briefs.

<b>WELCOME! BIENVENIDO! 欢迎!</b>	
<b>Thursday 1.14.2021</b>	Introductions
<b>WEEK/MODULE ONE: IS INTL LAW EVEN LAW?</b>	
<b>Tuesday 1.19.2021</b>	Is Intl Law Really Law?
<b>Thursday 1.21.2021</b>	Moot Court: <i>The Naysayers vs. The True Believers</i>
<b>WEEK/MODULE TWO: THE ANATOMY OF A LEGAL ARGUMENT</b>	
<b>Tuesday 1.26.2021</b>	Components of a Legal Argument
<b>Thursday 1.28.2021</b>	Moot Court: <i>The Second Amendment</i>
<b>WEEK/MODULE THREE: STATES</b>	

<b>Tuesday 2.2.2021</b>	Criteria for Statehood & Climate Change
<b>Thursday 2.4.2021</b>	Moot Court: <i>China vs. Kiribati</i>
<b>WEEK/MODULE FOUR: QUASI-STATEHOOD</b>	
<b>Tuesday 2.9.2021</b>	Quasi-Statehood & the Palestinian Territory
<b>Thursday 2.11.2021</b>	Moot Court: <i>Palestine vs. Israel</i>
<b>WEEK/MODULE FIVE: SOURCES I (TREATIES)</b>	
<b>Tuesday 2.16.2021</b>	Treaties & the Rome Statute of the ICC
<b>Thursday 2.18.2021</b>	Moot Court: <i>The Netherlands vs. The United States</i>
<b>WEEK/MODULE SIX: SOURCES II (CUSTOMARY LAW)</b>	
<b>Tuesday 2.23.2021</b>	Customary Law & the <i>Caroline</i> Incident
<b>Thursday 2.25.2021</b>	Moot Court: <i>The U.S. vs. Great Britain</i>
<b>WEEK/MODULE SEVEN: SOURCES III (SUBSIDIARY SOURCES)</b>	
<b>Tuesday 3.2.2021</b>	Subsidiary Sources & the Corfu Channel Case
<b>Thursday 3.4.2021</b>	Moot Court: <i>U.K. vs. Albania</i>
<b>WEEK/MODULE EIGHT: SOURCES IV (GENERAL PRINCIPLES)</b>	
<b>Tuesday 3.9.2021</b>	General Principles & Legal Lacunae
<b>Thursday 3.11.2021</b>	Moot Court: <i>AMSE vs. The European Commission</i>
<b>WEEK/MODULE NINE: DISPUTE RESOLUTION MECHANISMS</b>	
<b>Tuesday 3.16.2021</b>	DRMs & the South China Sea
<b>Thursday 3.18.2021</b>	Moot Court: <i>The Philippines vs. China</i>
<b>WEEK/MODULE TEN: TERRITORIAL CLAIMS</b>	
<b>Tuesday 3.23.2021</b>	<i>Terra Nullius &amp; Communis</i> & Space Law

<b>Thursday</b> <b>3.25.2021</b>	Moot Court: <i>Russia vs. the U.S.</i>
<b>WEEK/MODULE ELEVEN: USE OF FORCE</b>	
<b>Tuesday</b> <b>3.30.2021</b>	Use of Force & Yugoslav Wars
<b>Thursday</b> <b>4.1.2021</b>	Moot Court: <i>Russia vs. NATO Members</i>
<b>WEEK/MODULE TWELVE: "SPRING BREAK"</b>	
<b>Tuesday 4.6.2021</b>	No Class
<b>Thursday</b> <b>4.8.2021</b>	No Class
<b>WEEK/MODULE THIRTEEN: INTERNATIONAL HUMANITARIAN LAW</b>	
<b>Tuesday</b> <b>4.13.2021</b>	International Humanitarian Law & "Unlawful Combatants"
<b>Thursday</b> <b>4.15.2021</b>	Moot Court: <i>Cuba vs. the U.S.</i>
<b>WEEK/MODULE FOURTEEN: INTL HUMAN RIGHTS LAW</b>	
<b>Tuesday</b> <b>4.20.2021</b>	International Human Rights Law & Asylum-Seeking
<b>Thursday</b> <b>4.22.2021</b>	Moot Court: <i>OHCHR vs. Kenya</i>
<b>WEEK/MODULE FIFTEEN: FUTURE IN INTL LAW</b>	
<b>Tuesday</b> <b>4.27.2021</b>	Reading Day (Office Hours Only)

#### Schedule\_Intl Law\_Fall 2020

##### 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.

##### Surveys & 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 are 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 the 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.

#### Moot Courts & Case Briefs (50%)

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. All fourteen briefs will be graded, though only twelve 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.

#### 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).

#### 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 anyone is 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](http://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](mailto: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](http://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/](http://www.apps.reg.uga.edu/FERPA/).

#### 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:

No one must ever feel the must be present in the classroom to obtain the relevant information they need to successfully pass this course.

Course information will be presented online in a clear-straightforward manner that is equally accessible to all students at all times.

I will allow for multiple opportunities to discuss any questions students have about the material.

To achieve these principles, I have developed more specific policies below. The first section addresses how the material will be presented online.

#### Additional COVID-Related Resources

Face Coverings: Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face-covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days, consistent with the Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing, and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person

until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

#### 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](mailto: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.

Other Mental Health and Wellness Resources: 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.