

INTL 4211: Advanced International Law
University of Georgia, Department of International Affairs

Course Instructor Information:

Dr. Erin Little

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Office hours:

Fridays from 1-3pm, 217 Candler Hall

Course Meeting Information:

220 Peabody Hall

MW, 2:55-4:15pm

STUDENT LEARNING OUTCOMES

As the International Law course focuses exclusively on public international law, this course applies the same skills in developing legal arguments, evaluating the facts of a case, and interpreting sources of law to *private* international law. Private international law explores the complex relationship between the sovereign, varied domestic laws of a State and legal issues that involve a foreign element (therefore inviting the role of foreign laws and/or foreign jurisdiction).

Given the complex, individual-level nature of many of these cases, the course content shifts from broad legal regimes to more focused subject areas. In particular, we supplement prerequisite coursework with more dedicated attention to trade, labor, and the intersection between human rights law and family law.

By the end of the course, students will be able to:

1. *Apply key principles of private international law* to determine jurisdiction, identify applicable law, and interpret competing domestic and international legal claims in cases involving foreign elements.
2. *Analyze and evaluate legal sources* (e.g., treaties, judicial decisions, IGO documents) to construct evidence-based legal arguments that address labor, trade, migration, and family-law disputes.
3. *Assess how State interests, sovereign policies, and strategic behavior shape private international legal outcomes*, using game-theoretic frameworks to explain international and domestic interactions.

4. *Critically compare domestic legal systems and international legal regimes*, identifying tensions in enforcement, compliance, and human rights protections in cross-border disputes.
5. *Demonstrate advanced legal reasoning under changing factual scenarios* by responding to modifications in case details and explaining how legal rights, obligations, and jurisdictions are affected.
6. *Communicate legal analyses effectively in both written and oral formats*, engaging in professional discourse, collaborative problem-solving, and respectful debate related to complex case materials.

EXAMS AND ASSIGNMENTS

CASE PUZZLES

You will have 3 case studies to evaluate during the semester. For each, you will receive excerpts from relevant sources of international and domestic law and the facts of the case. This assignment has two stages, with a separate grade for each:

- ***Case Puzzle Solution:*** This stage asks you to answer a series of puzzling short questions concerning how to interpret the law in practice. The case studies are pieces from actual international legal cases, and unless otherwise noted in the question, their solutions do have a correct answer and will be graded in part for accuracy. However, I am most concerned with your ability to rely on a sound interpretation of specific legal sources to defend your answers. This is an individual assignment, though discussion and debate is encouraged.
- ***“What If” Solution:*** After you have submitted your solutions, we will discuss the answers in class. You will then be divided into pairs and assigned a random (fictional) fact of the case that either adjusts existing facts of the case or introduces new information. You will be asked to first defend which aspect of the case changes (i.e., Jurisdiction, Actors, Rights and/or Obligations, Conditions). You will then be asked to issue how the change might affect the legal argument for the case. Though the assignment will be completed in pairs during class, all students should submit their answers individually to eLC.

DISCUSSION POSTS & QUIZZES

You will have 5 discussion board prompts available on eLC asking you to engage with a relevant topic we will have discussed. Post a short answer to the prompt (~250 words), and respond to at least one other student (~50 words). Each post + response is worth 5% of your grade.

You will have 5 module quizzes (designed more like mini-tests) covering lecture and/or required reading content as noted for that module. Each quiz is worth 5% of your final grade.

CLASS PARTICIPATION POLICY

This class is designed to offer ample opportunities for learning, commensurate to your level of engagement in class discussions and activities. All students are therefore expected to engage in *respectful, mindful dialogue* throughout the semester. Participating in class by asking questions, making thoughtful comments, and adding new information is important for everyone's continuing education. Discussions are intended for the mutual benefit of all students; disrespectfulness will not be tolerated.

ATTENDANCE POLICY

Attendance will be taken randomly 5 times during the semester (worth 3% each) and on simulation days (if applicable). Rather than a basic roll, this will usually occur in the form of in-class, small-group activities involving a submission with your names attached. Absences will be excused for the following, discussed with me in advance: observance of a religious practice, documented (by a doctor or health clinic/hospital) sickness, death of a relative or close friend, or some other issue evaluated on a case-by-case basis. While attendance is not taken for each class session, the fast-paced nature of this course and the use of supplemental materials in class (which will also appear on exams) will make it more difficult to do well in this course without being present.

GENERATIVE AI POLICY

Generative AI tools, such as Chat GPT and Grammarly, are permitted for all assignments in this course to assist in spelling, grammar, and diction. For any final research papers or projects, students may be required to submit a generative AI version of the assignment populated from their research question and a prompt of their choice, noted on the submission. This version will be submitted separately alongside the final document. Only the final document will be graded.

GRADING POLICY

The breakdown of your grades and the scoring rubric for this course are below (P/F indicates a Pass/Fail grade):

15% - Attendance/Participation

20% - Module Quizzes (4% each)

20% - Discussion Posts (5% each)

45% - Case Puzzles

- 30% - Case puzzle solution (10% each)
- 15% - “What If” solution (5% each)

94 to 100 – A

80 to 83 – B-

60 to 69 – D

90 to 93 – A-

77 to 79 – C+

59 and below – F

87 to 89 – B+

74 to 77 – C

84 to 87 – B

70 to 73 – C-

OUTLINE OF TOPICS

Note: All due dates are by 11:59pm on the date listed

MODULE I: INTRODUCTION AND REVIEW	
1/12-14	Week 1 – Introduction and Review of Public International Law
Topics	Overview of the syllabus Review of basic concepts from public international law
Readings	No readings this week

1/21	Week 2 – Introduction to Private International Law <i>1/19 - NO CLASS; Dr. Martin Luther King, Jr. Day</i>
Topics	Establishing jurisdiction Summary of private international legal regimes
Readings	Grivnova (2025)
<i>Due by 1/22</i>	<i>Module I Quiz</i>

MODULE II: PRIVATE INTERNATIONAL LAW AND GAME THEORETIC LOGIC	
1/26-28	Week 3 – Underlying Principles of Game Theory
Topics	Behavioral rationality Identifying State/leader preferences in <i>Hamden v. Rumsfeld</i> (2006)
Readings	<i>Hamden v. Rumsfeld</i> - Opinion (Stevens) and Dissent (Scalia) Bennet (1995), pgs. 20-29
2/2-4	Week 4 – Game Theoretic Logic and State Interests
Topics	How private international law restructures State interests
Readings	Bennett (1995), pgs. 30-39
<i>Due by 2/5</i>	<i>Discussion Post #1</i>
2/9-11	Week 5 – Nested Games
Topics	Understanding a nested games framework Dynamic interactions among States and international organizations

Readings	Tsebelis (1988)
<i>Due by 2/12</i>	<i>Module II Quiz</i>
2/16-18	Week 6 – Case Example: Human Rights violations in Xinjiang
Topics	Using game theoretic logic to frame an answer to the question, “Why haven’t we seen a stronger international response to China’s human rights abuses in Xinjiang?”
Readings	Council on Foreign Relations, “China’s Repression of Uyghurs in Xinjiang”
<i>Due by 2/19</i>	<i>Discussion Post #2</i>

MODULE III: LABOR LAW	
2/23-25	Week 7 – Regulating International Labor Standards
Topics	International Labor Organization (ILO) and private international law State vs. International Labor Regulations
Readings	Weiss (2010)
<i>Due by 2/26</i>	<i>Module III Quiz</i>
3/2-4	Week 8 – Case Puzzle #1
Topics	<i>Ravat v. Halliburton Manufacturing and Services Ltd.</i> labor case (2012)
Readings	Case materials will be made available on eLC

<i>Due by 3/1</i>	<i>Case Puzzle Solution #1</i>
<i>Due by 3/5</i>	<i>“What If” Solution #1</i>
3/9-11	Week 9 - NO CLASS; SPRING BREAK!

MODULE IV: TRADE LAW	
3/16-18	Week 10 – Regulating International Trade and Underground Markets
Topics	Fundamentals of trade law: <i>lex mercatoria</i> and <i>lex maritima</i> Economic development and clandestine markets
Readings	Fasan (2003)
<i>Due by 3/18</i>	<i>Discussion Post #3</i>
3/25	Week 11 – Drug Trafficking <i>3/23 - NO CLASS; ISA Conference</i>
Topics	Regulating drug trafficking Laws governing the use of synthetics in manufacturing and transport
Readings	INCB Annual Report 2024, Chapter 1 (pgs. 1-18)
<i>Due by 3/26</i>	<i>Module IV Quiz</i>
3/30-4/1	Week 12 – Case Puzzle #2
Topics	<i>Rare Earths Trade dispute: US, Japan, EU v. China (2012)</i>

Readings	Case materials will be made available on eLC
<i>Due by 3/29</i>	<i>Case Puzzle Solution #2</i>
<i>Due by 4/2</i>	<i>“What If” Solution #2</i>

MODULE V: MIGRANT AND FAMILY LAW	
4/6-8	Week 13 – Immigration, Asylum, and Extradition
Topics	Domestic immigration policy and legal protection for asylum seekers Interpol, the ICC, and domestic extradition policies
Readings	Council on Foreign Relations, “What is Extradition?”
<i>Due by 4/9</i>	<i>Discussion Post #4</i>
4/13-15	Week 14 – Family Law
Topics	Establishing nationality and citizenship across borders Child soldiers, orphans, adoptees, and trafficked persons
Readings	Uniform Child Custody Jurisdiction and Enforcement Act, pgs. 1-10
<i>Due by 4/16</i>	<i>Module V Quiz</i>
4/20-22	Week 15 – Case Puzzle #3
Topics	<i>Coulibaly v. Stevance</i> (2017)

Readings	Case materials will be made available on eLC
<i>Due by 4/19</i>	<i>Case Puzzle Solution #3</i>
<i>Due by 4/23</i>	<i>"What If" Solution #3</i>
4/27	Week 16 – Current Events
Topics	Open discussion, dependent on “current” topics of the moment
Readings	No readings this week
4/28	Reading Day (NO CLASS)
	Dedicated office hours in 217 Candler Hall from 3-5pm for any final questions

ACADEMIC DISHONESTY

UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found the website of Office of Instruction. We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please direct any questions to the instructor.

COURSE POLICIES

The following is taken verbatim from the University Council: “The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

The following is taken verbatim from LINK: “In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms my subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.”

FERPA STATEMENT

The following is taken verbatim from the Syllabus Checklist:

“The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar’s explanation. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.”

DISABILITY SERVICES

The following is taken verbatim from the Disability Resource Center:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting the Disability Resource Center”

The following is taken verbatim from the document of Syllabus Creation:

“Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

MENTAL HEALTH AND WELLNESS RESOURCES

The following is taken verbatim from the University Council:

“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 the website of Student Care and Outreach. 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 or crisis support. If you need help managing stress anxiety, relationships, etc., please visit 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.”