

## INTL 4210: International Law

University of Georgia, Department of International Affairs

### Course Instructor Information:

Dr. Erin Little

[Little.erin@uga.edu](mailto:Little.erin@uga.edu)

Office hours by appointment, in-person (304 Candler Hall) or Zoom (link available on eLC)

### Course Meeting Information:

Spring 2024

Baldwin Hall 101D

## STUDENT LEARNING OUTCOMES

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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 (e.g., humanitarian 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.

## EXAMS AND ASSIGNMENTS

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### Quizzes

You will have 10 quizzes throughout the semester, scheduled for specific weeks in the course outline below. These will review the readings for that week and are worth 20% of your final grade (2% per quiz). All quizzes can be found on eLC.

There will be no exams in the course. Instead, we will have three moot courts throughout the semester and an ongoing crisis simulation activity as the major assignments for this course.

## **Moot Courts and Memorials**

You will have 3 moot courts during the semester. In the week of a moot court, you will have time in class to meet with small groups to develop a Memorial for the case. A template for the memorial will be available on eLC, and we will review the requirements and format in the weeks prior to the first moot court and memorial due date. Detailed structure guidelines for moot courts will also be available on eLC. Memorials will be due the same day as the corresponding Moot Court.

## **Simulation**

Throughout the course term, we will be engaging in an ongoing simulation during non-Moot Court weeks. The simulation will ask you to create both an international legal system and engaging existing states with this legal system to resolve prompted international events. Your actions during the simulation may include either/both legal actions that utilize the laws you have created, as well as actions that may favor state interests at the expense of compliance with international law. Further details will be discussed in class. Legal system creation and participation in the simulation are two separate grades.

## **In-class Participation**

In-class participation will comprise 10%. We will have frequent activities during most weeks, as well as ongoing discussions throughout the semester. In order to get full credit, you must attend class, demonstrate some degree of participation in activities, and 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. You may have up to 3 unexcused absences without harming your grade.

## **ATTENDANCE POLICY**

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Attendance will be taken randomly throughout the semester. Absences will only be excused for the following, discussed with me in advance: observance of a religious practice, documented (by a doctor or health clinic/hospital) sickness, or death of a relative or close friend. More than three cumulative absences without an above listed excuse will affect students' attendance and participation grades. Three unexcused absences are permitted without penalty. However, 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 for students to do well in this course without being present.

## GRADING POLICY

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

20% - Module Quizzes (2% each)

30% - Memorials (P/F) (10% each)

15% - Moot Court (P/F) (5% each)

25% - Simulation

- 10% - Law creation document (P/F)
- 15% - Simulated event session participation (P/F)

10% - In-class participation

94 to 100 – A

80 to 83 – B-

67 to 69 – D+

90 to 93 – A-

77 to 79 – C+

64 to 67 – D

87 to 89 – B+

74 to 77 – C

60 to 63 – D-

84 to 87 – B

70 to 73 – C-

59 and below – F

## OUTLINE OF TOPICS

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<b>MODULE I: INTRODUCING INTERNATIONAL LAW</b>	
<b>Jan. 8, 10, 12</b>	<b>Week 1 – Context of International Law</b>
Topics	Putting international law in the context of international affairs Actors of international law
<i>Due by 1/17</i>	<i>Quiz #1</i>
<b>Jan. 15, 17, 19</b>	<b>Week 2 – AROC and Sources of Law</b> <i>1/15 – NO CLASS; MLK, JR. DAY</i>

Topics	Sources in international law Introducing AROC using the 2 <sup>nd</sup> Amendment to the US Constitution
<i>Due by 1/22</i>	<i>Quiz #2</i>
<b>Jan. 22, 24, 26</b>	<b>Week 3 – Memorials &amp; The <i>Caroline</i> Incident</b>
Topics	The <i>Caroline</i> Incident (1837) We will go through a Memorial together using the Carolina Affair
<i>Due by 1/29</i>	<i>Quiz #3</i>
<b>Jan. 29, 31, Feb. 2</b>	<b>Week 4 – Public International Law and Review</b>
Topics	Public international law in context Jeopardy to review basic concepts and scope of IL
<i>Due by 2/5</i>	<i>Quiz #4</i>

<b>MODULE II: MARITIME LAW</b>	
<b>Feb. 5, 7, 9</b>	<b>Week 5 – UNCLOS and Maritime Law</b>
Topics	the “Straits Question” and Montreux Convention (1936) UN Convention on the Law of the Sea (1982)
<i>Due by 2/12</i>	<i>Quiz #5</i>
<b>Feb. 12, 14, 16</b>	<b>Week 6 – Moot Court #1 (Corfu Channel Case, 1947): <i>The United Kingdom v. The People’s Republic of Albania</i></b>
Topics	Group work on memorials for Moot Court #1 <i>Moot Court #1 on Monday, February 19th</i>

<i>Due by 2/19</i>	<i>Memorial #1 for Moot Court #1</i>
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**MODULE III: STATES AND STATEHOOD**

<b>Feb. 19, 21, 23</b>	<b>Week 7 – States and Statehood</b>
Topics	Montevideo Convention on the Rights and Duties of States (1933) Debating Taiwan’s statehood
<i>Due by 2/26</i>	<i>Quiz #6</i>
<b>Feb. 26, 28, Mar. 1</b>	<b>Week 8 – State design and Law creation (<i>Simulation begins</i>)</b>
Topics	Group work reviewing state dossier for simulation (details revealed prior to class) Work as a class on a legal system
<i>Due by 3/4</i>	<i>Class document on legal system (submission link available on eLC)</i>
<b>Mar. 4, 6, 8</b>	<b><i>NO CLASS; SPRING BREAK</i></b>

**MODULE IV: THE LAWS OF WAR (INTERNATIONAL HUMANITARIAN LAW)**

<b>Mar. 11, 13, 15</b>	<b>Week 9 – The Laws of War</b>
Topics	Geneva Conventions and Protocols <i>Simulation Day on 3/15</i>
<b>Mar. 18, 20, 22</b>	<b>Week 10 – Moot Court #2</b> <b><i>The Republic of Nicaragua v. The United States (1986)</i></b>

Topics	Group work on memorials for Moot Court #2 <i>Moot Court #2 on Friday, March 22nd</i>
<i>Due by 3/22</i>	<i>Memorial #2 for Moot Court #2</i>
<b>Mar. 25, 27, 29</b>	<b>Week 11 – War criminals and Prisoners of War</b>
Topics	The ICC, Prisoners of War and Unlawful Combatants <i>Simulation Day on 3/29</i>
<i>Due by 4/1</i>	<i>Quiz #7</i>
<b>Apr. 1, 3, 5</b>	<b>Week 12 – Genocide in times of war and peace</b>
Topics	Genocide vs. Ethnic cleansing and other related crimes <i>Case Study: The Gambia v. Myanmar (2019)</i>
<i>Due by 4/8</i>	<i>Quiz #8</i>

#### **MODULE V: INTERNATIONAL HUMAN RIGHTS LAW**

<b>Apr. 8, 10, 12</b>	<b>Week 13 – Refugee Status, Asylum, and Human Rights Law</b>
Topics	Determining refugee status and jurisdiction to grant asylum <i>Simulation Day on 4/12</i>
<i>Due by 4/15</i>	<i>Quiz #9</i>
<b>Apr. 15, 17, 19</b>	<b>Week 14 – Moot Court #3 (Asylum Case, 1950) <i>Colombia v. Peru</i></b>
Topics	Group work on memorials for Moot Court #2 <i>Moot Court #2 on Friday, April 19th</i>

<i>Due by 4/19</i>	<i>Memorial #3 for Moot Court #3</i>
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<b>MODULE VI: DISPUTE RESOLUTION MECHANISM (DRMs)</b>	
<b>Apr. 22, 24, 26</b>	<b>Week 15 – Dispute Resolution Mechanisms (DRMs)</b>
Topics	Arbitration, Mediation, and Negotiation <i>Simulation Day on 4/24 and 4/26</i>
<i>Due by 4/29</i>	<i>Quiz #10</i>
<b>Apr. 29</b>	<b>Simulation De-brief (<i>Optional</i>)</b> <span style="float: right;"><i>4/30 – NO CLASS; Reading Day</i></span>
Topics	Discussing the outcome of the simulation Explore options and role of international law in the modern world

## **ACADEMIC DISHONESTY**

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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**

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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 may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.”

## **FERPA STATEMENT**

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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**

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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**

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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.”