

# INTA 3031 Syllabus

Human Rights in Europe

Summer 2026

## Instructor Information

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## General Course Information

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### Description

This course begins with the premise that human beings have rights simply because they are human. The protection of these rights is not only the responsibility of the countries in which they live, but also the rest of the world. After establishing where human rights come from and what they entail, we will examine to what extent international human rights treaties and organizations have been effective. How are human rights constructed/deconstructed within the current framework? How has our increased ability to observe human rights violations changed our understanding of their occurrence? What can be done when sovereignty-related norms such as the non-interference in the domestic affairs of other countries clash with human security?

### Course Learning Outcomes

Upon completion of this course, you should be able to...

1. Examine the origins and evolving definitions of human rights
2. Recognize various aspects of the international governance of human rights
3. Explore key international human rights actors both public and private
4. Analyze some of the most important human rights violations in the world and discuss what the international community has done (and maybe could do differently) to deal with them.

### Required Course Materials

The course readings will be uploaded to **Canvas under “Files”** and available under the **Required Readings and References modules**.

### Grading Policy:

Your final grade will be assigned as a letter grade according to the following scale:

A      90-100%

B	80-89.9%
C	70-79.9%
D	60-69.9%
F	0-59.9%

## Assignments

Unless otherwise specified, all deadlines are in the local time, i.e. CEST.

Assignment	Percentage
Participation and Group Discussion	30%
Check-in Quiz	15%
Debate	30%
Essay	25%

### *Participation and Group Discussion (30%)*

Throughout the term, students will be evaluated on their participation in class meetings, site visits, and post-site visit discussions. Students should see the section on Attendance and Participation for more on what is this involves.

In addition, students will take on the role of discussion leader for a set number of site visits. This role involves guiding discussion post-site visit and taking the lead on engaging with the material presented during the visit. This will be graded on a incomplete/low pass/pass/high pass scale. Students will sign up for their designated visits during the first week of lectures in Atlanta.

### *Check-in Quiz (15%)*

There will be one check-in quiz prior to the visit to the ICC. The quiz will be closed book/notes and will be administered via Canvas.

### *Debate (30%)*

There will be one set of debates comprised of two topics. Students will be assigned the topic they will be debating at the start of the course. A week before the debate, students within each topic will be divided into two groups. At the start of the debate students will find out which side of the topic (affirmative/negative) they will be arguing for with their group during the debate. Students not debating will give feedback and vote on which side was most convincing. At the end of the debate, each group will turn in their notes/prep work/research/etc. for the debate to be evaluated on a low pass/pass/high pass scale. Additionally, students will submit *individual* reflection papers on the debate topics and their own performance and complete and submit a peer-review form. Consistently poor peer-reviews may results in a lower grade for given members of the group. The debate grades will be comprised of the graded audience feedback, each group's prep work, and an individual reflection paper on the debate.

### *Essay (25%)*

Students will submit one essay at the end of the term. The essay will be a maximum of 3 pages, double spaced and should be submitted via Canvas. More information will be released regarding the topic and format on Canvas.

## **Course Policies**

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### **Attendance and/or Participation**

Students will be expected to attend and participate in all class meetings both on campus during the week of May 18<sup>th</sup> and those held throughout the travel period. Class meetings will be clearly noted on the schedule and changes will be communicated to students. It should be noted that mere attendance is not equal to participation; in order to earn full credit, students should be actively engaging with the material and visits. Engagement can look like: asking questions during site visits to site leaders, contributing to class discussion, asking/communicating with the professors about the site visits, taking notes during briefings, asking questions during the debate, etc.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Pre- &/or Co-Requisites

There are no pre-requisites for this course.

## Use of Generative AI

Students may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm with proper citation. Students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic.

Per GaTech's Honor Code, students may not submit any work generated by an AI program as their own. If students include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

**When/if students use AI platforms in their assignments, they should write a note to clarify (a) where in the process they used AI, (b) include the prompt used to generate the material, and (c) which platform(s) were used.** See this article for how to cite AI properly: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. **Students should also upload a pdf of the entire conversation as a separate document for the instructor to review in entirety.** Failure to properly cite will be considered a violation of the course policy.

Generative AI derives its output from other sources yet often doesn't fully cite where it pulls the information from. This is plagiarism. Students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. As most assignments in this class will require students to relay their own thoughts and analyses, **if the professor suspects the heavy use of AI to complete an assignment the student may be asked to demonstrate their knowledge orally** in an informal one-on-one meeting with the professor to make sure the ideas are their own. Uncited, high use of AI (as identified by TurnItIn) will be reported to OSI for further adjudication.

As part of this class is developing communication skills, it is highly recommended to avoid using generative AI to ensure that you engage with the process of writing and learning the content.

## Extensions & Late Assignments

There is a penalty of 10 percentage points for every 24hr period an assignment is late (<24hrs: - 10%points; 24-48hrs: -20%points, and so on.) However, late penalties will be waived for essays - no questions asked - if the student emails the instructor before the original deadline and organizes an alternative due date. Extensions on the quiz and debate submissions are not permitted. Further, students cannot apply for extensions on extensions. *It is the student's responsibility to keep track of outstanding assignments.*