

## **CALL FOR PAPERS:**

**AMERICAN SOCIETY OF INTERNATIONAL LAW – TEACHING INTERNATIONAL LAW INTEREST GROUP**

**2013 Biennial Conference**

**TEACHING INTERNATIONAL LAW OUTSIDE LAW SCHOOLS**

**hosted by the**

**Indiana University Robert H. McKinney School of Law**



The organizers seek proposals for presentations and papers for the 2013 Biennial Conference of the American Society of International Law's Teaching International Law Interest Group (ASIL TILIG). The conference will be held on April 12, 2013, and will be hosted by the Indiana University Robert H. McKinney School of Law in Indianapolis, Indiana. The conference will appeal to a wide range of teachers and scholars interested in international law and the pedagogy employed in diverse institutional settings.

### **Who should attend?**

Law and non-law professors in colleges and professional schools, law professors offering interdisciplinary courses with cross-enrollment, attorneys offering training seminars to government officials and corporate executives, law students, and all others interested in the subject area.

As the current era of globalization deepens transborder interdependency, the impact of international law is felt across professions and disciplines, reaching into many schools of higher education. Yet analysis and discussion of the pedagogy and substantive content of international law has been focused primarily on law schools and their methodologies. This conference will address substantive and pedagogical aspects of the teaching of international law in a broader array of higher education institutions, including schools of journalism and fine arts, business schools, schools of foreign affairs, military academies, and undergraduate institutions.

***We invite proposals for presentations to be given during the panels described below:***

***Panel I: Teaching a Survey of International Law***

This panel brings together international law professors to discuss their approach to teaching a survey course in international law in non-law school institutions, such as military colleges, journalism and business schools, and undergraduate colleges.

International law has evolved dynamically in the past few decades. While this makes teaching the subject fascinating, it also presents substantial challenges to those offering a survey course. Super specializations and fragmented developments in international law are challenging the contours of some fundamental precepts, from sovereignty to state responsibility. The interdisciplinary nature of the international law is increasingly evident. Moreover, the status of international law varies from one nation to another. How can an international law teacher introduce the subject in an effective manner to students who have not yet been exposed to foundational legal courses, without compromising the substance and depth of coverage?

Panelists will discuss how they choose topics to cover, the instructional materials they use, and will highlight other valuable resources that are available to those seeking to teach a survey course in international law.

***Panel II: Teaching Through Experience***

This panel explores experiential learning experiences in non-law school setting.

Teachers of international law in institutions outside of law schools are preparing the next generation of future journalists, managers, business people, diplomats, and members of the armed forces and other public servants. The teaching of international law in schools of business, journalism, international and public foreign affairs, and military schools, among others, is intended to contextualize the students' practice in these other fields.

In their dual capacities as professional schools and sites of intellectual and academic pursuits, law schools have developed some standard pedagogical methodologies that offer experiential learning opportunities to the future legal practitioners. These methodologies include (a) internship/externship placements in legal organizations and/or departments; (b) travel abroad experiences sited at partner law schools in foreign countries; (c) international moot court competitions, such as the Jessup, Vis International Arbitration, and European Union Law moot competitions; and (d) in-class exercises and

research projects, based on real-life cases, that allow students to develop negotiation, analytical, and other practical professional skills and ethical contexts. These experiential learning opportunities are intended to prepare the student for the mechanics of professional legal practice, as well as to fill in the nuances of the challenges they will confront in individual areas of legal practice.

How do teachers of international law in schools of business, journalism, international and public foreign affairs, and military schools, among others, provide experiential learning opportunities to their students? What lessons does their innovative adoption of alternative experiential methodologies offer to law schools?

***Panel IV: Specialized Topics***

While few schools offer a full range of international law courses, many institutions offer a few courses tailored to their students or to specialized programs. Military academies will offer law of war courses and business schools may offer international economic law courses, but less obvious venues include schools of media and performing arts offering international intellectual property law. What are the challenges of teaching subject-specific international law courses to undergraduate and graduate students who may not have a legal foundation? What do non-lawyers need to know about international legal issues in their field? Are there adequate resources to teach non-law students about specialized international law topics? Are students best served by in-house courses or cross-registration in law school classes? Conversely, can law schools learn from interdisciplinarity in other schools?

*The organizers expect to select three or four proposals for each of the sessions described in detail above. Presenters will be expected to speak for 15 minutes, followed by questions from the moderator and the audience.*

In addition, we seek moderators for the post-lunch break-out roundtable sessions:

This roundtable break-out session will provide a space for the teachers of international law to discuss methodologies, challenges, successes, that they face in the various types of institutions represented at the conference. Topics addressed will be drawn from the participants' suggestions written on accessible flip charts during the morning coffee break.

**SUBMIT 300 WORD ABSTRACTS TO:** [Asil.tilig2013@gmail.com](mailto:Asil.tilig2013@gmail.com)

**DUE DATE FOR SUBMISSION: JANUARY 6, 2013**

*Please direct questions to the Organizers:*

Deepa Badinarayana, Chapman University

Karen E. Bravo, Indiana University Robert H. McKinney School of Law

Sonia E. Rolland, Northeastern University School of Law

Mark Shulman, Pace Law School