



***WEBINAR SERIES CALL FOR PROPOSALS:
TEACHING INTERNATIONAL LAW***

WEBINARS STARTING JUNE 2020

******EXTENDED DEADLINE******

The practice of teaching international law is conducted in a wide range of contexts across the world by a host of different actors – including scholars, practitioners, civil society groups, governments, and international organisations. It is somewhat surprising, therefore, that reflections and collaborations on the practice of teaching international law remain relatively rare.

In recent decades, notable contributions concerning international legal pedagogy include: comparative analyses of how different national communities of international lawyers construct their understanding of international law, regional and national reflections on the teaching of international law, critical perspectives on the politics of teaching international law, as well as reflections on the professionalisation of international legal education, teaching techniques, and the use of new technologies for teaching international law. Initiatives such as the European Society of International Law's *Teaching Corner*, a 'bottom-up' exchange of educational and pedagogical teaching materials, also signal a growing appetite for collaboration in this area.

Against this background, a group of international law teachers have formed an *Organising Committee* to convene a *British Institute of International and Comparative Law* webinar series on ***Teaching International Law***.

The *Organising Committee* invites all those engaging with the teaching of international law from around the world to share their experiences and critically reflect on current practices of teaching international law. The aim is to foster reflection and discussion amongst the plurality of actors that teach international law across different contexts, traditions, and perspectives. Reflections may focus on general courses of international law or more specialised courses – including courses concerning particular branches of international law (e.g. environmental law, investment law, trade law, human rights law, humanitarian law, or international criminal law) or cross-cutting themes (e.g. non-state actors, inequality, technology).

Thematically, reflections may focus on (though need not be limited to) any of the following topics:

Context

- The ***objectives of teaching international law***, including what teaching means and is for in different contexts;
- The teaching of international law by different ***actors*** (e.g. scholars, civil society groups, organisations);
- The teaching of international law to different ***audiences*** (e.g. law students, non-law students, legal practitioners, non-legal practitioners, policy makers, government officials, non-state armed groups);
- ***Student perspectives*** of the practice of teaching of international law;
- The teaching of international law in different ***national/regional/political/social/cultural settings***;
- The ***place of international law in general legal education and the wider academic curriculum***, e.g. the humanities and social sciences, as well as ***further removed disciplines***, e.g. the natural sciences;
- Comparisons between the teaching of ***international law and domestic law***;
- What it means to teach international law ***in this given, or various other, historical moments***;

Methods & Theory

- The **methods, traditions, and techniques relied upon to teach international law**, including considerations about how to teach particular courses/topics, reliance on different classroom formats (for example, small-group discussions, simulations, mooted exercises, field visits, invitation of experts), and the use of new technologies (for example, social media, videos, digital polling);
- The **relationship between doctrine and theory, orthodoxy and heterodoxy** in the teaching of international law;
- The role of **pedagogical theory** in the design and delivery of international law courses;
- How international law, as a **professional practice**, is/should be taught;
- Participation in and reception of **clinical education** (for example, research projects for civil society groups, engagement with cases before international and regional courts and tribunals, or participation in open source human rights investigation projects);

Syllabi & Materials

- The design of **international law syllabi**, including considerations about the structure of courses, the selection of readings, and other learning devices (for example, discussion questions), as well as challenges posed by rapid developments in the field (particularly in the context of cross-cutting topics);
- The (ir)relevance of **international law textbooks** to the teaching of international law in the twenty-first century;
- **Accessibility** of educational resources and materials;
- Methods relied upon for **student assessment (where relevant)**, including the benefits and challenges of different types of assessments;
- **Teaching international law with an impact**, including impact assessments and community mobilization;

Hegemony & Hierarchy

- **Existing engagement and initiatives concerning the practice of teaching international law**, including reflections on which voices have been marginalised or excluded from current debates and who it is important to hear from going forward;
- **Hegemonies, biases, and domination** in the teaching of international law (for example, linguistic, geographical (Global North/South divide), cultural, gender, socio-economic, traditions, methods, materials);
- Theorising, proposing, and strategizing towards **how to create learning environments that enact inclusive, radical queer/feminist, decolonial, and critical pedagogies**;
- **Hierarchies** encountered during the teaching of international law, including the changing character of higher education, its accessibility, political economy and social mission, and the ways it shapes the teaching and learning of international law, as well as approaches adopted to confront those hierarchies.

Instructions for Submissions

Those engaged in the teaching of international law – whether as teachers or students – are invited to submit either an *individual* presentation proposal or a *collective* panel proposal **by 4 May 2020** (extended deadline).

Submission of Individual Presentation Proposals

The *Organizing Committee* invites abstracts of no more than 500 words proposing an individual presentation on any topic related to the theme of teaching international law. Abstracts should contain the title of your presentation, as well as the name, title, and affiliation of the author.

Submission of Collective Panel Proposals

The *Organizing Committee* also invites abstracts of no more than 1,000 words proposing a panel/webinar on any topic related to the theme of teaching international law. Abstracts should contain the title of your panel, a summary of its theme, as well as the name, title, and affiliation of each of the participants. Abstracts should also confirm what format the panel proposes to use. Examples include a traditional panel format (comprised of speakers and a discussant focused on a particular topic) or a collective interview format (comprised of interviewees and an interviewer asking a set of questions focused on a particular theme). The *Organizing Committee* also welcomes other innovative formats (please note, however, that panels should have a maximum of 4 participants e.g. 3 speakers and one chair or discussant).

Reflection Papers

The *Organizing Committee* asks all participants to produce short reflection papers of 3,000-4,000 words. Participants will be expected to submit draft versions of their reflection papers two weeks prior to the webinar in which they will be participating. The final versions of reflection papers will be included in a follow up publication (details to follow).

Applicants are invited to send their abstracts and a 200-word bio to teachingILconf@biicl.org **by 4 May 2020** (extended deadline) with 'Teaching IL Conference' in the subject line. If you wish to discuss topics or ideas informally, please feel free to contact teachingILconf@biicl.org. Decisions on the proposals will be communicated on a rolling basis from 1 June 2020.

Date and Venue

Given the current and likely extended travel restrictions the organising committee has decided to re-configure the programme into a series of webinars starting in June 2020.

Timeline

Deadline for abstract submissions: 4 May 2020 (extended deadline)

Participants informed of selection: Rolling basis from 1 June 2020

Deadline for submitting draft reflections: Various – depending on date of webinar

Organising Committee Conveners

Jean-Pierre Gauci (British Institute of International and Comparative Law)

Barrie Sander (Fundação Getúlio Vargas)

Organising Committee Members

Antony Anghie (National University of Singapore)

Irene Antonopoulos (De Montford University)

Felicity Attard (University of Malta)

Morten Bergsmo (CILRAP)

Ayelet Berman (National University of Singapore)

Yassin Brunger (Queen's University Belfast)

Petra Butler (Institute of Small and Micro States)

Alejandro Chehtman (University Torcuato Di Tella)

Jean d'Aspremont (University of Manchester; Sciences Po)

Leslie-Anne Duvic-Paoli (King's College London)

Luis Eslava (University of Kent)

Babatunde Fagbayibo (University of South Africa)

Christopher Gevers (University of KwaZulu-Natal)

Douglas Guilfoyle (UNSW Canberra)

Ezequiel Heffes (Geneva Call)

Gleider Hernandez (KU Leuven; Open Universiteit)

Peter Hilpold (University of Innsbruck)

Meltem Ineli-Ciger (Suleyman Demirel University)

Eleni Karageorgiou (University of Lund)

Alexa Koenig (UC Berkeley School of Law)

Lucas Lixinski (UNSW Sydney)

Itamar Mann (University of Haifa; GLAN)

Heidi Matthews (Osgoode Hall Law School)

Robert McCorquodale (University of Nottingham)

Frédéric Mégret (University of McGill)

Francisco Quintana (University of Cambridge)

Jason Rudall (University of Leiden)

Evelyne Schmid (University of Lausanne)

Christine Schwöbel-Patel (University of Warwick)

Mohammad Shahabuddin (University of Birmingham)

Gerry Simpson (London School of Economics)

Sahib Singh (Erik Castrén Institute)

Immi Tallgren (University of Helsinki)

Ntina Tzouvala (University of Melbourne)

Justina Uriburu (The Graduate Institute, Geneva)

Maria Varaki (King's College London)

Fabia Veçoso (University of Melbourne)

Patricia Vella de Fremeux (University of Malta)