

IALS Annual Meeting  
Small Group Discussion - Human Rights

Members

Richard Boswell\*  
Jurgen Brohmer  
Firman F. Busroh  
Annette Lansink  
Bradford Morse  
Leithhokwa Mpedi  
Giuseppe Nesi  
Valentina Smorgunova  
Al Sturgeon

Not Present:  
Vinodh Jaichand

Attendance at Second Session:

Ranbir Singh

**Breakout Session 1**

1. We reviewed the Final Study Group Recommendations
2. The group discussed the conclusions reached previously regarding knowledge, skills and values and concluded that the only category that we would amplify on was that of being sensitive to cross-cultural difference. It wasn't clear if this could be characterized as a skill, value or both. Nevertheless the consensus was that it was an important for a global lawyer to have an appreciation of and respect to different cultures.
3. No other competencies were added to the ones we described previously
4. Pedagogical strategies for teaching this subject matter:

Exploration of cases both from court decisions and real life problems. Use of moot court type exercises and problems found in a law clinic. The subject could also be taught as a non-clinical type of course. Students working in small group settings on problem solving. The collaboration might work better in a clinical setting with students working on real problems although problem solving exercises on hypothetical settings could be effective.

We spent a great deal of time talking about building a platform so that we could share substantive material and possibly using technology to engage in collaboration between programs at our respective schools. There might be some possibilities to find times that could work

between two or more schools to have their students engage in Skype or WhatsApp discussions to explore legal problems and as they might be in different jurisdictions. Given that one of the primary pedagogical objectives was to expose our students to different legal systems the cross-border communication and collaboration dominated our discussion. To that end on at least a temporary basis before the IALS establishes a platform for us to exchange lessons and materials we established a Facebook page.

5. Evaluative approaches. While not as much time was spent on this topic the group felt that the following would be helpful for the students: (These do not measure the effectiveness of the course that might be taught.)

Short papers, research projects, oral presentation in class or before a group, individual and group feedback sessions and the traditional examinations we already use.

## Breakout Session 2

### 1. What is your ideal curriculum?

We did not draw a distinction between the undergraduate and graduate programs other than to note that the coverage and emphasis would be at a much deeper level in the graduate program. We also wanted to clarify that we saw the graduate distinction might be incorrect to the extent that in some jurisdictions an undergraduate law program could be sufficient to joining the legal profession.

The curriculum would consist of teaching students about the fundamental rights likely embodied in the jurisdictions constitution, international human rights norms and principles, limitations on sovereignty and access to justice. These subjects are covered in many courses in constitutional law and human rights law and can be found in courses such as criminal law (even though it may be purely domestic). So students would need to at least be exposed to this domestic – international distinction in human rights law.

2. This course/curriculum would not in any way change the knowledge, skills and values described previously.

### 3. Doctrinal Package

Constitutional Law, International Human Rights Law, Public International Law – we concluded that human rights was a core subject and that exposure to the subject matter could/should be introduced in other subject areas such as criminal and constitutional law. Finally we felt that all of these subject areas needed to include a comparative dimension as an appreciation of this is essential for anyone in the new global environment in which we operate.