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# TEACHING INTERNATIONAL LAW

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*Edited by*  
Peter Hilpold and Giuseppe Nesi

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LEIDEN | BOSTON

Library of Congress Cataloging-in-Publication Data

Names: Hilpold, Peter, 1965- editor. | Nesi, Giuseppe, editor.

Title: Teaching international law / edited by Peter Hilpold and Giuseppe Nesi.

Description: Leiden ; Boston : Brill/Nijhoff, 2024. | Includes index. |

Summary: "Teaching International Law is a topic of great importance in international law academia. In the past renowned international lawyers and research institutions have dealt with this matter. This book brings together a larger number of established international lawyers who not only present the state of the art of this discipline but also their own vision and perspective. Traditionally, teachers of international law had considerable influence on the development and the understanding of this subject. The international legal system has profoundly changed but in time of enormous challenges for the survival of mankind the voice of the teachers should again be heard"— Provided by publisher.

Identifiers: LCCN 2023042426 (print) | LCCN 2023042427 (ebook) |

ISBN 9789004678873 (hardback) | ISBN 9789004678880 (ebook)

Subjects: LCSH: International law—Study and teaching.

Classification: LCC KZ1237 .T43 2024 (print) | LCC KZ1237 (ebook) |

DDC 341.071/1—dc23/eng/20231002

LC record available at <https://lcn.loc.gov/2023042426>

LC ebook record available at <https://lcn.loc.gov/2023042427>

Typeface for the Latin, Greek, and Cyrillic scripts: "Brill". See and download: [brill.com/brill-typeface](http://brill.com/brill-typeface).

ISBN 978-90-04-67887-3 (hardback)

ISBN 978-90-04-67888-0 (e-book)

DOI 10.1163/9789004678880

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# Prologue

This book is the result of a teaching and research project within the “Euregio” (Austria/Italy) involving the University of Innsbruck and Trento. It started in 2015 and continued over five years. Within this period a series of conferences were organized at the University of Innsbruck. Beginning with the year 2020 the papers published in this book were prepared, reviewed, discussed and finalized.

The editors of this book are planning to continue research activities in this field as they are convinced that “Teaching International Law” is still an under-researched topic which holds great promise for the discipline of International Law.

We are grateful for all the contributions and comments by many colleagues from several countries all over the globe. Only part of these contributions could be integrated in this book but we are looking forward to extended future editions.

The editors would like to acknowledge the generous financial support provided by the Vice Rectorate for Research of the Universität Innsbruck, the Stiftung Fürstlicher Kommerzienrat Guido Feger, the University of Trento, the Land Vorarlberg and the Helmut M. Merlin-Stiftung.

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# Abbreviations

AAIL	Asian Academy of International Law
AAVV	Autori Vari
ABA	American Bar Association
AB	Appellate Body
AG HWIR	Harmonisierung des deutschen und des französischen Wirtschafts- und Insolvenzrechts
AI	Artificial Intelligence
AISDUE	Associazione Italiana Studiosi del Diritto Europeo
AJIL	American Journal of International Law
ALTA	Australian Law Teachers Association
Am.Pol.	Sci-Rev American Political Science Review
ANVUR	Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca
AnwBl	Anwaltsblatt
ASIL	American Society of International Law
ARD	Arbeitsgemeinschaft der öffentlich-rechtlichen Rundfunkanstalten der Bundesrepublik
AUS	Australia
AVR	Archiv des Völkerrechts
BA	Bachelor of Arts
BC	Before Christ
BDA	Brussels Diplomatic Academy
BDGIR	Berichte der Deutschen Gesellschaft für Internationales Recht
BGBI	Bundesgesetzblatt
BIT	Bilateral Investment Treaty
BL	Basic Law
BverfG	Bundesverfassungsgericht
BYIL	British Yearbook of International Law
CAC	Codex Alimentarius Commission
CBAMS	Carbon Border Adjustment Measures
CDC	Centre for Disease Control and Prevention
CDU	Christlich Demokratische Union (Christian Democratic Union)
CEDAM	Casa Editrice Dottor Antonio Milani
CETA	Comprehensive Economic Agreement with Canada
C.F.	<i>Confer/Compare</i>
CFSP	Common Foreign and Security Policy
Chic.JIntL	Chicago Journal of International Law
Cit.	Citation

CITES	Convention on International Trade in Endangered Species of Wild Fauna and Flora
CJEU	Court of Justice of the European Union
CLE	Continuing Legal Education
CLS	Critical Legal Studies
CMLRev	Common Market Law Review
CNN	Cable News Network
COE	Council of Europe
COJUR	Council Working Party on Public International Law
COM	Committee of Ministers
COVAX	Covid-19 Vaccines Global Access
CPTPP	Comprehensive and Progressive Transpacific Partnership
CSCE	Conference on Security and Cooperation in Europe
CSR	Corporate Social Responsibility
CSU	Christlich Soziale Union (Christian Social Union)
CTIR	Centre for Teaching International Relations
CTLS	Centre for Transnational Legal Studies
CUP	Cambridge University Press
Dem	Groupe démocrate
DFPV	Deutsch-Französische Parlamentarische Versammlung
DILA	Development of International Law in Asia
DPRK	Democratic People's Republic of Korea
DriG	Deutsches Richtergesetz
DSK	Dominique Strauss-Kahn
EC	European Council
ECHR	European Convention on Human Rights
ECT	Energy Charter Treaty
ECtHR	European Court of Human Rights
ECJ	European Court of Justice
Ed(s)	Edition(s)
EEA	European Economic Area
EFA	Education For All
EFILA	European Federation for Investment Law and Arbitration
e.g.	<i>exempli gratia</i>
EHRH	European Human Rights Reports
EJIL	European Journal of International Law
EJLE	European Journal of Legal Education
EJLS	European Journal of Legal Studies
ELFA	European Law Faculties Association
ELJ	European Law Journal

ELSA	European Law Students' Association
ESA	European Space Agency
ESIL	European Society of International Law
Et al	<i>et alii</i>
Etc.	<i>Et cetera</i>
EU	European Union
EuZW	Europäische Zeitschrift für Wirtschaftsrecht
FAO	Food and Agriculture Organization
FDI	Foreign Direct Investment
FDP	Freie Demokratische Partei
ff.	following pages
FRG	Federal Republic of Germany
FTAS	Free Trade Agreements
GAL	Global Administrative Law
GATS	General Agreement on Trade in Services
GATT	General Agreement on Tariffs and Trade
GB	Great Britain
GEV	Gruppi di Esperti della Valutazione
GHG	Greenhouse Gas
HCCH	Hague Conference on Private International Law
HRL	Human Right Law
i.a.	<i>inter alia</i>
IACtHR	Inter-American Court of Human Rights
IAJ	International Association of Judges
Ibid	<i>ibidem</i>
IBM	International Business Machines Corporation
ICANN	Internet Corporation for Assigned Names and Numbers
ICC	International Criminal Court
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICH	International Conference on Harmonization
ICJ	International Court of Justice
ICLQ	International and Comparative Law Quarterly
ICON	International Journal of Constitutional Law
ICT	Information and Communication Technology
ICTY	International Criminal Tribunal for the former Yugoslavia
i.e.	<i>id est</i>
IEL	International Economic Law
IHL	International Humanitarian Law
IIL	International Investment Law

IL	International Law
ILA	International Law Association
ILC	International Law Commission
ILO	International Labour Organization
ILSA	International Law Students' Association
IMDb	Internet Movie Database
IMF	International Monetary Fund
IOE	Institute of Education
IOM	International Organization for Migration
IOS	International Organizations
IPA	International Public Authority
IRPA	Istituto di Ricerche sulla Pubblica Amministrazione
ISDS	InvestorStaat-Schiedsverfahren
ISIS	Islamic State of Iraq and Sham
ISO	International Organization for Standardization
IT	Information Technology
JAPrO	Juristenausbildungs- und Prüfungsordnung
JD	Juris Doctor
JEL	Journal of Economic Literature
J.Int.	Law Journal of International Law
JuS	Juristische Schulung
JZ	Juristenzeitung
LaREM	La République En Marche
LEUR	League of European Research Universities
LL.M.	<i>Legum Magister</i>
LJIL	Leiden Journal of International Law
L.R.	Law Review
LT	Libertés et territoires
MIC	Multilateral Investment Court
MichJIntL	Michigan Journal of International Law
MIT	Massachusetts Institute of Technology
MIUR	Ministero dell'educazione, dell'Università e della ricerca
MOOCs	Massive Online Courses
MOU	Memorandum of Understanding
MPEPIL	Max Planck Encyclopedia of Public International Law
N@HZ	Neue@Hochschulzeitung
NATO	Nort-Atlantic Treaty Organization
N.B.	Nota Bene
NDCS	Nationally Determined Contributions
NGO	Non-governmental Organization

NJIL	Nordic Journal of International Law
NJW	Neue Juristische Wochenschrift
NPM	New Public Management
NULR	Northwestern University School of Law Review
NUS	National University of Singapore
NWICO	New World Information and Communication Order
NYU	New York University
OECD	Organization for Economic Co-operation and Development
OHCHR	Office of the United Nations High Commissioner for Human Rights
OJLS	Oxford Journal of Legal Studies
OSCE	Organization for Security and Cooperation in Europe
OUP	Oxford University Press
Para	Paragraph
PBL	Problem Based Learning
PCIJ	Permanent Court of International Justice
PGA	President of the General Assembly
PGS	Public Goods
PhD	<i>Philosophiae Doctor</i>
PIL	Public International Law
PSPP	Public Sector Purchase Program
PWN	Państwowe Wydawnictwo Naukowe
R2P	Responsibility to Protect
RablesZ	Rabels Zeitschrift für ausländisches und internationales Privatrecht
RCEP	Regional Comprehensive Economic Partnership
RdC	Recueil de Cours
REDIAL	Repensando la Educación en Derecho Internacional en América Latina
REF	Research Excellence Framework
REIO	Regional Economic Integration Organization
RIO	Regional Integration Organization
SDGS	Sustainable Development Goals
SIDI	Società Italiana di Diritto Internazionale e del Diritto dell'Unione Europea
SILS	Society of International Law, Singapore
SOC	Groupe socialiste
SPD	Sozialdemokratische Partei Deutschlands
SSDI	Société suisse de droit international
SVIR	Schweizerische Vereinigung für Internationales Recht
SZIER	Schweizerische Zeitschrift für internationales und europäisches Recht
TBT	Technical Barriers to Trade
TCM	Text, Cases and Materials
TFEU	Treaty on the Functioning of the European Union



TIL	Teaching International Law
TINA	There Is No Alternative
TRILA	Teaching and Researching International Law in Asia
TRIPS	Trade-Related Aspects of International Property Rights
TTIP	Transatlantic Trade and Investment Partnership
TWAIL	Third-World Approaches to International Law
TWAILR	Third-World Approaches to International Law Review
UDHR	Universal Declaration of Human Rights
UG	Universitätsgesetz
UN	United Nations
UNCESCR	United Nations Committee on Economic Social and Cultural Rights
UNCITRAL	United Nations Commission on International Trade Law
UNCLOS	United Nations Convention on the Law of the Sea
UNCTAD	United Nations Conference on Trade and Development
UN Doc.	United Nations Documents
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNGA	United Nations General Assembly
UNHCR	United Nations High Commissioner for Refugees
UNHRC	United Nations Human Rights Committee
UNITAR	United Nations Institute for Training and Research
UNSC	United Nations Security Council
UNTS	United Nations Treaty Series
UK	United Kingdom
URL	Uniform Resource Locator
U.S.	United States
USP	Unique Selling Point
USSR	Union of Soviet Socialist Republics
VCLT	Vienna Convention on the Law of Treaties
Vol.	Volume
VQR	Valutazione della Qualità della Ricerca
VUCA	Volatility, Uncertainty, Complexity and Ambiguity
WADA	World Anti-Doping Agency
WHO	World Health Organization
WPiA	uw Wydział Prawa i Administracji Uniwersytetu Warszawskiego
Wis. Int'L.L.J.	Wisconsin International Law Journal
WTO	World Trade Organization
WW I	World War I
WW II	World War II

ZaöRV	Zeitschrift für ausländisches öffentliches Recht und Völkerrecht
ZinsO	Zeitschrift für das gesamte Insolvenz- und Sanierungsrecht
ZSR	Zeitschrift für schweizerisches Recht



**PART I**  
*Introduction*





# Introduction

*Peter Hilpold*

In no other legal discipline does the teacher enjoy such a prominent role as in International Law (IL). This outstanding role was obvious even from the very beginning of this discipline's development – and it is no coincidence that IL's creation is closely associated with the names of theoreticians such as Francisco Suárez, Hugo Grotius, Thomas Hobbes, Samuel Pufendorf, and Emer de Vattel. It is still strongly perceptible today, albeit in a modified form adapted to the needs of modern times.

As will be shown in this volume, this role is interpreted very differently from region to region, from country to country and even from person to person. The teacher may be seen as a saint, a priest, a norm-creator, but also as a “tin soldier” and as a miserable apologist for and agent of the dominant powers. Any such judgement is, however, context-dependent, not only with regard to the teacher but also in relation to the observer.

Expectations as to the contributions the teacher of IL could and should make are often exaggerated and unrealistic. The teacher is not a norm-setter, even in IL, despite the fact that he or she may often have considerable interpretative leeway and may be able to influence the norm-creation process to some extent. But the opposite perspective is also wrong: Teachers, even if they are integrated in hierarchical systems need not be the politicians' yes-men, and handmaidens. Self-respect should inhibit the most extreme deference even for government advisors and even more so for University teachers.

In the end, however, teachers often find themselves between a rock and a hard place, and everyone has to find his or her role in the particular environment in which these teachers are operating. Each situation is, to a very large degree, particular and no obvious solution is available to each and every teacher.

Nonetheless, it is assumed here that an investigation into the present-day role of the IL teacher can provide useful insights into the reality of this profession which is currently facing extraordinary challenges, and these challenges are to some extent also representative of the situation of IL as a whole. It is contended that teachers of IL are important actors in its development, at least in the sense that they provide basic insights into a highly complex subject, and they can also operate as mediators between different positions, claims, and pretensions. Teachers can also be important discussants in the controversy about the values undergirding the international legal order, a fact that has

gained enormous importance regionally (in particular in the European area, mediated through EU law) but also on a universal level. Finally, in the worldwide quest to tackle essential challenges for humankind such as environmental protection, the fight against climate change, the need to address migration and the struggle against poverty and terrorism teachers of IL assume a decisive role in the difficult communication and negotiation process between the relevant stakeholders, but also towards the broader public that in any democratic setting should be the repository of the final responsibility in the decision-making process.

Teachers are themselves part of the democratic decision-making process (to the extent that they are able to operate within a democratic setting). They do not stand above it, but neither are they prohibited from contributing their specific knowledge and their values. In this sense, it becomes extremely important that in their education, their professional formation, and their academic advancement teachers themselves are part of a democratic, value-based environment. If modern legal orders are based on a series of non-negotiable values that find their best expression in basic human rights and a UN order in which the preservation of peace is at center stage, it is an important mission for teachers of IL to convey the relevant information, to act as a focal point for all such information and to try to develop the values underlying IL further – always, of course, within a genuine democratic process. IL teachers can be important, decisive actors in any attempt to mediate between interests, to reconcile interests, to align positions in the international legal order. In this, if they want to count, to be taken seriously now, they have essentially to adopt a positivist approach. If they want to be remembered also in the future, to have a significant part in solving the challenges of tomorrow, they have to see the norms in their broader context, to at least take notice of demands for change, of a shifting consensus on values that might demand a re-definition of traditional interpretative outcomes. How far the international lawyer is willing and prepared to depart from the agreed core meaning of a norm and to espouse aspirational ideas will vary, and often it may not even be clear whether the interpretative outcome is to be located – “territorially speaking” – at the interpretative core, within its “penumbra”<sup>1</sup> or already slightly detached from it – with the lifeline to the core still intact.<sup>2</sup> The claim to argue “on the basis of the existing law” is a

1 See HLA Hart, *Essay in Jurisprudence and Philosophy* (Oxford, Clarendon Press, 1983), at 64–65, 71–72, cited according to A. Cassese, *Five Masters of International Law* (Oxford and Portland, Hart Publishing, 2011), at 258.

2 Antonio Cassese attributed the term “critical positivism” to such approaches. *Ibid.* A year later, in his last book he called for a “realistic utopia”. See A. Cassese, *Realizing Utopia* (OUP: Oxford 2012) at xxi. One can only speculate whether this outspoken belief in and call

basic condition of entry into the club of “recognized international lawyers”, but even if that lawyer sides with a prevalingly formalistic position he or she can make important contributions to IL’s further development, for “civilizational progress”, if thereby the confidence is acquired to make the interpretation of the international norm to some extent predictable, transparent, and unbiased and that “secrecy, dishonesty, fraud, or manipulation” are excluded as far as possible.<sup>3</sup>

To make this happen important societal pre-conditions have to be guaranteed. Regularly (with very few exceptions)<sup>4</sup> teachers are firm parts of a national educational system, and this system has to be conceived in such a way as to enable the teacher to rise to this mission.

Any analysis of the role of the teacher of IL as regards the consolidation and enhancement of basic societal values, any inquiry into the potential this role has for the promotion of aspirational goals that should advance human civilization in a peace-and consensus-oriented, human-rights-centered international order has therefore to focus not only on the person of the teacher but also on the institutional and societal environment he or she operates in.

For this reason, the following studies are undertaken from two vantage points.

- A specific focus, is, of course, directed at the teacher as an individual. This is to infer that there are elements of an IL teacher that can be generalized up to a certain point, and that can be noted independently of specific legal orders and cultural circumstances. The assumption is that, notwithstanding all national and regional differences, the image of what a truly international teacher really is, appears on the horizon. Even in the backyard any IL teacher is aware of being part of a universal community. The formula of

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for utopia gave this book a far more satisfied and optimistic outlook than the book on “five masters” published a year before. There, recapitulating his interviews with René-Jean Dupuy, Eduardo Jiménez de Aréchaga, Sir Robert Jennings, Louis Henkin and Oscar Schachter, Cassese remarked that these great international lawyers displayed “relative serenity” in their attitude towards existential issues. He attributed the fact that they were not beset by greater anxieties i.a. to the fact that they took comfort in religion while he, as a “radical secular”, felt himself to be among those who had “a more troublesome life”. *Ibid.* at 268.

3 See Martti Koskeniemi, *What is International Law For?*, in: Malcom D. Evans (ed.), *International Law*, 5th ed. (Oxford, OUP 2018), 28–50, at 32.

4 Of course, there are also international institutions IL teachers operate in, and some of these institutions are very famous. Such a setting is, however, still the exception and this specific environment does not contradict the findings: first of all, these teachers usually maintain strong relations with the national educational institutions they come from. Furthermore, these international institutions are regularly themselves in the forefront of the development and defense of national, regional, and international values.



the “invisible college of international lawyers” coined by the late Professor Oscar Schachter gets to the heart of the matter when it presents an essential trait of this profession: the fact of belonging to a world-wide community for which no formal membership card is necessary, no membership fee has to be paid, and no regular personal meetings are envisioned. To belong to this community it is sufficient to engage in some form of intellectual exchange that can be very informal and indirect, and can take place, for example, through the study of books and journals and the publication of articles and monographs. These very traditional activities may reveal considerable harmonizing forces, and the modern communication tools enhance these processes enormously.

- But, as already hinted at, there are also extreme national and regional differences that any study of the IL teacher has to be aware of. Most IL teachers have been educated against the backdrop of a specific national legal order whose specific cultural and philosophical essence will to a greater or lesser extent also influence his or her understanding of IL.<sup>5</sup> This specific national environment will usually continue to influence IL teachers throughout their careers if they remain in their country of origin or choose to migrate to countries with similar, related legal orders. As will be shown, the mobility of IL teachers continues to be low, even in Europe, for various reasons such as linguistic barriers, university systems that are reciprocally incompatible, and not least because of outright protectionism. And there is even more to this: to a considerable extent, IL teachers are the product of a specific university system and these systems are part of the broader educational system of a country and of a specific political environment. The introduction of a so-called “university autonomy” does not create a real exception to this. Hence, “university autonomy” is nothing more than a term than can have a myriad of meanings. To declare universities as “autonomous” does not exempt them from political influence. On the contrary, such autonomy can even augment this influence by local political forces, by rendering it less transparent and by excluding political control by opposition forces in parliamentary bodies. What is decisive is rather the question whether the rule of law applies also to universities, whether decision-making is open, transparent, and inclusive, and whether basic democratic rules are respected also within these bodies. It is important to consider these working conditions in order to know whether IL teachers

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5 We have tried to analyze these different viewpoints on IL in Europe in P. Hilpold, *European International Law Traditions* (Heidelberg: Springer 2021).

operate in an environment where they can develop their personalities, freely express their opinions, and teach a subject very close to politics and ideologies according to their true knowledge and conscience. Academic freedom can therefore be endangered in many ways: crude and brutal political interference by central or local governments, directly or through political representatives in university councils, but also through the opposite: if no guarantees are given that basic democratic rules and rule of law provisions are respected. In the latter case, universities are left to themselves and the power of the stronger (in scheming and abusing) becomes paramount. Lately, an additional threat seems to have materialized: that universities are becoming focal points of political correctness where tolerance of diverging opinions becomes ever more restricted for the sake of higher ideals, again defined and imposed by dominant groups.<sup>6</sup> This is, of course a debate going well beyond the specific situation of IL teachers, and this debate is surely not exclusive to them, but they are certainly also exposed to this struggle, and often even in a qualified manner due to the nature of the subject they study and teach.

If we have here referred to the IL teacher, a further caveat has to be added. IL teachers not only present different characteristics as to their formation and enjoy a different degree of academic freedom according to the legal and institutional order where they are actually working. IL teachers also display different professional characteristics according to the activities they are exercising. In fact, they may exclusively be teachers at law schools or universities or they may wear different “hats”. They may have in the past been advisors to the government, public servants, working at international organizations or in law firms, and they may continue one or more of these activities. There can be no doubt that these activities will influence one another in the way IL is interpreted and understood. Some national orders will be more open to such additional activities than others. Also, this may explain national differences in the way IL is approached. Furthermore, some university curricula will attribute more or less importance to IL, they may foresee IL as an independent subject or combine it with other subjects. The working contracts of IL teachers will provide for greater or lesser teaching loads. Assessment of teaching activities will be more or less severe or demanding.

A comparative study that takes into account all these differences (and there are, of course, many more that could be considered) is probably impossible

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6 See on this discussion Michael Ignatieff & Stephan Roch, *Academic Freedom – A global challenge* (Budapest: Central European University 2018.).

to undertake. Nonetheless, it is assumed that there is value as such in the attempts to develop different approaches to analyzing the role, the function, the potentials, and limits IL teachers are faced with. It is hoped that the picture of the IL teacher will thereby become somewhat sharper, that some foundations for further studies will be laid, and a better understanding of the worldwide dialogue between international lawyers will be created. Eventually this should also provide a further clue for a better understanding of IL itself and for international dialogue between experts and the broader public.

This book is divided into seven sections. It starts with an introduction by this author. The second section concerns the “global perspective”, the third national and regional perspectives and new methodological approaches towards the issue of TIL, the fourth examines teaching issues specific to single sub-disciplines of IL, the fifth deals with tools, instruments, and resources, the sixth directs the focus towards scholarship on teaching IL. Final remarks by the two editors conclude this book.

In the introductory chapter, Peter Hilpold examines the role of the IL teacher from various vantage points. In particular, he tries to ascertain whether and how this teacher can come up to the high expectations that are often associated with this role. Hilpold argues that the teacher’s role has surely changed profoundly over the centuries but IL teachers can still be game changers, in particular in view of the new challenges humankind is confronted with. These challenges require – more than ever – thinking in the IL dimension, a position fully confirmed by Charlotte Ku’s contribution which follows. At the same time, Hilpold warns that the role of the IL teacher should not be seen as isolated from the broader context he or she operates in. First of all, in a democratic setting it is not up to IL teachers to claim an autocratic right to impose their own will purportedly based on better insights into complex international realities. Nonetheless, IL teachers can offer their knowledge to society and act as mediators, consultants, and promoters of new initiatives that should, however, always be based on a parliamentary, democratic process.

At the same time, it must be ensured that IL teachers can freely and independently fill this role. “Academic freedom” must be more than a slogan. It presupposes a high school structure that leaves sufficient space for the independent formation and expression of thought. As will be shown, “university autonomy” is not necessarily an instrument conducive to achieving this end. It may be another slogan and it may even be an instrument to increase pressure and to reduce transparency. Furthermore, it is important to permit and to foster free, keen competition among ideas and to avoid protectionism and parochialism.

To make this happen a series of institutional measures have to be adopted.

Charlotte Ku, when writing about “U.S. approaches to teaching international law in a global environment” profits from her long teaching experience both inside and outside the U.S. She both starts and ends her piece with a reference to the COVID pandemic that has again evidenced the importance of IL solutions to counter problems of a world-wide dimension. She also underscores that we should start from a broad notion of teaching which should encompass not only classroom teaching but also any form of disseminating knowledge about IL to a broader public. Instruction in IL should not stop with graduation from law school, but rather take the form of continuing education. She explains that the role of TIL at American law schools is a rather limited one, as these schools focus on preparing for employment and the bar examination. However, she also convincingly argues that not only does IL acquire an ever greater role for the actual practice of law, but at the same time the characteristics of IL thinking are becoming more and more relevant also for the proper understanding and application of national law. As regards the actual content of teaching she adopts a liberal approach, affirming that “there are a variety of approaches that are equally valid”. It is for the individual teacher to find the balance between breadth and depth within the constraints of the rather limited number of hours at their disposal. When she writes that teachers of IL in the U.S. have rather limited foreign experience, she addresses a problem we encounter in many countries. She also refers to the heydays of IL teaching in the U.S. when academics from Europe having to flee repression and persecution brought invaluable intellectual capacity to the U.S. She emphasizes the need to avoid excessive fragmentation in IL and to teach it as a system and a process rather than as a set of rules. An important insight to be gleaned from Professor Ku’s contribution could be the following: it is essential to instill interest in IL in the individual student. Once this fire is ignited the student will look for further information and instruction on his/her own and will proceed on the path of life-long learning. For teachers, to come up to their mission the number of available teaching hours should not be the decisive factor: enthusiasm for the subject and the ability to convey it should be of at least equal importance.

Carlo Focarelli delivers a broad panoply of ideas and concepts of teaching, drawing from literature and academic writings in pedagogics, law, and political sciences. He demonstrates that teaching can mean many things: providing information, technical training, an exercise of critique, communication (as an endeavor by the teacher to engage and attune with the learner), an act of reinforcement (of existing power structures) or of interaction. He demonstrates that usually the act and process are a combination of all of these elements which, however, can be given different weights. Focarelli’s contribution clearly evidences his skepticism of the emphasis on technical training, now