International Legal Education

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I. Introduction

The past year in International Law teaching has again been marked by continued integration of international law subjects into mainstream courses. As this article will describe, this trend may shape how international law is studied and may bode a gradual transformation for the international law legal academy itself. In summary, as domestic law practice becomes globalized, topics once only touched upon in international law courses are now being annexed into courses that traditionally shunned international law. Globalization may render the practice of teaching international law as a separate and distinct subject an artifact, or perhaps, relegate it to a much-reduced role, as argued by Dean Trimble below. Dean Trimble argues that international law should be taught as a one-unit introductory course of basic concepts of international law in the first year of law school. The introductory course would be a supplement to an international law curriculum spread throughout subjects that are traditionally within the domestic law curriculum.

While the effects of globalization continue to shape the subject matter taught by international law professors, it also is shaping the methods by which we teach. Though the use of electronic classrooms and other related technologies is not new, this article describes some of the latest, better and more interesting technologies and uses of available technologies.

Outreach and other forms of education of the public, the bench, and the bar are also described in this article. Outreach efforts of a variety of organizations are explored, ranging from revisiting the World Trade Organization's (WTO)' outreach efforts to the work of non-governmental organizations, clinicians in law schools, and a variety of other professional organizations. While these brief descriptions are certainly not all inclusive, they will hopefully provide an informative view into a cross section of international law teaching for 2000-2001.

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II. Casebooks and Other Publisher's Trends

A notable manuscript for a casebook is the current project of Larry Cata Backer of Dickinson Law School of the Pennsylvania State University. Professor Backer formerly taught a course in comparative corporate law at Tulsa University School of Law and currently teaches the same course at Pennsylvania State. The course touches on a number of issues that might confront an American practitioner, either a transactional lawyer or litigator from within the framework of corporate law in other countries, to issues of choice of law, to the different standards of fiduciary duty. The casebook is due to be completed in the summer of 2001 and is being published by Carolina Press.

The casebook divides comparative corporate law study into eleven chapters. Chapter 1 is a primer on comparative law concepts through the mechanism of examining comparative law through an analysis of corporate governance. Chapter 2 provides a very basic introduction to the political organization of the governments that will be analyzed in later chapters, the organization of the European Union, and the political and social organization of Japan and the People's Republic of China.

Chapter 3 of the manuscript reviews corporate form and issues surrounding corporate personality using a comparative analysis of American, European, and Japanese regulation of the corporation. Chapter 4 concentrates upon the external regulation of the corporation, including the granting of constitutional rights to corporate forms, as well as an analysis of the internal regulation of the corporation.

Chapters 5 and 6 analyze the regulatory systems of the United States and the European Union in an effort to introduce students to corporate governance issues within multi-level federal or supra-national systems. Chapter 5 is dedicated to discussing the differences between approaches to corporate harmonization, specifically the internal affairs doctrine of the United States and the "siège social" doctrine adopted by much of Europe. Chapter 6 studies the issues of potential federalization of corporate law. Chapters 7 through 11 offer a study of several substantive areas including pre-incorporation liability, regulation of capital, limited liability of investors, and regulation of controlling entities, including officers, directors and controlling shareholders. Aside from being a very well-written and prepared text, the striking features of the manuscript are its depth, a credit to its author, as well as its thorough capture of the changing global legal and business environment.

Casebooks in fields outside of international law and comparative law still reflect the trend of inclusion of international law issues within the context of domestic law courses. A new
supplement on jurisdiction and venue, for example, Clermont’s Territorial Jurisdiction and Venue,\(^\text{12}\) provides some introduction into the international and comparative law aspects of these areas of civil procedure. The Foundation Press significantly markets the text on its website, with the following:

In the course of this treatment, the book provides a gentle introduction to international and comparative aspects, as well as a firm reminder of where the law on forum fits into the structure of our own legal system; coverage extends from the history of that law to its application in cyberspace.\(^\text{13}\)

The description for the volume itself is quite brief and the international and comparative law aspects are part of what amounts to the only paragraph that can be appropriately called the selling points. Also notable is the fact that including international and comparative law in the casebook is seen as “cutting edge” or forward thinking, completing coverage of the substantive issues. The international law dimension is even linked with another recent trend in coverage, cyberspace issues, in the last clause of the paragraph quoted above.

Similarly, the new soft cover edition of Weintraub’s Commentary on the Conflict of Law (4th ed.),\(^\text{14}\) is described simply as “[text and commentary by a leading scholar, the fourth edition increases the emphasis on international and comparative issues in conflict of laws.”\(^\text{15}\) Another supplement that had a similar marketing emphasis includes Steven D. Walt, Clayton P. Gillette and Perre Bowen, Gillette and Walt’s Sales Law Domestic and International (2000), which was noted last year in the “International Legal Education” Year in Review article.\(^\text{16}\)

Other volumes of note published in 2000 include David J. Bederman, Bederman’s International Law Frameworks (2000), which provides a valuable classroom supplement to a traditional casebook. In the international tax field, Joseph Isenbergh, International Taxation (2000), is a welcome addition to an area that lacks student accessible supplements, as practitioner-oriented materials dominate the area. Though the book is geared toward the point of view of a U.S. entity, one-quarter of the volume is dedicated to international tax treaties in general, and thus, could be useful to a wider audience.\(^\text{17}\) There is also a very good text published in 1999 by Marco Sassoli and Antoine Bouvier, How Does Law Protect in War? Cases, Documents and Teaching Materials on Contemporary Practice in International Humanitarian Law.\(^\text{18}\) This volume has a very well written text of approximately 300 pages and the

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13. See id.
15. Westgroup Products, at http://store.westgroup.com/store/ProdPurchPage.wg?UniqueID = 11932 (last visited Feb. 15, 2001). Conflicts of law can be taught as a purely domestic law course and in many schools it often still is, so including a conflicts course in this discussion is relevant because it is not yet taught universally as an international law or international law related course.
16. See Zahralddin-Aravena, supra note 1, at 825, n.43.
17. The author does not make a qualitative assessment of whether or not the U.S. perspective for authors and publishers is an appropriate one. An interesting review of casebooks, published in the United States and abroad, could involve an analysis of how many casebooks strongly reflect the national biases of the authors and are thus limited in their effectiveness. Such an analysis is beyond the scope of this article.

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balance of the book, 1000 pages, is a very complete collection of documents from a rich variety of sources such as the Yugoslav Tribunal, South African Courts, and Israeli courts.\textsuperscript{19} Noted Professors Peter Winship and John Spanogle have also written a casebook published by West titled \textit{Spanogle and Winship's International Sales}\textsuperscript{20} with comprehensive coverage of the United Nations Convention on Contracts for the International Sale of Goods (CISG). The casebook provides relevant comments relating the CISG to the UCC and a variety of civil law concepts. Professors Doris Estelle Long and Anthony D'Amato have also produced a casebook entitled \textit{Long and D'Amato's International Intellectual Property},\textsuperscript{21} which begins with a basic primer on U.S. intellectual property law and then branches into the main area of emphasis on the rapidly growing international intellectual property regime, including appropriate comparative analysis on policy approaches overseas to intellectual property and the application of intellectual priority to new technology.

A very useful innovation by a textbook publisher is the use of Adobe Acrobat, .pdf format, as a means of providing publication updates. Matthew Bender now has this technology available on its website.\textsuperscript{22} The PDF format\textsuperscript{23} allows one to print out, though not easily manipulate, selected documents. A visit to the Matthew Bender website can produce instant gratification, as far as updates to textbooks are concerned. For example, if one follows the links to the International Law/Admiralty subject area on the website and then follows the link to publication updates, the texts that have available updates can be clicked and printed out using the Acrobat Reader from the individual's own computer. The number of texts with available updates was quite significant.\textsuperscript{24}

Interesting, and related to the issue of national bias and the perspective of casebooks, is Barry E. Carter and Phillip R. Trimble, \textit{International Law} (3rd ed.), which is known for its strong United States perspective. It is marketed by its publishers by stating that the new edition "offers a wealth of new material including: in depth discussions on non-American perspectives,"\textsuperscript{25} perhaps to reflect the market reality that even a book written to train pri-
arily U.S. attorneys now necessarily needs "non-American perspectives." This acknowledgment is especially striking because one of the authors of the casebook, Paul Trimble, has defended the position of teaching from the U.S. perspective as a means to reduce the marginalization of international law as a purely "esoteric" pursuit, while noting that his colleagues have criticized him as being "nationalistic or parochial," as a result.

In an article written as part of a larger symposium in the Chicago Journal of International Law, Professor Trimble bemoans the lack of relevance to practice as a result of traditional approaches to the treatment of international law as a subject taught apart from domestic laws. Professor Trimble argues instead that the salvation of international law will be in its integration into the domestic curriculum. He states the following:

Because I am skeptical that academic international lawyers will actually respond to the training needs of future generations of lawyers, I think that a more realistic remedy for some of the deficiencies of existing teaching materials is simply to introduce international law and practice into the relevant courses across the entire hitherto domestic law curriculum. For example, the U.N. Convention on the Sale of Goods should be presented in Contracts; the Hague Conventions (and the distinctive due process issues in transnational litigation) in Civil Procedure; treaties and Presidential foreign relations power in Constitutional Law; limits on extraterritorial application of law in Antitrust, Securities Regulation, or Bankruptcy. The fundamentals of the subject could be introduced in a mini-course of ten or fifteen hours in the first year of instruction. Of course, a professor will assure you that there is never enough time to teach her particular subject matter adequately in the time allotted. Nevertheless, the basic international law doctrine, underlying political realities and constraints, bureaucratic governmental processes, and issues of accountability could be readily introduced in a one-unit course. Such a mini-course could be offered at the beginning of the year and could serve as a prerequisite for all courses having an international dimension elsewhere in the curriculum. Such a development would be one step toward addressing the problems of academic international law.

The fact that international law is relegated to a one-credit course, which is the prerequisite for any other international law course, may or may not compensate for the vacuum left in the absence of an international law course of more units. Perhaps some professors would gladly exchange the relative obscurity of the upper-course curriculum for a place among the required first-year curriculum, even if it were a one-unit course. The loss of a longer introductory course, or perhaps courses, in exchange for a guarantee of a place for the subject matter in every required or heavily bar-tested course might also be an exchange that advocates of international law might stomach.

Some very important topics, however, such as those relating to the use of force, for example, may fall by the wayside as irrelevant to domestic lawyers in a shortsighted attempt to reduce the "esoteric" quality of international law education that a recent panel at the annual Weekend of the ILA held in New York from October 26-28, 2000, was titled "Teaching the Laws of War: Much Too Important to Be Left to the Military Academies" illustrates this point. Would the laws of war be taught sufficiently in the one-unit course? Would

27. See id.
28. See id.
29. Trimble, supra note 26, at 119.
30. Professor Valerie Epps, Suffolk University Law School, chaired the panel. She was joined by Professor Alfred Rubin, The Fletcher School of Law and Diplomacy, Tufts University; Professor Ivan Shearer, Sydney
the topic instead be largely abandoned to a footnote or to the curriculum of schools of foreign policy or to those where there would be no or little alternative perspectives to the issues, leaving the law school curriculum entirely? One concern in regard to Dean Trimble's approach is that it could subsume the study of international law, overshadowing the discipline in part or even in its entirety. On the other hand, his approach might simply be the result of keen observation of the reality of the diffusion of international law into every area of domestic law and the necessity of this new approach. The question posed by Professor Trimble ultimately may become whether a textbook such as Professor Cata Backer's will eventually replace the purely domestic law corporate organizations textbook or simply become a source for a chapter or two within one.

III. Education and Technology

A. WEBSITES AS A TEACHING TOOL

For some time now, law school web pages have been an emerging and perhaps now commonplace window into individual institutions, providing a very useful marketing tool for admissions and development purposes. Perhaps as a result, and because the library and library services are significant to the marketing efforts, the web presence of libraries has emerged as a potentially very effective tool for use in the classroom. One particularly good example\(^{31}\) of the web page as teaching tool, potentially reaching other researchers, the public, students, and teachers, is the Commercial Arbitration page created and maintained by Lyonette Louis-Jacques, Foreign and International Law Librarian and Lecturer in Law, University of Chicago Law School, D'Angelo Library.\(^{32}\) There are many equally interesting and well-maintained websites on the Internet. However, the website created and maintained by Lyonette Louis-Jacques has been chosen as one excellent example out of many fine sites for the purposes of illustration and because it is currently maintained and quite thorough.

The website is itself a bibliography of sorts, very complete and extremely useful, with a series of links and static text that would integrate quite easily into a classroom with web capability or for use outside of class time. For example, directing students to this website or to one of its many links could be used to supplement office hours by simply e-mailing the links, with an explanatory note, in response to inquiries by students. The page is internally linked and divided into Bibliographies, Research Guides and Background Sources, Major Treatises, Casebooks, Practice Guides and Looseleaf Services, Journals and News-
letters, Journal Indexes, Arbitration Rules, Statutes, Model Laws, and Conventions, Arbitration Reports, Legal Databases (LEXIS and WESTLAW), Arbitration Courts and Organizations, Internet Resources: Websites, and Internet Resources: Electronic Discussion Groups (Listservs). Just clicking on the section on websites itself provides the following vignette into just how effective and varied a website can be.

The websites listed are as follows:

- Dispute Settlement (international arbitration documents via Lex Mercatoria (LM—"an international | transnational) commercial law & e-commerce infrastructure monitor"; formerly Dispute Settlement: Conciliation and Arbitration Links via the International Trade Law Monitor, Norway)
- Dispute Resolution, Arbitration, and Mediation (FindLaw's links to Internet Resources)
- Focus Area: International Alternative Dispute Resolution (includes the American Arbitration Association's International Arbitration Rules (effective April 1, 1997))
- World Wide Web Virtual Library: Arbitration (InterArb.com)
- International ADR (International Alternative Dispute Resolution information and links)
- Arbitration Information On-Line (Kluwer Law International; includes texts of arbitral conventions, national legislation, arbitral awards, case law, journal articles, commentaries, and bibliographical references)
- International Commercial Arbitration (Prof. Dr. Klaus Peter Berger)
- Internationale Wirtschaftsschiedsgerichtsbarkeit: International Commercial Arbitration (Prof. Dr. Marianne Roth; German and English versions of page)
- La Conciliation, La Médiation, et L' Arbitrage: Étude Comparative (Serge Braudo via JURIPOLE; includes links to international arbitration sites)
- International Commercial Arbitration (Prof. Peter Winship, Southern Methodist University)
- Commercial Arbitration Resource Collection (CARC; Prof. Christopher R. Drahozal, University of Kansas School of Law; includes arbitral conventions)
- International Arbitration (International Law Institute (ILI) course, April 2000)
- International Arbitration (Charles H. Veigel & Richard T. Brothers)
- Schiedsgerichtsbarkeit (University of Mannheim Library, Germany)
- T.M.C. Asser Instituut (arbitration, etc.)
- International Arbitration (Mayer, Brown & Platt)
- International Arbitration Practice (Coudert Brothers)
- Arbitration Agreement Drafting Aid (Lovells, London office; coordinated by Mark Huleatt-James (International Commercial Arbitration)
- Private International Law (American Society of International Law Private International Law Interest Group website. including arbitration-related links)

As this list of websites demonstrates, a variety of institutional websites, not just those of law schools, but other educational institutions, practitioners, trade groups and other related groups, all add to the depth of information available for a teacher of international law. Foreign universities, and at least a part of the educational experience abroad, are opened as part of an excavation revealed by its library website.

Law firms, for example, often provide brief summaries of the law, simply publishing on the Internet marketing materials they have been traditionally publishing in print in the form of newsletters. While this is useful, some firms truly have created some unique web presences. In the case of the Lovells London Office's contribution to cyberspace, the Arbitration Agreement Drafting Aid is an interactive tool that obviously serves as a way for the firm to collect names of future potential clients (one provides affiliation and contact...
information) but also works as a progressive lesson in drafting, utilizing a self described “intuitive” method. The website would be very useful to a teacher of international law, beyond the substantive information relayed, as its pedagogical lesson is equally as valuable.

There are other sites that equally provide very useful information for researchers, though certainly their utility in the classroom would be just as potent. The Social Sciences Gateway page for International Law is maintained by Sue Pettit of The Law Library, University of Bristol as part of the Institute of Advanced Legal Studies in the School of Advanced Study of the University of London. This website also has a remarkable amount of depth, providing summaries of each website, serving a pre-screening function, and then directing the user to links to the full text of cases, treaties and other primary sources of law, as well as to organizational homepages.

Some organizations, such as the Max Planck Institute for Foreign and International Patent, Copyright and Competition Law provide Adobe Acrobat readable version of its collections such as the Electronic Library of Magazines (EZB). While this is only one of the many holdings of the organization the archiving being done is a wonderful resource. The website states that:

The work of the Institute is greatly facilitated by its comprehensive documentation, which was compiled in well over 100,000 catalogued abstracts of national and foreign legislation, case law and legal literature until 1993, at which point it was switched to an electronic database. Since 1993, the library has used electronic data processing in almost every field of its work (BIS software), enabling both guests and members of the Institute to conduct on-line research concerning the Institute’s materials via its own database, CD-ROMs and the Internet.

The site further provides a set of international law links that it describes with the following:

Our Institute aims to promote and carry out international exchange of information and researchers at all levels. We therefore maintain contacts with foreign and international authorities and organizations, and with foreign scholars and specialists in private practice and industry in the field of industrial property and copyright protection. In addition to visits of our researchers abroad, each year the Institute offers numerous foreign guests the opportunity to work here for varying length of time, generally as research fellows of the Max Planck Society.

The links can be searched by country and simultaneously by topic area. The site and its documentation of the efforts of the Institute is truly a step in the right direction towards realizing the vast benefits of the Internet and its ability to enhance the classroom by bringing these resources to students thousands of miles away.

The American Society of International Law (ASIL) has a varied web presence as well. The ASIL currently publishes on its website the ASIL Newsletter, International Legal Materials, and the American Journal of International Law making available, with hypertext

34. See id.
36. Id.
37. Id.
and links, some of its most useful print publications. ASIL also publishes the continuously updated online ASIL Guide to Electronic Resources for International Law (ASIL Guide). The topics covered by the ASIL Guide are United Nations, Human Rights, Lists, Newsgroups & Networks, Treaties, International Environmental Law, International Criminal Law, Private International Law, and International Economic Law. The site is very well designed and extremely user-friendly, providing easy access to each topic area with a quick link bar on the left hand side of the page or through hyperlinks in the text. Each topic area also provides a set of quick links for those who prefer the links without the textual explanations. Each substantive area of law provides a good summary and direct links to relevant sources. General search strategies, indexes, bibliographies, web directories, CD-ROM collections, and direct links to primary sources are also provided. Each of these topic areas are maintained and designed by very fine law librarians and provide access to their skills for any international law professor or student who simply accesses their site. Also of note is the material under the topic heading of Lists, Newsgroups and Networks, which is authored by Lyonette Louis-Jacques, and provides a very good introduction to these useful web tools and direct links to sites that catalog them.

Direct links to the authors via e-mail also provides a means to communicate with the authors, which is encouraged. For sometime now, the ASIL has also been providing an e-mail service of its International Legal Materials, which is a digest of current cases, treaties and international law events. The materials are current and can be used to supplement a course up-to-the-minute.

Another very useful resource is the Jean Monnet project established at the Harvard Law School by the European Commission. The European Commission supports educational efforts by universities to promote teaching activities in European integration. Some of the materials available on the website are as follows:

- Jean Monnet working papers with the European Research Papers Archive (ERPA—a common access point for high quality papers in the area of European integration research);
- teaching materials in European Law and Institutions;
- the Law of Regional Economic Integration in the American Hemisphere, and the Law of World Trade;
- the World Wide European Integration Events Calendar;
- the European Integration Current Contents (Table of Contents Awareness Service); and
- the EU Center at Harvard pages.

The teaching materials are especially useful and are offered free on the website so long as their source is acknowledged and they are not commercialized in any manner. The ma-

39. See id.
As the website relates:

Launched in 1990 at the specific request of the academic world, the Jean Monnet Project aims to promote teaching in European integration, in particular in Law, Economics, Political Science and History—the disciplines where European Union developments are becoming an increasingly important part of the subject studied and where student demand is at its greatest. In 1995 a Jean Monnet Chair was established by the European Union at Harvard.

Id.
41. See id. The European Journal of International Law and the European Foreign Policy Bulletin online are also a part of the Academy of European Law online and can be found on the website, at http://www.ejil.org.
The materials include notes and syllabi. The materials are also supplemented by links to research guides for each of the three courses, listed above, and their materials currently available on the website. For example, the website authors provide a link to the Guide to European Union Legal Research by Jeanette Yackle and Stephen Wiles, both of International Legal Studies, Harvard Law School Library.

The World Trade Organization (WTO) website now reserves a section of its website for a series of pages entitled "Community/Forums." The website provides an online forum for the public to discuss WTO policy and provides several pages dedicated to Non-Governmental Organizations (NGO), including a page for NGO position papers. The documents are accessible either via download or by contacting the WTO staff. The page is authorized by the WTO's Guidelines for Arrangements on Relations with Non-Governmental Organizations (WT/L/162) and in accord with the Director-General's recent initiatives on greater transparency and an enhanced dialogue with NGOs. It is unclear from the website why some position papers are easily accessible on the Web and others are available only via request. There is a list of current papers and an archive of papers that dates to papers received prior to October 22, 1998.

B. Technology to Watch

The Jurist website (that also has a wealth of international law resources) has a trial version of the Virtual Law Professor available for use and comment. The Virtual Law Professor is a means by which a professor can provide an online tutorial through a fully animated, computer-generated, Microsoft agent character. An article by Professor Ray August of Washington State University, linked on the same page as the Virtual Law Professor, de-

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43. The syllabus for the World Trade course can be found at http://www.jeanmonnetprogram.org/wto/Units/syllabus.html. The unit files can be downloaded in RTF format or rich text format, which is read by most word processors, from http://www.jeanmonnetprogram.org/wto/Units/index.html. Updates are frequently reported on the Euro Lex listserv by Hyung-Yoon, who is involved in maintaining the website. There is also an option to sign up for announcements from the center.


48. See Non-Governmental Gateway, supra note 46.

scribes in a brief and very instructive manner why a professor might wish to use the technology. As he relates he had:

already done the easy things. I had created a website, posted my lecture notes, and set up pages for administering my courses (that is, I had pages for syllabuses, for course schedules and assignments, and for posting grades). I had also created an online dictionary and directory (the International Law Dictionary and Directory) which has the links that my students need to find online materials relating to my courses.

Professor August had considered using streaming video or some other form of video in order to provide an online tutorial. The pedagogical advantage of the online tutorials is that they would be excellent supplements for the students who were using his casebooks at other educational institutions as well as helping the students in his courses at Washington State University.

Unfortunately, video technology presented several obstacles, including special equipment, the need for special support, and an incredible amount of computer memory. The Agent character provided a solution as it was created and could be maintained by Professor August himself, using synthesized voices and text bubbles, and with relatively small amounts of computer memory. A professor can actually have himself or herself animated if he or she does not like the agents already available, mostly cartoon versions of legendary or historical figures. The agent can also listen to and respond to questions. Results from a Spring 2000 questionnaire distributed to Professor August’s students reported that two-thirds of his students watched all or most of the tutorials and those who did were those who did best in his course. The results also demonstrated that the agent tutorials were preferred by the students over other forms of web tutorials.

The 1999-2000 Year-in-Review article also noted William Slomanson’s Fundamental Perspectives on International Law, which is a partially web-based textbook. The fourth edition is scheduled to be published in the summer of 2001. The decision to place a good deal of the materials online solves the problem that many professors and publishers face in the international law area. The publishers, in this case West Publishing, needed to contain costs and some of the most important materials in the international law area are simply too

51. Id.
52. See id.
54. See August, supra note 50.
55. See id.
56. See id.
57. See id. An animated Professor August can be viewed on the site. Currently the prototype for the Virtual Professor is J. Ames as the website text relates: “With his mustache, high collar and tie he looks a bit like James Barr Ames, the late nineteenth century Dean of the Harvard Law School who became the prototype of the modern full-time academic law teacher.” The Virtual Law Professor, supra note 49.
58. See August, supra note 50.
59. See id.
60. See id.
62. See id.
63. See id.
large to provide in print. The solution was to provide links to the full treatment of the cases or treaties online and for Professor Slomanson to provide a summary in his print text. Professor Slomanson also provides updates on the same website. Currently there are ninety-three universities in the United States, Canada, and Hungary that have adopted the casebook.

Professor Rogelio Lasso, who is completing a comparative products liability textbook as reported in the Year-in-Review article for 1999-2000, teaches a comparative products liability course via video streamed "conversations" between his students at Washburn University in the United States and those of a civil obligations class at the University of Limerick in Ireland. The students review how the European Union in general and the U.K. in particular are dealing with the Mad Cow disease crisis and how the United States is dealing with the Firestone tire cases. Professor Lasso reports that his students go online daily to study how local newspapers in the United Kingdom, Ireland, etc., cover the issues and how the U.S. news organizations cover them. One of the central ideas is to learn the strengths and weaknesses of American products liability law by studying how other countries deal with product-related harm. Professor Lasso reports further that his students seem to appreciate this approach, and the study of how other nations deal with product-related harm has had a remarkable effect on students' perception of the U.S. system. It will be interesting to see when the text is published how the experience of teaching the course in such a "global" manner will affect the content and form of the final casebook.

A similar transnational course that has impact upon a text is being taught between law schools in Louisiana, the United States, and Ottawa, Canada. Professors Alain Levasseur and Christine Corcos of the Louisiana State University (LSU) Law Center are broadcasting, in French, an Internet course entitled "The American Legal System" to law students in Ottawa, Canada. The LSU Professors teach U.S. law in French through a three-part course that includes Civil Law and Islamic Law in addition to the U.S. law. Professor Levasseur prepared the textbook used in the course, Le Droit des Etats-Unis, published by Dallo, which reviews U.S. law in the French language. There are currently plans to pursue a cross-Atlantic broadcast for the students of the University of Lyon in France, as well.

IV. Public Outreach

A. Clinical Programs and Public Outreach

Clinical programs provide both a vital service to the community and the bar, as well as an excellent educational experience for students. It also arguably serves as a way to educate...
the bar and the public about the importance of international law issues. Last year's year-
in-review article recounted Rights International's publication efforts to provide supple-
ments for law school courses. Though this is a very useful project, Rights International's
primary mission has been as an advocate for human rights before a variety of tribunals,
including the European Commission and Court of Human Rights, the African Commission
on Human and Peoples' Rights, the Inter-American Commission and Court of Human
on interaction with both the academy and the bar.

The law school program has two components, the Law School Consortium Program and
Legal Directors Committee. Both are designed to actively integrate the law school com-
community with Rights International's litigation program. Students can complete the program
through either a class, clinic, or independent research setting. Members of the Legal
Directors Committee, who are law professors of the students in the program, supervise the
students and determine which cases Rights International will accept. The program cur-
cently has students and faculty from American University, New York University (NYU),
Rutgers-Newark, and the University of Miami. The litigation timetable for international
cases is suited for the academic calendar and allows sufficient time to train law students in
international human rights law and practice. If the timetable in a particular case goes
beyond the academic calendar, the Rights International's in-house litigation program will
complete the work.

Other programs that complement the overall efforts of Rights International to utilize the
academy in its work includes the Frank C. Newman Internship Program in International
Human Rights Law, in which law and graduate students learn about international human
rights law and comparative law by getting involved in litigating human rights cases.

Rights International also has a program entitled the Cooperating Lawyer and Law Firm
Program, in which volunteer lawyers work on human rights cases before the same inter-
national tribunals in which the academy is involved. Interested attorneys can contact the
organization directly through the link on its page entitled "Getting Involved." In addition,
the organization has a brief bank that it provides to human rights practitioners and the
public at large. The brief bank contains selected pleadings actually argued and presented
before international tribunals. These pleadings are available on the website for viewing

clinics and the ASIL Teaching International Law Interest Group plans a similar panel for the ASIL Annual
Meeting in 2001.

74. See Zahralddin-Aravena, supra note 1, at 824.
76. See id.
77. See id.
78. See id.
79. See id.
80. See id.
81. See id.
82. See id.
83. See id.
84. See id.
85. Id.
86. See id.
87. See id.
and for downloading in an easily convertible WordPerfect 5.1 format. A brief is also available upon request that uses customary international law to challenge anti-sodomy-related laws in the United States. Several advocacy groups, including the ACLU Gay & Lesbian Rights Project, the Minnesota Civil Liberties Union, the ACLU of Texas, the Lambda Legal Defense & Educational Fund, and GLAAD are currently using this brief in their work. A death penalty brief series is also available, which argues using international law against the imposition of the death penalty. The site also provides helpful procedural advice for when the brief should be used to avoid later challenges, preserving the international law arguments.

Professor George Edwards has been at the helm of a program in International Human Rights Law at the Indiana University School of Law in Indianapolis, which counts among a variety of notable educational pursuits its Global Community Service on behalf of international human rights organizations initiative. The program as a whole combines a rich course offering in the curriculum with overseas student internship placements in over two dozen countries in a wide variety of placements, a well-developed research initiative, guest speakers, and global community service. The combination of the various parts of the program have allowed students and alumni to prepare research reports for a Hong Kong human rights group, represent a U.S. media organization during the June/July 1997 Handover Ceremonies, serve as legal trial observers in Malaysia, co-edit a human rights education manual in Haiti, serve as NGO delegates, and participate in a variety of other projects in addition to representing clients in human rights matters overseas and domestically in death penalty, migrant worker, and immigration matters.

Immigration clinics are also a very good way for international law students to delve into transnational issues. An important article describing the efforts of the immigration law clinic of the University of California at Davis by the clinic’s informal advisor, Associate Dean Kevin Johnson, and the clinic’s supervising attorney Amagda Perez was published in 1998. The article focuses on whether an immigration law clinic is helpful to the community it serves and to the students who participate in the cases that come to the clinic. The list of foreign citizens that the clinic successfully assisted in obtaining asylum and its involvement in impact litigation that has helped to shape the immigration policy of the United States positively answered the question of its impact on the community. Dean Johnson and Professor Perez then turned to the question of the educational value of the clinic. They

88. See id.
89. See id.
90. See id.
91. See id.
92. See id. As the website relates, international law claims often fail because the international law claim was not raised at the trial level, or because the claim was based on a non-self-executing treaty. See id.
93. This information is available at http://www.iulaw.indy.indiana.edu/programs/humanrights/publications.htm.
95. See id.
96. Some of the clinic’s clients have included a variety of war refugees ranging from a Salvadoran youth whose family fled the civil war in El Salvador because of his political activities, a woman who was a highland refugee from Laos who was being threatened with re-education camps and possibly death, and a political activist refugee from Chiapas who faced similar consequences. See id. at 1440–45.
97. See id.
concluded, in summary, that the clinic served two very important educational purposes. First, it helped to educate students about the disparate effect of race upon many of their clients. Second, it served to respond to criticisms of progressive legal theory, such as Critical Legal Theory or LatCrit (Critical Latino/a Theory), which advocates social change but, critics contend, does not provide for a means to do so.

What the authors did not expound upon was exposure to the international law issues and the skills necessary for success in international law that an immigration clinic provides. Though the immigration clinic works primarily within U.S.-based tribunals, its cases and clients bring to life issues of an international dimension. Clinical students must work with clients from a variety of different countries and legal systems. The students must also be acutely aware of the foreign policy and domestic political situations in their client’s country of origin.

An example of the variety of international and transnational law issues to which the students were exposed is the participation as co-counsel in a successful action for damages against the former Defense Minister of Guatemala. The district court entered a $47.5 million default judgment against the defendant for human rights offenses. In related work, clinical students prepared a background paper on the state and history of human rights and related to Guatemalan refugees. Students and other organizations used the report to support asylum applications and this has led to the development of a model brief used to defend refugees seeking asylum. A variety of outreach programs are also noteworthy, as the clinic provides public defenders with the immigration law consequences of plea-bargains and promotes naturalization programs for the unseen participants in globalization, the rural farm workers in California.

B. The American Society of International Law Institute on International Law in Public Affairs

The Institute on International Law in Public Affairs of the American Society of International Law (ASIL) has had quick success in its outreach initiatives that have been targeted at the judiciary, the media, Congress, and law schools. The successful outreach program with the judiciary is discussed at length below. The media effort by the ASIL is being bolstered by a two-year grant from the MacArthur Foundation. Currently, the ASIL is working to provide information resources and related programming to print and electronic media to improve the quality of international law news coverage and increase the frequency of such news stories. Efforts include providing traditional support to the media through press kits, backgrounders, and special briefings, and providing online responses to quickly and efficiently provide another avenue for information for the media. Outreach to Congress is still in the planning stages at this time.
Law schools were targeted by working on joint programs with the Association of American Law Schools on the teaching of international law; active engagement with law school deans, faculty, and career services offices, including offering panels on careers in international law; and, as recently as last year, publishing a career guide. The ASIL plans to expand its panels regionally, in a manner similar to the very successful "Pathways to Employment in International Law" program developed and fostered by the American Bar Association.

C. AMERICAN BAR ASSOCIATION STUDENT OUTREACH

Career information has become a very good method for instructing students on both the possibilities available after study as well as addressing the issues of relevance of international law. There are several websites that provide a wealth of information for the prospective international lawyer.

The ABA Student Outreach Committee expanded the prior year's programming, "Pathways to Employment in International Law," to more of the Section of International Law and Practice's Meetings. The "Pathways to Employment in International Law," program in San Diego, California, in February 2001 was very well received. There are also plans to branch out regionally and hold Pathways programs with cooperating institutions outside of the periodic Section Meetings. One such "Pathways to Employment" regional meeting was sponsored by the Law Student and New Lawyers Outreach Committee of the ABA International Law Section at Howard University Law School on March 7, 2001.

These ABA-sponsored sessions have brought together a significant number of practitioners and students in very useful forums during many of the question and answer sessions. The committee has also moved to include more than simply law students, taking the opportunity to invite college students. Some high school students have also attended.

D. JUDICIARY OUTREACH

The year 2000 was the first year of operation for the American Society of International Law's Judicial Outreach Program. The Judicial Outreach Program organized panels on
international law for various circuit conferences, individually preparing each panel according to the requests of each respective circuit. The ASIL programs ran through summer and fall 2000 for the Third, Fifth, Ninth, and Tenth Circuit conferences. Some programs included international commercial arbitration and the federal courts for the Fifth Circuit and immigration, asylum, and federal litigation for the Third Circuit. The ASIL initiative will next be involved in the Judicial Conferences of the First and Second Circuits in summer 2001 and will work in consultation with the Fourth Circuit on their Judicial Conference.

The program has been quite successful, for in June 2001 the Second Circuit Conference will present international and comparative law as its theme. Two centerpieces of the program for the Second Circuit Judicial Conference include the two ASIL-assisted panels. The first is a panel on the Internet and transnational litigation. The second panel centers on international tribunals and the federal courts, particularly the interrelation between domestic and international tribunals. The panel will consider if and how the development of international tribunals, both as to the variety of new international tribunals and the types of cases over which these tribunals preside, affects U.S. federal courts. The International Court of Justice, investor-state dispute resolution procedures under NAFTA, and Bilateral Investment Treaties will all be examined. The experience of the European Court of Justice and the European Union will also be reviewed in order to assess how these courts have been affected in comparison.

A similar program for law clerks is being considered by the steering committee of the young lawyers interest group within the ASIL.

114. Id.
115. Id.
116. On May 3, 2001, the First Circuit Judicial Conference ASIL panel will focus on the effect of public and private international law on U.S. courts, especially in light of globalization. See id. The application of international law by these courts will be the main focus of the panel and issues currently slated for discussion include the impact of treaties and executive agreements on domestic jurisprudence; the role, actual and proper, of customary international law in the U.S. courts; discussion of the potential conflicts between jurisprudential traditions of American federalism and international law; and relationships between international tribunals and the federal courts. See id.


117. In June 2001, the Second Circuit conference has international and comparative law as its theme.

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118. Telephone interview with Chris Borgen, supra note 106.
119. Id.
120. Id.
121. Id.
122. Id.
123. Id.
124. Id.
125. Id.
V. Conclusion

Teaching international law is again popular in 2000-2001, reflecting the globalization of society and law school education. International law topics are now actually being integrated into law school courses and into law school textbooks. Technology continues to play an active role in this globalization of legal education making it easier to reach other nations and incorporate the writings, views, and the active participation of lawyers, students, and academics into our classrooms and the United States' into theirs.

It seems that with all the positive effects that this change has brought, it is inevitable that there should be some negative, or at least potentially negative, implications of globalization for international law education. Dean Trimble's proposals to bring international law into the fold of relevant law, free from its esoteric nature, free from its foreign policy influences and into a more positivist legal camp are along the same lines as the traditional criticisms of international law as not really being law.

The very real consolation is that the legal academy, especially those not actually scholars or teachers of international law, might now actually engage in a discussion such as that prompted by Dean Trimble's approach. International law education is important and the fact that there are divergent views on how to approach and resolve the issues surrounding it should be welcome. International law has become relevant, whether or not those within the academy have yet decided how they will react to its new status in our global society.