

Curriculum Renewal in Law to Meet the Needs of Global Practice: Embedding and Assessing Skills Acquisition

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Introduction – a changing profession and sector.

The closing decades of the 20th century witnessed a period of dynamic change unparalleled in the history of Australian legal service practice and delivery. Twenty-first century Australian legal graduates enter a complex, and quite structurally different, professional environment from that of their predecessors, even those of just a decade ago. Facilitated by recent reforms allowing for mutual recognition and reciprocal practising rights as between Australia's several states and territories, many legal firms now organise their work on a national basis, which, as some commentators have observed, was until relatively recently "unimaginable".¹ Moreover, in response to clients with globalised operations, increasingly Australian legal services have begun to organise their work on an international basis as clients demand legal and professional services that are delivered on a global scale at predictable standards worldwide.² At broader brush, the content of legal practice has been transformed by other external drivers such as globalisation, competitiveness and competition reform, information and communications technology and by a determined move away from the adversarial system as the primary dispute resolution method.

While the practice of law has changed radically, it is not nearly as clear that legal education reform has kept pace with the demands of modern practice; this despite the fact that the external drivers that have forced change on the legal profession have impacted to a similar extent on the tertiary sector. The last two decades have seen governments, professional bodies, employers and the wider community demand that Australian higher education restructure and re-examine its fundamental orientation. Universities are now more competitive and strive to be nationally and internationally relevant; to be flexible in responding to changing student expectations; to assure teaching quality and its professionalism; and to ensure the suitability of programs of study for future employment and career advancement, knowing that graduates will now go through several career changes in their working lives. As also for the legal profession, information and communications technology has, and will continue to have, a dramatic transformative influence on higher education reform and delivery.³

But why address transnational lawyering?

Against this background, a plethora of reports has been produced, both in Australia and internationally, exhorting a reorientation of the traditional approaches to legal education so that students might be more effectively prepared for the challenging and globalised work environments into which they now enter. The more recent of these analyses have found that calls for change have not been enthusiastically embraced by legal education providers.

¹ Professor David Weisbrot, President, Australian Law Reform Commission, Conference Paper entitled "What lawyers need to know, what lawyers need to be able to do: An Australian Experience" at *Erasing Lines: Integrating the law School Curriculum* held July 26-28 2001, at the University of Minnesota Law School in Minneapolis, MN at 11.

² See International Legal Services Advisory Council (ILSAC), *Australian Legal Services Export Development Strategy 2003-2006*, March 2003 at 17 available at <http://www.ag.gov.au/www/ilsHome.nsf/HeadingPagesDisplay/Home?OpenDocument> (accessed March 2004). ILSAC is a part-time advisory body that reports to the Commonwealth Attorney-General.

³ See, for example, M Bell, D Bush, P Nicholson, D O'Brien, T Tran, *Universities Online: A survey of online education and services in Australia*, DEST Occasional Paper Series 2002 02-A, available at <http://www.dest.gov.au/highered/occpaper.htm> (accessed March, 2004).

In 2000, the Australian Law Reform Commission (ALRC) found that, while the working environment of Australian lawyers had undergone dynamic change, there had been a critical and “relative stasis in legal education, which appeared frozen in time”.⁴ The President of the ALRC, Professor David Weisbrot, speaking in America in 2001, noted that:⁵

Over the same period in which the organisation of legal work in Australia has changed radically, there has been an emerging awareness of the importance of skills training and some growth in the development of clinical programs, but doctrinal law still dominates law school teaching and curriculum, and there is disappointingly little reaction to the changing environment or reflection about the implications of all of this for education and scholarship.

Similar concerns were also expressed in the recent review of legal education by The Steering Committee on the Review of Legal Education and Training in Hong Kong. In its 2001 Report *Legal Education and Training in Hong Kong*, the Committee stated:⁶

The pace of change in legal practice – in the range of legal services provided, the mode of delivery and the mode of organisational and structure of the law firm units – is dramatic. What is less clear is the necessary adjustment that needs to be made to thinking about legal education, its foci and methods.

Referring specifically to the globalisation of legal practice as building upon developments in communications technology, the Hong Kong Report continued –⁷

The legal profession globally is in the process of dramatic reorganisation marked by the development of multidisciplinary practices, the globalisation of legal practice and the spread of transnational legal firms and style of practice. These changes affect the areas and substance of legal practice, the manner of its delivery and nature of professional markets and professional careers.

Certainly in Australia’s case, the export of Australian legal services has consistently produced the highest balance of trade surplus of all the services exported in the professional and technical services category – in 2000/01 a trade balance of A\$164M. Legal services are also consistently second only to engineering services in terms of gross earnings (in 2000/01: legal services at A\$245M; engineering services at A\$485M).⁸ The most recent trade data available confirm that this trend in a growing one –⁹

AUSTRALIA : TRADE IN PROFESSIONAL LEGAL SERVICES (\$A millions)

Financial Year	Credits	Debits	Balance
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⁴ Weisbrot, above n 1, at 15, citing Australian Law Reform Commission (ALRC), *Managing Justice – A Review of the Federal Civil Justice System*, ALRC 89, 2000 (“ALRC Report No 89”) available at <http://www.alrc.gov.au/publications/finalreps.htm> (accessed March 2004).

⁵ *Ibid.* ALRC Report No 89 echoed to a large extent the findings of earlier discipline studies into Australian legal education. Both the 1987 *Pearce Report (Australian Law Schools: A Discipline Assessment for the Commonwealth Tertiary Education Commission*, Canberra, ACT, Australian Government Publishing Service, 1987) and the subsequent 1994 *McInnis and Marginson Report* (C McInnis and S Marginson, Department of Employment, Education and Training, *Australian Law Schools after the 1987 Pearce Report*, AGPS, Canberra, 1994) specifically noted that movement toward skills development within law schools had been slow. The 1994 Report in particular found that, while many Law Faculties had made progress on the earlier *Pearce* recommendations concerning the inculcation of theoretical and critical perspectives, crucially, there was still no blueprint or taxonomy for the development of skills programs within core curriculum.

⁶ The Steering Committee on the Review of Legal Education and Training in Hong Kong, *Legal Education and Training in Hong Kong: Preliminary Review*, Report of the Consultants, August 2001, (“*Hong Kong Report*”) available at <http://www.hklawsoc.org.hk> (accessed March 2004) at 2.6.1.(p 44).

⁷ *Ibid.*

⁸ ILSAC, above n 2, at 13 citing Australian Bureau of Statistics data.

⁹ Id at 14 citing Australian Bureau of Statistics data: ABS Cat 5363.0 (2000/01).

1987-88	74	-23	51
1989-90	67	-20	47
1991-92	93	-36	57
1992-93	119	-40	79
1993-94	117	-58	59
1994-95	144	-61	83
1995-96	172	-75	97
1996-97	156	-88	68
1997-98	204	-79	125
1998-99	206	-97	109
1999-00	194	-58	136
2000-01	245	-81	164

As Professor Weisbrot has observed –¹⁰

These practice developments are well-supported by an Australian legal culture which increasingly manifests an international and comparative sensibility. All Australian law students and lawyers are familiar with American, British, New Zealand and Canadian legal materials—and many, if not all, with South African, Indian, Singaporean, Hong Kong, and European. Australian appellate court judgments routinely canvas case law, statutes and other materials (such as Law Reform Commission and Royal Commission reports) in other comparable jurisdictions, and the same is true .. of Australian legal scholarship.

What does this mean for curriculum renewal in legal education?

Traditionally, educators of Australian undergraduate lawyers-in-training have approached curriculum planning from the perspective of what graduating lawyers “need to know”. While this approach will usually lead to graduates with good technical skills, in the current professional climate, where research has consistently shown that only 50%-60% of law graduates will remain in longer term legal practice,¹¹ a doctrinal-heavy education does not equip graduates with many of the necessary generic skills needed to perform effectively in the modern global workplace. Nor is it what employers and graduates in the legal sector most desire. For example, in 1998, Vignaendra¹² identified that the most frequently used skills by law graduates in *any* type of law-related employment were those of communication (both oral and written), time management, document management and computer skills. Legally specific skills, while important to private professional practice, were not the most frequently used. The 2000 report on *Employer Satisfaction with Graduate Skills* highlighted that, taking into account the relative importance of skills to employers, the greatest skill deficiencies among new graduates were perceived to be in the areas of creativity and flair, oral business communications and problem solving.¹³

¹⁰ Weisbrot, above n 1, at 11.

¹¹ See, for example, the *Hong Kong Report* above n 7, at 27, citing *Scottish Legal Education in the Twenty-first Century: A report to the Joint Standing Committee on Legal Education in Scotland* (April 2000), para 4; M Karras & C Roper, *The Career Destination of Australian Law Graduates*, Centre for Legal Education, Newcastle, 2000: 58% of those who completed their legal education in 1997 in Australia were still working in private legal practice three years later.

¹² S. Vignaendra, *Australian Law Graduates Career Destinations*, Centre for Legal Education, Sydney, May 1998 at 39.

¹³ Evaluation and Investigations Programme, Department of Education, Training and Youth Affairs (EIP DETYA), *Employer Satisfaction with Graduate Skills: Research Report, 99-7*, Canberra, February 2000 available at <http://www.dest.gov.au/highered/eippubs1999.htm> (accessed March 2004)

The ALRC, in its 2000 *Managing Justice Report*,¹⁴ cited the American MacCrate Report,¹⁵ and concluded that legal education should be orientated around “what lawyers need to be able to do” (rather than anchored in outmoded notions of “what lawyers need to know”).¹⁶ Amongst other criticisms, the ALRC urged Law Schools to question their “solitary preoccupation with the detailed content of numerous bodies of substantive law” and, referring to the constraining influence of the Priestley Committee’s 11 compulsory doctrinal areas required for admission purposes, was critical of the arbitrary imposition of a set of “core” study areas centred around substantive law:¹⁷

Globalisation suggests that public international law and conflicts of law (private international law) could be seen as within the modern ‘core’, but few law schools make these compulsory.

At my Law Faculty, Queensland University of Technology, Australia, our answer to these imperatives has been to completely reconceptualise the undergraduate law program as a coherent, whole-of-course framework within which the teaching and learning of conceptual knowledge *embedded appropriately with* transferable generic and legally specific skills can be progressed in an integrated and incremental manner. The integrationist reforms and revised teaching, learning and assessment objectives and methods that have been implemented are described in detail elsewhere¹⁸ and have been commended¹⁹

The level of thinking and research which supports the integrationist reforms at QUT is probably the most advanced in Australia.

Globally portable graduates

Within this conceptual framework, the skilling-up of tomorrow’s lawyers for transnational practice is facilitated by our equipping students with the transferable skills, knowledge and attitudes necessary to succeed and evolve as reflective practitioners and lifelong learners throughout their working lives. Critically, the changing tertiary and professional environment prompted the Faculty to reflect on and then articulate “up front” the type of graduate practitioner it would desirably produce for 21st century legal practice. This vision was then tested for acceptance by communicating with students, staff and other stakeholders for feedback and agreement prior to its implementation.

Ultimately, the Faculty settled on the following six desirable capabilities of a law graduate which are designed to encapsulate broad descriptors of graduate quality and are expressed in terms of the abilities a graduate will be expected to possess upon graduation:

Discipline Knowledge

Graduates will possess a detailed and comprehensive knowledge of Australian legal framework and principles, an understanding of comparative and international legal systems, an

¹⁴ ALRC Report No 89, above n 4, at para 2.21.

¹⁵ American Bar Association, *Legal Education and Professional Development – An Educational Continuum*, ABA Chicago 1992 (“MacCrate Report”).

¹⁶ ALRC Report No 89, above n 4, at para 2.21: “Recommendation 2. In addition to the study of core areas of substantive law, university legal education in Australia should involve the development of high level professional skills and a deep appreciation of ethical standards and professional responsibility.”

¹⁷ *Ibid* at paras 2.82-2.84. The “Priestley 11” were endorsed by the Consultative Committee of State and Territorial Admitting Authorities, chaired by Justice Priestley of the New South Wales Court of Appeal.

¹⁸ S. Kift, “Harnessing assessment and feedback to assure quality outcomes for graduate capability development: A legal education case study”, AARE Conference, Brisbane, December 2002, available at <http://www.aare.edu.au/02pap/kif02151.htm> (accessed March 2004); S. Christensen and S Kift, “Graduate Attributes and Legal Skills: Integration or Disintegration?” (2000) 11(2) *Legal Ed Rev* 207-237.

¹⁹ Weisbrot, above n 1, at 27.

understanding of the ethical framework in which the Australian legal system operates and a fundamental knowledge of the extra legal factors impinging upon the substantive law.

Ethical Attitude

Graduates will possess a sense of community and professional responsibility and be able to identify and offer appropriate solutions to ethical dilemmas.

Communication

Graduates will be able to clearly, appropriately and accurately communicate both orally and in writing having regard to the appropriate language for a variety of contexts.

Problem Solving and Reasoning

Graduates will possess critical thinking and problem solving skills, which enable effective analysis, evaluation and creative resolution of legal problems

Information Literacy

Graduates will be able to use current technologies and effective strategies for the retrieval, evaluation and creative use of relevant information as a lifelong learner.

Interpersonal Focus

Graduates will be able to work both independently and as a productive member of a team, practice critical reflection and creative thinking, be socially responsible and inclusive, and be able to work effectively and sensitively within the global community in continually changing environments.

A graduate who possesses the nominated capabilities will generally be able to demonstrate a variety of skills. The identified list of generic and legally specific skills for incorporation within the course are categorised broadly as attitudinal, cognitive, communication and relational. The table below sets out the skills identified by category. It is these skills that have been integrated within the content of the core undergraduate law units and then incrementally developed through the degree in 3 broad levels of skills progression, generally from generic practice through the discipline specific application to the more complex and creative utilisation.

Table of Skills by Category

Attitudinal skills	Cognitive skills	Communication skills	Relational skills
<ul style="list-style-type: none"> • Ethical orientation • Creative outlook • Reflective practice • Inclusive perspective • Social justice orientation • Adaptive behaviour • Pro-active behaviour 	<ul style="list-style-type: none"> • Problem solving • Legal analysis • IT literacy • Legal research • Document management • Discipline & ethical knowledge 	<ul style="list-style-type: none"> • Oral communication • Oral presentations • Advocacy • Legal interviewing • Mooting • Negotiation • Written communication • Drafting 	<ul style="list-style-type: none"> • Work independently • Teamwork • Appreciate race, gender, culture and socio-economic differences specifically and diversity generally • Time management

Through a careful mapping of skills onto content, QUT law students study substantive aspects of public international, private international and comparative law as broad categories of legal regulation impacting on domestic law in different ways, in the compulsory first year unit, *Laws and Global Perspectives* (see Appendix A), while also acquiring (*and* being assessed on)

cultural awareness and international and comparative legal research skills. In another first year core unit, *Law Society and Justice*, by an Ethical Orientation Inventory, students are required to reflect on their ethical/moral positioning and to track the development of their ethical orientation over the course of the semester. They do this while studying such substantive areas as the rule of law, human rights, international norms, access to justice *etc.* This integrated approach aims to produce globally portable graduates who will have the knowledge, skills and values enabling them to adapt to and operate in socially and culturally diverse environments effectively and sensitively, both nationally and internationally.

A recent Australian “stocktake” of curriculum development.

The Australian Universities Teaching Committee (AUTC) recently commissioned a “stocktake” of legal education. The Report, *Learning Outcomes and Curriculum Development in Law* (2003),²⁰ provides a further valuable insight into the contemporary response of Australian law curricula to various influences, including “globalisation and new communication and information technologies”.²¹

The Report identifies that academics refer to a variety of models as “internationalisation”, including:²²

- Internationalisation of the student body;
- Student exchange programs for undergraduates and postgraduates with overseas law schools;
- International and/or comparative issues in individual units, most consistently in first year (eg *Introduction to Legal Reasoning* with a comparative component);
- Offshore teaching programs that attract international students undergraduate and postgraduate;
- Overseas academics teaching into domestic programs;
- Specialist graduate degrees (eg, *LLM in Global Business Law*, offshore *Masters of Laws (Mandarin International)*); specialist appointments and/or visiting appointments;
- Elective units in international law and practice (eg, *Public International Law*, *International Environmental Law*, *International Trade Law*, *etc*) and including specialist units on other legal systems (for example, on China, Japan and Indonesia, *etc*);
- Combining law programs with language studies in the Arts degrees.

In general, the 2003 Report found that:

- It is more likely that the postgraduate law qualification in Australia (the *Masters of Law* – LLM) will have a global character, some interviewees commenting that -²³
...at a strategic level, globalisation is regarded as more of an issue at the graduate level, because the school is acutely conscious that need international students for the revenue.
- The Priestley requirements (referred to above) militate against repose to globalisation’s challenges;
- Faculties were responding to issues of globalisation and internationalisation as best they could and in main by seeking to ensure that programs and units were not “parochial, but

²⁰ R Johnstone and S Vignaendra, *Learning Outcomes and Curriculum Development in Law*, AUTC, Canberra, 2003. Available at http://www.autc.gov.au/pr/law/split_law.htm (Accessed March 2004)

²¹ Id, Chapter 7.

²² Id at 199-201.

²³ Id at 206.

focused at least on national law, problem solving, with a focus on general principles rather than the detail of local law”²⁴

- Only very few Law Faculties had built globalisation into the curriculum at a “strategic level”.²⁵

The AUTC Report 2003 authors concluded (at 206):

From the description of law school responses to “internationalisation” or “globalisation” ...many Australian law schools indicated that, like their United States’ counterparts, they have not developed coherent strategies to address the demands that globalisation will impose on lawyers in the twenty-first century. While some law schools have taken some firm steps towards “internationalising” their LLB and postgraduate curricula, developing exchange programs, bringing in teachers from overseas jurisdictions, and focusing on a national rather than state-based curriculum, there is little sense of a systematic and co-ordinated strategy to prepare students for the challenges posed by globalisation. One major constraint is the space demanded in the LLB curriculum by the Priestley requirements, which most law schools interpret to require a response based in local law. The other constraint, however, appears to be that most law schools simply do not see the issue as a major priority. Some law schools even chose not to have any strategy to respond to the issues raised by globalisation.

Conclusion

All legal graduates today require a holistic, liberal education that combines technical expertise, cognitive and communication skills together with the broader interpersonal/relational skills (such as team work, ability to work independently, inclusive perspective and cultural, indigenous and gender awareness) if they are to function effectively in the global legal services industry where national boundaries have increasingly less relevance. We need also to make explicit to students at an early stage in their degree, how our Australian common law system sits within the international context, so that students can start “thinking globally” early on in their legal studies. At QUT, under the auspices of capability and skills development, globalisation of the curriculum is a priority from year one – starting with a general ethical/moral orientation of intellectual inquiry and curiosity and with the specific, strategically-incorporated, core foundation unit, *Laws and Global Perspectives*, to engage our students in the broader global discourse of legal practice.

²⁴ Id at 199

²⁵ See examples Id at 203-4, 205-6.

WEEK 1: INTRODUCTION TO LAWS AND GLOBAL PERSPECTIVES**(a) Introducing Laws and Global Perspectives**

Following on from *Law, Society and Justice*, which gave you an appreciation of the *societal context in which the Australian legal system operates*, this subject takes the next step situating the law and legal practice in Australia *within the broader global context* and explaining how international and overseas legal systems impact on our own.

On completion of this subject you should:

- be aware that the Australian legal system does not exist in isolation, but rather is influenced by legal developments and rules in other legal systems overseas and at the international level;
- appreciate the need for modern lawyers to be aware of the global context in which Australia operates; and
- understand how this “global context” impacts on Australian law and legal practice.

To facilitate your understanding of how overseas and international legal systems and rules impact upon Australian law and legal practice, the unit will cover three core topics:

- **Comparative law** – examining the major types of legal systems that exist throughout the world and how they differ from the Australian common law system (**Part I**);
- **Private international law** – the rules governing the resolution of legal disputes between private parties which arise because of the interaction between different legal systems in the world (**Part II**); and
- **Public international law** – the institutions and rules governing relations between States (countries) and other members of the international community (**Part III**);

Public international law, private international law and comparative law are broad categories of legal regulation, and each impacts upon domestic law in different ways. For example, *private international law* will have a bearing upon the interpretation of business contracts in commercial dealings between a Queensland distributor and a Chinese manufacturer. *Public international law* will affect domestic legislation that has been enacted pursuant to an international human rights treaty, such as the Treaty on the Rights of the Child. *Comparative law* may inform the development of the Australian common law or provide a basis for policy formulation.

The purpose in studying these different systems of law is to demonstrate that the Australian common law system is just one legal system among a range of other, quite different legal systems.

An understanding of other legal systems is important for lawyers who work in matters that extend beyond their own jurisdiction so that they may advise their clients of their legal rights and responsibilities; for lawyers who work in government and policy so that they may be aware of the international trends in legal regulation; and given the ‘globalisation’ trend, lawyers working principally in Queensland regulatory matters must also stay abreast of developments in legal regulation within other systems.

(b) Maintaining Current Awareness and Researching other Legal Systems

An important part of understanding the global context in which Australia operates is staying abreast of developments in legal regulation within other systems and being able to research the legal rules which apply in those systems. The internet is an invaluable resource for lawyers to maintain current awareness of legal developments and research legal rules applicable in overseas jurisdictions and at the international level.

The following sites are particularly useful:

Current Awareness

ABC News ----- <http://www.abc.net.au>

SBS World News ----- <http://www9.sbs.com.au/theworldnews>

BBC World News ----- <http://www.bbcworld.com>

CNN News ----- <http://www.cnn.com>

Online Newspapers----- <http://www.onlinenewspapers.com>

Research Sites

(i) International Law

United Nations ----- <http://www.un.org>

World Legal Information Institute ----- <http://www.worldlii.org/>

Australian Treaties Library----- <http://www.austlii.edu.au/au/other/dfat/>

International Court of Justice ----- <http://www.icj-cij.org>

NSW Law and Justice Foundation -- <http://lawfoundation.net.au/links/weblaw.htm> APPENDIX A

Parliament of Australia: Parliamentary Library International Law Resource Guide ----
----- <http://www.aph.gov.au/library/intguide/law/internationallaw.htm>

ASIL Information Resources on International Law----- <http://www.asil.org/info.htm>

Law and Politics Internet Guide ----- <http://www.lpig.org/>

WWW Virtual Law Library----- <http://www.law.indiana.edu/v-lib/>

Legal resources at the Institute of Global Law
----- http://www.ucl.ac.uk/laws/global_law/index.shtml

(ii) Comparative Law

United Kingdom ----- <http://www.bailii.org/>

United States ----- <http://www.law.cornell.edu>

Canada ----- <http://www.canlii.org>

European Union ----- <http://europa.eu.int>

Hong Kong ----- <http://www.hklii.org/>

Pacific Islands legal Information Institute----- <http://www.paclii.org/>

(iii) Internet Search Engines

Hieros Gamos ----- <http://www.hg.org>

LawCrawler ----- <http://lawcrawler.lp.findlaw.com>

(iv) International Journals Online

European Journal of International Law ----- <http://www.ejil.org/journal/index.html>

American Journal of International Law----- <http://www.asil.org/Abtajo.htm>

In Tutorial 1 (Week 1) you will be introduced to some of these sites and given instruction on how to use them to maintain current awareness and conduct research (Externals will be given this instruction at the external attendance school). You will require this knowledge in order to complete the **Research Paper** which is one of the assessment items for this unit.

(c) Situating Australia in the Global Context

Crucial to an understanding of the impact of international developments on the Australian legal system is an appreciation of how Australia interacts with other countries and the international community and the issues of importance in Australian foreign policy. This includes issues such as:

- o Australia's population, economic standing and foreign trade;
- o Australia's foreign policy priorities;
- o the regional and international organizations of which Australia is a member;
- o important bilateral relationships for Australia for trading and defence purposes; and
- o Australia's role within the international community.

Unit Content – lectures and tutorials:

Laws and Global Perspectives – Compulsory 1st Year 2nd Semester Law Unit	
Week 1: (Lecture)	Week 1: (Tutorial/Seminar)
<ul style="list-style-type: none"> o Introduction to Laws and Global Perspectives o Introduction to comparative law; o Legal systems in the common law tradition 	<ul style="list-style-type: none"> o International Legal research.
Week 2: (Lecture)	Week 2: (Tutorial/Seminar)
<ul style="list-style-type: none"> o Civil law system; o EU Supranational legal system 	<ul style="list-style-type: none"> o Legal Systems in the Common Law Tradition.
Week 3: (Lecture)	Week 3: (Tutorial/Seminar)
<ul style="list-style-type: none"> o Socialist-influenced legal systems. 	<ul style="list-style-type: none"> o Civil law system
Week 4: (Lecture)	Week 4: (Tutorial/Seminar)
<ul style="list-style-type: none"> o Religious legal systems; Customary law systems 	<ul style="list-style-type: none"> o Socialist-influenced legal systems.
Week 5: (Lecture)	Week 5: (Tutorial/Seminar)
<ul style="list-style-type: none"> o General introduction to Private International Law 	<ul style="list-style-type: none"> o Feedback on Research Methodology for Research Paper for unit.
Week 6: (Lecture)	Week 6: (Tutorial/Seminar)

<ul style="list-style-type: none"> ○ Jurisdiction, Foreign Judgments & Choice Law 	<ul style="list-style-type: none"> ○ Customary legal systems
Week 7: (Lecture)	Week 7: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Choice of Law & Limits to the Application Foreign Law 	<ul style="list-style-type: none"> ○ Nature of Private International Law
Week 8: (Lecture)	Week 8: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Recognition of Foreign Marriages 	<ul style="list-style-type: none"> ○ Why should Domestic Cts apply Foreign Law & Methodology of Ch of Law.
Week 9: (Lecture)	Week 9: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Introduction to Public International Law 	<ul style="list-style-type: none"> ○ Limits to the application of Foreign Law.
Week 10: (Lecture)	Week 10: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Differing Nature of International & National Legal Systems. 	<ul style="list-style-type: none"> ○ Anwah and Mohammed's Marriage
Week 11: (Lecture)	Week 11: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ How Does Public International Law Operate? How is Public International Law Enforced? 	<ul style="list-style-type: none"> ○ Differences between International and National Legal Systems.
Week 12: (Lecture)	Week 12: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Relevance of Public International Law to Australia. 	<ul style="list-style-type: none"> ○ Sources of International Law
Week 13: (Lecture)	Week 13: (Tutorial/Seminar)
<ul style="list-style-type: none"> ○ Globalisation. 	<ul style="list-style-type: none"> ○ Impact of International Law on Australia.

Laws and Global Perspectives, like every other unit that has an online site, has a link to the Law Library and a research checklist which includes “finding international law on the internet”:

