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Law and Pedagogy

TEACHING LAW, HUMAN RIGHTS AND ETHICS

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In cooperation with Columbia Law School and Public Interest Law Initiative (PILI)

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COURSE OBJECTIVES

This is a one-week course for junior law faculty and senior students interested in pursuing academic career, who wish to learn more about the use of innovative methods of teaching about human rights in relation to various aspects of rule of law, ethics, including experiential learning. The course is devoted to giving participants knowledge on cutting-edge topics, specifically within the themes of: (1) human rights and the rule of law, and (2) professional ethics. The course will also provide skills development in new methods of pedagogy.

The ultimate goal of the course is to convey challenging material, technical know-how and motivation to a group of young academics who will be expected to have an impact on reform of higher legal education through their own curricular innovations.

COURSE DESCRIPTION:

The course will consist of three components:

- 1) Discussions about the **relationship of human rights and rule of law** in general and some of the key concepts embedded in rule of law, such as **good governance and sustainable development** as well as strategies and methods of promoting them. Critical to the discussion will be an understanding of the key role that **civil society** plays in governance, policy formulation as well as social development and poverty alleviation. The objective will be to encourage the participants to develop their own ideas for enhancing participation in governance and the accountability of the state to society and their understanding about the role that contemporary legal education has to play.

Topics covered will include: human rights and the promotion of the rule of law, the development of civil society networks and their role in good governance and poverty alleviation.

Methodology: These topics will be examined using a case study methodology.

- 2) Discussions about different **ethical conceptions of the role of the lawyer** and the cultural contexts in which the lawyer’s role is defined. Topics covered will include the issues of **confidentiality** and its boundaries, **conflict of interests** and its definition, the duties that lawyer has towards the client, the society, the court and others and the tensions between the **interests of the client** and **interests of the human rights groups**.

Methodology: Hypothetical scenarios, role-plays and simulations will be used for the sessions on professional ethics.

- 3) Teaching methodology sessions aimed at integrating the conceptual discussion about human rights and the rule of law and professional ethics into **practical pedagogy and curriculum development**. Participants will share their experiences with innovative teaching methodologies, their goals and uses in different instructional settings (such as classroom, simulations, case rounds, etc). They will also discuss ways of incorporating them into the curriculum and will identify the challenges that they may face.

During the methodology sessions, participants will work in small groups, divided according to selected topics from the themes of *human rights and the rule of law or professional ethics* in order to prepare a demonstration class for the larger group. They will need to select a particular point in the semester’s syllabus where teaching human rights and the rule of law and/or professional ethics would be appropriate. Each small group shall choose: (1) an instructional setting (classroom, small group, case rounds, etc); (2) a methodology to portray the teaching opportunity and (3) a plan or course outline for the suggested course to be reflected in the curriculum.

PRELIMINARY COURSE SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Human Rights and the Rule of Law: Introduction	Human Rights and Civil Society	Human Rights and Good Governance	Human Rights and Poverty Reduction	Human Rights Activism vs. Rule of Law Reform
Afternoon Session 1	Introduction to Professional Ethics: Overview	Confidentiality	Conflict of Interests	Truth Seeking vs. Advocacy	Who is the Client and Who Controls the Case
Afternoon Session 2	Methodology Session 1: Interactive Teaching	Methodology Session 2: Preparing Students for Experiential Learning	Methodology Session 3: Guidance for Group Demonstrations	Preparation by Groups	Group Demonstrations

Non-discrimination policy statement

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