



LAWS601

International Law

S2 Day 2019

Macquarie Law School

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General Information

Unit convenor and teaching staff

Unit convenor

Dr Roy Baker

roy.baker@mq.edu.au

Contact via email

6 First Walk, Room 509

2-3 pm, Mondays

Credit points

4

Prerequisites

Admission to JD or GradDipLaw or GradCertLaw

Corequisites

LAWS600

Co-badged status

Unit description

This unit provides an introduction to public international law's key principles, rules, norms and practices. Its coverage includes the role of the United Nations, the law of treaties, the rights and responsibilities of states vis-à-vis each other, their own nationals and those of other states, the limits of state jurisdiction, state and diplomatic immunity, international dispute settlement, international use of force, international criminal law and the relationship between international law and Australia's legal system. Through independent research, students evaluate the effectiveness of international law in addressing real problems that confront the international community.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate advanced knowledge of the general characteristics and principles of public international law.

Identify, find and correctly cite key primary sources of international law.

Describe the role, rights and responsibilities of both state and non-state actors under international law.

Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.

Analyse the relationship between international and national law, particularly Australian law.

Describe various means for the non-violent settlement of disputes between states.

Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.

Collaborate with peers, orally and in writing, to achieve various outcomes, including the negotiation of a hypothetical international convention.

Demonstrate reflective learning in relation to skills appertaining to collaboration and negotiation.

General Assessment Information

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly timed quizzes</u>	20%	No	Various: see iLearn
<u>Collaboration questions</u>	7%	No	Various: see iLearn
<u>Participation mark</u>	13%	No	Various
<u>Research paper</u>	20%	No	11 pm, 29 Sept 2019
<u>Reflective paper</u>	20%	No	11 pm, 10 Nov 2019
<u>Final online exam</u>	20%	No	12 noon, 14 Nov 2019

Weekly timed quizzes

Due: **Various: see iLearn**

Weighting: **20%**

Twelve weekly timed and assessed quizzes will be set. These are identified as Timed Quiz 1,

Timed Quiz 2, etc (abbreviated to TQ1, TQ2 etc.) Each quiz will focus on the topic due to be studied that week. The quizzes will be conducted using iLearn and students must submit their responses via iLearn.

Students must submit their answers for each quiz by the deadline stipulated in iLearn. Subject to that deadline, students will have 30 minutes from when they first open the quiz to submit all of their answers. At the end of 30 minutes the quiz is submitted automatically with whatever answers have been filled in so far. If you open the quiz after 10.30 pm on the day of the deadline then the quiz will nevertheless close at 11 pm, meaning that you will have less than 30 minutes to submit your answers.

Students will receive a mark for each of the 12 quizzes they attempt. A student's best 10 quiz marks will count towards the student's unit grade.

Each quiz will be worth two marks. Each quiz will consist of five questions as follows:

1. Questions 1, 2, 3 and 4 will each present a statement. Students will be asked whether that statement is true or false. Each question will be worth one quarter of a mark. (When calculating the overall unit mark all marks will be rounded up or down to the nearest integer.)
2. Question 5 will take the form of a multiple choice question. Students will receive one mark for answering correctly.

Answers to each quiz will be released on iLearn immediately after its deadline. Where appropriate, online feedback will also be provided. Each quiz is a timed assessment and no late submissions will be accepted.

Supplemental timed quizzes

If a student does not attempt one or more weekly timed quizzes then that student will automatically be entitled to participate in one or more supplemental timed quizzes, to be held during the exam period. There is therefore no need to apply for special consideration if you miss a quiz. The supplemental timed quizzes will be identified as Quizzes STQ1 to STQ12. Each supplemental timed quiz will be worth two marks and each will consist of five questions as described above. The questions may relate to any part of the unit material. Answers must be submitted via iLearn.

In relation to each supplemental timed quiz, students will have 30 minutes from when they first open that quiz to submit all of their answers. At the end of 30 minutes that quiz is submitted automatically with whatever answers have been filled in so far. All supplemental timed quizzes must be submitted by the end of the exam period. If you open the quiz after 11.30 pm on the final day of the exam period then that quiz will nevertheless close at midnight on that day, meaning that you will have less than 30 minutes to submit your answers.

The number of supplemental timed quizzes which a student may attempt is equivalent to the number of weekly timed quizzes that student has NOT attempted. A student is taken to have 'attempted' a timed quiz (weekly or supplemental) once the student has opened it in iLearn, even if the student immediately closes it again without reading or answering the questions. Although

students may attempt up to 12 supplemental timed quizzes, they are advised to complete as many weekly quizzes as possible.

Students participating in one or more supplemental timed quizzes must start with Quiz STQ1 and then work through the supplemental timed quizzes in numerical order (STQ1, STQ2, etc) until the appropriate number has been completed. So, for instance, if a student only missed Quizzes TQ3 and TQ5 (the quizzes set in Weeks 3 and 5) then that student may only attempt Quizzes STQ1 and STQ2. If that student were to also attempt any of Quizzes STQ3 to STQ12 then their performance in those quizzes would not count towards their grade.

Subject to the above, students will receive a mark for each supplemental timed quiz they attempt. A student's best 10 timed quiz marks (weekly and supplemental combined) will count towards the student's unit grade.

On successful completion you will be able to:

- Demonstrate advanced knowledge of the general characteristics and principles of public international law.
- Describe the role, rights and responsibilities of both state and non-state actors under international law.

Collaboration questions

Due: **Various: see iLearn**

Weighting: **7%**

During the course of the unit, students will be required to collaborate with their teachers and peers towards various goals. One goal is to correctly complete seven multiple choice questions. These will be identified as Collaborative Question A (CQA) to Collaborative Question G (CQG).

As a preliminary step in the process, during the Wednesday of Weeks 1 to 7 inclusive each student will receive a multiple choice question via iLearn. The questions intended for internal students will differ from those intended for external students: students must ensure that they consider the correct questions. Each student is afforded two opportunities to submit an answer to each of the seven multiple choice questions allocated to that student. The first opportunity is referred to as Opportunity A, while the second is referred to as Opportunity B. Students may use both opportunities to submit the same answer, or their second answer may differ from their first.

Opportunity A will only be available to the student up until 11 pm on the Sunday evening of the week of the question's release. The submission of an answer at Opportunity A constitutes a timed assessment task and no late submissions will be accepted.

In the case of internal students, Opportunity B will not be available until after the student's tutorial in the following week: see iLearn for details. In the case of external students, Opportunity B will not be available to them until after the on-campus session (OCS): again, see iLearn for details.

The idea is that internal students will use Opportunity A to submit an answer of their independent devising, based on their study of the topic to hand. Students will then use classroom time (during tutorials or at the OCS) to collaborate in groups with a view to reaching a group answer to the

question. Opportunity B is then a chance for the student to submit that answer as their group answer. Note, however, that students are not obliged to submit their group answer at Opportunity B. If they wish they may dissent from the group and submit their own, independent answer.

In relation to each question, students will receive one mark if they submit the correct answer at Opportunity A. In relation to answers submitted at Opportunity B, these will be used by the student's tutor as part of determining the student's participation mark (see below).

Supplemental questions

If a student does not submit an answer to one or more questions at Opportunity A then the student will automatically be entitled to answer one or more supplemental questions, to be held during the exam period. There is therefore no need to apply for special consideration if you miss a question. That said, students are strongly advised to take advantage of Opportunity A in as many weeks as possible.

The supplemental questions will be identified as SCQA to SCQG. Each supplemental question will be worth one mark and may relate to any part of the unit material. Answers must be submitted via iLearn by the end of the exam period: see iLearn for details.

The number of supplemental questions which a student may attempt is equivalent to the number of times that student did NOT answer at Opportunity A in relation to the weekly collaborative questions. Students answering one or more supplemental questions must start with SCQA and then work alphabetically through to SCQG until the appropriate number has been completed. So, for instance, if a student only missed Opportunity A in Weeks 3 and 5 then that student may only gain marks in relation to their answers to SCQA and SCQB.

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- Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.
- Analyse the relationship between international and national law, particularly Australian law.
- Describe various means for the non-violent settlement of disputes between states.
- Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.
- Collaborate with peers, orally and in writing, to achieve various outcomes, including the negotiation of a hypothetical international convention.

Participation mark

Due: **Various**

Weighting: **13%**

Students will be assessed in relation to their participation in classroom and online activities. Those activities will include (but may not be limited to) answering questions in collaboration with their teachers and peers, as well as a treaty negotiation exercise. In determining the mark, tutors will first and foremost take into account their observations of the student's participation in class and online. Tutors will also consider the student's submitted answers to the collaborative questions. That said, a student's participation mark will not be tied to how many collaborative questions a student answered correctly. A full marking rubric will be available via iLearn.

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- Describe various means for the non-violent settlement of disputes between states.
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- Collaborate with peers, orally and in writing, to achieve various outcomes, including the negotiation of a hypothetical international convention.

Research paper

Due: **11 pm, 29 Sept 2019**

Weighting: **20%**

Students are required to write a research paper relating to a real or hypothetical situation facing the international community. Students will be asked to advise a real or imaginary client on areas of international law relevant to that situation. In order to complete the assignment, students will need to find and consult a number of primary sources.

On successful completion you will be able to:

- Demonstrate advanced knowledge of the general characteristics and principles of public

international law.

- Identify, find and correctly cite key primary sources of international law.
- Describe the role, rights and responsibilities of both state and non-state actors under international law.
- Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.
- Analyse the relationship between international and national law, particularly Australian law.
- Describe various means for the non-violent settlement of disputes between states.
- Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.

Reflective paper

Due: **11 pm, 10 Nov 2019**

Weighting: **20%**

Students are required to write a reflective paper relating to their experiences of collaboration during the session. The paper should relate specifically to the treaty negotiation exercise and the process of answering collaborative questions, although students may also draw on other aspects of the unit. Students will be asked to reflect on the following:

1. how the rules and practices of international law assisted or impeded collaboration during the treaty negotiation exercise;
2. how those rules and practices helped or hindered in terms of achieving the aims of the state or organisation represented by the student;
3. the role that extra-legal factors played in the negotiations;
4. whether the student's personal skills in negotiation and collaboration developed during the course of the session and, if so, how;
5. how collaboration helped or hindered the student's learning.

The reflective statement must be supported throughout by evidence supporting the student's claims, as well as reflections on the relevance of your readings to the tasks at hand.

Full instructions on how to write the reflective paper will be provided via iLearn, along with a marking rubric.

On successful completion you will be able to:

- Demonstrate advanced knowledge of the general characteristics and principles of public international law.
- Identify, find and correctly cite key primary sources of international law.

- Demonstrate reflective learning in relation to skills appertaining to collaboration and negotiation.

Final online exam

Due: **12 noon, 14 Nov 2019**

Weighting: **20%**

There will be a final online exam. This will involve advising in relation to one or more hypothetical fact scenarios, doing so under a strict time constraint. Details of the hypothetical scenario(s) and the assessment questions will be released online via iLearn at 9 am, 14 November 2019.

Students will be required to post their responses to iLearn (via Turnitin) three hours later (at noon). Guidance on how to succeed in the exam, along with the marking rubric, will be posted online at least one week prior to the exam. The exam may relate to issues covered in any part of the unit. This is a timed assessment and no late submissions will be accepted.

On successful completion you will be able to:

- Demonstrate advanced knowledge of the general characteristics and principles of public international law.
- Identify, find and correctly cite key primary sources of international law.
- Describe the role, rights and responsibilities of both state and non-state actors under international law.
- Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.
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- Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.

Delivery and Resources

Lectures

This unit consists of 13 topics, as set out on the iLearn website. Each topic is divided into sub-topics. Most sub-topics are accompanied by a short, recorded lecture. These will vary in length, with some as short as a few minutes. Lectures are available for download from iLearn. Lectures are intended to provide an overview of the topic, indicate its most important aspects and, hopefully, make the related readings more interesting and accessible.

Accompanying the lectures are lecture slides. These are available from iLearn in .pptx (Powerpoint) and .pdf format. The two are identical, so you need not download both versions. When listening to lectures, be sure to have the accompanying slides in front of you, since they

will be referred to during lectures. Each slide has a number, which you will find in the bottom right hand corner. Note that the slides for all sub-topics are combined together in one file, which is downloadable from the top of each topic in iLearn.

Readings

The lectures should give you a broad overview of the subject, but it is vital that you then develop your understanding by completing the related readings. The prescribed textbook for this unit is:

- Stephen Hall, *Principles of International Law* (LexisNexis, 6th ed, 2019, ISBN: 978-0-409-34954-2).

References to 'Hall' on iLearn refer to the prescribed textbook. If you would like to buy a second textbook then you are particularly recommended the following, since it offers an affordable, concise and interesting survey of what we study (and more):

- Jan Klabbbers, *International Law* (Cambridge University Press, 2nd ed, 2017, ISBN: 978-1-316-50660-8).

In relation to each lecture segment, iLearn will indicate one or more essential readings. In general, these will consist of a section of Hall's book. On occasion iLearn might specify additional relevant readings. If your time is short then you should give priority to the essential readings. All assignments assume knowledge of those readings and lecture content.

In addition to the secondary sources (book chapters, journal articles, etc) listed on iLearn, you are expected to consult relevant primary legal sources (treaties, draft articles, cases, etc) as much as possible. It should be evident to you from the lectures and secondary sources which primary sources (and which parts of those primary sources) are most important. Sometimes you will need to consult primary sources in order to complete assignments. All relevant primary sources are available online and you are expected to have sufficient research skills to locate and download them. (We cover how to find and cite international law primary material in the citation modules.) If you are having problems finding and citing international material even after completing the citation modules then the library website and staff are likely to be your best source of assistance, although your tutor may also be able to help.

Practice Quizzes (Quizzes numbered 2.1 onwards)

Each sub-topic In Topics 2-13 has related to it certain online activities identified as numbered quizzes: Quiz 2.1, Quiz 2.2, etc. These quizzes are designed to test and enhance your understanding of the material, and to ensure that you are well prepared for class. Participation in these practice (formative) quizzes is voluntary and is not assessed. That said, evidence suggests that students who complete these quizzes tend to get better marks in the unit. Students are encouraged to tick the boxes on the right-hand side of the iLearn site in order to record when they have completed each quiz.

Unlike with the assessed, weekly timed quizzes (see above under *Assessment Tasks*), where you only have one go at answering each question, you may attempt practice quizzes as many times as you like. However, sometimes you will be unable to commence your second and

subsequent attempts at a practice quiz until a certain number of minutes have elapsed after your last attempt. That is to encourage students to actively engage with the questions and not just guess the answers.

Research and Citation Modules

ILearn may include a number of self-study citation modules. These are designed to train you in finding and citing important international sources. Completion of the citation modules is optional. As with the practice quizzes, you are allowed an unlimited number of attempts at each exercise.

Note on collaboration re practice quizzes, etc

In order to facilitate collaboration between students in relation to practice quizzes and any research and citation exercises, a specific discussion forum will be provided. Students are welcome to post to that forum in order to seek support from other students in relation to those exercises. Other students are then encouraged to lend appropriate assistance. When responding to another student's request for help, please don't just provide the answer. You need to exercise a basic skill of teaching, which is to let your fellow student work out the answer for themselves as much as possible.

Tutorials and the OCS

Weekly tutorials will be available to internal students, and a two-day OCS will be offered to external students. Having developed a basic understanding of each topic by completing the on-line activities, these classes are your chance to discuss the issues raised, as well as ask questions in order to clear up any lingering doubts as to whether you understand the material correctly. Tutorials and the OCS are meant to come towards the end of the learning process, not the beginning. Certainly they are no substitute for listening to the lectures or doing the readings, although if you are totally stumped by even a basic point then there is no shame in raising it in a tutorial.

There will be 13 weeks of tutorials during the Session, starting in Week 1. All internal students should register in a tutorial group. Places are available on a first-come, first-served basis. You should attend the tutorial in which you are registered. However, if it proves difficult to do so then you may occasionally attend another tutorial without asking permission, provided you do not do so more than twice in a row.

Internal students are expected to attend tutorials weekly. Obviously circumstances may arise that are outside your control and occasionally preclude attendance (illness, etc). While that is perfectly understandable, you are expected to attend most weeks.

Internal students will not fail the unit simply because they miss a certain number of tutorials. Similarly, external students will not fail just because they do not attend some or all of the OCS. Even so, the unit will be taught on the assumption that internal students attend tutorials regularly and external students attend the OCS in full. Unit material and assignments will be pitched accordingly. Students who miss some or all of their classes can expect to find studying the unit much harder, and they will almost certainly miss crucial information and experiences. It will also be very difficult to achieve a good participation mark. Certainly students should not expect the convenor or their tutor to accommodate non-attendance by providing information on what was

said or done in class, or any other kind of additional material, guidance, etc.

Please try not to be late arriving at a tutorial. They will start promptly at five minutes after their advertised commencement time and should end at least five minutes before their advertised finishing time (in order to provide time for students and staff to move from one class to another).

How to make tutorials and the OCS interesting and useful

Tutorials and the OCS only succeed if students actively participate. They are not meant to be simple rehashes of the lecture. In order to participate you need to adequately prepare. This means listening to the lecture, completing the readings and online activities and thinking about the issues covered before you arrive.

Participation can take various forms, including posing your own questions, either to the tutor or fellow students. You should also regularly contribute appropriately to discussions. This involves listening respectfully to what others say and responding courteously.

General discussion forum

A general discussion forum will be set up on iLearn. Students are encouraged to contribute to these discussions, provided the general rules of etiquette are observed. The forum is intended for discussion relating to the issues we are studying. Please post questions relating to administrative matters to the forum called 'Discussion Forum re Administrative Matters', while posting questions relating to the practice quizzes and citation exercises to the forum headed 'Discussion Forum re Practice Quizzes and Citation Exercises'.

Unit Schedule

Topic 1: Unit Introduction

Topic 2: The Nature of International Law

Topic 3: Sources of International Law

Topic 4: The Formation of Treaties

Topic 5: Interpretation and Enforceability of Treaties

Topic 6: Statehood and Personality

Topic 7: International Responsibility

Topic 8: Diplomatic Protection

Topic 9: State Jurisdiction and Immunity

Topic 10: International Dispute Settlement

Topic 11: International and National Law

Topic 12: International Law and the Common Law

Topic 13: International Law and Domestic Governance

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Communicating with teaching staff

By far the best way to communicate with the convenor is via **email**: roy.baker@mq.edu.au

The convenor checks his emails regularly and you can expect a response within a few business days. If you do not hear within four business days then it is likely that your email has gone missing. Only then should you send another chasing it up.

When emailing, it is vital that you use your Macquarie email account ([student.name]@students.mq.edu.au). You can set up your Macquarie account so that emails

received there are forwarded to your regular account. Emails from non-MQ addresses may receive no answer.

Phoning the convenor is not a good idea unless the call is prearranged, since his phone is not regularly checked for messages.

If you wish to talk to the convenor or a tutor face-to-face then it is best to attend their **consultation sessions** (see iLearn for the day and time). If you wish to attend then you should notify the convenor or tutor (as appropriate) in advance. If you are unable to attend due to timetable clashes then you should email the convenor or tutor (as appropriate) to arrange a mutually convenient appointment.

Word limits and submission of work

Word limits will be strictly applied and work above the word limit will not be marked. All assessments in the unit are to be submitted electronically. Plagiarism detection software is used in this unit.

Moderation

Detailed marking rubrics will be made available on iLearn. Markers in this unit undertake a process of 'blind marking' to establish a common marking standard and all Fail papers are double marked.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Demonstrate reflective learning in relation to skills appertaining to collaboration and negotiation.

Assessment tasks

- Collaboration questions
- Reflective paper

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate advanced knowledge of the general characteristics and principles of public international law.
- Identify, find and correctly cite key primary sources of international law.
- Describe the role, rights and responsibilities of both state and non-state actors under international law.

- Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.
- Analyse the relationship between international and national law, particularly Australian law.
- Describe various means for the non-violent settlement of disputes between states.
- Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.
- Collaborate with peers, orally and in writing, to achieve various outcomes, including the negotiation of a hypothetical international convention.

Assessment tasks

- Weekly timed quizzes
- Collaboration questions
- Research paper
- Final online exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify, find and correctly cite key primary sources of international law.
- Explain and apply to complex situations international law as it relates to the rights and responsibilities of states vis-a-vis other states and international institutions.
- Analyse the relationship between international and national law, particularly Australian law.
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- Advise, both independently and collaboratively, on international law as it affects real or imaginary clients.

Assessment tasks

- Research paper
- Final online exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Collaborate with peers, orally and in writing, to achieve various outcomes, including the negotiation of a hypothetical international convention.

Assessment tasks

- Collaboration questions
- Participation mark