Dear Friends of CIL

Over many decades, Singapore has established a proud and pioneering tradition in the vital field of teaching and researching international law. In 1964, the University of Singapore convened a Round Table on the Teaching of International Law and Relations. Among the participants were eminent international law scholars like Myres McDougal, Florentino Feliciano, Boutros Boutros-Ghali, Sompong Sucharitkul and BS Murty. Our own Professor S Jayakumar, then recently graduated, served as reporter of the proceedings. In 1971, the Hague Academy of International Law organised a programme on international law in Asia, and Professor Tommy Koh was among the faculty selected to deliver lectures. In 2001, Professor Kevin Tan of the NUS Faculty of Law
organised a conference on Teaching and Researching International Law in Asia.

The Final Report of the 1964 Round Table opens with a prescient comment on the teaching and research of international law in Asia:

[i]t appears … important, both in the interest of the countries of the region and of the international community in whose life Asia is playing an increasingly significant role, that international lawyers and international relations scholars should have an opportunity to explore informally and candidly ways in which the study, teaching and practice of international law and relations might be improved to strengthen competence in this subject on the Asian continent.

These words, articulated at the Round Table more than 50 years ago, remain urgently relevant today. Since those early years, the study of international law has flourished in Asia. Many outstanding institutions and their faculty members are producing world-class international practitioners and shedding light on the fascinating intricacies of the region’s relationship with international law. And yet, old challenges remain and new ones have arisen. Academia has evolved alongside the world around it, creating new expectations for young academics. A continuation of NUS’s past endeavours to promote the teaching and research of international law in Asia today is therefore not just timely—it is necessary.

With these considerations in mind, the NUS Centre for International Law (CIL) convened the 2018 edition of the Teaching and Researching International Law in Asia (TRILA) Conference. Our keynote speaker, Judge Paul C Pangalangan of the International Criminal Court, gave us much food for thought on the role of international law in Asia. Urging us to assess rigorously cultural intricacies, he called for a concerted bona fide effort among Asia’s scholars to reacquaint ourselves with our legal culture and history, to reclaim our voices as an academic community and to remain concerned promoters of the international legal order.
The mission, then, is to continue insisting that Asia has a role in international law, and to continue working to uncover and develop it. We could not be more pleased that more than 140 scholars from 34 countries attended the TRILA Conference. We designed the bottom-up approach of the event, to enable all participants to engage with one another. CIL is honoured to bear the torch of our learned predecessors and to carry on their good work as a leader in the teaching and research of international law in Asia.

CIL will be publishing the results of a survey on the state of teaching and researching international law in Asia. In the meantime, I know you will enjoy this newsletter, and I look forward to seeing you at our future events.

Professor Lucy Reed
Director, NUS Centre for International Law

‘We want to produce world-class international lawyers, so that the practice of international law will no longer be a western monopoly. We want to produce world-class scholars of international law, so that we will be able to contribute to the jurisprudence and the progressive development of international law. Economically, Asia may have caught up with the West but, intellectually, we are still lagging behind.’

Professor Tommy Koh
Chairman of CIL Governing Board
Ambassador-at-Large, Ministry of Foreign Affairs
Session 1: Where Are We Now?

Speakers
- Professor THIO Li-ann, National University of Singapore, Singapore
- Professor Bhupinder Singh CHIMNI, Jawaharlal Nehru University, India
- Dr Mohammad SHAHABUDDIN, University of Birmingham, UK
- Professor Rambhatala Venkata RAO, National Law School of India University, India

Moderator
Professor Kevin TAN, National University of Singapore, Singapore

This first panel examined the role of international law (IL) in Asian legal education. There are connections between globalisation and the growing interest in IL in many Asian law faculties. Recent trends in global scholarship include the increasing interest in Asia, and the third world approaches to international law (TWAIL). Institutions are providing incentives to facilitate global North-South cross-institutional collaboration.

The panel discussions observed that standards of IL education vary significantly among Asian institutions. While oases of excellence do exist, there are vast disparities regarding access to resources and academic networks. Yet, the fate of Asian legal education remains in the hands of Asian institutions, and the primary mission of teachers is to ignite in students a passion for IL.

The methodology of instruction was heavily discussed. The panel acknowledged that teachers of IL must first consider teaching students conventional IL doctrine. Further, since an introductory IL course must cover much ground—being simultaneously an introduction not only to international legal doctrine but also to international politics and relations, legal theory, and history—course materials must be very carefully chosen. While a variety of materials may be used as learning aids today, teachers must ensure that their materials add clarity to, rather than distract from, their teaching.
The panel noted that Asia’s rich tradition of critical thinking is an asset to students in deepening their understanding of IL. The panel encouraged a structured integration of diverse perspectives on IL within conventional pedagogical frameworks and recommended introducing students to critical perspectives from the start, so that teachers can constantly assess students’ understanding of conventional theory. An appropriate methodology for the instruction of IL, then, is to teach big ideas alongside little rules, and to ensure that students are acutely aware of the contrast and dynamic relationship between the two. The panel also considered broader developments in legal education, including the privatisation of education and the importance of rankings of many law schools, and discussed the place of IL in the broader legal curriculum.

‘We would be failing in our duties as teachers of international law if we did not acquaint our students with the mainstream view. But at the same time, we would not be doing justice to our students if we didn’t tell them about different critical approaches—feminist, Marxist, TWAIL and others—that explain the logic and dynamics of an international system that results in half the world still remaining poor, marginal and oppressed.’

Professor Bhupinder Singh Chimni
Jawaharlal Nehru University, India
Session 2: Teaching Methods and Materials

Speakers
- Professor Sylvia Wairimu Kang’ara, Riara University, Kenya
- Professor Joan LARGO, University of San Carlos, Philippines
- Professor Michael Anthony PEIL, Jigme Singye Wangchuck, Bhutan
- Professor Afshin Akhtar-Khavari, Queensland University of Technology, Australia
- Dr Salawati Mat Basir, Universiti Kebangsaan Malaysia, Malaysia

Professor Sylvia Kang’ara delivered a report on Kenya’s relationship with IL. She detailed the development of IL’s role in Kenya’s legal system, in particular its increasing importance. However, outstanding issues such as IL’s interpretation and constitutional barriers to entry for IL make Kenya’s future with IL anything but certain. It is incumbent on Kenyan academics, then, to report responsibly on IL’s incorporation in Kenya.

The panel speakers next reported on the conference participants’ opinions on the teaching of IL following the parallel breakout session. Participants discussed the challenges of making IL relevant to students, teaching methods used, and skills they sought to develop among their students. They also tackled the issue of teaching materials used (e.g., textbooks, articles, multimedia sources, etc) and their adequacy, the optimal content of introductory IL courses, and the diversity of possible perspectives to be introduced when teaching IL.

A key concern raised by the participants was that students perceived IL as an abstract topic and mostly irrelevant to their lived experiences. The panel then considered possible solutions to address that concern, such as bringing up international issues from news headlines or pop culture for discussion in class, and developing IL textbooks that include local case studies.

An additional challenge was to show the relevance of IL to legal practice for career-minded students. Some proven methods to inspire and motivate students were suggested: inviting established IL practitioners to talk about their experiences in dealing with IL issues, and giving incentives though IL scholarships. The panel also considered emphasising to students how IL governs
many aspects of everyday life and its incorporation in national law, and focussing on principles relevant to commercial and general practice. Further, since different jurisdictions have different relationships with IL, a considerable number of participants suggested that students should be introduced to doctrines pertinent to their home jurisdictions, but without disregarding critical perspectives of IL.

The participants also saw disparities among students in their enthusiasm for IL and abilities to grasp the subject matter, with IL being perceived as a departure from the doctrinal black-letter law. Possible solutions might be to employ innovative teaching methods and perhaps even specialised grading practices. In some institutions, the lack of technological, linguistic, material or human resources hampers learning.

‘Internationalisation and international law sometimes go hand in hand. When you are teaching international law, you don’t necessarily allow domestic cultural differences to emerge. Teaching international law in this way allows teachers to open the eyes of students to a wider network, a wider set of relationships. It also helps teachers move students away from rules-based thinking and doctrinal-based thinking.’

Professor Afshin Akhtar-Khavari
Queensland University of Technology, Australia
`Why do Asian scholars seem rather distant and aloof to international law? . . . When we teach international criminal law, how much time do we spend on the Nuremberg trials compared to the time we spend on the Tokyo trials? If we speak of ad hoc tribunals, do we use the Yugoslavia and Rwanda tribunals, or do we discuss the Extraordinary Chambers in the Courts of Cambodia, otherwise known as the Khmer Rouge Tribunal? When we discuss erga omnes obligations, typically we will use Barcelona Traction—or do we use Portugal vs Australia, on East Timor? If we speak of refugees, we may immediately refer to the 1951 Convention, which was more oriented to the land-born refugee outflow typical in Europe in World War II, but how much have we studied the phenomenon of the sea-born mass exodus from IndoChina after the fall of Saigon? How about the more recent standoff off the coast of Australia? And of course, most recently, the Rohingya from Myanmar now in refugee camps in Bangladesh?

. . . If the first problem is the sheer lack of teaching materials that are classroom-ready and student-friendly, then I think it is a problem we can start addressing today. In other words, this is the forum that can launch a hundred casebooks on international law from each jurisdiction.

. . . The call for deeper Asian involvement in international law is necessarily a call for Asian scholars to ask whether the discipline of public international law makes them, to borrow categories from Michael Walzer, the “dispassionate stranger or estranged native” who plays the international lawyer by standing apart from his Asian-ness, on the one hand, or on the other, whether it calls upon them to become “connected critics” who are able to transform only for as long as they truly belong.’

**Judge Raul C Pangalangan** of the International Criminal Court, exploring the role of international law in Asia in a rousing keynote address titled ‘The Judicialisation of International Human Rights and Asia’s Aloofness to International Law’. He opened his talk by noting that Asia is the least-represented region—compared even to other former colonies in Africa and Latin America—among the member states of the Rome Statute.
Session 3: Practitioners and International Law—
The Global Lawyer

Speakers
- Professor Lucy REED, NUS Centre for International Law, Singapore
- Ms Davinia AZIZ, Attorney-General’s Chambers, Singapore
- Dr TRINH Hai Yen, Diplomatic Academy of Vietnam, Vietnam
- Professor Sheila Lynn M CATACUTAN-BESARIO, Silliman University, The Philippines

Moderator
Dr Romesh WEERAMANTRY, Clifford Chance LLP, Hong Kong

‘A good international lawyer always starts as a good national lawyer. And a good national lawyer is, by today’s definition, one who is well versed in the basics of international law. Your students are going to be global lawyers involved in international or cross-border transactions. Without a basic understanding of the architecture and the vocabulary of international law, they’re not going to be able to spot the issues their clients will most likely face in today’s global legal practice.’

Professor Lucy Reed
Director, NUS Centre for International Law
This panel, composed of speakers from a law firm, attorney general’s office, diplomatic service, and research institution, explored the knowledge and skills that teachers may focus on in training their students for international practice. Practitioners need to be aware of IL concepts to identify IL issues in their assignments, and understand the interplay between international and domestic legal systems to analyse disputes. For example, government officials need to understand how IL affect their state’s obligations in environmental protection, while private practitioners need to be aware of the framework of national laws and their interactions with the country’s investment treaty obligations.

The panel also considered important practical skills that lawyer should have, with particular emphasis on legal skills in analysis and communication. In addition, International lawyers must retain a mastery of general principles of IL, even though specialisation within IL has grown increasingly common. Further, certain qualities—such as self-confidence, communication skills, international exposure and the ability to build networks—were considered essential to a good international lawyer.

Elaborating on this theme raised in the panel, Dr Theresa Kaiser-Jarvis, Assistant Dean of the University of Michigan Law School, said that to prepare for global practice, students need to have knowledge of a second language, experience with another legal system, working or practising experience abroad, global networks and social skills.

The panel also discussed regional and global developments, which are pertinent to practising international lawyers. For instance, the changing Asian geo-economic landscape under China’s Belt-and-Road Initiative and ASEAN’s economic integration not only create opportunities to develop legal infrastructure and dispute settlement mechanisms, but also raise issues of how existing national and transnational legal regimes should manage and accommodate such changes. The increasingly growing field of cyberlaw also raises various concerns, requiring a greater understanding of the technical foundations and legal frameworks.

Finally key concerns for international lawyers include humanitarian and human rights issues arising from intensifying violence, social conflict and poverty.
This panel concerned itself with the relevance of history, theory, doctrine and critical approaches to IL teaching in Asia. The panel members strongly endorsed the importance of studying the history of IL and being well-versed in the various narratives of IL’s history, including understanding arguments surrounding IL’s legitimacy and the opinions on the structural and systemic inequalities therein. The panel also discussed the past and potential trajectories of IL’s development, as all these forces had affected the development of IL in Asia, and various Asian attitudes towards international IL.

The panel then considered whether there is or there should be an Asian perspective to IL, and the emergence of common sub-regional positions on some individual issues. These considerations necessitate a broadening of perspectives, to encapsulate the experiences of different states, peoples and communities. Rigorous fieldwork and scholarly collaboration are required to build a record of state practice and the lived experience of IL in Asia.

The panel also considered whether there is a need to cultivate alternative perspectives
Language is power. Language, too, can be colonised. Language is also a constant struggle, a tug-of-war of meanings—it can be weaponised and neutralised. As scholars in the field of international law, human rights and women’s rights, we must be aware and careful of language, for a word can mean so many different things in various contexts. The question is, which meaning and interpretation should prevail?

**Ms Nishara Mendis**
University of Colombo, Sri Lanka

to IL. In principle, there must be a common understanding of IL. However, the language and discourse of the law are powers that may be used to further one’s own perspectives and interests. The dearth of understanding of actual Asian state practice and the systemic neglect of the experiences of others led the panel to conclude that further learning and deeper unearthing of Asian perspectives of IL were sorely needed.

The panel also canvassed for fundamental principles of the current international order to be upheld and the principles upon which alternative perspectives to be formed, teachers should be careful of succumbing to cultural relativism and essentialism. Instead, teachers can consider making constructive contributions to the shared mission of developing IL. The participants were also of the opinion that insisting on new systems of positivistic rules for international governance may be unduly narrow-minded, and a broader discursive approach might be more desirable.
Participants in discussion

Participants engaging with keynote speaker Judge Raul C Pangalangan of the International Criminal Court

Professor Kevin Tan, organiser of the 2001 conference on Teaching and Researching International Law in Asia, and Dr Sergey Sayapin of KIMEP University Law School in Kazakhstan in discussion
Professors Tony Anghie and Lucy Reed, who in mid-2016 conceptualised the TRILA Conference. The Workshop explored the challenges junior faculty members face at the beginning of their careers in establishing themselves as teachers and in developing a scholarly agenda.

Professors Tony Anghie and Lucy Reed, who in mid-2016 conceptualised the TRILA Conference.

Cambridge University Press, publisher of CIL’s ASEAN Integration Through Law book series at the TRILA Conference. The book series is used as teaching materials by the National University of Singapore and the Centre for International Law in their courses on ASEAN integration.
Session 5: Research in International Law—Methods, Theories and Current Trends

Speakers
- Dr TAN Hsien-Li, Asian Journal of International Law
- Dr WANG Jiangyu, Asian Journal of Comparative Law, and Chinese Journal of Comparative Law
- Professor Tony ANGHIE, Asian Journal of International Law, and American Journal of International Law
- Dr Michael Riegner OLIVEIRA, Humboldt University, Germany
- Mr Joe CH NG, Cambridge University Press

Moderator
Professor Upendra D ACHARYA, Gonzaga University, USA

‘A familiarity with history and theory is crucial for good scholarship, because history and theory provide the foundation of doctrine, the rules. And it is impossible to understand properly the character of doctrine and its development without understanding the history and theory on which it is based. Further, originality in scholarship very often arises because of innovation in theory. Theory is the “universal” and yet sometimes the invisible language that controls the boundaries and possibilities of the discipline, and Asian scholars must be equipped to understand the workings of theory and make their own contributions to it.’

Professor Tony Anghie
NUS Centre for International Law, Singapore
This panel addressed current trends in research and publication in IL, and practical advice for junior faculty members. The panel members explained the publication process and the structures put in place to ensure fair and effective peer reviews. Patience with the publication process, and following the relevant guidelines are crucial, given the administrative constraints publishers face. Panel speakers who are editors of various journals discussed what factors they consider when deciding which submissions to send for external review.

The panel then explored various platforms for publication. The speakers talked about the book publication process, the respective roles of both author and publisher, and the two- to three-year timeline involved in publishing a book. They also discussed the increasing use of academic blogs. While these open-access and non-peer-reviewed platforms may make the researchers’ work accessible, publishing short pieces on academic blogs may sacrifice depth or sophistication. Academic blogs can complement current available platforms but only as preliminary avenues of publication.

On writing style in academic work, the panel emphasised the need for strong writing skills, clear and concise arguments, and the ability to marshal evidence in support of one’s argument. It is also important to know one’s audience and the type of scholarship published in a particular journal, and to be aware of different approaches and methodologies in IL scholarship. Participants were encouraged to read outside their immediate fields of research and to read critically, not only for content, but also for arguments and their execution.

On the substance of academic work, the panel highlighted the importance of rigorous academic analysis, noting that what separates an academic piece from a case note or literature review is the effort to go beyond a mere reproduction of facts and law, such as the use of defensible methodological and theoretical frameworks. Familiarity with cross-disciplinary perspectives would enrich one’s learning and help situate the work in existing academic literature. Finally, the panel underscored that while original thought is integral to good scholarship, illuminating and well-written pieces too are excellent contributions.
**Session 6: Research and Scholarship**

**Speakers**
- Professor Enrique PRIETO-RIOS, Universidad del Rosario, Colombia
- Professor Sedfrey CANDELARIA, Ateneo de Manila University, The Philippines
- Professor Lutz-Christian WOLFF, Chinese University of Hong Kong, China
- Professor Hitoshi NASU, University of Exeter, United Kingdom
- Dr Naazima KAMARDEEN, University of Colombo, Sri Lanka
- Dr TRAN Thang Long, Ho Chi Minh City University of Law, Vietnam

Professor Enrique Prieto-Rios delivered a report on legal education in Colombia. A comparison of IL course outlines in Bogota showed that Colombian IL teaching are euro-centric and focus on practice. He then argued how ‘epistemologies of ignorance’ still remained in Colombian IL teaching, which he attributed to US orthodoxy’s continued influence in Colombian education and the lack of incentives to adopt critical approaches to studying IL.

In discussion groups, participants discussed the growing importance and the challenges of getting their work published. They also considered the development of research agenda, the research cultures of different institutions, and the availability and merits of various platforms for publication.

The panel noted that the importance of publication to a faculty member’s promotion and progress has increased significantly, while the time devoted to teaching remains the same. Thus, young faculty members face difficulties producing academic work at the quantity and quality expected of them. Possible solutions mentioned are the institutionalisation of protected time for young academics to do research, and the use of alternative platforms for the publication of shorter, punchier academic pieces.

Young scholars also expressed their problems in finding their voice in academia. Some participants raised concerns on the difficulty of developing a sustainable long-term research agenda, especially given the biases of some institutions toward select practice-
relevant fields. Solutions proposed include the development of peer working groups in which ideas could be discussed and refined, and cross-institutional mentoring by senior faculty members.

The panel also shared how some scholars under the pressure to publish turn occasionally to predatory journals in desperation. Young scholars are sometimes exploited by their senior colleagues, either in terms of uncredited work or the outright theft of ideas. To address these issues, law schools should consider institutional protection and cross-institutional academic networks.

‘Collaboration among researchers is a very important tool to overcome challenges in terms of resources and restrictions and in identifying research topics and strategies. Communication in research and teaching on every level creates transparency, creates confidence, and in the end it creates power to convince.’

Professor Lutz-Christian Wolff
Chinese University of Hong Kong, China
Session 7: What’s Next?

Speakers
- Dr Xiaohua CHEN, University of Chinese Academy of Social Sciences, China
- Dr Prabhakar SINGH, OP Jindal Global University, India
- Dr Irawati HANDAYANI, University of Padjadjaran, Indonesia
- Ms DANY Channraksmeychhoukroth, Royal University of Law and Economics, Cambodia
- Dr Yin Yin WIN, Taunggyi University, Myanmar
- Dr Pawat SATAYANURUG, Chulalongkorn University, Thailand

Moderator
Professor Antony ANGHIE, NUS Centre for International Law, Singapore

‘International law can be compared to a language: in learning a language we deliver it in a particular accent. The substance of the law remains the same, but in its application, there is space for some nuance. In the 20th century, Asian states viewed and appropriated international law through the lens of positivism and state sovereignty. Now, it is becoming more and more important that we attempt to revisit this view, decolonise it and try elevating humans as the sovereign in international law, not states.’

Dr Prabhakar Singh
OP Jindal Global University, India

 Speakers at the last panel discussing the direction of the field
Wrapping up the conference, this panel first touched on the duty to teach IL to their students. This duty includes inspiring students in the field of IL, using innovative learning techniques and participatory engagement activities, and placing IL in the context of local settings. The speakers also shared how the discussions during the TRILA Conference encouraged them to increase their students’ exposure to critical perspectives to IL, ensuring that IL is not blindly reproduced and furthered by Asian teachers without careful assessment of its merits. They also discussed the importance of mooting programmes for developing knowledge and interest in IL.

The panel then emphasised the need for inter-generational scholarly support. The speakers and participants acknowledged that the students are the future of IL. In this light, it is the responsibility of IL teachers to empower and properly equip the next generation for the challenges and opportunities of a life in IL. Similarly, senior faculty members must actively prevent the exploitation of their juniors, and mentors must ensure that their mentees have ample opportunities to grow.

Capacity building was also considered key to increasing the quality of teaching and researching IL. The panel recognised the tremendous benefits that sharing knowledge and resources have brought to institutions with less resources, and called for more of such initiatives. Further, better inter-institutional platforms for the publication of research could be developed. Technology has made sharing and collaboration far easier, and thus greater inter-institutional efforts could be made to develop networks for those purposes. Such efforts will enable participants to maximise existing resources and leverage the experiences and expertise of each other.

Finally, the speakers urged that the good work of the TRILA Conference be continued. Knowledge made available here could be shared with one’s home faculties and peers. Increasing efforts to build capacity need not involve a large-scale project, as organising local workshops would still be extremely valuable. Finally, interest groups in specific IL topics could be established to help increase avenues for inter-scholarly engagement in the future.
## Think Pieces from Speakers and Participants

**Achalie Kumarage**  
The Role of International Law in the Law School Curriculum: A Critical Guide for Integration

**Abdul Maasba Magassing**  
International Criminal Law and Indonesian Perspective

**Amritha V Shenoy**  
The Roots of Internationalism and League of Nations—Remembering the Past for a Better Future

**H Mahaseth**  
Suggestions for the Improvement of Teaching International Law in Asia

**M Thiel**  
Build Up a Global Citizenship Teaching International Law

**Marcel Hendrapati**  
The Offshore Installation Removal Based on Indonesia Regulations, Legal Brief

**Nishara Mendis**  
Thoughts on Teaching International Law in Colombo, Sri Lanka—A Poem

**Sandeepa Bhat B**  
Overcoming Challenges in Teaching International Law

**SC Roy**  
Teaching and Research in International Law in Asian Regions—A Comparative Discourse on Scope, Hurdles and Way Forward

**Sergey Sayapin**  
Central Asia and International Law

**Yean-Sen Teng**  
Rethinking the Topics and Issues in International Law Teaching
Past Conferences on Teaching and Research

Resources from 1964 Final Report on the Teaching of International Law and Relations
Round Table on the Teaching of International Law (1964)

Resources from 2001 TRILA Conference
BS Chimni
   Teaching, Research and Promotion of International Law in India Past, Present and Future

Hikmahanto Juwana
   Teaching International Law in Indonesia

Kazuhiro Nakatani
   Developing a Realistic International Law Curricula for the New Asia A Personal View

Kevin Tan
   The SILS-DILA Conference on Teaching and Researching International Law in Asia

KI Vibhute
   International Law in India, Developing Curricula and Teaching Some Reflections

Li Zhaojie
   Legacy of Modern Chinese History Its Relevance to the Chinese Perspective of the Contemporary International Legal Order

M Sornarajah
   The Asian Perspective to International Law in the Age of Globalisation

Miyoshi Masahiro
   Curricula for Teaching of International Law in Asia, Any Asian Perspective

Thio Li-ann
   Formalism, Pragmatism and Critical Theory Reflections on Teaching and Constructing an International Law Curriculum in a New (Post-Colonial) Asia

Tommy TB Koh
   My Adventure with International Law
TRILA Resources: Syllabi

CIL thanks the scholars who have contributed the course outlines below.

**Introductory Courses**

Current Problems in International Law
   Developed by Antony Anghie at the National University of Singapore

Developing States in a Changing World Order
   Developed by Antony Anghie at the University of Brasilia

Public International Law
   Developed by Dany Channraksmezehouthroth at the Royal University of Law and Economics

International Law
   Developed by Dodik Setiawan Nur Heriyanto at the Islamic University of Indonesia

International Law
   Developed by Koesrianti at the Universitas Airlangga

International Law
   Developed by Ravindra Pratap at South Asian University

International Law
   Developed by Winsherly Tan at the Universitas Internasional Batam

Introduction to Public International Law
   Developed by JR Robert Real at Far Eastern University

Introduction to International Law
   Developed by Thol Theany at University of Cambodia

Public International Law
   Developed by Khin Lay Win at Dagon University

The International Law Course Manual
   Developed by Rohini Sen at OP Jindal Global University
Specialised Courses

Advanced International Legal Issues
   Developed by Ravindra Pratap at South Asian University

Alternative Dispute Resolution
   Developed by Winsherly Tan at the Universitas Internasional Batam

International Business Law
   Developed by Winsherly Tan at the Universitas Internasional Batam

International Conflict and Security Law
   Developed by Sergey Sayapin at KIMEP University

International Criminal Law
   Developed by Sergey Sayapin at KIMEP University

International Environmental Law
   Developed by Winsherly Tan at the Universitas Internasional Batam

International Human Rights Law
   Developed by Sergey Sayapin at KIMEP University

International Institutions and Law
   Developed by Sergey Sayapin at KIMEP University

Law of the Sea
   Developed by Dany Channraksmeychhoukroth at the Royal University of Law and Economics

Law of the Sea
   Developed by Winsherly Tan at the Universitas Internasional Batam

Private International Law
   Developed by Winsherly Tan at the Universitas Internasional Batam

Space Law
   Developed by Jessica Los Baños at Universitas Pelita Harapan

The Many Faces of International Law
   Developed by Rohini Sen at OP Jindal Global University
TRILA Conference participants share light moments.
About the NUS Centre for International Law

The Centre for International Law (CIL) was established as a university-level research institute at the National University of Singapore (NUS) in 2009, in response to the growing need for international law thought leadership and capacity building in the Asia-Pacific region.

Mission and Vision
The mission of CIL is to enable Singapore and the Asia-Pacific region to play a more significant role in the promotion and development of international law. CIL's vision is to become a regional intellectual hub and thought leader for research on and teaching of international law.

Research and Training
CIL’s main focus areas of research and training are ocean law and policy, ASEAN law and policy, investment law and policy, international dispute resolution, and teaching and researching in international law.

Publication Series
NUS Centre for International Law
This book series provides critical analysis on issues of international law relevant to the region from a legal, political and policy perspective, including ocean law and policy, ASEAN law and policy, trade and investment law and policy, and international dispute resolution.

ASEAN Integration through Law
Published by the Cambridge University Press, this book series evaluates ASEAN’s community-building process and issues at the forefront of ASEAN law and policy. The series covers six themes: the general architecture and aspirations of ASEAN, the governance and management of ASEAN, the legal regimes in ASEAN, the ASEAN Economic Community, ASEAN and the world, and the substantive laws of ASEAN.