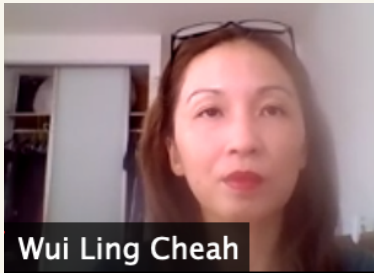
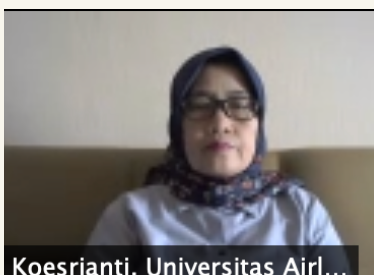


# Teaching and Researching International Law in Asia (TRILA)



## TRILA Indonesia Webinar

### *Towards Publication*



## Outcome Report

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## Executive Summary

TRILA Indonesia Webinar is one of a series of country-specific workshops that are part of the ‘TRILA on the Road’ project. This project aims to advance in a more contextualised approach the agenda set forth in the 2018 TRILA Singapore Conference where scholars from Asia and throughout the world met to discuss crucial issues on teaching methods, materials for teaching international law in Asia, enhancement of teaching skills, and the development of a research culture that fosters scholarship and publication.

Indonesia is the fourth country in the ‘TRILA on the Road’ project, following Cambodia, Sri Lanka, and Myanmar where physical workshops were held in 2019. A TRILA Indonesia workshop was originally scheduled in March 2020 but had to be postponed due to the pandemic. In view of this, the Centre for International Law (CIL) at the National University of Singapore (NUS), and the Indonesian Society of International Law Lecturers (ISILL), with the support of the Faculty of Law of Universitas Indonesia (UI), decided to jointly organise this webinar, which serves to cover at least some parts of the original workshop particularly the research component. Thus, this webinar revolves around theme ‘Towards Publication’.

More specifically, TRILA Indonesia seeks to:

1. discuss methods and challenges in teaching international law in Indonesia;
2. provide guidance on writing for publication, which includes research methods, types of argumentation, varieties of scholarship, how to respond to reviewers’ comments, and how to target appropriate journals for publication; and
3. provide opportunity for junior to mid-level Indonesian scholars to present their current research projects and receive comments from senior scholars.

These objectives were reflected in the three-day programme (see Annex I). On the first day of the webinar, Professor Antony Anghie gave a background of the TRILA project—the concerns that led to the development of this project, issues tackled in the 2018 TRILA Singapore Conference, ‘TRILA on the Road’ workshops, and what the organisers and participants hope to achieve in this

webinar. Thereafter, Professor Hikmahanto Juwana, delivered a lecture on research methods in international law, focussing on the two common types of research—doctrinal and empirical—and the processes and steps to implement them. The next two lectures dealt with teaching methods in international law. Professor Sigit Riyanto assessed the current challenges in Indonesian law curriculum, and suggested ways in re-thinking the teaching of international law, such as, the use of didactic approach and development of skills that students can use when they go in practice, among others. Assistant Professor Irawati Handayani contextualised this topic by sharing her experience in using the lecture-type method, problem-based learning, and collaborative method in teaching international law at the University of Padjadjaran.

The second and third days of the webinar were a combination of lectures and paper presentations. On the second day, Professor Anghie discussed the elements of a good article and the different types of argumentation in a scholarly paper. Professor Juwana gave advice on how to write Indonesian topics within the framework of international literature. Five Indonesian scholars presented their papers covering a wide range of topics—impact of corporate activities on human rights, civilian disguises and Islamic law, application of consular and diplomatic laws in the trial of foreign nationals, cross-border trade in Kalimantan region, and a case study on localising the teaching of international law.

On the third and final day, Assistant Professor Arie Afriansyah gave a lecture on how to target appropriate journals for publication with emphasis on the different types of journals and factors to consider in choosing a journal. Professor Anghie then provided the basic processes in submitting an article from the editor's perspective, and also the difference between articles and notes and comments. Three more research projects were presented by Indonesian scholars on topics that include sharing of natural resources in Aceh, Indonesia, online dispute resolution, and freedom of navigation in Indonesian archipelagic waters. During the entire webinar, participants were also able to interact with the speakers by seeking advice on several concerns they face as scholars.

A total of 43 scholars participated in this Webinar (see Annex II). 35 of them are participants, presenters and speakers coming from 22 law schools in Indonesia.

This outcome report has been developed based on the presentations and inputs from the speakers, presenters, commentators and the rest of the participants who are, on different levels, experts and experienced scholars in the field of international law.

The CIL TRILA team extends its appreciation to its co-organiser, ISILL, headed by Assistant Professor Afriansyah and his team—Dr Dhiana Puspitawati, Dr Reza Zaki, Ms Fatma Muthia Kinanti. Deepest appreciation also goes to Professor Juwana, Professor Riyanto, and Assistant Professor Irawati Handayani for their support and for sharing their valuable knowledge and time with the participants. The team is also grateful to Assistant Professor Cheah Wui Ling and Assistant Professor Tara Davenport for their insightful comments and guidance to the Indonesian presenters. Lastly, due credit and recognition must be accorded to Ms Gerry Ng, CIL's Events Manager, without whom this webinar could not have proceeded smoothly.

We would also like to sincerely thank the presenters who were generous enough to share their research with us, and the participants, whose sharp questions and comments enriched the discussion and expanded the issues we discussed.



## Introduction and Overview



Professor Antony Anghie opened the discussion by providing the background and whole idea behind Teaching and Researching International Law in Asia (TRILA), some recent activities under this project, and what the organisers hope that the participants will achieve throughout this webinar.

### Relevance of International Law Today and the Role of Teachers and Researchers

Professor Anghie began his presentation by pointing out how international law affects every aspect of our lives<sup>1</sup>—trade, intellectual property, environmental issues, and now the pandemic itself. We cannot solve this pandemic without having some kind of international coordination, system and institution. However, in many Asian countries, it is very difficult to get students interested in international law. In this sense, it is a paradox. While international law is important, somehow students are not connecting with it. Thus, the role of teachers is important especially in this new environment. This is the teaching aspect of TRILA.

The other aspect of TRILA is research. There is now a great demand for scholars to publish, because of all these issues about university rankings and promotions. Despite this, we do not focus on how to systematically address the issue on publishing. As an editor, Professor Anghie observed that while many submissions are

*There is now a great demand for scholars to publish, because of all these issues about university rankings and promotions.*

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<sup>1</sup> See Hikmahanto Juwana, 'Indonesia' in *The Oxford Handbook of International Law in Asia and the Pacific*, edited by Simon Chesterman, Hisashi Owada and Ben Saul, Oxford University Press, 2019.

very thoughtful, it is obvious too that their authors were not given the right guidance about what it is they should be aiming for when writing a paper. This and the above teaching challenges are some of the concerns that led us to think about TRILA as a project.

Professor Anghie then reflected on the more historic concern of TRILA, that is, the fact that Asia has been seen as a continent that accepts the rules that others have made. Asians have been rule-takers but not rule-makers. This situation is not a very desirable one. Asia is emerging in the global system. Many people say that the future economic system is going to depend a lot on how Asia deals with economic issues. Thus, Asia should also participate in the making of international law. That cannot be achieved unless we produce students and lawyers that have the expertise, confidence and skills that would enable them to effectively participate, innovate and make all the changes that are very crucial at this point in time. We are experiencing something like a global crisis. We need new ideas. We are hoping that some of those new ideas will come from Asia. This is the reason why we need to look at the issues in teaching and writing because both have the influence in achieving and accomplishing these goals of producing competent and expert lawyers, and also in making our own contribution to the world of international law.

### **2018 TRILA Singapore Conference and the 'TRILA on the Road' Workshops**



Professor Anghie then mentioned the TRILA Conference in Singapore which CIL organised in 2018. In that Conference, the basic idea was to get some sense of the situation and the challenges that international law scholars face. CIL produced a report based on what those scholars told us.<sup>2</sup>

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<sup>2</sup> Teaching and Researching International Law in Asia (TRILA) Project – 2020 Report (NUS Centre for International Law, 29 May 2020) <<https://cil.nus.edu.sg/publication/teaching-and-researching-international-law-in-asia-trila-project-2020-report/>> accessed 15 July 2020.



After the 2018 TRILA Singapore Conference, TRILA team organised a series of workshops under what we call 'TRILA on the Road' project. These are focussed workshops on particular countries. TRILA team goes to specific countries to meet the scholars there, understand the local situation, and create a forum in which we can focus



on the issues on teaching and research. It is important to have a discussion among ourselves as a community. In each case, what we wanted to do was to formulate a programme that local participants think helpful to them. Different countries have different priorities. In Myanmar, for example, we looked at the textbooks and casebooks available. Our colleagues in Myanmar requested to have a session on how to teach using problem-oriented method. They also wanted a session on building a course outline, and also a session on scholarship.



In Sri Lanka, there was a different type of programme. Sri Lankan scholars wanted to learn how to incorporate international law in other subjects. For example, for teachers of property law or contract law, how can they incorporate international law in these subjects? What can they learn from

international law or comparative law when teaching property or contract law? Another topic discussed in TRILA Sri Lanka workshop was about materials and the language of teaching, because in Sri Lanka, international law has to be taught in 3 languages—English, Sinhalese and Tamil.

## **Connections between Sri Lanka and Indonesia**

Professor Anghie next discussed some of the connections between Sri Lanka and Indonesia. One connection is Hugo Grotius, who was a lawyer for the Dutch East India Company when the company took over parts of Sri Lanka and Indonesia. Now, Roman-Dutch law is still part of the law of Sri Lanka. The same in Indonesian legal system where Dutch law is still very important.

Another connection is the law of the sea. There are prominent Indonesian and Sri Lankan lawyers on the law of the sea—Chris Pinto (Sri Lankan) and Prof Mochtar Kusumaatmadja (Indonesian). In a way, this takes us back to Grotius whose first work was called *The Free Sea*, which was about the East Indies.

The next connection is Bandung Conference. It was a collaboration between Asian and African countries to create a new world. We are at the moment when once again we have to collaborate on how we can create a better world. That will have to include and take into account the voices of people in Asia, Africa and Latin America, and not just the voices in the West.

## **What we hope to achieve in TRILA Indonesia Webinar**

By way of conclusion, Professor Anghie mentioned some of the learning outcomes that the participants are expected to achieve. Through this Webinar, he hopes that participants will be able to:

1. get an overview of the situation in Indonesia so that they can decide how to address the issues and challenges that this event will reveal;
2. outline what a good paper is, especially after listening from the actual presentations and the comments of senior scholars;
3. get a good sense of how to give an effective presentation;
4. know what the editors are looking for, because we need to focus on the changing environment of publication;

5. and in terms of teaching, devise a method that will be effective in our own context, for example, the technological challenges during this pandemic.

## Research Methods in International Law

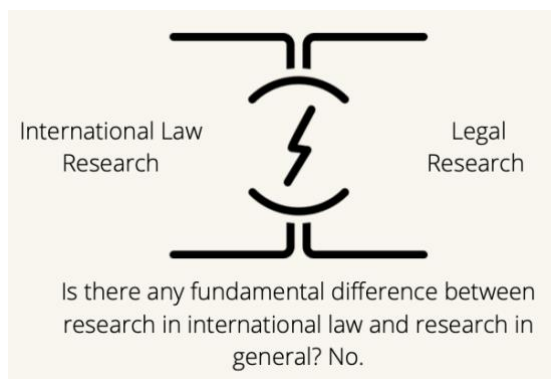


Professor Hikmahanto Juwana, former Dean of the Faculty of Law of Universitas Indonesia and current Rector of Universitas Jenderal Achmad Yani, gave a lecture on how to conduct international law research, how it is different from other legal research areas, and the different typologies of research.

In the past, he said, a lot of Indonesians would say that international law is something that they did not encounter in their day-to-day transactions. They had issues on criminal law or civil law, but rarely on international law. But now, international law issues are something that Indonesians see everyday. The challenge, however, is how professors and scholars will do the research so that they can give appropriate advice and explanation to the government, private companies, and the general public in a way that will help them understand international law on certain issues.

*The challenge is how scholars will do the research so that they can give appropriate advice to the government, companies and the general public.*

Moreover, Professor Juwana noted that most of Indonesian faculty members are now required to write on international journals. This requirement is another challenge. For this reason, TRILA is important. There are other programmes like the Development of International Law in Asia (DILA). But Asia without the voice of its scholars will mean nothing. International law will still be dominated by scholars from Europe, United States (US) or even Australia.



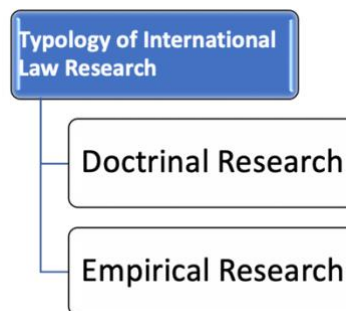
Professor Juwana then said that conducting international law research is not fundamentally different from researching other fields of law. Nevertheless, in conducting international law research, one must have strong fundamentals in international law, such as a good understanding of the different subjects of international law, the

differences between public international law and private international law, among others. One does not need to go overseas just to research on international law topics. For example, an Indonesian scholar can analyse the implementation in Indonesia of the United Nations (UN) Convention against Corruption. Some of the principles of this Convention have not been fully incorporated in the Indonesian Civil Code. Hence, a research could be done on the reasons for non-implementation, and whether Indonesian courts are willing to consider these principles. The results of this research can be very useful not only for Indonesian scholars but also for foreign readers who want to understand more the challenges in domestic implementation after a state ratifies a certain treaty.

There are two common typologies of international law research.

One is doctrinal research, which is regarded as pure international law research. For example, certain international law concepts may be interpreted differently depending on certain period. They may even change. The other type of international law research is called empirical research. It has two aspects. One is descriptive, that is, it requires description of

certain issues. The other aspect is analytical, which requires investigation of how one variable influences another variable. Currently, many scholars in Indonesia apply strict delineation between empirical and doctrinal methods when they do their research. However, Professor



Juwana said that there can be more than one method in a research project. A combination of different methodologies can be used depending on the subject being researched.

Scholars should also consider whether they are writing pragmatic or doctrinal papers. For a pragmatic paper, it is essential for scholars to approach their research in a multi-disciplinary manner, that is, not only from legal perspective. This kind of research may necessitate mastering of another discipline in order to provide better analysis.



Formulating a research question is another essential part of the process.

Often, scholars have no clear research question in their papers. It also happens sometimes that they have three questions, for example, with eight responses or conclusions. Conducting preliminary research will help the researcher understand the issues that he or she wants to work on and the extent of research needed to address those issues. Only after conducting this preliminary research can a researcher come up with a clear research question. It is also critical to understand one's audience. If a researcher cannot clearly translate in writing what he or she has in mind, then the audience will not be able to understand what he or she wants to convey.

Lastly, Professor Juwana explained the processes or steps in conducting research and gave advice in executing these steps. These are:

- Decide which methodology to use, either doctrinal or empirical.
- Collect relevant literatures.
- Re-present ideas in one's own language.
- Make appropriate conclusion.
- Cite properly.
- Present arguments clearly and in more understandable manner.
- Edit one's work in the same way as an editor does it.

## Open Forum

### On the issue of limited resources

Assistant Professor Arie Afriansyah from the Faculty of Law of Universitas Indonesia recognised the difficulty for Indonesian scholars in accessing international journals. He observed that Indonesian universities experience different levels of difficulty on this issue. One solution that scholars may want to consider is to enquire from the National Library of Indonesia on the databases of journals and e-books that they can access or would like to access.

Professor Anghie commented that one of the major issues that scholars face is that they have to place their scholarship in the context of the works that have already been done. If scholars are going to write on a particular topic, they need to know the existing literature on that subject. It is one of the first things that journals look at—does this article show that the author has read all the relevant literature? Knowing the existing literature demonstrates that the scholar is familiar with the current debate. One cannot be familiar with the current debate unless he or she has



access to the literature. It is a big problem in many Asian law schools. Students in the US could have more resources than the Foreign Ministry in Sri Lanka, which may not have access to Westlaw, LexisNexis, and other publications.

In this regard, Professor Anghie mentioned some projects that TRILA team or ISILL might want to consider. For example, TRILA can set up a webpage of list of publications which are now providing open-access. Because of the pandemic, many known publishers, eg, Cambridge University Press and Oxford University Press, have made their publications available for free.

Professor Anghie also mentioned that TRILA is currently collecting materials that are based on Asia and Asian experience to be able to connect more with students.<sup>3</sup> Further, Indonesian scholars may want to visit the webpage of TRILA (<https://cil.nus.edu.sg/trila/>) and check the sample syllabuses there which contain some teaching and research materials.

### On formulating a research question

Professor Anghie said that in writing a paper, it is very important for the scholar to say, ‘here is what has been said about this topic, and this is what I am going to say, why it is different, new and important.’ A scholar must show that he or she not only knows the literature, but also he or she is saying something different or extending the literature in some way. This is related to what Professor Juwana said about formulating a research question. The research question has to be formulated in terms of what has already been said about the topic. One of the problems for publication now is that the demands are more exacting. In the old days, when there were no blogs, one could get published by writing on a new case because that was one way for the audience to find out about the new case. Now, because of blogs, scholars are writing about new cases within few days after the case was decided. That means if one wants to publish, he or she has to write something deeper than what has been said in blogs and other literature.

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<sup>3</sup> See TRILA Database of Asian Cases and Reading Materials at <https://tinyurl.com/TRILAdatabase>.

## On limited interest among Indonesian scholars to write about post-colonialism and history

Professor Anghie shared his thoughts on this issue from a Sri Lankan perspective and as a teacher in Singapore. He said that in Sri Lanka, Grotius is still being cited in court decisions. Thus, it is imperative for scholars to study our own countries using post-colonial concepts. We should incorporate our own history in the teaching of international law. He said that when he teaches international law in Singapore, he begins with those times before the Europeans came, when there were Arab traders. At that time, there was a complex trading system influenced by the old kingdoms—Malacca, China, etc. But we do not know about them as much as we know Western idea of international law. Why do we not know our own history? It is because we learn international law from Western textbooks, which present themselves as the knowledge we need to have. Consequently, we think of our own situation through the framework that is created by the West. But there is a tension here, which is in order to win recognition as scholars—in order to get into the inner circles on international law committees—we have to keep reproducing those Western ideas. However, it is important that we understand and master international law in its Western form. We need to have both the perspectives of the West and our own. But scholars should use their own history as a foundation for teaching international law. Otherwise, we will be completely disconnected from it. History is like our own personal history. We want to understand who we are, where our parents came from, what our traditions are. If we teach international law only from a Western point of view, we feel excluded from the beginning. We feel as though we are outsiders. Again, all scholars need to engage with international law through their own history. It is a whole technique. In connection with this, it is ideal to have an Indonesian textbook on international law. We need to have appropriate materials that would allow Indonesian students to engage and understand. It should not just be Western textbooks translated into Bahasa. It should be an Indonesian textbook looking at international law from the perspective of Indonesians.

For Professor Juwana, there are a lot of topics that can be researched in the history of Indonesia. For example, when did Indonesia become independent? Was it when it declared its

independence, or when it was recognised by other countries as an independent state? This can be linked to other topics, such as how a state becomes a subject of international law. We need to give students exposure on Indonesian practice in international law. Western scholars also use their own domestic materials. Another possible research project is: has Indonesia ratified the Chicago Convention? Is it bound by this Convention? If yes, is it based on what ground—succession from the Dutch because the Dutch ratified the convention? Another research study could be how Indonesia is making international law. Indonesian scholars can also research on how developed states use loans to further their own interests, and then relate that to the concept of decolonisation. There are a lot of topics to research on. But researchers have to be creative. We can do research not only on current issues but also on history in order to understand the foundations of international law.

### On the use of comparative approach in international law research

Professor Juwana answered this question in affirmative, that is, scholars can use comparative method in international law research. He explained further that comparative method does not only mean comparing different jurisdictions. Researchers can also do temporal comparison. For example, the application of a convention before and after Soeharto administration. When comparing two jurisdictions, scholars need to understand well the legal system in those two countries—what are the similarities and dissimilarities in the application of a treaty, eg, International Convention on Civil and Political Rights (ICCPR). One cannot do research on the whole ICCPR because it has a lot of provisions. Scholars have to limit their research to certain provisions, eg, the human rights of detainees. Then researchers can look at how that provision is implemented in Malaysia and Indonesia, for example. What are the constraints encountered by these countries in the implementation of this provision of ICCPR? In Indonesia, it is difficult to establish a lot of prisons because of budgetary constraints.

Professor Anghie agreed with Professor Juwana on the applicability of comparative approach in international law research. International law encompasses a whole of issues—comparative, private, etc. Comparative law is almost natural in countries like Indonesia and Sri Lanka. In Sri

Lanka, there are about five different legal systems operating simultaneously— Roman-Dutch law, common law (from the English), local customary law, laws of ethnic communities, and national law. Comparative law helps create a system between different legal communities. Comparative law is also a useful way in trying to understand our own system—what is unique about that system. In other words, comparative law is a way of expanding the legal tools that are already available to us when we address certain problems.

## Teaching Methods in International Law

In this session, the discussion focussed on the teaching aspect of TRILA. Professor Sigit Riyanto, Dean of the Faculty of Law of Universitas Gadjah Mada, opened this discussion by presenting some of the factors to be considered in teaching international law, how to get the students more interested in learning this subject, and how we should re-think the teaching method and the law curriculum, in view of the challenges in legal education in Indonesia and other countries.



Professor Riyanto said that the following aspects should be considered in teaching international law:



Professor Riyanto explained the importance of group work in teaching students because lawyers do not work alone in their profession. Having sufficient knowledge on cross-border issues is also essential because of globalisation as a phenomenon. Related to that are cross-cultural aspects, particularly in the area of human rights, and diversity, given the different legal systems around the world.



### Why International Law ?

- Global Interests need Universal Rules.
  - International Public Order need Legal Frameworks.
  - Contribute to dispute settlement, conflict prevention and conflict resolution; Int'l development & cooperation.
  - As a member of the international community : do we know the rule of the game? how the rule applied? who have to enforce the rule?;
- It is a "law" and relevant to our daily life.
  - To train legal thinking.
  - Int'l Law contains principles ideal to train legal reasoning.
- Intellectual & moral challenges:
  - Vanishing point and the cross-roads of International Law.
  - Practical problems need international approach

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How do we get students interested in learning international law? Professor Riyanto said that lecturers have to explain well the relevance of international law in our daily lives. One approach in doing this is to explain to students the

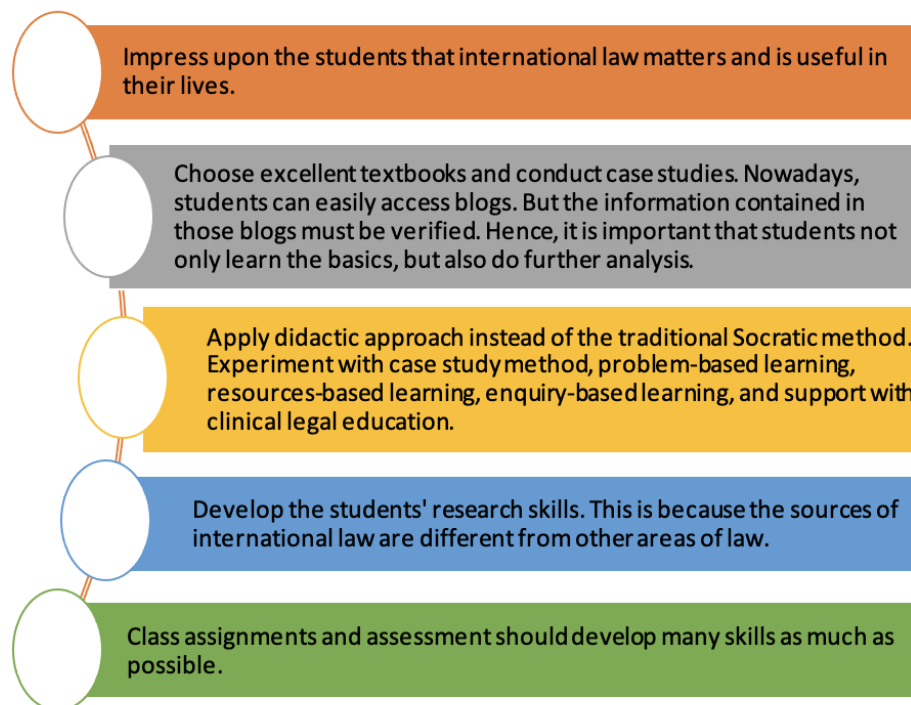
existence of global interests, which need universal rules. With globalisation, international public order needs legal frameworks. Lecturers should also discuss the contribution of non-state actors to dispute settlement, development and cooperation. Moreover, Indonesia is a member of the international community. Thus, it needs to know the rule of the game, how this rule is applied, and who enforces this rule.

However, there are weaknesses in the current curriculum in the teaching-learning methods in Indonesia. For one, there are too many subjects (53 subjects, 144 credits) that Indonesian law students need to complete for graduation, compared to 20-30 subjects in universities overseas. Some of these 53 subjects do not address the practical application of law or do not prepare the students for their jobs. Another weakness is that some methods of instruction do not suit the learning style of students today. Lecturers

*Lecturers should adapt their teaching methods to how millennials learn now.*

should adapt their teaching methods to how millennials learn now. Professor Riyanto also observed that currently Indonesian universities only conduct written mid-semester and final exams which are very superficial. Hence, lecturers must be creative and include an outcome-based assessment.

In re-thinking the way we teach international law, we should consider the following ideas:



Professor Riyanto connected these ideas to the big challenges ahead in the general Indonesian legal education. One is the need to continually upgrade the skills of students as they pursue higher levels of learning. Doctoral students are expected to be more independent in their studies. The other challenge is on how legal education can meet the demands of the global profession today. As legal education trans-nationalises and as we face globalisation and growing global markets, the teaching and learning areas also widen. Thus, when we reform our law curriculum, we should not just focus on in-class teaching. We should also take into account how students' other activities, eg, participation in moot competitions, writing in student journals, etc., can be



more appreciated in terms of assessments and in developing skills that students will be able to use when they go in practice.

In conclusion, Professor Riyanto emphasised that lawyers play a central role in our society. Therefore,

in teaching international law, we must be more innovative and creative in our methods of instruction, especially considering the limited time to teach this subject vis-à-vis the scope to cover.

### Challenge ahead ( 3)

- Curriculum reform, relaxation & global practice.
  - The practice of law demands a rigorous, self-critical (and critical), creative and empathic mind-set. It is important to incorporate an understanding of the demands of 21st century global practice into the law school curriculum by combining substantive pedagogy with practicums that allow students to explore their role in practice.
  - The communities of practice can be used as a vehicle to increase learning and teach practice-based skills. This small scale reform can inform, and be part of, the larger contemporary law school reform movement.
- E.g. Int'l. Moot Court; Int'l. Arbitration Court; Int'l. Negotiation & Counseling Competition; writing journals, etc. that are designed to enrich the education of future lawyers in terms of their writing, their advocacy skills and their exposure to diverse political, legal and cultural perspectives

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## Sharing of Experience: Teaching International Law at Universitas Padjadjaran<sup>4</sup>



Assistant Professor Irawati Handayani from the Faculty of Law of Universitas Padjadjaran (UNPAD) shared her experience in adapting to the changing environment of teaching international law. She observed that there have been no significant changes in the content of the subject since she began

teaching this subject 17 years ago. But the teaching method is changing over time. When the International Law Department (ILD) of UNPAD was established in 1957, there were only limited subjects being taught. Today, ILD has established expertise on air and space law,

*There are no significant changes in the content of the subject. But teaching method is changing over time.*

<sup>4</sup> An updated version of Asst Prof Handayani's presentation was published on 30 September 2020 as a blog post at the NUS CIL – Afronomicslaw Symposium on 'Teaching and Researching International Law in Asia – Global Perspectives'. Read her essay here: <https://www.afronomicslaw.org/2020/09/29/problem-based-learning-as-an-alternative-approach-for-teaching-international-law/>.

human rights and humanitarian law, refugee law, diplomatic and consular law, international organisation law, and law of the sea.




Assistant Professor Handayani said that law schools in Indonesia share the same international law curriculum. International law course carries four credits, and is a compulsory subject in the third semester under the 2018 curriculum. Each year, there are around 400 students enrolled in

this course. The problem is that there are only 11 international law lecturers in the ILD. Hence, there are a lot of students for each class. This is one of the significant challenges for the lecturers—the large number of students. It is also challenging to teach this subject to second year students. There are different levels in terms of English proficiency of the students. Because not all students have the same level of English proficiency, lecturers use both English and Indonesian textbooks to have better understanding of the course content.

After the students have taken the compulsory international law subject, they have to choose their specialisation. Under the 2018 curriculum, this specialisation must be taken in the 4<sup>th</sup> semester. There are 6 specialised courses that are also compulsory for students: (1) international dispute settlement; (2) air and space law; (3) international organisation law; (4) law of the sea; (5) international humanitarian law; and (6) diplomatic and consular law.

When it comes to teaching methodology, the conventional method is lecture. The lecturer will have to digest all the materials and give them to the students. In this method, there is less participation from the students. Students prefer to just listen to their teacher. One advantage of this method is that the students can get a better understanding of international law because the teacher is expected to provide the students everything they need to know. But this conventional method depends on the skill and knowledge of the teacher to understand the materials, not to


mention the capability of the teacher to deliver the lecture. Due to less participation from the students, it is hard to expect the students to have the skills necessary to critically analyse cases. This conventional method is often used to



**Conventional method: lecture**

- one-way communication
- strengths: (1) students receive full package of the content; (2) they will get good understanding of the subject
- weaknesses: (1) too focussed on the lecturer; (2) does not enhance critical thinking; (3) students tend to receive and then forget

second year students who have the ability only to understand and remember the lessons. However, for third year students, the specific courses require them to be more involved in the discussion and apply theories into existing conditions or cases.



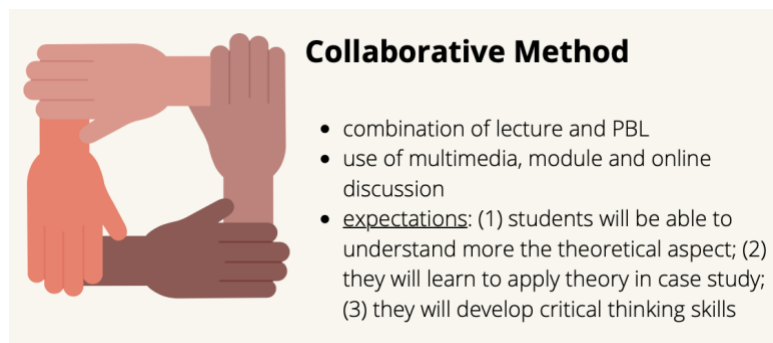
**Problem-Based Learning (PBL)**

- module and student discussion
- strengths: (1) with small group, there is active discussion; (2) develops student independence; (3) enhances analytical skills by applying theories to cases
- weaknesses: (1) requires more time allocation; (2) lack of theoretical knowledge can be a problem; (3) there could be improper application of theory into cases

Another teaching method is Problem-Based Learning (PBL). UNPAD employed this method from 2014 to 2018. In this method, when teachers prepared the modules for the entire semester, they had to create case studies for each topic of the discussion. Students are

expected to read the cases and decide what issues are in those cases. Then, they had a week to work on their own report to answer the questions agreed in the previous discussion.

One challenge in this method is that the lecturer acting as a tutor was not actively involved in the discussion. The strength of PBL method is that since it was conducted in a small group, the students were more active. The students had to do their own research. They had to apply theory to each topic. However, one weakness of this method is that there were several small groups of students to handle, while there were only limited number of lecturers. Further, the lecturers observed that some students did not have good understanding of the basic theories of international law. Thus, in 2018, the lecturers decided to modify their approach by mixing PBL with other teaching methods, such as the conventional lecture method.



After 2018, ILD decided to use collaborative method. It is a mixture of conventional law and case study or PBL. Lecturers aim to equip the students with a good understanding of the theoretical basis of international law, have a

good knowledge of case study, teach students how to apply theory in different cases, train the students to deliver good argumentation and be actively involved in the discussion. Because of this pandemic, ILD lecturers are now planning to add multimedia to the course. ILD is still working on it. The goal is for the students to watch short videos, take tests, and participate in online discussion. In this regard, ILD is planning to use materials, eg, YouTube, podcasts, etc., that are interesting to the current generation of students.

Lastly, Assistant Professor Handayani talked about assessments. She said that ILD lecturers can require the following assessments: exams with open-ended questions, or submission of case study report or mini paper (short note). Lecturers supervise the students who write good short notes for publication in national journals. For completion of the Bachelor's degree, there are three types of requirements—minor thesis, legal memorandum, and case study. Starting 2020, ILD will require publication in an Indonesian journal as a requirement for the completion of a Bachelor's degree.

## Open Forum

### On assessments and skills to develop among students

Professor Anghie said that the teaching issues that Professor Riyanto and Assistant Professor Handayani mentioned and the challenges in publication discussed earlier are interconnected. We cannot expect our teachers to do scholarships unless they were also trained at the very beginning of their legal education. As Professor Riyanto pointed out, we have to be very conscious that we are training our students to be practitioners. There has to be some connection with the world of

practice, be that with the government, non-governmental organisation (NGO) or law firm. Hence, it is helpful to ask ourselves: what skills do we want our students to possess? Then, think back how the assessments fit in this purpose.

### On English versus local language as medium of instruction

Regarding the medium of instruction, Professor Anghie said that language has been a problem in other countries including Sri Lanka. Even if we teach in the local language, if Sri Lankan teachers teach in Sinhalese, the problem is that students will eventually encounter roadblocks in the end. All the major treaties are in English. It is almost impossible to translate all of these treaties to local language. Most countries do not have the resources to do that. In Sri Lanka, one solution that a lecturer came up with is to give the students special classes in English. Professor Anghie hopes that if there is a textbook in local language, for example in Bahasa, at least the students will become interested enough in the subject of international law to then say that if they want to learn more about this subject, they have to learn English. In the end, it is a simple fact that there is no substitute for learning English if we really want our students to be effective practitioners in the world of international law. We can see then that there is a kind of double exclusion here. One is the language problem. And the other is the issue of textbooks being focussed on Western experience. There is really no easy solution.

### On how lecturers can improve their teaching skills

Professor Riyanto advised the junior lecturers to learn didactic method and improve their skills by learning more methods. Then they should combine all these methods and apply in their classes. For example, in his class, he uses a combination of case studies or PBL method, Socratic method, and resources-based method. All of these are very relevant when we teach international law. When we apply all these methods in our day-to-day classes, we not only improve our teaching skills, but also we make the class interesting for the students. The students will enjoy the dynamics and the new experience.

Assistant Professor Handayani said that she first assesses the type of students in the class. Some students want to see the cases first before reading the textbooks. This is common in higher level classes. There are also students who seem to have already read some of the materials before start of the class. She adjusts her teaching style depending on the type of students she has in the class.

### On technological barrier and making the class more interesting

Professor Riyanto said that academic institutions should be willing to invest or provide budget in improving technological resources. More importantly, institutions should not only re-educate the students, but also the teaching staff in new technology. In Gadjah Mada University, the management is preparing many manuals of procedure for the senior lecturers in order for them to adjust to new technology.

On this issue, Assistant Professor Handayani said that the ILD of UNPAD was already using Zoom even before the pandemic. They also use online quizzes which show the ranking of the students. This ranking somehow challenges the students to do better, because they want to get higher rank than their peers. Moreover, ILD has begun creating video contents for the course since the start of this semester (July 2020). Perhaps in two months, the ILD will have a YouTube channel showing these videos.

Professor Anghie said that there is a teacher in Sri Lanka who teaches his class knowing that his students have access to mobile phones. That is a real challenge. But that is the position where some countries are in—lack of computers and internet. Regarding teaching in the time of pandemic, one approach is to require a project where the students work out on how international law approaches the pandemic, and whether they can think of different ways of creating new institutions or devising new forms of collaboration, or what sort of rules they think they need in order to solve this problem. It is basically requiring the students to write a new UN Charter or create a new international system. Again, this is how we can connect our current experiences with international law.



To make classes interesting, it is good to know what interests the students—for example, the TV or online shows they watch. He said that he had to watch Game of Thrones, which was popular among his students. Then relate some of the scenes in the Game of Thrones to international law topics. Another idea which he learned from a Sri Lankan lecturer is to require students to organise an international conference. This is a great idea because the students will have to do research on topics to present and who will get to speak. And the students will have different responsibilities.

### On enquiry-based method and PBL

Professor Riyanto explained further that an enquiry-based method is a combination of PBL and research presentation. Here, we ask our students to do research, make a report, and share our findings to the class. Thus, it is a mixture of investigation, research and legal writing. This could be a dynamic method not only for the students, but also for the lecturers who are engaged in investigation, research and presentation. This method also helps the students prepare for internships where the task is not about writing short answers to exams, but more on writing reports or even journal publication.

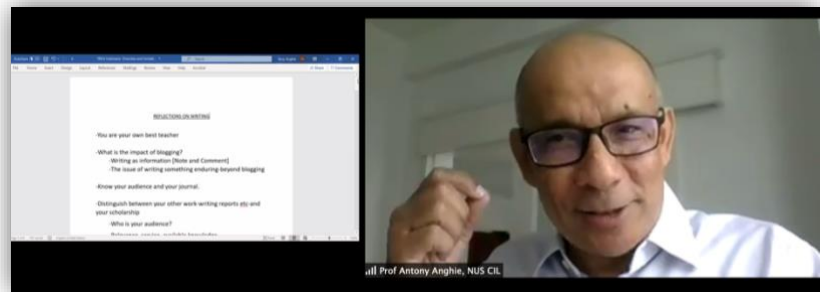
He also said that internship is now a compulsory subject. For Bachelor level, students have at least two internships. Internship is very important in equipping our students with the necessary skills and values on specific fields.

Regarding the use of PBL method, Assistant Professor Handayani clarified that while ILD already stopped using it in general international law course since 2018, this method is still being used in the six specialised courses, like air and space law, etc. PBL is similar to tutorial because the modules for the whole semester are already given to the students. And there are different levels of discussion. PBL is more appropriate for small classes, although again the challenge is the limited number of lecturers.

Professor Anghie added that on the issue of huge classes, the university can limit other classes to small numbers. Thus, students can have both big and small classes. Small classes could be designed for specialised courses, or classes for developing writing skills. These classes can be in seminar style.

## Introduction to Methodology and Scholarship

In this session, Professor Anghie discussed some general themes about the elements of doing research and writing, and the different methodologies and types of argumentation.



### Elements of a good article

- You are your own best teacher. What is important is *You are your own best teacher.* for you to develop your own skill in reading and writing. When we read an article, we should be reading it not just for the content. We should also be reading the article for its structure and methodology. This is something all of us can achieve ourselves. Thus, try to read as much as possible the articles—some are classic articles, some are in prominent journals—in a way that is knowledgeable, and you know what to look for.
- Consider the difference between an article and a blog. As mentioned previously, articles have to achieve something more. They cannot just be means to provide information about a recent case. The issue that journal editors now face is: what is this article saying that is different from a corresponding blog post? It cannot just be pure information. It has to be something more. Another issue is: will this article be enduring? In other words, will this article still be relevant one or two years from now? Good blogs are very informative, and some outstanding blogposts can make sharp and insightful arguments. On the other

hand, good articles present a sustained and in-depth argument that tells us something that is of lasting importance, and blogs can seldom achieve this, given their brevity. That is a very important distinction to make.

- Know your audience and your journal. Each journal has its own personality. Some articles are good but not within the coverage of a certain journal. This is also related to knowing your audience. In other words, who are you writing for?
- Distinguish writing an article from your other works, eg, writing reports and others. Many scholars are also advising their government or NGOs. Writing for both audiences is very different from writing for a scholarly audience. Professor Juwana pointed this out before, that is, scholars play different roles. Thus, the questions are: who do you want to read your article? And what impact do you want your article to make?
- Demonstrate that you know the relevant literature surrounding the issue. Likewise, demonstrate why what you say is important. This goes with the issue on originality. Editors will ask questions, such as, does this writer know the area well? Does this writer understand the issue? Has this writer considered the different arguments or books written about this issue? The best article is one that states 'here is the existing literature, and here is what the author is adding to that literature.' Thus, as a writer, you have to ask yourselves: what am I saying that is different? What am I saying that is new? What am I saying that is important? Then highlight these in your article. These should be in your first paragraph or your abstract.
- Develop or enhance your writing skills. They are important. For better or worse, English has become the language that we operate in. In many cases, when editors are looking at articles, the question of whether these articles are well-written or not does play a role in the decision as to whether the article should proceed or not. And if your writing is clear, that helps you develop your own arguments. There is a program called Grammarly which you can use to make sure that your writing is coherent and grammatically correct.

- Structure your arguments properly. To do justice to your ideas and to make sure that they are presented logically, keep thinking about the structure when you write. The same is true for presentation.
- You have to be convinced that what you are saying is important. If you are not convinced, then you are not going to convince your reader. Keep asking yourself: why is this important? The more you think about that, hopefully the better you develop your ideas.
- Modulate the scope of your question. Think about the question you raised and whether you answered that particular question. This is called the proportionality principle. Focus on one question that is the consistent theme throughout your paper. Think about whether the materials you used help answer the question you raised.
- Your paper should not just be an account of all the researches you have done on a certain issue. That is not an article. An article is about raising a question and answering it. Hopefully, in answering that question, you are saying something different, important or interesting. Thus, your article should be your contribution to the scholarship. In that sense, it is objective and not subjective.
- Depth is more important than breath. *Depth is more important than breath.*  
There are articles that ask many interesting questions, but do not focus on one question in depth. A good article is like an iceberg. You can only see one-sixths of an iceberg. Underneath, there is five-sixths. A good article is like that. You have to do a lot of research to be able to produce one-sixths that is the key argument that you are making.

### Methodologies and types of arguments

Professor Anghie then explained that there are different approaches to the same subject matter. Thus, there are different methodologies and types of arguments that a writer can make in an article. These are:

1. **Doctrinal/Positivist argument.** Most lawyers will focus on doctrinal argument. The question that we often encounter in this argument is: what is the law? In international law, there are many complex issues. And it is not clear what the law is. Or whether a particular action is legal or illegal. An article that analyses all the relevant sources, doctrines and state practices, and states that 'this is the law that applies to this situation' is a very useful article. Dita Liliansa's article titled 'The Necessity of Indonesia's Measures to Sink Vessels for IUU Fishing in the Exclusive Economic Zone' asked a doctrinal argument on whether it is legal or illegal to burn boats for IUU fishing. Those of you who have experience or who know the Jessup moot will be familiar with this methodology because there the question is: what is the law and whether that law applies in this particular situation?
2. **Normative argument.** Here, the question is: is this law fair? Is it appropriate? Or does it create injustice? This is a law reform article. Here, the author will say 'here is the rule of international law. But it is unfair or biased for the following reasons.' It is a rule that seems to be universal but in fact operates against the interest of women, for example, or the people of the third world, or the indigenous peoples.
3. **Policy argument.** Here, you come across a problem and say there is no law that is clear about this issue. Thus, we need to develop a law in order to resolve this problem. The situation here is something that is outside of the current legal framework. Or the laws are outmoded or old, because a lot has happened since the law was formulated. Thus, we need a new law to deal with the new situation. Or there is a gap in the law. Thus, we need to address that gap.
4. **Conceptual argument.** This is about coming up with a new idea. Professor Juwana mentioned something like this—the idea of the rights of archipelagic states in the law of the sea, or even the common heritage of mankind. This type of argument is ambitious because of the new idea being presented.

5. **Historical argument.** How was the law made? Who made it? What can we learn if we understand the history? This is an argument that Third World Approaches to International Law (TWAIL) scholars have focussed on. TWAIL scholars basically argue that we have to understand the making of international law, something that occurred not just in Europe but also in our own regions. We can arrive at very different ideas about the character of law if we look at the history of law.
6. **Interdisciplinary argument.** Professor Juwana mentioned this. An example of this argument is 'we can learn a lot from economics, political science, international relations. Economics might tell us how society can be efficiently organised.' Then the question is: can international law be changed so that it will correspond more clearly with that idea about how society works?
7. **Critical approaches.** This type of scholarship is one that does not provide answer but raises new questions. Some of the most interesting works of scholarships do not really answer a question, but they ask questions that have never been asked before. Once those questions are asked, we see a whole discipline in a different way. For example, feminism—how has international law impacted the lives of women? Once we start exploring that issue, it raises all sorts of questions, such as who makes international law? Human rights appear to be universal. But does international law really enhance the position or empower women? Thus, sometimes the best articles do not provide answers, but questions.

Referring back to his advice on 'being your own best teacher', Professor Anghie advised scholars to read literature outside their specific area. He said that the most interesting articles are those that can cut across particular doctrinal areas.

He then gave further advice on writing a good paper. He said that it is important to understand theory because

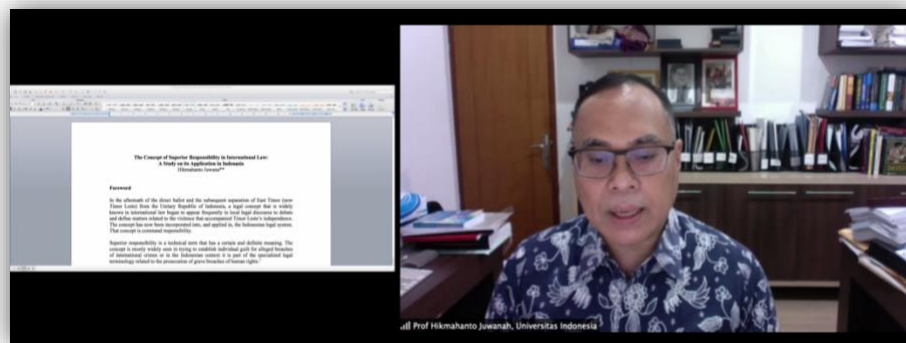
*Theory is the universal language.*



theory is the universal language. Theory also provides an overarching paradigm which shapes the way in which we think. In many cases, Masters students study Western theories and apply them in their own countries. But we have to think who created those theories. The issue sometimes is that the theory is not appropriate to the situation. Whether we like it or not, we are always operating within theory. However, in relation to originality, the reality is that very few of us can create new theories. But we can still write notes and comments that are very important and useful contributions to international law, although not necessarily creating new theories.

Lastly, he said that a really good article is an introduction to a topic and an extension of the debate. The best article is one that can be read both by someone who does not know anything about the subject and an expert on the subject. And they both learn something from that article. That is a brilliant article.

## How to Write on Indonesian Topics Within the Framework of International Literature



Professor Juwana emphasised the importance of writing about Indonesia especially for Indonesian scholars. He then

examined the abstracts submitted by Indonesian scholars and shared some of his research works. He gave advice on three key points:

- **Think of an appropriate title.** Adjust your title according to your audience, eg for a newspaper article, make it interesting, and for a journal article, make it clear. It is important to note that the purpose of publishing should not just be for the sake of publishing, but also for the journals to be read and cited. Citation is particularly important

for universities. Develop an article analysing issues from Indonesian perspective. Professor Juwana provided several examples of his papers, eg, the concept of superior responsibility in international law and its applicability in Indonesia, and whether Indonesia should ratify the International Criminal Court (ICC) statute.

- **Provide strong and clear arguments in supporting your position.** In his paper about the prospect of Indonesia's ratification of the ICC statute, he started with the point when Indonesia committed to ratify the Statute though it has not done so. Then, he shared his point of view on whether Indonesia should ratify the ICC statute. According to him, Indonesia should not ratify the statute. He explained the reasons for non-ratification, among others, that there is no one-size-fits-all. Further, he suggested that if Indonesia decided to ratify the Statute, Indonesia should make a reservation, particularly in relation to non-surrender agreements.
- **Ensure that you have available research materials.** Professor Juwana referred to one abstract regarding Islamic laws. He advised the writer to ensure that the latter must have access to the relevant Islamic laws. If such material is not available, it may be useful to limit the scope of research, eg, Islamic laws in Indonesia. Professor Juwana also commented on another abstract on the trial of foreign nationals from the perspective of consular and diplomatic law. Professor Juwana made a similar comment regarding the availability of research materials on consular and diplomatic relations. If the materials are not easily available, it may be useful to look at the issue from a different angle, eg, analysing from the perspective of rights contained in the ICCPR. In developing a paper, consider conducting research on topics where the scholar has the materials. For example, if a scholar has materials that are available only in Bahasa Indonesia, write something about it as this is interestingly unique. It will set his or her paper apart from the others.

As a final note, Professor Juwana advised the Indonesian scholars not to write for the purpose of promotion only. They should write because they are passionate about their topic. And when they submit to journals, they should be ready to get their articles scrutinised.

## **Open Forum**

### **On writers taking a particular stand**

Professor Juwana said that a writer may take side, if it is appropriate. This is especially true if we take into account the fact that international law is mostly a product of Western ideas. But to add more values to it, Third World countries need to give their own paradigms. If we look at the ICCPR, for example, it was produced by mostly Western scholars who considered their own environments and situations. When Indonesia ratified this convention, the question was: do we have the same situation or environment? The answer is no. Indonesians should say something about it.

Professor Anghie added that it is important to take into account the counter-arguments, because an argument is less persuasive if it is only one side or view. To be convincing, the presentation has to take into account the other side and still show that the author's argument is the better argument.

### **On putting Indonesian perspective in international law**

Professor Juwana said that there are actually many scholars outside of Indonesia who would like to know how Indonesia is coping with international law. If Indonesian scholars will not write about Indonesia's struggles in ratifying and implementing an international agreement, then non-Indonesian scholars will just assume that Indonesia's situation is the same as the other countries. Moreover, Indonesian scholars might have limited access to many databases. But they have the Indonesian materials. These materials should be brought up in journals so that non-Indonesian readers will understand more of the Indonesian context.

### On how to make titles appealing to audience

Professor Anghie emphasised the importance of a clear title, because the title sends a signal to the readers, especially now that so many searches are based on titles. When an article is not appropriately titled, it will not be seen by the researchers. Thinking about the title of one's article is also a way of thinking what it is that the author is saying that is important.

Professor Juwana said that a title is important especially for newspaper articles. If one's title is interesting, the public will read the article's conclusion. Then if the conclusion is interesting, the public will read the rest of the article. But for journal articles, it is different because the readers are our peers. Thus, a writer has to make sure that he or she has a clear title, and that his or her title is reflected in the content of the article.

### On how to make something novel out of historical events

Professor Anghie explained that indeed some events might have happened 30 years ago, but the consequences are only being felt today. At TWAIL, scholars look at history in order to see the continuities that would not otherwise be visible. In the law of the sea, for example, a scholar can study or research on what happened before in the deep-sea mining. What are the consequences of that? How was the regime developed? Thus, from TWAIL perspectives, the past is not past, it is the present.

### On how to get published by reputable publishers

Professor Juwana shared his experience on how his works were published by Oxford University Press and other known publishers. To be invited to write by reputable publishers, first a scholar needs to be different from others. Second, a scholar has to be a true researcher, that is, he or she is not just writing for the sake of promotion. He or she is writing because he or she has something to say. Then, organisers will invite that scholar to an international conference and maybe ask him or her to contribute to a publication.

### On the use of surveys in empirical studies

Professor Anghie said that some questions might require empirical work. Some of them might require economic analyses or even anthropological studies. These require different types of research. Thus, it all depends on the question that a scholar is asking and what he or she is trying to establish. Mixing methods is acceptable, sometimes even necessary. For example, a normative argument can be supported by an empirical research.

### On co-writing with students

Professor Juwana said that teachers can collaborate with their students. A student's name can be written after the teacher's name. Or the teacher can and should acknowledge the help of his or her students in the footnote. But only giving advice to students is not a good reason to put the name of the professor in the article. That is not a good practice.

## How to Target Appropriate Journals for Publication



In this session on targeting appropriate journals, Arie Afriansyah discussed the underlying reasons for publication,

difference between national and international journals, different types of journals, elements to consider in selecting a journal and some examples of international law journals that participants might want to consider.

Arie listed five reasons on why Indonesian scholars are required to publish. One is that research is among the three pillars of Indonesian higher education system—the other two being teaching

and community service. In many cases in Indonesia, one of the conditions when Indonesian scholars receive research grants or

*...academic life is a series of rejection, with an exception of acceptance.*

funding is that they must submit the proof of acceptance of their articles to a certain journal. The Indonesian Government now does not just accept research reports. Indonesian scholars have one year to hand in an article that has been accepted for publication. Further, the Indonesian Government is now strongly encouraging to increase publications especially outside of Indonesia. Thus, Indonesian scholars should start 'falling in love' with publication. There is this saying that academic life is a series of rejection, with an exception of acceptance. Rejection is sort of normal in that sense.

The second reason is the development of law as a science. This includes developing their own research agenda, for example, law of the sea.

The third reason is institutional reputation. University ranking is a trend now. The university deans and directors pay a lot of attention to rankings. One of the components of ranking is publication. The publication data that is considered for ranking comes from Scopus and Web of Science (WoS). This is why the Indonesian Government wants scholars to focus on publishing in Scopus- and WoS-indexed journals.

The fourth reason is that their own reputation as scholars will grow as others read their works and know them more.

And fifth, the more Indonesian scholars publish the more they earn credits that will get them promoted as full professor. Arie then showed the table of publication requirements for each

academic level. For Associate Professors, it is required to publish every year in a nationally accredited publication. For Full Professors, it is compulsory to publish in an international journal.

No.	Academic Level	Publication Requirements			
		Nationally Accredited Ranked 3-6	Nationally Accredited Ranked 1-2	International Journal	International Journal (IF Indexed)
1	Asisten Ahli (Lecturer)	Compulsory	Optional	Optional	Optional
2	Lektor (Senior Lecturer)	Compulsory	Optional	Optional	Optional
3	Lektor Kepala (Assoc. Prof) - Masters	Optional	Optional	Compulsory	Optional
4	Lektor Kepala (Assoc. Prof) - Doctorate	Optional	Compulsory	Optional	Optional
5	(Full) Professor	Optional	Optional	Optional	Compulsory

### Types of Journals!

- Established journal vs "one-night-stand" journal
- Nationally Accredited vs Non-accredited Journals
- Predatory journals vs "genuine journals"?
- International Journal vs "international journal"?



Arie then explained the different types of journals and advised the participants to be mindful of questionable journals. There are many journals out there. Thus, scholars have to consider carefully where they are submitting their

articles. They have to identify whether a journal is an established one or a 'one-night-stand' journal. The latter pertains to journals which only published once or twice, and then it stopped publishing after that.

Scholars also have to identify which journals are nationally accredited and those which are not. This is important because of the credits that an Indonesian scholar will get if he or she publishes in accredited and non-accredited journals.

Likewise, scholars have to recognise genuine journals from predatory journals. There are some people who want to get financial benefit from the pressure that most scholars are in, that is, the pressure to publish. What these predatory journals do is they will first try to impress upon the scholars that their journals are reputable. Then these journals convince the scholars to submit their articles. After submitting their articles, these journals will ask for couple of hundred dollars



to continue the publication process. It is surprising that some of these journals are indexed in Scopus. In some cases, if one will check these journals' websites, one will see that they have as much as monthly publications. And in one edition or issue, there are as many as 40 to 60 articles. Unfortunately, there are so many Indonesian scholars who fall into this trap. Arie then advised the participants to still submit to genuine journals. He said that the process might not be easy, and they might get rejected. But they could get a constructive rejection, that is, a good review or feedback.

Lastly, for Full Professors or those who are aiming to be Full Professors, the Ministry of Education does not limit publication to merely international journals indexed at Scopus or WoS. There are other non-indexed international journals that meet the criteria of the Ministry of Education.

In choosing a journal, Arie advised the participants to:

- Look at their own needs or purpose why they want to publish. Is it an exercise for them because it is their first time to publish? Is it for promotion? Is it for self-articulation because they are experts on the topics they have written? Or is it just to get feedback on their paper?
- Know their audience. Is it domestic or international audience?
- Check the focus of the journal and whether their topic fits in that journal's focus. No one wants to get a direct rejection just because his or her topic does not suit the journal's coverage.
- Consider also the reputation of the journal. Look at the leading journals in the field that they are writing, the indexation, impact factor, and the journal's legitimacy—management and editorial team. The profile of the editorial team and the location of the journal are indications whether a journal is predatory or not.

Arie then shared the following links to check the accredited journals, and some of the Indonesian and Asian journals they may want to consider for submissions:

#### Relevant links to find journals

- <http://sinta.ristekbrin.go.id/journals?search=1&sinta=&issn=&q=&pub=&city=&area=3> (humanities – law)
- <https://mjl.clarivate.com/search-results> (law)
- <https://www.scimagojr.com/journalrank.php?area=3300&category=3308> (law)
- <https://www.doaj.org> (browse subjects – law)

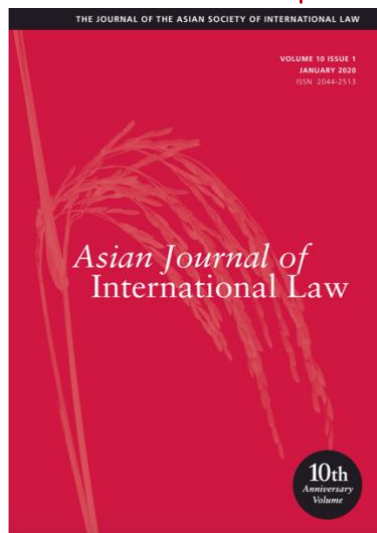
#### Indonesian journals on international law

- Indonesian Journal of International Law
- Padjadjaran Journal of International Law
- Lampung Journal of International Law
- Journal of USU International Law

## Varieties of Scholarship and Responding to Peer Reviewer's Comments

Continuing the discussion on submissions, Professor Anghie described the processes related to the submission of article, particularly from the perspective of the Editors of the Asian Journal of International Law (Asian JIL). He also explained the difference between an article, and a note and comment using some examples from Asian JIL.

### Asian JIL submission process



- **Submission.** Scholars should check the submission requirements of the journal where they want to submit their articles. See for example the website of AsianJIL.<sup>5</sup>
- **First review.** After receiving an article, Editors will decide whether that article is worth sending out for review or not. If the article is promising, then editors will send it out for review. The standard is quite demanding because it is not always easy to find reviewers, especially good reviewers who will carefully read the

<sup>5</sup> See official website of the Asian Journal of International Law <<https://www.cambridge.org/core/journals/asian-journal-of-international-law>>.

article and make comments. Thus, Editors want to make sure that the article has a good chance of publication at the first stage. This is why an abstract and the quality of language are very important, because Editors will often rely on the first impression of the article.

- **Double-blind peer review.** If the article is promising, it is sent out to two reviewers who are experts in the area. This is called double-blind peer review because the reviewers do not know the author. And the author has no idea who the reviewers are.
- **Reviewers' reports.** What do the reviewers look for? They look for exactly what we have been discussing from the very beginning of this workshop—structure, originality, why is this important, knowledge of the area, familiarity of the literature, coherence, and also plagiarism. The reviewers are supposed to give recommendations on whether the article should be published, published with revisions, rejected, or revised and resubmitted.
- **Editors' decision.** If the reviewers have different recommendations on whether the article should be published or not, Editors will decide whether the article should be accepted subject to revisions, revised and resubmitted, or rejected.
- **Letter from the journal.** If there are useful comments, Editors will include those in the rejection letter. It is not always the case that comments are provided.

## Difference between articles, and notes and comments

Professor Anghie said that the Asian JIL also publishes notes and comments. These were created because sometimes the submissions mentioned something useful, but they are not yet a developed article.

An example of a note and comment is Sergey Sayapin's 'The Implementation of Crimes Against the Peace and Security of Mankind in the Penal Legislation of the Republic of Kazakhstan'.<sup>6</sup> This is a good way of knowing the legal developments in a particular country, in this case Kazakhstan. It is not a full article because it is quite limited in what it is looking at. It is also a good example of an abstract. It sets out very clearly what the issue is and the

### *The Implementation of Crimes Against the Peace and Security of Mankind in the Penal Legislation of the Republic of Kazakhstan*

Sergey SAYAPIN  
KIMEP University, Kazakhstan \*  
s.sayapin@kimep.kz

#### Abstract

The penal legislation of the Republic of Kazakhstan includes a number of crimes against the peace and security of mankind. Among these are most of the traditional "core" crimes under international law—genocide, war crimes, and the crime of aggression—as well as some other crimes. Crimes against humanity are not included in the Criminal Code so far but some of their definitional features are shared by so-called "extremist crimes". In addition to other customary crimes against the peace and security of mankind—such as deliberately attacking internationally protected persons and organizations and abusing internationally protected emblems—the Code also includes more novel crimes, such as participation in foreign armed conflicts. This paper analyses the relevant provisions of the Criminal Code of Kazakhstan in the light of corresponding treaty-based and customary rules of international law, and suggests further improvements to be made to the Code.

background—the penal legislation of Kazakhstan. It is a very good summary. An abstract is an article in a very condensed form. It also provides some analysis. This note and comment also suggests clearly why it is important to international law more broadly.

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<sup>6</sup> SAYAPIN S, "The Implementation of Crimes Against the Peace and Security of Mankind in the Penal Legislation of the Republic of Kazakhstan" (2020) 10 Asian Journal of International Law 1.

## *The Chagos Advisory Opinion and the Law of Self-Determination*

Victor KATTAN\*

National University of Singapore, Singapore  
vkattan@nus.edu.sg

### Abstract

The Advisory Opinion of the International Court of Justice [ICJ] on the Separation of the Chagos Archipelago from Mauritius in 1965 has been hailed as a major victory by the government of Mauritius and by representatives of the Chagossians who were forcibly removed from the islands to make way for the establishment of an American military facility on the island of Diego Garcia at the height of the Cold War. The opinion was categorical: the process of decolonization of Mauritius was not lawfully completed when that country acceded to independence in 1968. The UK lost on every single argument it made before the Court and is under an obligation to bring its administration of the Chagos Archipelago to an end “as rapidly as possible”. This comment focuses on what the ICJ said about self-determination, and whether the Advisory Opinion could have consequences for future cases at the Court.

Another example of a note and comment is Victor Kattan’s ‘The Chagos Advisory Opinion and the Law of Self-Determination’. The author is actually a British scholar who wrote about the International Court of Justice’s (ICJ) Advisory Opinion. Thus, an Indonesian scholar can also write about ICJ cases or even cases decided by the European Court of Human Rights. Indonesian scholars should

feel free to write anything about international law topics that they are interested in. Going back to Kattan’s note and comment, the abstract is very descriptive and self-contained. It gives the overall argument very clearly. The last sentence of the abstract suggests that this note and comment is not just about an analysis of this case, but also important in the larger debate on self-determination.

Compare those notes and comments with this example of an article titled ‘The Lake Home: International Law and the Global Land Grab’ by Henrietta Zeffert.<sup>7</sup> The first sentence itself of the abstract is very interesting—‘Home is not a familiar concept in international law.’ Here, the author looks at how international law affects our experience of home. She explores the issues of land grabbing and

## *The Lake Home: International Law and the Global Land Grab*

Henrietta ZEFFERT\*

University of Leeds, the United Kingdom  
H.B.R.Zeffert@leeds.ac.uk

### Abstract

Home is not a familiar concept in international law. This paper looks at land grabbing and international law from the perspective of home. Through a case-study of a land grab in the context of a World Bank development project at Boeung Kak Lake in Phnom Penh, Cambodia, it argues that international law is involved in profound transformations of home. By making visible how experiences of loss, suffering, and struggle, as well as radical engagement, emerge from international law’s “homemaking” work, it also argues that the concept of home opens up a terrain of experience that cannot be captured or expressed in international law. The perspective from home in the land-grabbing debate is particularly important where not only is land at risk of capture for economic gain, but so too are the personal lifeworlds that homes represent.

“Even a bird needs a nest.”  
Khmer folk tale<sup>†</sup>

<sup>7</sup> ZEFFERT H, “The Lake Home: International Law and the Global Land Grab” (2018) 8 Asian Journal of International Law 432.

displacement in Cambodia. She also looked at the role of the World Bank in development projects. Thus, home here is presented in economic terms, a property that can be bought and traded. You can see the originality of the argument because nobody thought about the relationship between home and international law. But this really shows how international law affects every aspect of our lives, including our own experience of home. It deals with a very important phenomenon, which is land grabbing. It suggests how international law changes who we are as people by changing our concept of home.

## Open Forum

### On the value of notes and comments

Professor Anghie shared that he began his writing career by writing notes and comments. Writing notes and comments helps build the discipline and skills in a small setting that a writer can build on later through a full article. That is the process that he went through. But scholars need not really start from notes and comments. It is like a World Cup, where teams start from regional qualifiers or in a more managed environment. He reiterated that writing notes and comments helped him develop the basic skills, that is clear writing, structure, and accuracy, without the demands of writing an article, such as originality and others. It is a mistake to go for the big picture without having the basic skills. It is like in sports in that sense.

Arie Afriansyah said that the Association of Legal Journal Editors in Indonesia, the current chairperson of which is Dr Dhiana Puspitawati, is advocating for getting credits for publishing notes and comments. He said that notes and comments published in Indonesian journals are not counted as credits for promotion. But he recalled that he had an experience writing a short article published by a quartile-one journal and that article was considered a credit. He is unsure, however, whether this is discretionary or not.

Professor Anghie added that scholars should develop a scholarship independent of the question of ranking. Ranking forces people to respond to the ranking issues rather than focus on becoming

a good scholar in the long term. Notes and comments may not be counted in the ranking. But unless one develops the basic skills, a writer is going to face difficulty in ever meeting those ranking requirements.

### On how long the publication process is

Professor Anghie said that two years is too long, but frankly not unusual. It happens that the reviewer sometimes delays or eventually decides not to review the article for several reasons—teaching and other commitments. The reality is that reviewers are not paid to do the review. Even the best journals encounter this issue. This is one of the reasons that what a scholar writes must have some value-added, because that means the article is going to be useful even in two years time. If a scholar writes a descriptive paper, that is going to be irrelevant after two years.

### On whether academic degree or professional ranking matters in the submission of articles

Professor Anghie said that for Asian JIL and the American Journal of International Law, it does not matter whether the author is a student or a professor at Cambridge or Oxford universities. What is important is the quality of the paper.

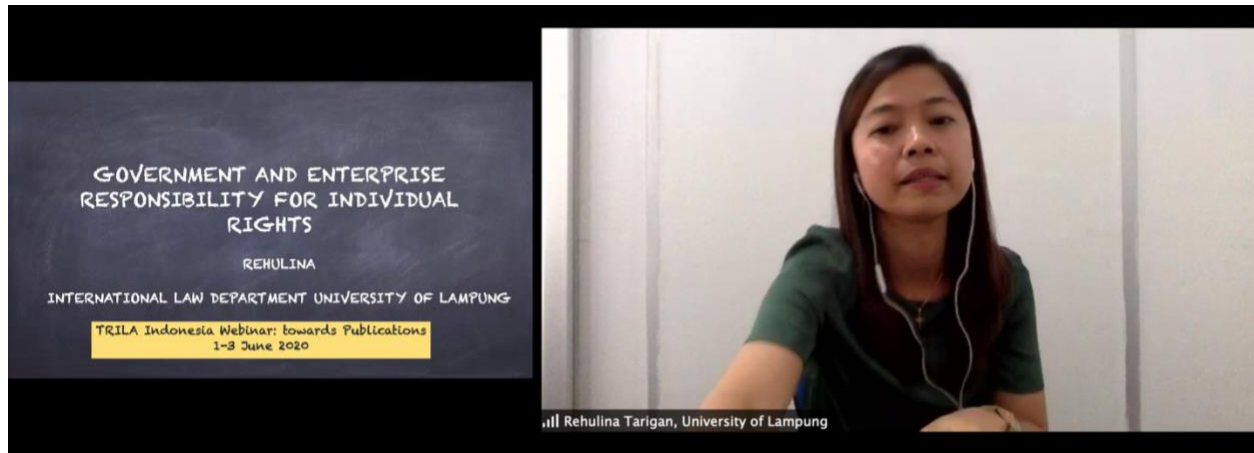
## Paper presentations

Following the lectures on elements of good article, methodology and writing Indonesian topics, eight Indonesian scholars presented their ongoing research projects. The presentations helped the participants to appreciate some of these elements. Professor Anghie also explained that giving a presentation in a conference, class or before a government entity is a very important skill. In developing this skill, the questions are: what is a good presentation? What is it that we are trying to achieve when we present? This is connected with writing, because presentation really is an article or research project in a condensed form.



## (1) Government and Enterprises Responsibility Towards Human Rights of Individuals

Author: Rehulina



Rehulina assesses the responsibility of both businesses and the government in protecting human rights in a corporate setting. In particular, she aims to study whether or not corporations comply with human rights standards, and whether the existing state regulations ensure that corporations duly complied with those standards.

## (2) Limits of Deception in Islamic Laws of War: The Case of Civilian Disguises in Suicide Attacks

Author: Fajri Matahati Muhammadin



Fajri Matahati Muhammadin's paper explores the issue on whether suicide attacks by perpetrators disguising as civilians constitute as an act of treason under *fiqh al-siyar* (Islamic

international law). Mr Muhammadin argues that such method of attack is not in itself treasonous and impermissible. However, he argues further that while such method of attack may not necessarily be treasonous, it could be impermissible due to other reasons, such as for being contrary to international humanitarian law or *maslahat*.

### (3) Trial of Foreign Nationals: Distinction Between Consular and Diplomatic Assistance Towards Capital Punishment, a Case Study of Australian Nationals Facing Capital Punishment in Indonesia

Author: Afandi Sitamala

**Approach and Method**

**1 Normative Legal Research**

- Literature review through primary and secondary resources
- Reviewing Treaties (VCDR & VCCR)
- Indonesia & Australia Bilateral Agreement regarding extraditions

**International**

**Law**

**Legal Analysis**

- Using IRAC/ CREAC style of analysis to addressing the legal issues

Afandi Sitamala, Universitas Sultan Ageng Tirtayasa

Using the case study of Australian nationals detained and facing capital punishment in Indonesia, Afandi Sitamala's paper focuses on the obligations that states have to protect foreign nationals under international law when they are detained abroad, as set out in the Vienna Convention on Diplomatic Relations, and the Vienna Convention on Consular Relations.

#### (4) Cross-Border or Borderless Trade? The Delegation of Self-Regulatory System in Transnational Mobility, a Study in Kalimantan Border

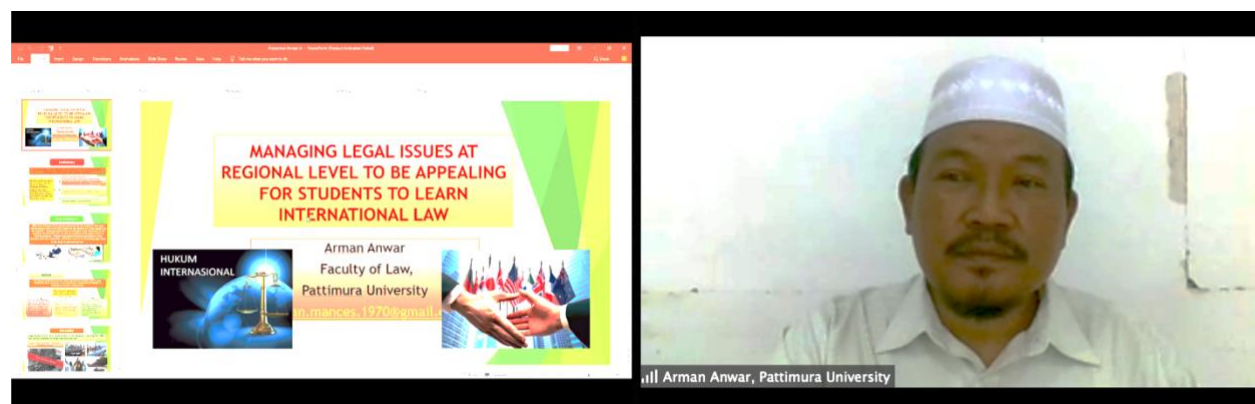
Author: Syukri Hidayatullah



Syukri Hidayatullah identifies two systems that exist in the Kalimantan border area between Malaysia and Indonesia: on the one hand, the experience of trading goods by consensual customs, and on the other hand, the formal law of bilateral trade agreements that delineates the two countries as distinct sovereign territories. His paper is an inquiry of the impact that cross-border trade has on culture and trade activities in the border area.

#### (5) Managing Legal Issues at Regional Level to be Appealing for Students to Learn International Law<sup>8</sup>

Author: Arman Anwar



<sup>8</sup> A shorter version of Arman's paper was published on 29 September 2020 as a blog post at the NUS CIL – Afronomicslaw Symposium on 'Teaching and Researching International Law in Asia – Global Perspectives'. Read his essay here: <https://www.afronomicslaw.org/2020/09/29/managing-legal-issues-at-local-level-to-be-appealing-for-students-to-learn-international-law/>

Arman Anwar highlights the problem of engaging Indonesian students in the subject of international law. Three main reasons account for this: matters of international law seem not to have any relevance to students' lives, the subject is considered foreign and teaching methods are monotonous. His paper offers a way of teaching international law using local materials, using the example of the Moluccas. Some of the specific problems in the Moluccas include illegal fishing, human trafficking sector of fisheries, and the issue of the borders of the state, as well as the case rebel organization South Maluku Republic (RMS). This method is more effective in engaging students' interest in international law.

#### (6) Contesting People-Based Sharing of Resources in Terms of Sustainable Peace in Special Province of Aceh, Indonesia

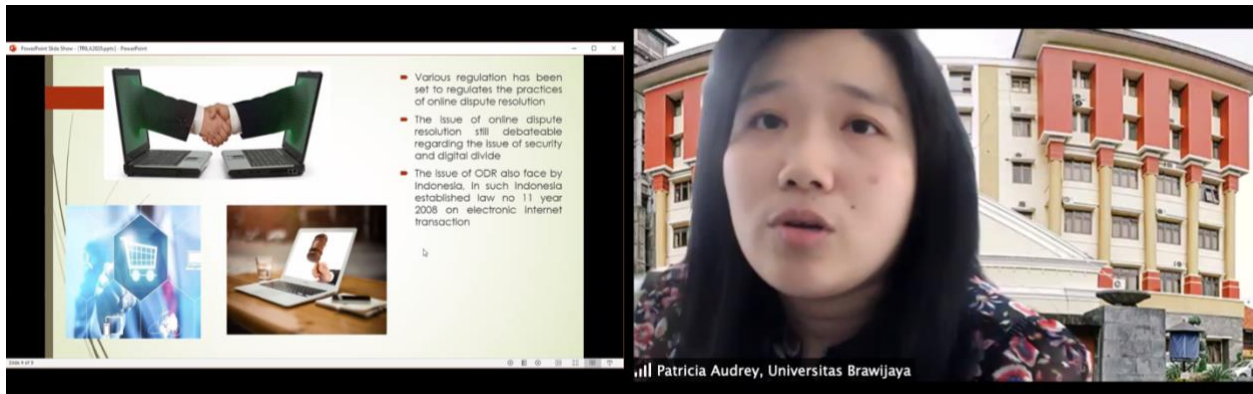
Presenter: Ya'kub Aiyub Kadir



Ya'kub Aiyub Kadir's paper investigates the post-conflict sharing arrangement of power, revenue and natural resources in Aceh province between the Indonesian government and Aceh separatist movement. Using a postcolonial critical approach, it argues that the state project for ending the separatist movement through sharing power has been superficially successful, but it poses some challenges to effectively benefit local people therein. It also contains lessons for indigenous people seeking agreements with state governments on sharing resources.

## (7) Transforming Landscapes: How ODR is Reshaping the Prospect of Dispute settlement in a Connected World

Presenter: Patricia Audrey



Patricia Audrey's paper investigates the advent of online dispute resolution (ODR) in reshaping the prospect of dispute settlement. The internet has introduced a new dimension to legal conflicts in the form of electronic disputes, to which ODR is an ideal solution. However, her paper points out obstacles that ODR encounter such as cultural resistance, especially when applied to developing countries.

## (8) Challenging the Freedom of the Ocean: The US Freedom of Navigation Program in Indonesian Archipelagic Water

Presenter: Aristyo Darmawan



The US Freedom of Navigation Program (FON) has designated the Java Sea as an area in which there is an excessive maritime claim, contrary to Indonesia's position that there is no such excessive maritime claim, there are only east-west archipelagic sea lanes which have not been designated by the Indonesian government. Aristyo Darmawan's article argues that the US FON in Indonesia is not about the partial submission of archipelagic sea lane passage but rather a controversy created by Indonesian national legislation, in particular when Indonesia's government requires pre-notification and prohibits aircrafts to come across the route normally used for international navigation. Therefore, this paper seeks to evaluate the difference in views between Indonesia and the US in terms of regulation framework in the Java Sea and what could be done in addressing the issues.

## **Comments and Advice from Senior Scholars**

Senior scholars—Assistant Professor Cheah, Assistant Professor Davenport, Professor Anghie and Professor Juwana—gave their comments on each of the papers, and how the authors can further improve them. The following are some of the practical advice from the senior scholars:

- Research question and proposed solution. It is important for the writer to ask himself/herself what his/her major question is, and what his/her suggestion is to solve this question or problem. The writer might have several questions, but he/she has to focus on one that will provide some kind of new approach or solution. The main question must be stated outright in the introduction.

Even if the writer has not yet fully implemented his/her project, and he/she is not sure what he/she will find in field work, he/she has to have a clear research question, because that will enable him/her to anticipate what he/she is going to find. This will help him/her manage the data to collect. If the main thesis, for example, is related to the issue of the education system and how to teach international law in universities, it is better for the writer to propose a solution to this issue.



- Conceptual framework and methodology. The writer has to decide which conceptual framework he/she is going to use. That framework will determine the set of arguments he/she is going to make. He/she can enrich the conceptual framework of his/her study by thinking of other cases and the types of conceptual or theoretical problems that these cases raised. If the study takes participatory action research (eg, conducting a survey or developing a syllabus with students), the paper should include the results—what the qualitative and quantitative feedback were. This feedback is essential in building the paper’s main argument.
- Analysis. The writer must be clear in the structure and the analysis that will follow the main issue of his/her paper. If there is, for example, a disagreement between two countries in interpreting a provision of a treaty, it would make a stronger paper if the writer has a legal analysis of the crux of that disagreement. In doing this analysis, it might be interesting to look at the history of the treaty—the commentaries and negotiations—on what the intention was behind the disputed provision. It is also important to explain why this dispute in interpretation of treaty provision matters. And most importantly, the writer must discuss what can be done to solve this issue. This will make a paper different from others.
- Use of case studies. If the writer intends to illustrate a case study, it is advisable to use concrete examples. It is a good way to capture the readers’ attention. It is important to show how this case study represents a much larger issue. In that regard, the case study should advance our knowledge of other international law issues or other theoretical frameworks.
- Familiarity with existing literature. A writer should know how his/her paper relates to other scholarships. For example, scholars A, B, and C have said this. The paper can state that it is building on those scholars’ works, and that this paper is taking them further. In this approach, it will be clearer to readers how this paper is adding to the literature.



He/she has to make it clear that his/her argument is different from the traditional approach of the leading authors on the subject.

If the writer is using a specific definition of a terminology (eg, definition of culture), he/she has to show to the readers that he/she is familiar with the literature about the definition of that terminology, and must be clear on why he/she is using that specific definition. If the paper is revisiting an issue in which scholarship was written a long time ago, the writer must highlight why it is relevant to revisit the issue now.

- Abstract. The best abstracts make sense in and of themselves. What kind of method, data, and how the writer is going to collect and analyse his/her data should come out in the abstract.

Sometimes writers get lost in their drafts. In such a situation, one helpful exercise is to write an abstract. The same basic elements are required—structure, arguments, etc.—regardless of whether we are writing an article, note or comment.

- Presentation. Another helpful exercise is to try giving a presentation on the draft. This will force the writer to say in 10 minutes what he/she wants to say in his/her paper. It is also advantageous to present a paper in an international conference before submitting it for publication because sometimes it becomes clearer what one wants to say in the paper when he/she is forced to present. The writer/presenter has to summarise his/her paper and state his/her arguments in a more concise manner.
- Target audience. The writer has to know who his/her audience is, especially if he/she is writing a specialised area of law. For example, if he/she is writing about Islamic law, he/she could state that Islamic law matters because this paper is about Islamic societies. Thus, as far as these societies are concerned, what Islamic law states is more important than the Geneva Convention.

- Addressing reviewers' comments. It is sometimes unfortunate that reviewers do not thoroughly read the whole article. Because of that, sometimes a writer receives strange comments from the reviewers, especially if he/she is putting forward a view that is contrary to the mainstream view. In this regard, structuring one's paper well helps to adjust the controversial issues.

## Conclusion and Possible Future Activities

It is hoped that this Webinar has initiated the process of helping the Indonesian scholars present themselves to the world of international law. As Professor Anghie said, this event is similar to Bandung Conference where the voice of Asians was heard.

The participants conveyed their satisfaction to the outcome of the webinar. Several of them mentioned in particular that they valued the comments given by the senior scholars to the presentations, and also the lectures of the main speakers.

When asked on what topics they would like future webinars or workshops to cover, they mentioned the following:

- On teaching international law:
  - The use of technology in teaching
  - Shaping international law curriculum to meet local needs
  - Content and delivery strategies in teaching international law
- On research and writing:
  - Enhancing academic writing for international publication
  - Lecture from a publisher's perspective
- On course content:
  - Law of the sea
  - International humanitarian law
  - International law on cyber security
  - Transforming international law to municipal law
  - TWAIL and post-colonialism

Participants also wish to see more of the following activities:

- Teaching workshops on:
  - Building a course syllabus with Indonesian students
  - Teaching methods using digital media platforms

- Training or symposium on:
  - Publication opportunity for early academic careers
  - Academic writing for an international publication
  - Research methodology
- Opportunities to collaborate and be mentored by international law experts
- Discussion on work opportunities for third world scholars

## CIL TRILA Team

This report was written and prepared by CIL TRILA Team.

**Professor Antony Anghie**

Head of TRILA Programme

**Mr Amiel Ian Valdez**

Research Associate

**Ms Jing Min Tan**

Research Assistant

## Social media

Be part the growing community of TRILA scholars through:

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Twitter [https://twitter.com/CIL\\_TRILA](https://twitter.com/CIL_TRILA)

To learn more about our projects and upcoming activities, visit:

TRILA's official webpage: <https://cil.nus.edu.sg/trila/>

NUS Centre for International Law: <https://cil.nus.edu.sg>

## Annex I: Programme



### TRILA Indonesia Webinar 'Towards Publication' 1-3 July 2020

Programme	
Day One (Wednesday 1 July)	
Time (Jakarta)	Sessions
9:00 am – 9:10 am	<b>Opening Remarks</b> Asst Prof Arie Afriansyah President, Indonesian Society of International Law Lecturers  Prof Antony Anghie Centre for International Law National University of Singapore
9:10 am – 9:35 am	Lecture  <b>Writing for Publication: an Introduction and Overview</b> Prof Antony Anghie NUS Centre for International Law
9:35 am – 10:00 am	Lecture  <b>Research Methods in International Law</b> Prof Hikmahanto Juwana Faculty of Law, Universitas Indonesia
10:00 am – 10:30 am	<b>Q&amp;A</b>
10:30 am – 10:40 am	<b>Break</b>
10:40 am – 11:05 am	<b>Teaching Methods in International Law</b>  Lecture:  Prof Sigit Riyanto Faculty of Law, Universitas Gadjah Mada

11:05 am – 11:30 am	Lecture:  Dr Irawati Handayani Faculty of Law, Universitas Padjadjaran
11:30 am – 12:00 pm	<b>Q&amp;A</b>
12:00 pm	<b>Closing of Day One</b>

<b>Day Two (Thursday 2 July)</b>	
<b>Time (Jakarta)</b>	<b>Sessions</b>
9:00 am – 9:10 am	<b>Opening of Day Two</b>
9:10 am – 9:40 am	Lecture  <b>Writing for Publication: an Introduction to Methodology and Scholarship</b> Prof Antony Anghie NUS Centre for International Law
9:40 am – 10:10 am	Lecture  <b>How to write on Indonesian topics within the framework of International Literature</b> Prof Hikmahanto Juwana Faculty of Law, Universitas Indonesia
10:10 am – 10:30 am	<b>Q&amp;A</b>
10:30 am – 10:40 am	<b>Break</b>
10:40 am – 12:40 pm	<b>Paper Presentations and Comments</b>  <i>Government and enterprises responsibility toward human rights for the rights of individuals</i> Rehulina  <i>Limits of Deception in Islamic Laws of War: The Case of Civilian Disguises in Suicide Attacks</i> Fajri Matahati Muhammadin  <i>Trial of Foreign Nationals: Distinction Between Consular and Diplomatic Assistance Toward Capital Punishment, “A Case Study of Australian</i>



	<p><i>Nationals Facing Capital Punishment in Indonesia"</i> Afandi Sitamala</p> <p><i>Cross-border or Borderless Trade? The Delegation of Self-Regulatory System in Transnational Mobility (A Study in Kalimantan Border)</i> Syukri Hidayatullah</p> <p><i>Managing Legal Issues at Regional Level to be Appealing for Students to Learn International Law</i> Arman Anwar</p> <p><b>Commentators:</b></p> <p>Asst Prof Cheah Wui Ling Faculty of Law, National University of Singapore</p> <p>Prof Antony Anghie NUS Centre for International Law</p> <p>Prof Hikmahanto Juwana Faculty of Law, Universitas Indonesia</p> <p>Asst Prof Arie Afriansyah Faculty of Law, Universitas Indonesia</p>
12:40 pm	<b>Closing of Day Two</b>

<b>Day Three (Friday 3 July)</b>	
<b>Time (Jakarta)</b>	<b>Sessions</b>
8:00 am – 8:05 am	<b>Opening of Day Three</b>
8:05 am – 8:35 am	<p>Lecture</p> <p><b>How to Target Appropriate Journals for Publication</b> Asst Prof Arie Afriansyah Faculty of Law, Universitas Indonesia</p>
8:35 am – 9:05 am	<p>Lecture</p> <p><b>Varieties of Scholarship and Responding to Peer Reviewer's Comments</b> Prof Antony Anghie NUS Centre for International Law</p>
9:05 am – 9:30 am	<b>Q&amp;A</b>

9:30 am – 9:40 am	<b>Break</b>
9:40 am – 11:00 am	<p><b>Paper Presentations and Comments</b></p> <p><i>Contesting People-based Sharing Resources in terms of Sustainable Peace in Special Province of Aceh, Indonesia</i> Ya'kub Aiyub Kadir</p> <p><i>Transforming Landscapes: How ODR reshaping the prospect of dispute settlement in a connected world</i> Patricia Audrey</p> <p><i>Challenging the Freedom of the Ocean: The U.S. Freedom Of Navigation Program in Indonesian Archipelagic Water</i> Aristyo Darmawan</p> <p><b>Commentators:</b></p> <p>Asst Prof Cheah Wui Ling Faculty of Law, National University of Singapore</p> <p>Asst Prof Tara Davenport NUS Centre for International Law</p> <p>Prof Antony Anghie NUS Centre for International Law</p> <p>Asst Prof Arie Afriansyah Faculty of Law, Universitas Indonesia</p>
11:00 am	<b>Closing of TRILA Indonesia</b>

## Annex II: List of participants and their organisations

Name	University / Organisation
1) Natalia Yeti Puspita	Atma Jaya Catholic University of Indonesia
2) Fatma Muthia Kinanti	Universitas Tanjungpura
3) Dodik Setiawan Nur Heriyanto	Islamic University of Indonesia
4) Eva Johan	Sultan Ageng Tirtayasa
5) Junianto James Losari	Umbra Strategic Legal Solutions
6) Hanny Amelia	Univ. Padjadjaran Bandung
7) Koesrianti	Universitas Airlangga
8) Nilam Andalia Kurniasari	Universitas Airlangga
9) Maslihati Nur Hidayati	Universitas Al Azhar Indonesia
10) Reza Zaki	Universitas Bina Nusantara
11) Yulia Hasan	Universitas Bosowa
12) Dhiana Puspitawati	Universitas Brawijaya
13) Pulung W H Hanato	Universitas Diponegoro
14) Yokhebed A Probosambodo	Universitas Internasional Batam
15) Rahadian D B Suwartono	Universitas Islam Indonesia
16) Retno Kusniati	Universitas Jambi
17) Jessica Vicentia Marpaung	Universitas Pelita Harapan
18) Jerry Shalmont	Universitas Pelita Harapan
19) Jessica Los Baños	Universitas Pelita Harapan
20) Rachma Indriyani	Universitas Sebelas Maret
21) Dr Dina Sunyowati	Airlangga University
22) Muhammad Rafi Darajati	Universitas Tanjungpura
23) Michelle Limenta	Universitas Pelita Harapan
24) Cheah Wui Ling	National University of Singapore
25) Tara Davenport	National University of Singapore
26) Arman Anwar	Pattimura University
27) Ya'kub Aiyub Kadir	Syiah Kuala University
28) Patricia Audrey	Universitas Brawijaya
29) Fajri Matahati Muhammadin	Universitas Gadjah Mada
30) Aristyo Darmawan	Universitas Indonesia
31) Syukri Hidayatullah	Universitas Mulawarman
32) Afandi Sitamala	Universitas Sultan Ageng Tirtayas
33) Rehulina	University of Lampung
34) Prof Antony Anghie	National University of Singapore
35) Prof Sigit Riyanto	Universitas Gadjah Mada
36) Prof Hikmahanto Juwanah	Universitas Indonesia
37) Asst Prof Arie Afriansyah	Universitas Indonesia
38) Asst Prof Irawati Handayani	Universitas Padjadjaran

39) Amiel Valdez	NUS Centre for International Law
40) Gerry Ng	NUS Centre for International Law
41) Dr Nilufer Oral	NUS Centre for International Law
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