

WHY AND HOW TO INTERNATIONALISE LAW CURRICULUM CONTENT

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ABSTRACT

Some law schools are responding to globalisation by ‘internationalising’ course content. This article evaluates such a response first by reconsidering why internationalisation is even valuable. It then presents ways in which law curriculum content can be internationalised. Both aims have been achieved in some depth because of the four-part mixed method used. Existing theoretical accounts of why and how to internationalise were enriched with case studies from two Australasian universities. Interviews with academics give the educators’ perspectives on internationalisation, course document analysis provides tangible examples of internationalisation in action, and a student survey makes available for comparison student perceptions of internationalisation. While this article focuses on tort law, its findings are properly seen as applying more generally across law. It finds internationalising curriculum content is valuable in economic, political, educational and academic ways. It also finds Faculties could make simple changes to better enjoy the benefits of internationalisation. The fusion of theoretical with academics’ and students’ actual perceptions into a single article provides a strong vantage point from which to restate the case for internationalisation.