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1165 Budapest, Diósy Lajos u. 22-24.

E-mail: Marosan.BencePeter@uni-bge.hu

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Dr. András Gábor, PhD, egyetemi docens, Budapesti Gazdasági Egyetem, andrasi.gabor@uni-bge.hu

Dr. habil. Buday-Sántha Andrea, PhD, főiskolai docens, Budapesti Gazdasági Egyetem, buday-santha.andrea@uni-bge.hu

Dr. Gyene Pál, PhD, egyetemi docens, Budapesti Gazdasági Egyetem, gyene.palistvan@uni-bge.hu

Dr. jur. Hámori Antal, PhD, egyetemi docens, fogyasztóvédelmi kutatócsoportvezető, Budapesti Gazdasági Egyetem, hamori.antal@uni-bge.hu

Kovács-Gergely Marianna, PhD hallgató, Károli Gáspár Református Egyetem, Történelemtudományi Doktori Iskola, gergely.mari@gmail.com

Dr. habil. Marosán Bence Péter, PhD, egyetemi docens, Budapesti Gazdasági Egyetem, marosan.bencepeter@uni-bge.hu

Dr. habil. Sáringer János, PhD, egyetemi docens, Budapesti Gazdasági Egyetem, saringer.janos@uni-bge.hu

HOW CAN AN INTERNATIONAL LAW COURSE DEVELOP THE PROFESSIONAL IDENTITY OF INTERNATIONAL RELATIONS MASTER'S STUDENTS?

Gábor András

Absztrakt

A nemzetközi jog semmire sem jó, nem felel meg az eredeti céljának.” Ilyen és hasonló, egy Nemzetközi tanulmányok mesterszak Nemzetközi jog tantárgya során az első órákon elhangzott hallgatói kijelentések inspirálták ezt a tanulmányt. A tanulmány célja annak vizsgálata, hogy egy ilyen tantárgy hogyan tudja fejleszteni a hallgatók szakmai identitását. A nemzetközi jog oktatásával és etikai kapcsolódásával összefüggő tudományos szakirodalom áttekintése után a tanulmány bemutatja Rest négy komponensből álló modelljét (Four Component Model, FCM), amely a szakmai etika oktatásának keretrendszerét adja. Ennek tükrében kerül bemutatásra egy magyar egyetem Nemzetközi tanulmányok mesterszakának Nemzetközi jog tantárgya, amely multidiszciplináris megközelítés révén szolgálja a hallgatók szakmai identitásának fejlesztését. A szakra vonatkozó képzési és kimeneti követelmények, a több országból érkező hallgatóság különbözősége és a lehetséges karrierútjaik alapján a szemináriumok során egy multidiszciplináris megközelítés alkalmazására került sor, hasonló számonkérési rendszerrel, amelynek központi eleme az etika oktatása. A pozitív hallgatói visszajelzések figyelembe vételével a szerző a tanulmány végén javaslatokat tesz tantárgyi és szakfejlesztésre egyaránt.

Kulcsszavak: nemzetközi jog oktatása, nemzetközi jog és etika, szakmai identitás fejlesztése, nemzetközi kapcsolatok mesterképzés, szakmai etikaoktatás

Abstract

“International law is useless; it does not serve its purpose.” This and similar statements made by students in the classroom during the first classes of the International Law course of a Master’s in International Relations programme inspired this paper. It aims to explore how such courses can develop the professional identity of these students. After reviewing the academic literature on teaching international law linked with ethics, the paper refers to Rest’s Four Component Model (FCM) as the framework of professional ethics education. Using a complex multidisciplinary approach to develop the professional identity of Master’s in International Relations students during an International Law course at a Hungarian university is described as a case study from the perspective of the FCM. Contrasting the expected programme learning outcomes with the diversity of the international student body and their possible career prospects, a multidisciplinary seminar method was used, and the assessment instruments were also developed according to the interdisciplinary approach, within which ethics education was paramount. Encouraged by positive student feedback, the author concludes with course and programme development recommendations.

Keywords: teaching international law, international law and ethics, developing professional identity, Master’s in International Relations programme, professional ethics education

Introduction

“International law is useless; it does not serve its purpose.” Students in the classroom made similar statements during the first classes of my International Law course in a Master’s in International Relations programme. These are somewhat regular answers when I ask about their opinion of the main topic of the course at the beginning of the semester. When I asked for a more expanded answer, the students constantly referred to contemporary armed conflicts in the news, explaining that the actions of the respective decision-makers were

not aligned with the main principles of international law, which they found unethical. The results of these actions are also unjust situations, which they find unacceptable. This led to a common opinion among the students about the “uselessness” of international law. Interestingly, regardless of their home culture, students from various backgrounds share the same opinion, albeit they sympathise with opposing parties involved in these contemporary armed conflicts: the cohort often includes students from Western countries and from the Global South, from Russia and from Ukraine, from Israel as well as from Arab countries, and so on.

Exploring such armed conflicts and the actions of the respective decision-makers from the perspectives of business, ethics, international law, politics, and other disciplines is an essential part of a Master’s in International Relations programme. In-class discussions and various assessment instruments deal with the complexities of these events to foster the students’ competencies and to prepare them for a career related to international relations (IR). Students will learn about theoretical concepts, rules and decisions, institutions and processes related to the field: these will expand their knowledge related to IR. Further to the knowledge part, they will also develop a wide range of hard and soft skills necessary for being successful during their career. However, in addition to knowledge and skills, the right attitude is also essential for their future success: among the various vital expectations from a postgraduate academic programme is developing professional behaviour. The expected programme outcomes of a Master’s in international relations postgraduate academic programme in Hungary also contain references to professional ethics (Ministry of Culture and Innovation, 2024). However, the profession of the graduates is not defined.

The above personal in-class experiences inspired this paper, which aims to explore how an international law course of a Master’s in International Relations programme can develop the professional identity of these students. Firstly, the academic literature is reviewed to see findings related to professionalism in IR and teaching international law, primarily from the aspect of linking it with ethics. After the literature review, the paper refers to Rest’s Four Component Model (FCM) as the framework of professional ethics education. Then, the complex multidisciplinary approach to develop the professional iden-

tity of Master's in international relations students during an International Law course at a Hungarian university is described as a case study from the perspective of the FCM. The paper concludes with recommendations for both course and programme development.

Literature review

Higher education programmes can contribute to developing ethical practitioners through various solutions (see, e.g. András, Körtvési & Szegedi, 2022). This includes developing professionals for a variety of professions via the same programme, focusing on character development and identity formation (Czeglédi & András, 2024). These are essential foundations for the subject of this paper since a graduate of a Master's in International Relations programme can have a career in IR in various professions. One is a politician's career: researchers argue that politics does not require a minimum qualification or criteria, but there should be special training to govern a country (Sabharwal & Lamba, 2013). Graduates can also be political scientists, not 'practitioners' (Gunnell, 2006). IR graduates often work for international organisations and partake in economic, social, political, and even cultural 'power play' at national and international levels (Coicaud, 2006). The formal ethical rules applicable to their professional behaviour are in various codes of conduct issued by their employing political party and the national or international organisations they work for. This web of formal and informal rules is a conundrum, and a Master's in international relations academic programme is expected to prepare the students not just to understand it, but also to live and work within its complex framework.

In this context, IR graduates having a career related to politics to a certain extent will also need to deal with legal issues, as these are linked with politics: if the graduates become elected politicians dealing with international issues, then they will be makers of international law; whilst in the case of joining a government body involved in international relations, or working for an intergovernmental organisation, they will have an active role in executing rules of international law. Further to the career-related links with politics and the law, some

Master's in IR graduates also have a law degree. Thus, the aspects of legal practitioners applying rules of international law are also relevant to developing the professional identity of these students. Hence, the academic literature related to ethics in legal education and teaching international law is reviewed, including the content and methodology of an International Law course for a Master's in International Relations programme.

Regarding the link between ethics and legal education in general, academic sources refer to the growing importance of incorporating ethical issues into academic law programmes (see, e.g. Rhode, 2018, for the evolution of legal ethics education) and the need for approaching these issues from an international perspective due to the globalisation of the legal profession (Daly, 1997). Among the objectives of legal ethics education are the ethical task of maintaining personal responsibility and care (Boldizar & Korhonen, 1999), and the development of ethically aware global citizens (Schwöbel-Patel, 2016). As for the effective teaching of legal ethics, the pervasive method is recommended: integrating ethical issues into various modules as ethics 'pervades' all areas of legal education, going beyond the pure code of-conduct-based approach, and teaching ethics on legal matters, but from a broader viewpoint, to prepare students for a variety of legal and non-legal careers (Traczykowski, 2024).

Concerning the content of international law courses, researchers suggested various vital topics that instructors should consider when designing and delivering the course. One of them is the multidisciplinary approach, aiming to give the students a broadened perspective and provide them an opportunity for deeper engagement with the context of international law. Within this approach the link between IR and international law is apparent (see e.g. Slaughter, Tulumello & Wood, 1998, arguing for interdisciplinary collaborative research by international lawyers and international relations scholars), as well as the relationship with politics. Researchers suggest thinking about international law in the context of politics (Beck & Carey, 2010), and evaluating international law on a non-neutral, political basis (Koskenniemi, 2017), but with a caveat to appropriately keep the legal aspects, too (Klabbers, 2004). Another multidisciplinary approach is the sociological one: consideration of "law-like" institutions and non-state normative regimes related to workplaces, business net-

works, neighbourhoods, public bureaucracies, and religious communities (Bevans & McKay, 2009). Such multidisciplinary approaches to designing international law courses' content involve integrating 19th-century international categories (territory and recognition) with 21st-century topics, like supra-national issues or climate change (Simon, 1999). The latter category also contains the different perspectives of the Global South, like Third World Approaches to International Law (TWAIL) (see Saberi, 2016), arguing for a non-Eurocentric approach (e.g. Al Attar, 2021), as students in these countries need the discussion of international law topics within their local context (see e.g. Owie, 2024).

To achieve the objectives of international law courses with such multidisciplinary approaches, various methods are recommended in the related academic literature. These include group work and problem-based tasks (Wheeldon, 2009), engagement of practitioners in teaching and discussion with students (Ha, 2022), and simulations, such as simulated war crimes trials, to help students appreciate the often blurry lines between political and legal (Jefferson, 1999). Further to these specific methods, researchers emphasised a value-based critical approach, including promoting economic and social justice values via critical reflection of the students, appreciating uncertainty and the need for creativity to address issues related to these values. However, this need for critical reflection also applies to educators, who need to recognise their own, often privileged, and changing positions in these topics, considering historical, political, and cultural influences (Otto, 2000). The educators', as role models' behaviours shape the students' professional identity, sometimes putting academics into uncomfortable situations (see, e.g. Craven et al., 2004).

Rest's Four Component Model (FCM) as a framework of professional ethics education

According to the detailed report by Bebeau and Monson (2014), one of the complex theoretical frameworks related to professional ethics education is Rest's Four Component Model (FCM). Based on a wide

range of empirical research projects studying the effectiveness of ethics education in various professions, American psychologist James Rest and his team (the so-called Minnesota Group) developed the FCM for professional ethics education: an evidence-based approach for lifelong learning of professional ethics. The main goal of FCM is identity formation: the development of a professional character. As per the model, learning professional ethics starts in higher education and continues after graduation, along with the individual's career.

Rest's FCM includes the following four processes, which can all be developed in higher education and beyond:

1. Developing moral sensitivity allows the individual to recognise a situation in which a moral issue happens.
2. Developing moral judgement so the individual can judge whether an action is right and why.
3. Developing moral motivation will allow the individual to choose professional values over personal ones.
4. By developing moral commitment, the individual will have sufficient strength to implement actions per professional values.

Multiple pedagogic methods can help build the components. Recommendations for higher education institutions are based on a pervasive, integrated approach to forming professional identity. This includes a moral milieu in the institution, with transparent internal processes to promote ethical operation. Educators are encouraged to start by discussing professional expectations with the students and use various instructional techniques and assessment instruments to develop self-directed learners, reflecting on professional ethics issues during their studies (Bebeau & Monson, 2014).

An attempt to develop the professional identity of International Relations Master's students via an International Law course

As described in the Introduction, my International Law course is part of an IR Master's programme at a Hungarian university. The students' statements during the first classes of the semester were the primary drivers of a course development process, aiming to apply a multidisciplinary approach, going beyond the traditional international law

topics. The results of the first time this new version was delivered are analysed in this paper as a case study. This research method provides an opportunity to evaluate the workings of this revised course and better understand what, why and how it happened (see Dawidowicz, 2011 for details of the case study as research method).

The multidisciplinary approach selected for the course embraced politics, ethics, and economic/business perspectives. The political perspective came from the main characteristic of the programme, the ethical one was chosen to address the students' statements, and the economic/business perspective came from the fact that many students had a Bachelor's degree in business or working experience in the private for-profit sector. These three perspectives aligned with the expected programme learning outcomes, which explicitly referred to responsible behaviour, professionalism, and ethical issues (Ministry of Culture and Innovation, 2024). During the interactive lectures, the discussion of the week's topic with several contemporary examples expanded from the perspective of international law to political, ethical, and economic/business ones. Such topics were the history of international law, its sources, and the major actors, states, and intergovernmental organisations, among others. The lecture materials were supported by short videos and included open ended questions related to contemporary issues. The seminars focused on essential international law cases that the students discussed in groups, covering all perspectives. For instance, the students discussed the Yugoslav wars in groups, analysed and evaluated the parties, their actions, and the aftermath of these wars, from all these perspectives. The lectures and seminars prepared them for the assessment, which included a group component: the group's evaluation of a case study from economic, ethical, political, and social perspectives. This mandatory evaluation required detailed reasoning due to critical multidisciplinary thinking. The groups could choose any case not discussed during in class and had to analyse it in their assignment not just from legal perspectives, but also from political, ethical, and economic/business ones.

The class activities and the assessment, in line with the above-reviewed academic literature, addressed various ethical issues related to international law from a broader viewpoint to prepare students for different legal and non-legal careers. The multidisciplinary approach supported a broader and deeper engagement with the context of

international law. These practices also align with the FCM: the development of moral sensitivity and the development of moral judgement were primarily supported by the lectures, whilst the group work endorsed the development of moral motivation during the seminars. According to their feedback, the students appreciated the value-based critical approach to the case studies and the rigorous intellectual demand to listen to the other parties and understand their aspects. The numerical feedback for the course was 4.86 out of 5.00, with text feedback in relationship with personal development containing comments such “we developed the knowledge to understand a topic economically, politically and morally” and “learning about professionalism beyond the teaching materials”. The class activities and the assessment expectantly contributed to the development of moral commitment.

Conclusion

When the expected programme learning outcomes related to academic programmes such as a Master’s in International Relations refer to professional ethics, the academic literature provides higher education institutions with various suggestions. One of these research suggestions is used for this paper: Rest’s Four Component Model (FCM). The FCM is an evidence-based framework that recommends a pervasive, integrated approach to forming the students’ professional identity. Based on this, every course of an academic programme has a role in shaping the students’ professional behaviour. To achieve this, a multidisciplinary approach embracing, among others, ethics is recommended for course instructors. Using various teaching methods and techniques, any course can contribute to developing the students’ moral sensitivity, moral judgement, motivation, and commitment: the four components of moral development in Rest’s FCM.

This paper explored an International Law course for a Master’s in International Relations at a Hungarian university as a case study, presenting an attempt to develop these components. Inspired by research and student feedback, the course was designed to have a multidisciplinary approach. The interactive lectures, the group work related to case studies during the seminars, and the assessment strategy went

beyond the traditional approach to international law by embracing political, ethical, and economic/business perspectives. The multidisciplinary approach forced both the instructor and the diverse student cohort out of their comfort zone when discussing, sometimes heatedly, the sensitive aspects of current issues in international law and IR. However, the result was a positive overall experience, as confirmed by student feedback.

The author, the instructor of this course, agrees with Ruhe & Lee (2008) in that understanding significant religions and their implications on contemporary international issues is beneficial in the case of an internationally diverse student body. Furthermore, the author agrees with Schiffman (2002), who found that in the international law classroom, students enrol in the course with scepticism and biases towards international law. The author also agrees with Schiffman in that the job of an international law teacher is to help students understand that international law offers many mechanisms, including some imperfect ones, to address serious global problems. The multidisciplinary approach is constructive in achieving understanding this, and in forming the student's professional identity.

The author shares his experiences with the firm belief that this case study can encourage instructors of various courses in Master's in IR programmes to leave their and their students' comfort zones, experiment with a multidisciplinary approach embracing ethical aspects, and share their practices and experiences. Since the topic of how postgraduate IR programmes can contribute to professional identity development seems relatively under-researched, programme directors are also recommended to explore the links between the programme learning outcomes and the possible career pathways of master's in IR graduates further.

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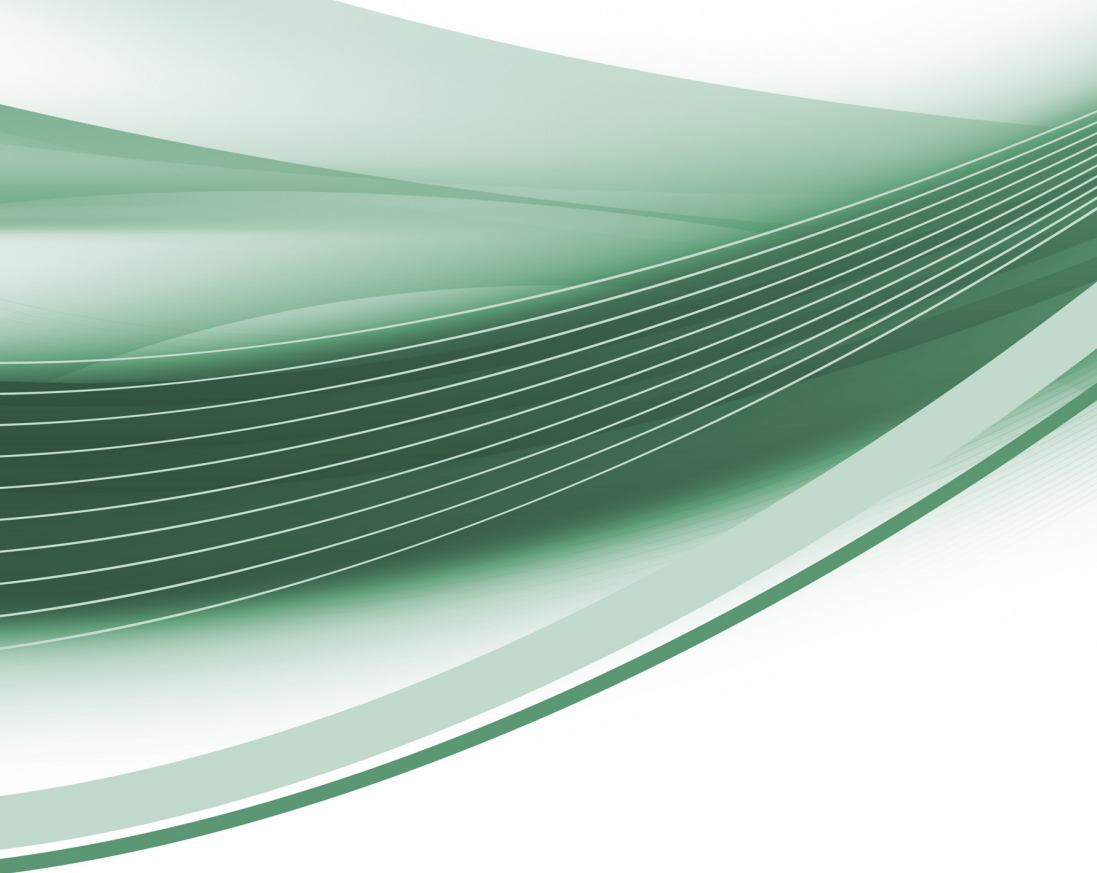
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- a kézirat, illetve ahhoz tartalmában nagyon hasonló tanulmányt még nem publikálták;
- a benyújtott kézirat megfelel a formai követelményeknek.

A folyóirat a szerzőknek tiszteletdíjat nem fizet. A folyóirat minden egyes befogadott kézirat esetében kettős vaklektorálást alkalmaz, ami azt jelenti, hogy az anonimalizált anyagot a szerzők által nem ismert lektorok értékelik. A folyóirat csak abban az esetben fogad be kéziratot publikálásra, ha azt mind a két vaklektor publikálásra ajánlja, és vaklektor(ok) által kért javításokat/kiegészítéseket a szerző(k) végrehajtotta/ák. Amennyiben az egyik lektor javításokkal publikálásra ajánlja a kéziratot, míg a másik nem, akkor a javítások után a témában jártas újabb vaklektornak kell értékelnie az anyagot. Akkor minősül egy tanulmány tartalmában nagyon hasonlóknak egy korábbi tanulmányhoz képest, ha azok egyezősége 60% felett van. A szerzők minden egyes esetben kötelesek a vaklektorok által írt kifogásokra/javaslatokra tételesen írásban reagálni.

Information in English:

<https://uni-bge.hu/en/business-diplomacy-review>



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