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Perspectives on Teaching International Law and Academic Freedom in the Shadow of Primakov's Legacy

Vesna Poposka[1*]

[1]Military Academy "General M. Apostolski" - Skopje, North Macedonia ✉ vesna.poposka@ugd.edu.mk

Abstract: *In an era marked by global deceit, the teaching of international law is more crucial than ever to safeguard the world and humanity. Following the escalation of conflicts in Ukraine and the Middle East, widespread skepticism about the relevance of international law has emerged. The primary research problem addresses how geopolitical disturbances may distort students' motivation and understanding of international law and its practical application. Geopolitical conflicts and power struggles, influenced by the legacy of Yevgeny Primakov, shape the interpretation and enforcement of international law while also threatening academic freedom. This article aims to propose a solution by advocating for a shift toward the Humboldtian educational model, utilizing a complex methodology and an interplay of variables primarily framed as socio-legal research.*

Keywords: *Teaching International Law; Students' Motivation; Primakov's Legacy; Academic Freedom; Humboldtian Educational Model*

INTRODUCTION

The war that is ongoing in Ukraine affected not only the warring parties but tectonically shifted economic and political relations on a planetary level. The economic and humanitarian crisis is already felt throughout Europe. New powers have emerged or re-emerged, including an economically strong and politically assertive China. In this new multipolar world, different countries and models of government are competing for power and influence (Scholz 2023).

On the other hand, nothing has united the world in a long time like the resolution of the General Assembly of the United Nations condemning Russian aggression and the attack on Ukraine revived the idea of European unification as a peace project conceived by Monet, Churchill, Schumann, and Adenauer. NATO's *raison d'être* also experienced resuscitation. Peace is the only correct option, but unfortunately, given the current situation, the options for peace seem exhausted, and the need to reform the global security system - is more certain. The Primakov Doctrine continues to influence Russian foreign policy, relying on imposing a multipolar world, seeking to balance US and Western influence by strengthening ties with other major powers and fostering strategic alliances and partnerships with countries in the Middle East, Asia, and Latin America. Primakov's emphasis on a pragmatic and assertive foreign policy remains a cornerstone of Russia's approach to international relations, shaping its actions and alliances on the global stage. In such contextualization, it is extremely hard to motivate students to believe in the power of international law and concepts such as cosmopolitanism and academic freedom, upon which the Humboldtian education model was envisaged almost two hundred years ago.

Many European universities have shown solidarity with Ukrainian higher education institutions. They have supported Ukrainian students and researchers through scholarships, fellowships, and grants. For example, the European University Association (EUA) has actively supported Ukrainian universities and researchers through various initiatives (Topalidou 2024). The war has disrupted academic collaborations between European and Russian universities. Many European institutions have cut ties with their Russian counterparts, affecting joint research projects, academic exchanges, and other collaborative efforts. On the other hand, such a situation shifted focus towards national security, indirectly affecting universities by reducing attention (and finances) on research and science for non-military use (Burakovsky 2024). Russian and Ukrainian researchers and scientists have faced significant challenges, including the destruction of university infrastructure, the need to relocate or change careers temporarily or permanently, and limited academic freedom and mobilization (Bujard 2021).

The Russian attack on Ukraine also violates the prohibition on aggressive use of force, a foundational principle of the post-World War II international order. Facing these alarming prospects, many are pessimistic about what the war in Ukraine may portend for the future of international law and international relations (Chachko and Linos 2022). Putin weaponized international law rhetoric when he tried to justify the invasion. The botched legal interpretation was quickly refuted by both the International Court of Justice and the European Court of Human Rights, which ordered Russia immediately to cease all military activities in Ukraine. As much as debates on restructuring the UN Security Council veto system might seem radical or even idealistic, the frequent violations of international law and legitimate use of force now magnified by the Russian invasion suggest that reliance on the standing system is just as idealistic and naïve (Šipulová 2023).

Geopolitical conflicts and power struggles arising from the shadow of Primakov's legacy influence the interpretation and enforcement of international law, undermining academic freedom. The research problem addresses the complexities and challenges of educating students about international law in an era characterized by misinformation, geopolitical tensions, and shifting global power dynamics.

LITERATURE REVIEW AND METHODS

Russian invasion in February 2022 settled a completely new scene in the context of international law and the collective security system. Its effects have been examined since the beginning due to the short period and ongoing war in Europe and the escalation of the situation in the Middle East. However, the literature on teaching international law and its effects on academic freedom of those events is very limited. The article has gone beyond the notion that no matter how those wars end, the principles of international law and civilized nations prevail. The ongoing geopolitical shifts have multiplication effects on academic freedom, university funding, and research and do not affect the same academic disciplines in the same way, rushing towards the erosion of social sciences and humanities, especially international law and international organizations, narrowing the liberal perimeter and democratic capacity.

Teaching international law involves navigating complex ethical and moral issues, especially in war, human rights abuses, and global injustice. The article's main objective was to alter the solution, reaching towards the Humboldtian educational model through complex

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methodology and interplay of variables, mostly shaped as socio-legal research. Traditional international law education has often been Eurocentric, excluding non-Western perspectives and experiences, so returning to the roots of the Humboldtian legacy may help overcome those issues in the new realm. Bridging the gap between theoretical knowledge and practical application in a rapidly changing global landscape is another point leading to the Humboldtian legacy of research universities. These aspects highlight the multifaceted nature of the research problem and underscore the need for innovative and adaptive teaching methods to effectively educate students about international law in today's complex global environment. So, the research design includes a specific combination of variables that have not been brought into context so far, exploiting the research methodology of social and legal sciences, predominantly qualitative methods and secondary data, aiming to fulfill the academic gap on the effects of Primakov's legacy in academic freedom and teaching of international law.

The research is designed as an interdisciplinary socio-legal research approach that examines the structured relationship between international law and society in the given context. It goes beyond the traditional doctrinal analysis of legal texts to explore how laws are created, implemented, and experienced in real-world contexts, providing contextual analysis and critical perspective. Socio-legal research offers a comprehensive and nuanced understanding of how law interacts with society, making it a valuable tool for scholars, policymakers, and practitioners. The main hypothesis of the research is that the response to Primakov's legacy lies in the Humboldtian educational model. The second hypothesis is that enabling the Humboldtian model enriches academic freedom and *vice versa*. The third hypothesis is that teaching international law will face the need to re-evaluate the roles and responsibilities of international organizations.

RESULTS

Teaching International Law Through the Humboldtian Model

The Humboldtian model, characterized by its emphasis on interdisciplinary research, scientific exploration, and a global perspective, can offer a valuable framework for teaching international law. This approach can foster a deeper understanding of the complex issues at the heart of international law, promote critical thinking, and equip students with the skills necessary to navigate the challenges of a globalized world.

Considering the context of teaching and researching international law, the Humboldtian dilemma also aligns with the principles of Critical Legal Studies (CLS), which challenge traditional legal doctrines and emphasize the role of law in perpetuating social inequalities. There have been various discussions about whether the Russian invasion of Ukraine is the end of international law and order or just the beginning of a new and improved one.

International law is inherently interdisciplinary, drawing on insights from political science, economics, history, sociology, and other fields. The Humboldtian model encourages students to explore the connections between international law and these other disciplines, promoting a more holistic understanding of global governance. This can be done through problem-based learning, where methodology is crucial to settle a neutral environment and background, considering and melting different aspects of each side of the conflict.

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Simulations and role-playing exercises can provide students with hands-on experience in international law. By participating in negotiations, arbitrations, or international court proceedings, students can develop practical skills and a better understanding of the challenges faced by international lawyers. Inviting experts from international organizations, law firms, and governments to give guest lectures can provide students with valuable insights into the practical application of international law. Field trips to international institutions can also help students develop a deeper understanding of the global legal system so that more successful examples can be shared rather than failed ones that more easily come to the news headlines. The Humboldtian model emphasizes the importance of empirical observation and case studies and promotes a global perspective; by analyzing real-world examples of international law in action, students can develop a critical understanding of the strengths and weaknesses of the legal system and its application in practice.

Humboldt's model encourages students to think critically and innovate. In international law, this is essential for addressing complex issues such as human rights, environmental protection, and global trade. The holistic nature of Humboldt's model supports an interdisciplinary approach, integrating insights from political science, economics, and sociology into the study of international law. Humboldt's idea of education fostering world citizens aligns with the goals of international law, which seeks to promote justice and cooperation on a global scale. By applying Humboldt's principles, students of international law can develop a deeper, more nuanced understanding of the field, equipping them to tackle the legal challenges of our interconnected world.

By adopting the Humboldtian model, educators can create a more engaging and effective learning environment for international law students. This approach can equip students with the knowledge, skills, and critical thinking abilities necessary to contribute to the development of a more just and equitable global legal order.

The Humboldtian dilemma lies in balancing these two approaches: maintaining the integrity of Humboldt's vision while adapting to the practical needs of today's society. Humboldt's educational model remains relevant today, especially in international law, where complex global issues require innovative and interdisciplinary solutions. Humboldt's principles help prepare students to navigate and address the challenges of the modern world by fostering critical thinking, academic freedom, and holistic development.

Addressing the Humboldtian dilemma in modern education requires a balanced approach that integrates the best educational ideals, although sometimes it is considered a resource-intensive practice. Thus, promoting academic freedom and interdisciplinary work can generate income through patents and innovations. Flexible curriculums and less rigid ways to validate and evaluate success in the academic world can bring different creativity into every field. Allocating resources to research and teaching can help balance advancing knowledge and providing high-quality education. By implementing these strategies, educational institutions can strive to balance the ideals of Humboldt's holistic education with the practical demands of the modern world.

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Russia's Role in International Organizations After the Start of the War in Ukraine

The conflict has highlighted the need for more robust global governance mechanisms. There is a push for international organizations to address issues like sovereignty violations and human rights abuses. The war has accelerated shifts in global power dynamics, particularly between the West and emerging powers. This could lead to a re-evaluation of how international organizations are structured and how they operate.

Russia continues to participate in the work of the UN Security Council despite its invasion of Ukraine. As a permanent member of the Security Council, Russia holds veto power, which it has used to block resolutions condemning its actions in Ukraine. Interestingly, Russia even assumed the presidency of the UN Security Council. This move was met with significant criticism and calls for reform, but it highlights the complexities of international diplomacy and the structure of the UN. On the other hand, Russia was expressly expelled from the Council of Europe. Russia's expulsion from the Council of Europe had significant impacts on its participation in European human rights mechanisms:

1. European Convention on Human Rights (ECHR): Russia ceased to be a party to the ECHR on September 16, 2022. This means that the European Court of Human Rights (ECtHR) no longer reviews cases related to events occurring in Russia after this date.
2. European Court of Human Rights (ECtHR): The ECtHR remains competent to deal with applications against Russia concerning actions or omissions that occurred up until September 16, 2022. However, any new violations occurring after this date are no longer under the jurisdiction of the ECtHR.
3. Human Rights Monitoring and Enforcement: With its expulsion, Russia lost access to the Council of Europe's human rights monitoring and enforcement mechanisms. This includes the oversight provided by bodies such as the European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT) (Council of Europe 2024).

Overall, Russia's expulsion has significantly reduced its accountability under European human rights frameworks, limiting the avenues for Russian citizens to seek redress for human rights violations through European mechanisms. This is the first such case in the organization's history, and its effects shall be examined additionally; thus, this may have brought more burden to the citizens rather than the state of question.

At least two key questions to be resolved by international lawyers remain to be examined- how to make the UN Security Council more effective in the future, since although there are ongoing debates for reform of the system of collective security with decades, a more effective system has not been proposed, as well as what happens whit Russian membership in the Council of Europe after the war ends.

Russia remains a member of the Organization for Security and Cooperation in Europe (OSCE) and has faced several functional challenges.

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Humboldtian Legacy as a Response to Rebuilding Europe

Besides the war in Ukraine and direct threats to academic freedom and action in both countries, the rise of nationalist and populist movements has led to increased intolerance of dissenting views, particularly those that challenge dominant narratives about national identity or history. The increasing influence of corporations on higher education potentially prioritizes research aligned with corporate interests and, in the given context, the weaponization of science. To protect academic freedom, it is essential to promote open dialogue, defend academic institutions from political interference, and ensure that universities have the resources and autonomy to pursue their core mission of knowledge creation and dissemination (Adelake 2023). For example, the Central European University (CEU) was forced to close its main campus in Budapest due to a series of actions taken by the Hungarian government under Viktor Orbán in 2017 due to legislative changes (Gőbl 2018).

The Humboldtian legacy offers a compelling framework for Europe's post-pandemic and post-conflict reconstruction. Humboldt's emphasis on interdisciplinary research, scientific exploration, and interrelation can provide valuable insights for addressing the continent's complex challenges today. Humboldt's belief in the interconnectedness of all knowledge domains is essential for tackling complex problems like climate change, biodiversity loss, and economic inequality. Most of all, facing the rise of the far right in the era of disinformation, Humboldt's cosmopolitan outlook and his recognition of the interconnectedness of different cultures and ecosystems can inspire Europe to embrace a more global perspective and to play a leading role in international cooperation.

However, it will take more time to see the results. For now, research and development can be done on the future of international organizations, possibilities of independent funding and functioning, and more effective coercive mechanisms of international law through solidarity since economic sanctions make people suffer more than their governments.

Humboldt's emphasis on the importance of education and research can inform Europe's efforts to rebuild its universities and research institutions. By investing in quality education and fostering a culture of innovation, Europe can position itself as a global leader in knowledge production and economic development, as well as an arena for post-conflict reconstruction and reconciliation. Humboldt's appreciation for cultural diversity and recognition of the importance of preserving historical heritage can inspire Europe to protect and promote its cultural assets - the same doctrine preached by different institutions, especially in times of deceit and crisis. Culture and cultural heritage must be supported as key assets for the future of the European project, especially as a vector for fostering a sense of belonging and a sense of togetherness in Europe, as well as for advancing Europe's shared values and identity (European Movement 2024). By investing in the restoration of historical sites and supporting cultural initiatives, as well as digitalization, there is at least some part of what can be saved from the war zones. By promoting scientific exchange and cultural diplomacy, Europe can build bridges with other regions and contribute to global peace and prosperity.

The Humboldtian legacy provides a valuable framework for rebuilding Europe after the pandemic and other challenges, emphasizing interdisciplinarity, scientific inquiry, and a global perspective to tackle pressing issues and promote a sustainable and equitable future.

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DISCUSSIONS

Primakov's Legacy

As Russia's Foreign Minister and later Prime Minister, Primakov played a crucial role in shifting Russia's foreign policy from a pro-Western stance towards a more independent and assertive approach. This included forming strategic partnerships with countries like China and India to counterbalance Western influence. The Primakov doctrine posits that a unipolar world dominated by a single power is unacceptable to Russia. This doctrine has continued to influence Russian foreign policy, promoting the idea that Russia should work to prevent any one country from achieving global hegemony. Relations between East and West have not been normal for a long time, at least since the annexation of Crimea, and are unlikely to stabilize. Russian foreign policy increasingly reflects the Primakov doctrine, which believes that a unipolar world dominated by the United States is not bad for Russia, and offers the following principles for Russian foreign policy:

1. Russia should aspire to a multipolar world governed by a conglomerate of great powers that can counter the unilateral power of the United States.
2. Russia should insist on its primacy in the post-Soviet space and lead integration in that region.
3. Russia should oppose NATO expansion (Rumer 2019).

Russia did not enter this war to lose it. However, it did not expect such resistance from the Ukrainian side and the international community, so the worst scenario would be that the truce would arrive only after the absolute exhaustion of all parties concerned.

The Humboldtian Dilemma

The Humboldtian dilemma denotes the tension between two educational ideals: the holistic, research-oriented model of higher education proposed by Wilhelm von Humboldt and the more market-driven, vocational approach many modern universities have adopted. Humboldt's vision for higher education emphasized a holistic approach that combined research and teaching, academic freedom, and the development of well-rounded individuals (Bongaerts 2022). This dilemma highlights the challenge of balancing the pursuit of comprehensive, liberal education with the practical needs of contemporary society. Humboldt alleged that current research should inform teaching and be unbiased and independent from ideological, economic, political, or religious influences (Youvan 2024).

The Humboldtian model strives for unconditional academic freedom in the intellectual investigation of the world, both for teachers and students[1]. Humboldt was inspired to propose a new university model because he believed in the transformative power of education and the need for a system that fostered personal and intellectual growth. He believed education should

[1] See: Hilpold, Peter, Teaching International Law in the 21th Century – Opening up the Hidden Room in the Palace of International Law (April 11, 2022). Available at SSRN: https://ssrn.com/abstract=4081412 or http://dx.doi.org/10.2139/ssrn.4081412

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impart knowledge and develop the individual's character and critical thinking skills. He envisioned universities as places where students could grow intellectually and morally. Humboldt championed the idea of academic freedom, unity of all knowledge, and the importance of interdisciplinary studies. Humboldt's model encouraged the exploration of various fields and the connections between them. His vision led to the establishment of the University of Berlin in 1810, which became a model for modern research universities worldwide. His ideas continue to influence higher education systems today. The model promotes student-centered learning, where students actively participate in their education. This involves self-directed learning, critical thinking, and active participation in research projects[2].

Humboldt instituted reforms at the research university in Berlin (that nowadays bears his name) in 1818 that centered on the twin concepts of Lernfreiheit and Lehrfreiheit. Lernfreiheit pertained to the freedom of students to study what they wished and to control their private lives and – more generally – to the absence of administrative restraints in the learning situation (Vrielink et al. 2023).

Humboldt's educational ideal developed around two central concepts of public education: The concept of the autonomous individual and the concept of world citizenship. The university should be where autonomous individuals and World Citizens are produced or, more specifically, produce themselves. Those ideas are the milestones of the so-called "Bildung" theory, which many scholars have further examined. For example, Habermas has emphasized Bildung's importance in fostering democratic opinion and will formation[3]. He views Bildung as essential for developing autonomous individuals capable of participating in democratic processes and contributing to civil society. In Scandinavia, Humboldt's ideas have influenced the folk Bildung movement, which focuses on lifelong learning and the development of democratic citizenship. This approach integrates Humboldt's holistic vision with practical, community-based education (Sjöström and Eilks 2020).

Humboldt's model emphasized the importance of higher education for personal and intellectual development. However, university access was largely limited to the upper and middle classes during his time. By promoting academic freedom and the pursuit of knowledge, Humboldt's model supported the idea of meritocracy, where individuals could advance based on their intellectual abilities and achievements rather than their social background. Over time, the Humboldtian model contributed to greater social mobility by providing opportunities for individuals from various backgrounds to pursue higher education and improve their social standing. As universities began to open their doors to a broader range of students, education became a pathway to upward mobility. Humboldt's emphasis on a holistic education that included the humanities and sciences helped to cultivate cultural capital among students.

[2]See: Youvan, Douglas. 2024. Wilhelm von Humboldt's Educational Reforms: Foundations of the Modern Research University. 10.13140/RG.2.2.22442.43203.

[3]See: Sørensen, A. 2020. Bildung as Democratic Opinion and Will Formation. Habermas Beyond Habermas. In: Strand, T. (eds) Rethinking Ethical-Political Education. Contemporary Philosophies and Theories in Education, vol 16. Springer, Cham. https://doi.org/10.1007/978-3-030-49524-4_9

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The Importance of Academic Freedom as Part of the Humboldtian Legacy in the EU

The unfinished, adaptive, and exploratory nature of academic freedom chimes with what Wilhelm von Humboldt believed to be the fundamental value of scientific research to progressive societies (Daston 2020).

While academic freedom is widely acknowledged as a fundamental right, its precise meaning can vary in different contexts, often depending on its specific challenges. These challenges may have political, economic, socio-cultural, financial, and institutional dimensions. They can take different forms over time and across geographical and cultural contexts. They can also change how they manifest at individual, group, institutional, and (inter)national levels (Belaud 2023).

Although included in the EU Charter of Fundamental Rights (CFR), academic and scientific freedom was hardly a focus for the EU for years. On January 17, 2024, the EP approved the report, calling the Commission to initiate a legislative proposal to promote the freedom of scientific research in the EU and provide recommendations on its content (Kosta and Ceran 2024).

It is recommended that the proposal should shape the definition of the freedom of scientific research in line with the Bonn Declaration, which stances for openness, exchange, excellence, internationalism, diversity, equality, integrity, curiosity, responsibility, and reflexivity and that it is, therefore, a pillar of any democracy. The freedom of scientific research entails the right for individual researchers to freely define research questions, choose and develop theories, gather empirical material, employ sound scientific research methods, maintain scientific integrity, challenge conventional wisdom, publish and communicate freely, and propose new ideas and theories as well as disseminate them freely (European Parliament 2024).

The European Commission is working on a mechanism to monitor research freedom within the European Research Area. The Commission also plans to create a digital platform that was supposed to be launched from mid-2024 onwards to serve as a "one-stop shop" for information empowering researchers and institutions to counter foreign interference. The European Parliament launched the EP Academic Freedom Monitor in 2022. This annual report assesses the state of academic freedom across EU member states, identifying challenges and proposing policy options to strengthen protections (Fay 2023).

Contemporary Challenges to Academic Freedom and Geopolitical Concerns

Internally, more or less, all European countries face different challenges in dealing with social polarization, disinformation, or lack of trust in science after the Covid-19 pandemic and the defrosted frozen conflicts around the globe.

In France, there have been debates over the concept of "Islamo-leftism" in universities, with government officials calling for investigations into academic disciplines they believe promote radical ideologies (Marlière 2023). This has sparked concerns about political interference and the potential stifling of academic discourse. In the UK, although no longer part of the EU, the introduction of the Higher Education (Freedom of Speech) Bill has sparked debate. While it aims to protect free speech in universities, critics argue it could lead to increased government oversight and potentially limit academic freedom. Some worry that the

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bill could lead to increased government oversight of university activities, potentially interfering with academic autonomy and the freedom of professors and students to express their views without fear of reprisal. Critics argue that the bill might inadvertently limit academic freedom by restricting what can be taught or discussed in university settings (UK Parliament 2021). This could stifle critical thinking and debate on important issues. There are concerns that governments or individuals could use the bill to silence dissenting voices or promote particular ideologies. This could have a chilling effect on academic discourse and is a notorious example of narrowing the liberal perimeter.

As one case in point, in October 2020, education minister Przemysław Czarnek criticized universities that canceled classes to allow students to join protests against Poland's ban on abortions. Czarnek pointed to his authority to distribute grant funding and said he would consider universities' actions (Ciobanu 2020).

Geopolitically speaking, academia is equally vulnerable to the new dynamic in international relations. Funding received from governments with divergent political interests and global players, often through government-backed programs or private companies, can create financial dependencies for European universities far beyond diversified sensitivity toward specific questions of public interest, especially in social sciences and disciplines. This can lead to pressure to align research topics or findings with foreign government interests. There are also concerns that some recruitment programs may involve the transfer of sensitive intellectual property or proprietary information. Researchers may feel pressure to avoid topics that could be seen as critical, leading to the narrowing of academic discourse. Technology and surveillance capabilities could be used to monitor the activities of scholars and students, potentially infringing on their privacy and academic freedom (Fulda and Missal 2021). Still, the Gerasimov doctrine, as a successor of Primakov's doctrine, is a concept that refers to hybrid threats primarily as operations to achieve influence through informational, cultural, humanitarian, diplomatic, and economic activities. On the other hand, Universities in the Gulf are increasingly attracting scholars and staff from across the Arab region and beyond while raising concerns about academic freedom.

Future Research

The Humboldtian educational model, which emphasizes integrating research and teaching, academic freedom, and the holistic development of students, could play a significant role in post-war educational reforms in Ukraine and worldwide. Investigating how the Humboldtian model can guide the rebuilding of universities and schools, ensuring they become centers of learning and research. Exploring the implementation of academic freedom in a post-conflict society, ensuring that institutions can operate independently and foster critical thinking can support reintegration and overcoming trauma for students, researchers, and society. On the Russian side of the story, it will support the society through the transition toward democracy. Assessing how the model's focus on students' holistic development can address the war's psychological and social impacts. Examining opportunities for international partnerships and exchanges that align with the Humboldtian principles, helping to integrate Ukrainian and Russian scientific institutions into the global academic community. It will also provide a way for settling common ground of applicable international law and its interpretation in given

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circumstances, ensuring that breaches will be examined in the light of assessment and the possibility of building a resilient and more effective international ecosystem. Developing curricula incorporating local and global perspectives means promoting a well-rounded education that prepares students and academia for the challenges of a post-war society. Integrating the Humboldtian model in teaching international law could provide a robust framework for rebuilding and enhancing the educational landscape in Ukraine and other post-conflict regions.

CONCLUSION

The Humboldtian model of higher education, characterized by academic freedom, research-based learning, and a focus on the unity of teaching and research, has been a cornerstone of European higher education, and it should remain so, no matter what the war on European land poses the challenges. The Humboldtian model's emphasis on research can ensure that students are exposed to the latest developments and critical thinking. In times of global deceit, it is the only way it can work, or at least should be given a chance. The freedom to explore diverse perspectives and challenge existing norms is essential for understanding the complexities of international law. On the other hand, the Humboldtian model's emphasis on academic freedom can foster a critical and independent approach, no matter how much the liberal perimeter varies.

While theoretical knowledge is important, international law also requires practical skills such as negotiation, advocacy, and dispute resolution, which might not work for a long time-before they eventually do. However, it is the only way a world of sovereign nations can survive before a total Kaos collapses; either way, fragile democracies are under threat.

These elements are crucial for fostering critical thinking and a deep understanding of international law. Combining these elements makes it possible to create a more comprehensive and effective approach to teaching international law that prepares students for a globalized world. This approach would equip students with the theoretical knowledge, practical skills, and cultural awareness necessary to succeed. Emphasizing Humboldtian legacy is probably the only way to get out of the bottomless well and focus on the renewal, though peace still seems to remain far.

Adapting the Humboldtian model to contemporary challenges in legal education involves integrating its core principles with modern educational needs and global realities. One way to do that is through incorporating interdisciplinary studies into the legal curriculum to address complex global issues that intersect with law, such as climate change, technology, and human rights. The second step would be to develop joint programs and courses with other departments and institutions across the borders, especially from conflict areas.

Expanding the curriculum to include diverse legal traditions and perspectives, reflecting the global nature of contemporary legal issues, and offering courses on comparative law, international law, and non-Western legal systems is recommended.

The fusion of science, education, and research may also positively impact job creation and support young researchers toward earning academic titles. Integrating technology into the classroom may lower educational costs and provide an international community and network. Encouraging community engagement and public service as part of the legal education

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experience through establishing legal clinics, *pro bono* programs, and partnerships with local organizations is also a valuable tool.

By integrating these strategies, the Humboldtian model can be revitalized to meet the demands of contemporary legal education while preserving its core values of academic freedom, research, and holistic learning.

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