

57th IISL COLLOQUIUM ON THE LAW OF OUTER SPACE (E7)
The ISS IGA: Lessons learned and looking to the future (3)

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REPORTING OUT THE TEACHING OF METALAW TO UNDERGRADUATES

Abstract

While the regulatory frame for outer space generally concerns rules of space flight, regulation of space communications, space debris, and space quarantine and inspection issues among others, Space Lawyer Andrew Haley in the late 1950s knew the regulatory framework for outer space must also establish a rule of law to govern possible relations with other sapient intelligences different in kind than our own. In recognizing that anthropocentric law is a law for one frame of existence only, that frame being the human being, Haley offered Metalaw as a legal framework that can embrace all frames of existence. In essence, Haley proposed Metalaw to govern relations between all sapient beings.

Haley's First Principle of Metalaw inverted the conceptual structure of the ancient Golden Rule to apply beyond the anthropocentric perspective. Based upon the First Principle of absolute equity, Haley proffered the first rule of Metalaw to "Do unto others as they would have done unto them." Haley worked from the premise that by doing anything different may mean utter destruction of the "other." Ernst Fasan, Robert Freitas, and G. Harry Stine later took up the Metalaw project, distilling further principles to govern relations with the "other." Adam Korbitz also actively works to develop the field.

But while we may intellectually discuss such theoretical concepts amongst peers, how do we teach our young to deal with the "other," with "difference" so as to guide their readiness to take up this work and to continue development in the area? How do we teach our young to step outside of their "selves," outside of what Immanuel Kant called our "conditions of experience," outside of the constraints of their structural makeup, their anthropomorphism, to be able to accordantly relate to another unlike their own?

This work reports the results of working with an undergraduate population towards the teaching of the principles of Metalaw. Understanding difference becomes fundamental to guard against making the mistakes of the past and to adequately prepare for a future where scientific advancement in the space sciences and space exploration promise expansive possibility. This work discusses the pedagogical techniques used to prepare and to train young minds to think about "difference" and the "other" so that we may properly sustain our kind amongst others in the greater cosmos as well as on Earth.