ARS INQUIRENDI



ARS INQUIRENDI

How does a scholar put a large language model to work?

An international law academic's experience, May-December 2026

Thomas D. Grant

Examples of work with LLMs

Some kinds of work from May–December 2026

1. brainstorming outlines
2. horizon-scanning literature
3. identifying material imperfections in the sources
4. gathering pinpoint references for footnotes
5. proofing for consistency
6. finding connections in sources
7. **drafting abstracts**

Growing list in the order revised by Tom · 13 November 2026.

The researcher defines the task, inspects the result, and decides what to do next.

Examples of work with LLMs

Some kinds of work from May–December 2026

1. brainstorming outlines
2. **horizon-scanning literature**
3. identifying material imperfections in the sources
4. gathering pinpoint references for footnotes
5. proofing for consistency
6. finding connections in sources
7. drafting abstracts

Full list · selected item for the following demonstration · 13 November 2026.

The researcher defines the task, inspects the result, and decides what to do next.

Narrow the literature search

EX06 · 10 July 2026 · selected historical excerpts

INITIAL SCOPE — EXACT EXCERPT

published commentary in law reviews addressing FSIA-related cases that the Article mentions and that courts decided since January 1, 2023.

FSIA: Foreign Sovereign Immunities Act

TOM'S CORRECTION — PROJECT LABEL OMITTED

I am interested in only articles that the draft does not already cite.

Codex record · request line 7; correction line 358 · original legal abbreviation retained.

Say what sorts of literature you wish to consult for the project.

The revised literature list

Two candidates retained in the revised memo

The revised list contains only works the draft does not already cite.

Chance Easterling 2024	*The Federal Judiciary's Double Standard: How the FSIA Deters Plaintiffs in Their Search for Justice*
Walter Spak 2023	*Cuban Immunity Crisis: How Sovereign Immunity Impacts Enforcing the Helms-Burton Act Against Business Ventures in Cuba*

Uncited commentary search memo · selected candidates; titles reproduced from the memo.

My clarification changed which works the LLM flagged.

What does ‘not found’ establish?

A separate question about the limits of the search

THE MEMO’S REPORTED SEARCH RESULT

For some cases, this search found no additional direct law-review commentary.

THE MEMO’S QUALIFICATION — EXACT EXCERPT

These are not findings that no commentary exists.

Uncited commentary search memo · negative-results section; the qualification below is quoted exactly.

‘Not found in this search' does not establish that no such source exists.

A possibility to ponder:

LLMs might be sensitive to ‘complete induction’: the difficulty of proving a negative, or establishing that a thing or phenomenon does not exist.



Examples of work with LLMs

Some kinds of work from May–December 2026

1. brainstorming outlines
2. horizon-scanning literature
3. **identifying material imperfections in the sources**
4. gathering pinpoint references for footnotes
5. proofing for consistency
6. finding connections in sources
7. drafting abstracts

Full list · selected item for the following demonstration · 13 November 2026.

The researcher defines the task, inspects the result, and decides what to do next.

Supply the missing original

EX08 · 23 July 2026 · the Schubarth digest

MODEL’S SOURCE-GAP REPORT — EXACT EXCERPT

A reliable copy would let us check its *commercial-nexus* reasoning rather than relying on the 2025 court’s summary.

TOM’S RESPONSE — COMPLETE

I have added it.
Please digest it.

Historical source-gap report, line 2473; Tom’s instruction, line 2489 · selected excerpts.

The LLM can tell when it lacks a source and has seen only allusions to a source, glosses on a source, summaries of a source, or the like.

Building a wiki: an extraction warning

EX08 · completion report · 23 July 2026

The LLM warns about extraction quality

The [*raw source*] PDF is complete and reliable for manual checking, but its two-column extraction interleaves some text and includes fragments of adjacent reported cases. Some generated wiki records are consequently noisy.

LLM's completion report (Codex), dated 23 July 2026.

Source PDF → extracted text → generated records

Historical completion report, line 2823 · exact warning.

Reading the source and producing clean extracted text require separate checks.

Examples of work with LLMs

Some kinds of work from May–December 2026

1	brainstorming outlines
2	horizon-scanning literature
3	identifying material imperfections in the sources
4	gathering pinpoint references for footnotes
5	**proofing for consistency**
6	finding connections in sources
7	drafting abstracts

Full list · selected item for the following demonstration · 13 November 2026.

The researcher defines the task, inspects the result, and decides what to do next.

Compare two articles using shared sources

EX12 · report dated 9 August 2026 · report-only historical example

ARTICLE A

International Law in U.S. Sovereign Immunity Cases

Still being polished

ARTICLE B

The FSIA [*Foreign Sovereign Immunities Act*] at Fifty

Already submitted

Differences of emphasis or depth were treated as acceptable; incompatible statements of what a court held or did were not.

Cross-article consistency report · read-only comparison; initiating prompt and full exchange not recovered.

LLM distinguishes differences of emphasis from incompatible accounts.

Findings remain proposals for Tom

EX12 · selected historical reviewer findings · not independently rerun

ONE REPORT FINDING — EXACT EXCERPT

short form (note 160) precedes the full form (note 161).

Wuerth, Due Process



ROJECT LOG — EXACT SENTENCE FRAGMENT

rratum candidates await Tom's decision on whether and when to raise edit requests with journals;

The original request was not recovered. No before-and-after correction is claimed.

Cross-article report, citation-form examples; project log, pending-decision status · exact excerpts.

A reported finding does not establish an accepted or applied correction.

Consistency in scholarly apparatus

ONE REPORT FINDING — EXACT EXCERPT

short form (note 160) precedes the full form (note 161).

Wuerth, Due Process

A trivial use case? Perhaps. But a big labour-saver.

A possibility to ponder:

It is LLMs' pattern-matching essence that makes them fiercely attentive to inconsistencies in a text.



What is a prompt?

Working definitions for this workshop

PROMPT

A prompt is a request, question, or instruction supplied to a model to guide its response or actions.

PROMPT ENGINEERING

Prompt engineering means designing, testing & refining a prompt in light of results from a prior iteration of the prompt and/or from general experience in prompting.

Original workshop.json · prompt-definition · workshop definitions, not historical quotations.

A prompt can contain instructions, examples, and material to examine.

What might a prompt contain?

Examples:

- Pointers to source materials
- Pointers to saved files or websites
- Pointers to software
- Instructions to spawn subagents.

A prompt and saved instructions: how they relate

Prompt

Draft a short introduction to a talk about using LLMs in historical research.

Standing instructions - examples

- use Oxford commas
- ask Tom which primary sources folder(s) to consult for any research-related task

`TomStyle.md (Oxford commas)`

When—i.e., in what circumstances—a model follows a standing instruction depends on how you have framed the instruction.

Teaching prompt and examples selected by Tom; Oxford-comma guidance adapted from `TomStyle.md`.

Saving an instruction – e.g., in an .md file – and supplying it to a model are distinct steps.

Hierarchy in the Harness - for later discussion...



Context and context window

Distinguish the information supplied from the capacity available for it.

CONTEXT

The information supplied to the model at a particular stage.

Prompts, instructions, selected history, documents, tool results, etc. — when supplied.

CONTEXT WINDOW

The limit on how much information the model can accommodate at once.

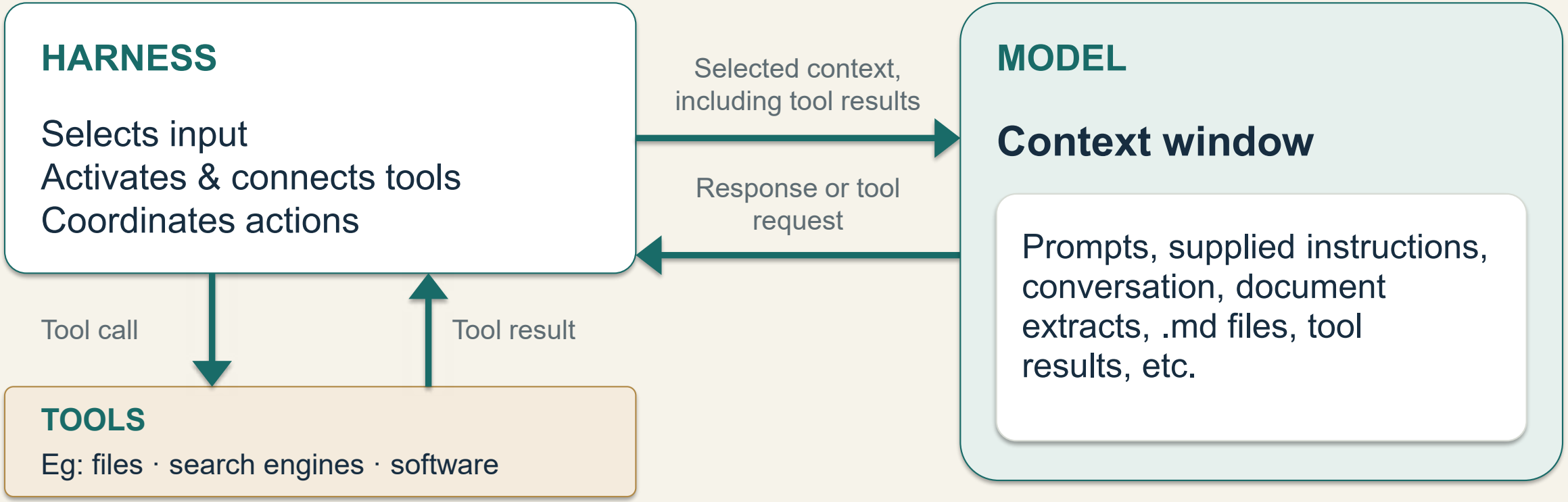
A capacity limit, measured in tokens.

Original workshop.json · context-definitions · capacity is measured in tokens; no model capacity is specified.

A stored document is not automatically part of the model’s current input.

Harness and model

The harness manages context, activates & connects tools, and coordinates actions.



Editable conceptual diagram · based on context-definitions · model and harness shown side by side.

Software performs operations; selected instructions and results enter context.

A question about a saved instruction

Prepared example · one file, one tool operation

PROMPT

Please read `TomStyle.md` and tell me what it says about quotation marks.

TomStyle.md



Available in the workspace

Not yet supplied
in this example

Prepared example · `TomStyle.md`, quotation-mark convention.

The file is available; its text has yet to enter this example's context.

Read the file and return its contents

Prepared example

Current prompt: Please read `TomStyle.md` and tell me what it says about quotation marks.

1	MODEL	The model requests `TomStyle.md`.

Prepared example · `TomStyle.md`, quotation-mark convention.

The harness connects a request to a tool operation.

Read the file and return its contents

Prepared example

Current prompt: Please read `TomStyle.md` and tell me what it says about quotation marks.

1	MODEL	The model requests `TomStyle.md`.
2	HARNESS	The harness runs the file-reading tool.

Prepared example · `TomStyle.md`, quotation-mark convention.

The harness connects a request to a tool operation.

Read the file and return its contents

Prepared example

Current prompt: Please read `TomStyle.md` and tell me what it says about quotation marks.

1	MODEL	The model requests `TomStyle.md`.
2	HARNESS	The harness runs the file-reading tool.
3	RETURN	The tool returns text; the harness supplies it to the model.

Prepared example · `TomStyle.md`, quotation-mark convention.

The model’s context now includes the current prompt and the returned text.

Read the file and return its contents

Prepared example

Current prompt: Please read `TomStyle.md` and tell me what it says about quotation marks.

1	MODEL	The model requests `TomStyle.md`.
2	HARNESS	The harness runs the file-reading tool.
3	RETURN	The tool returns text; the harness supplies it to the model.

Tool result: text returned from `TomStyle.md`

Use the British convention for quotation marks: single quotation marks for quotations, and double quotation marks only for quoted material within a quotation.

Prepared example · `TomStyle.md`, quotation-mark convention.

The model's context now includes the current prompt and the returned text.

Answer using the returned information

Prepared example

ANSWER

Your saved instruction is to use single quotation marks for quotations, with double quotation marks for quoted material within a quotation.

Prompt	Specified what to find.
Tool result	Supplied the saved instruction.
Model answer	Used that information to answer.

Prepared example · `TomStyle.md`, quotation-mark convention.

The model answered using information returned by the tool.

A simple opening prompt

Newly composed teaching material selected by Tom

Draft a short introduction to a talk about using LLMs in historical research.

Original workshop.json · opening-prompts · also the starting request for Exercise 1; no historical outcome claimed.

What has this prompt left undecided?

Exercise 1: clarify the task before the LLM performs it

Individuals or pairs · no model account needed

1 Invite the LLM to ask questions before it goes to work.

2 Inspect the LLM’s questions.

3 Supply answers.

Workshop exercise · prepared teaching material.

Clarify the task before carrying it out.

Start with a prompt

Two minutes · individually or in pairs

Tom’s supplied prompt

Draft a short introduction to a talk about using LLMs in historical research.

1. Add an instruction inviting the LLM to ask up to *X* questions about the instruction and requiring the LLM to wait for answers.

2. Anticipate one question – i.e., think about what is ambiguous in the prompt.

Workshop exercise · prepared teaching material.

Write your amendment and anticipated question on the worksheet.

Ars Inquirendi - (

```
>_ OpenAI Codex (v0.169.0)
   ~/IntLawProjects/data/articles/Ars_Inquirendi

Tip: When voice is available, use /voice to start or stop a voice
conversation, or /voice settings to choose a voice.

› Ask Codex to do anything

GPT-6.1-Sol xhigh · ~/IntLawProjects/data/articles/Ars_Inquirendi
← for agents · ? for shortcuts
```

Now write a request of your own

Two minutes · a new request from your research or teaching

1 Choose a small task. Write the request you would give an LLM.

2 Choose a task that doesn’t need private documents or much external search.

3 Volunteer your request and be ready to answer a question about it.

Workshop exercise · prepared teaching material.

Clarify the task before the LLM performs it.

Participant request 1: what needs clarifying?

1. Read the model’s questions. Choose one to answer.
2. Answer it.
3. How might your answer change the output or the way the LLM arrives at the output?

In the room: volunteer aloud. Online: meeting chat or voice.

Workshop exercise · prepared teaching material.

The author’s answer clarifies what the task requires.

Participant request 2: try a different task

Optional second request

1 Read the model’s questions. Choose one to answer.

2 Answer it.

3 How might your answer change the output or the way the LLM arrives at the output?

In the room: volunteer aloud. Online: meeting chat or voice.

Workshop exercise · prepared teaching material.

The author’s answer clarifies what the task requires.

What makes a question useful?

- The answer changes – ideally, improves – the output.
- The answer might expose uncritical assumptions.
- Thinking about the question keeps you cognitively engaged.

The researcher judges both the question and the answer.

Possibilities to ponder

Telling the LLM to generate questions about a prompt - even if you don't answer - improves output, because this activates connections in the model that the prompt on its own does not.

Thinking about possible questions before the LLM asks them, and then answering the questions the LLM asks, keeps the human operator more cognitively engaged.



Markdown in the harness

Five examples from IntLawProjects

1	**Repository instructions**	Specify guidelines and required checks – mandatory & automatic for its domain. `AGENTS.md`
2	**My writing conventions**	Record my prose, punctuation, and citation preferences – globally applicable. `TomStyle.md`
3	**Project instructions**	Indicate a particular project's goals, sources or categories of sources, citation style, etc. `Ars_Inquirendi/project.md`
4	**Writing and review instructions**	Guide drafting and specify a reviewer's task and criteria. Prose charter · Prose shape guide · Reviewer instructions
5	**Document ingestion**	Direct source intake, extraction, and verification – globally applicable. `Ingestion Guide.md`

Seven Markdown files, grouped under five functions.

Saved instructions enter context when an agent reads them.

The ‘prose charter’ – an example of a standing instruction

An excerpt from saved Markdown instructions for scholarly legal prose.

style/scholarly_legal_prose_charter.md

Open complete .md

```
## Claims and voice

- Claims are stated flat and bounded afterwards. A necessary hedge occupies
  its own sentence following the claim rather than appearing as an adverb
  within it.
- No claim is stronger than its authority supports. An account of a case says
  both what the case decided and what it did not decide. An inference belonging
  to the article is attributed to the article—for example, 'Though the
  judgment did not say as much expressly, one might infer that...', 'It would
  seem to follow that...', or 'It might be inferred from these conclusions
  that...'—rather than presented as the court's or source's conclusion.
```

Verbatim Markdown excerpt · charter lines 9–19 · complete .md file included alongside the slides.

A saved instruction can shape the work when it is supplied and applied.

Standing instructions and the harness

1 **The files preserve instructions.**
They make your accumulated decisions available for future tasks.

2 **The harness supports the use of instructions.**
The harness's loading arrangements and file-reading tools transmit instructions to the LLM. A file's existence alone does not transmit its contents to the LLM.

3 **The supplied instructions become context.**
The model receives them alongside the current prompt and other selected information.

Instructions and executable controls (software):

An instruction guides the agent's conduct when the agent executes a task. Software that runs when instructed is a tool for executing a task. An instruction might set software running. It also might trigger other non-software instructions—e.g., another .md file containing plain English instructions for the agent.

Teaching explanation selected by Tom · 13 November 2026.

Saved instructions enter context when an agent reads them.

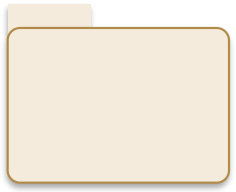
Create a new project’s workspace

7 October 2026 · Codex · Q&A candidate 03

Project home · Starter files · Agreed brief · Questions · Sources · Continue

NPEC_lecture_13Oct2026

Core project files



A home for this project

The lecture project

ORIGINAL TOPIC

Articles I, II, VI, and X: New Issues for the NPT

Treaty on the Non-Proliferation of Nuclear Weapons (NPT)

TASK SUMMARY

Prepare an outline of the latest NPT Review Conference’s treatment of these provisions.

Historical project; task summary and folder diagram prepared for this workshop.

Give the investigation a home for its instructions and records.

Start with the core files

A standing instruction tells the harness to spawn a defined set of .md files.

Project home — **Starter files** — Agreed brief — Questions — Sources — Continue

NPEC_lecture_13Oct2026

Core project files

- project.md
- questions.md
- sources.md
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

Three files in focus

project.md

Purpose, scope, and working instructions

questions.md

Open questions, uncertainties, and next steps

sources.md

Material identified and its checking status

Standard eight-file scaffold; additional project files can be added later.

The starter files are created together. They begin as empty templates. Their contents develop afterwards.

Brainstorming the details of a new project

The project files, empty at first, populate as I decide the project's details.

Project home · Starter files · **Agreed brief** · Questions · Sources · Continue

NPEC_lecture_13Oct2026

Core project files

- **project.md**
- questions.md
- sources.md
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

project.md

BEFORE ANSWERS

AUDIENCE

Pending Tom's description of the audience and its familiarity with the NPT.

FORM AND LENGTH

An outline for oral delivery. Speaking time, level of detail, and supporting references are to be settled with Tom.

Historical excerpts · project.md · initial edits, 7 October 2026.

One can use a side-file alongside a project file, using it to jot down ideas before writing to a project file.

Provisional notes of details

My answers about audience and output are instructions for this project.

Project home · Starter files · **Agreed brief** · Questions · Sources · Continue

NPEC_lecture_13Oct2026

Core project files

- **project.md**
- questions.md
- sources.md
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

project.md

AFTER ANSWERS

AUDIENCE — SELECTED EXCERPT

Junior diplomats, junior to mid-level military officers, academics, and think tank researchers.

FORM AND LENGTH

An annotated outline with document references, for a 20-minute lecture followed by questions and answers. Identify optional material for a longer version.

Historical excerpts · `project.md` · edits after Tom’s answers, 7 October 2026.

Colloquy with the LLM helps define the project; `project.md` preserves the decisions.

Keep track of open questions without stalling workflow

Selected work can begin while the investigation still has open questions.

Project home · Starter files · Agreed brief · **Questions** · Sources · Continue

NPEC_lecture_13Oct2026

Core project files

- project.md
- **questions.md**
- sources.md
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

questions.md

EXCERPTS

OPEN RESEARCH QUESTION

What treatment did each of Articles I, II, VI, and X receive in the 2026 conference documents, and what status did each relevant text attain – draft-only or adopted outcome?

SOURCE GAP

The article-specific conference documents have not yet been read and checked.

Historical excerpts · `questions.md` · initial edits, 7 October 2026; file roles shown in teaching order.

`questions.md` is an inventory of questions that still need investigation and checking.

Start a source record

The template includes a place to save materials identified through research – `sources.md`.

Project home · Starter files · Agreed brief · Questions · **Sources** · Continue

NPEC_lecture_13Oct2026

Core project files

- project.md
- questions.md
- **sources.md**
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

sources.md — STARTER CONTENTS

Primary Sources —

Secondary Sources —

My Prior Work —

Not Yet Read —

Excluded —

Selected starter headings · `sources.md` · unchanged contents read on 7 October 2026.

A source record can remain empty while source work is under way. All .md files are mutable!

Later: record what was checked

After research, an entry in `sources.md` records the material and assesses what it does and does not support.

Project home · Starter files · Agreed brief · Questions · **Sources** · Continue

NPEC_lecture_13Oct2026

Core project files

- project.md
- questions.md
- **sources.md**
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

sources.md

LATER CHECKPOINT

IDENTITY AND CONTENTS CHECKED ONLY

Thomas D. Grant, ‘Article VI of the Treaty on the Non-Proliferation of Nuclear Weapons (NPT): The Pursuit of Negotiations and China's Pursuit of Arms’ (2021–2022) 31 Journal of Transnational Law & Policy 1.

Potential further reading; not cited for a substantive proposition in this outline.

Historical excerpts · `sources.md` · research checkpoint, 7 October 2026; title and citation as recorded.

Record what was checked, and whether the outline relies on it.

Examples of .md files that support workflow

Each .md file answers a different question when the project resumes.

Project home · Starter files · Agreed brief · Questions · Sources · **Continue**

NPEC_lecture_13Oct2026

Core project files

- **project.md**
- **questions.md**
- **sources.md**
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

What can we recover?

project.md

What did we agree to produce?

questions.md

What remains unresolved?

sources.md

What material still needs finding and/or checking?

Teaching summaries of the three file roles; the historical excerpts remain in the supporting record.

The files anchor the project, helping the LLM stay on track, conserve context.

Iterative turns – tweaking a research task, revising an .md

8 October 2026 · The model re-reads the saved files before applying the correction.

Project home · Starter files · Agreed brief · Questions · Sources · **Continue**

NPEC_lecture_13Oct2026

Core project files

- project.md
- questions.md
- sources.md
- notes.md
- outline.md
- draft.md
- authority_sketches.md
- runs/current.md

Instruction and response

NEXT DAY

MY INSTRUCTION — EXCERPT

Please revise the working documents to make clear that we are not searching for a closing substantive draft - and de-clutter the working documents as far as regards references to the closing substantive draft.

MODEL'S RESPONSE — EXCERPTS

Your instruction is recorded once in `project.md`.
I removed the repeated caveats, retrieval tasks, and access logs from the outline and supporting files.

Selected historical excerpts · 8 October 2026 · instruction and recorded response; file reads verified.

An LLM's apparatus/clutter needs periodic tidying. And the LLM is tenacious: not always welcome!

De-cluttering LLM-speak

26 July 2026

Read the proposal — Identify the problem — **Revise the wording**

MODEL'S PROPOSAL

Avoidance-family devices remain pathway-specific; the live vocabulary distinguishes postponement, removal, transformative postponement, disguised removal, silence, and non-appearance without assuming one mechanism.

MY INSTRUCTION

The expression `avoidance-family devices` has a weird, non-human-writer tone to it. It's an example of us building our own referents and jargon, when doing so either serves no purpose or, worse, obfuscates and confuses, e.g. by conflating unlike categories and things.

REVISED PROPOSAL

Postponement, removal, silence, and non-appearance must be considered within the pathway in which each occurs. They are not assumed to share a mechanism. Some describe how a court treats an international-law question; others describe a procedural result or the question's absence from the judgment.

Historical excerpts · 26 July 2026 · opening sentence of the passage, my instruction, and the approved revision; the working map was patched the same day.

Translate process labels into the point the article needs to make – or get rid of them!

De-cluttering LLM-speak

26 July 2026 · Codex · A separate example: revising a working map for an article

Read the proposal

Identify the problem

Revise the wording

LLM writing defects and seepage of *process* into output… To be continued!

A question to ponder:

What does it tell us, that LLMs have imperfect discernment as between ‘substantive’ language and the language of instruction, of scaffolding, of program-ming?

Pattern and predication,
not syllogism and logic.



How do I turn a collection of documents into a usable resource?

We have a project workspace. What material can we draw on – and how do we organize it?



‘Where do we even start?’

How do I turn a collection of documents into a usable resource?

We have a project workspace. What material can we draw on?



On the Path to AI
Grant and Wischik

United Nations Convention on the Law of the Sea

Commentary on the Convention
Proelss (ed)

Selected source files · genuine directory captures, arranged as a montage.

Find material. Connect sources. Return to useful findings.

The wiki gives me a searchable way into the collection

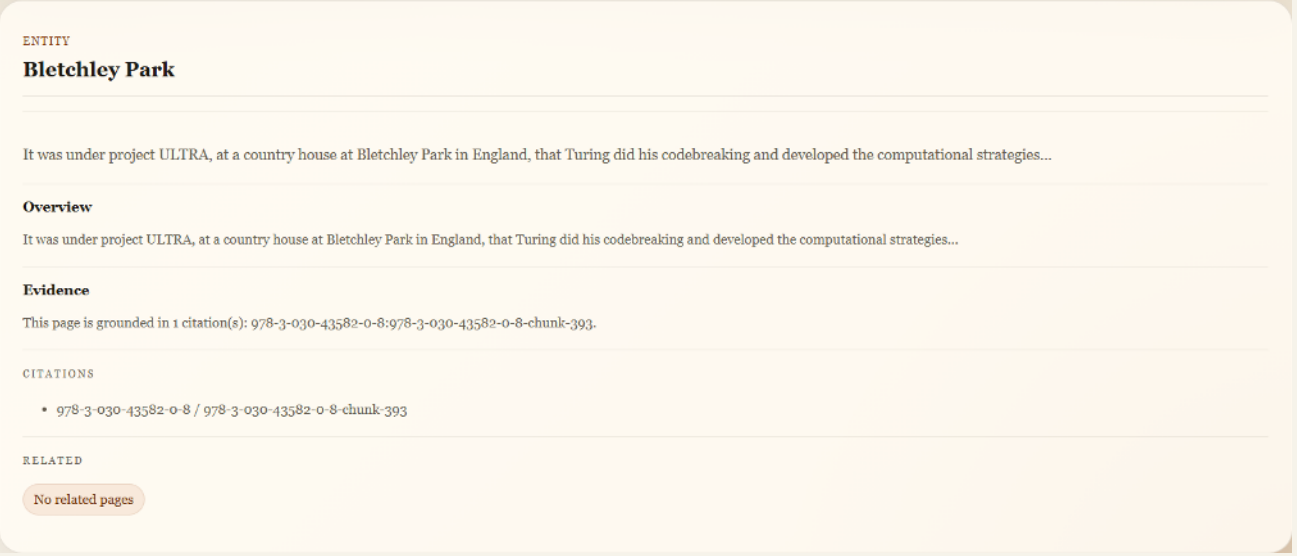
Search



Search and selected entry · cropped views

A searchable, linked collection of entries that point back to passages in my source documents.

An entry supplies a lead and a source reference



Genuine selected-entry crop · editorial labels outside the image.

Entry title

Bletchley Park

Selected excerpt

It was under project ULTRA, at a country house at Bletchley Park in England, that Turing did his codebreaking and developed the computational strategies...

Reference to its source passage

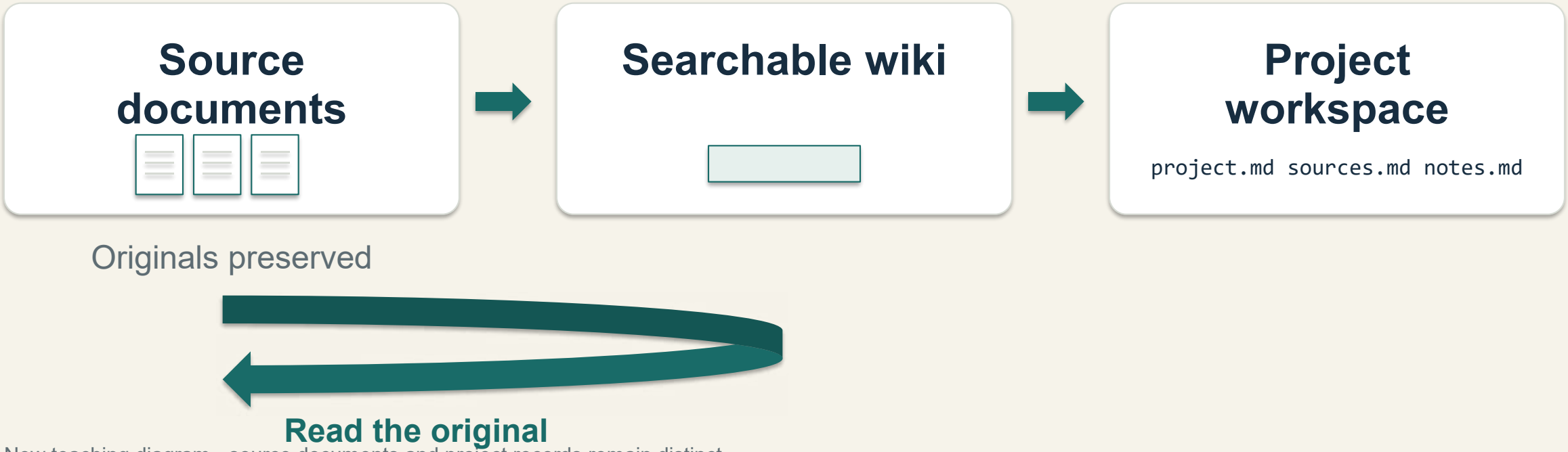
Grant and Wischik, On the Path to AI (2020).

The reference lets me trace the passage back to a document.

Documents, wiki, and project workspace

Software prepares entries and a search index

Check, select, and record



New teaching diagram · source documents and project records remain distinct.

What does the source support, and what must remain open?

Where the LLM helps

Source documents → **Searchable wiki** → **Project workspace**

Software prepares the searchable entries – a deterministic process.

With the harness's tools, the LLM examines passages and formulates a note – a probabilistic-modelling process.

I assess the evidence and decide what to retain.

Tom's adapted workflow · software preparation, model assistance, and scholarly judgment.

Stored material becomes context when it is supplied to the LLM for a task.

The idea behind this wiki



Andrej Karpathy

‘LLM Wiki’ · 4 April 2026

Use an LLM to build and maintain
a linked knowledge base from sources.

The starting point for my
adapted research workflow.

https://karpathy.ai/

Portrait: karpathy.ai · Concept: Andrej Karpathy, ‘LLM Wiki’ (2026).

Two ways I have used the Karpathy wiki



1. A detained ship

Find complementary material in different sources.



2. Hart and Turing

Follow a promising connection and discover its limits.

Two prepared source-based demonstrations.

First, connect complementary sources. Then, assess the limits of a connection.

An arrested ship: who can ask for prompt release?

Example 1 · Connecting sources

You are a ship-owner.
A foreign State arrests your ship.

Can you apply to an international court yourself?

A question about the ‘prompt release’ procedure in the United Nations Convention on the Law of the Sea.

Prepared question · the specified prompt-release procedure in Article 292 of the Convention.

Finding relevant material

Example 1 · Connecting sources

Search words	Wiki entry	Source document
release from detention	security, the question of release from detention may	➡ Treaty · United Nations Convention on the Law of the Sea (1982)
release of vessels	Historical Background The main proponent of a procedure	➡ Scholarly commentary · Tullio Treves in Proelss (ed), Commentary (2017)
application for '*prompt release*'	[NAME OF RESPONDENT] (Applicant) (Respondent) APPLICATION FOR THE	➡ Practical guide · International Tribunal for the Law of the Sea, Guide to Proceedings (2016)

Saved actual search results · editable presentation arrangement, not a live search.

Three separate queries → complementary works.

What does each source contribute?

Example 1 · Connecting sources

Treaty · Article 292(2)

The application for release may be made only by or on behalf of the flag State of the vessel.

United Nations Convention on the Law of the Sea (1982), art 292(2).

Who can apply.

Scholarly commentary · Treves

Two approaches: direct private access; State-to-State proceedings.

The possibility of submitting an application for prompt release 'on behalf' of the flag State set out in Art. 292 (2) was a compromise between these two views.

Treves on Treaties (ed), Commentary (2017), 480, para 5.

Treves's account of the compromise.

Practical guide · Model application

a reference to the authorization to act on behalf of the flag State, in accordance with article 110 of the Rules;

International Tribunal for the Law of the Sea, Guide (2019), annex 12, 98 · model application clause

How authorisation is recorded.

What does each source contribute?

Example 1 · Connecting sources

The treaty stipulates who can apply

An academic authority explains the negotiated compromise behind the treaty text that States adopted

The Practical Guide shows the paperwork - official forms - that reflect the answer to our question: who can apply for prompt release?

The answer, with its scope

Example 1 · Connecting sources

Teaching research note · 2 November 2026

Under Article 292 of the United Nations Convention on the Law of the Sea (UNCLOS), a private person may apply on behalf of the flag State with its authorization. Ownership alone does not supply an independent right to apply.

Scope: the Article 292 procedure and the 2016 Guide. This is not a general remedy for every foreign ship arrest.

UNCLOS art 292(1)–(2); Treves (2017), 1883, paras 4–5; Guide (2016), annexes 11–12.



'The Tribunal appreciates that it is a very good prompt, Mr. Pettigrew, but it is still not a release.'

Did Hart and Turing work together?

Example 2 · A connection and its limits

H. L. A. Hart

Legal philosopher

Alan Turing

Codebreaking and computing

Grant and Wischik, On the Path to AI (2020).

Grant and Wischik, On the Path to AI (2020).

What connection does the book establish?

The wiki points to a passage in the book

Example 2 · A connection and its limits



Wiki · Bletchley Park

It was under project ULTRA, at a country house at Bletchley Park in England, that Turing did his codebreaking and developed the computational strategies...

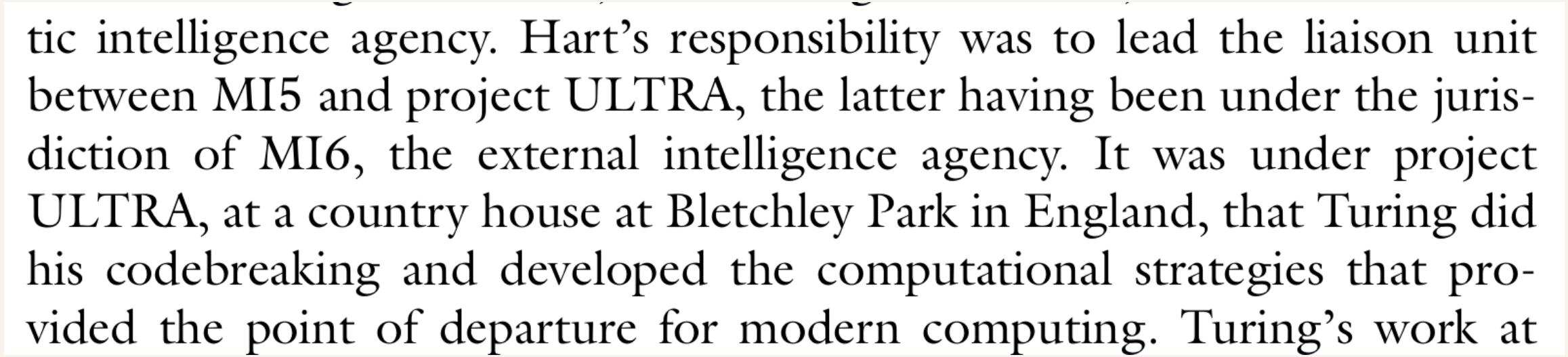
Grant and Wischik, On the Path to AI (2020).

Exact saved entry · editable reproduction; source reference resolved to the book.

The entry gives us a lead. The original is the next place to read.

Read the original passage

Example 2 · A connection and its limits · Original


tic intelligence agency. Hart's responsibility was to lead the liaison unit between MI5 and project ULTRA, the latter having been under the jurisdiction of MI6, the external intelligence agency. It was under project ULTRA, at a country house at Bletchley Park in England, that Turing did his codebreaking and developed the computational strategies that provided the point of departure for modern computing. Turing's work at

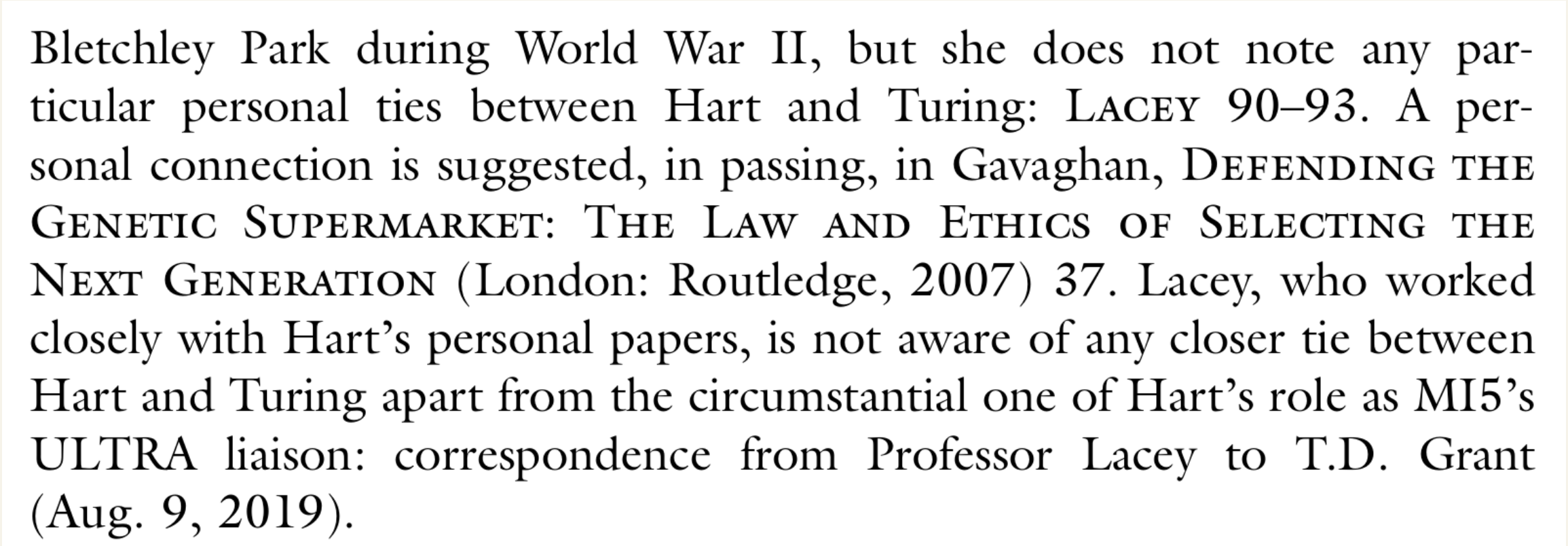
Read with endnote 43

Grant and Wischik, On the Path to AI (2020), 123 · CC BY 4.0 · original detail cropped.

Does this establish that they personally worked together?

The endnote qualifies the connection

The authors report Nicola Lacey’s account.



Bletchley Park during World War II, but she does not note any particular personal ties between Hart and Turing: LACEY 90–93. A personal connection is suggested, in passing, in Gavaghan, DEFENDING THE GENETIC SUPERMARKET: THE LAW AND ETHICS OF SELECTING THE NEXT GENERATION (London: Routledge, 2007) 37. Lacey, who worked closely with Hart’s personal papers, is not aware of any closer tie between Hart and Turing apart from the circumstantial one of Hart’s role as MI5’s ULTRA liaison: correspondence from Professor Lacey to T.D. Grant (Aug. 9, 2019).

Grant and Wischik, On the Path to AI (2020), 127–28 n 43 · CC BY 4.0 · original detail cropped.

How shall we qualify our conclusion?

The connection we can retain

Example 2 · A connection and its limits

Grant and Wischik describe an institutional connection through Hart’s liaison role and Turing’s work within the wartime intelligence system. Their endnote limits the conclusion that we might draw of any closer personal connection.

Unestablished by this source:

Hart and Turing personally worked together.

Grant and Wischik, On the Path to AI (2020), 123, 127–28 n 43.

Keep the limit attached to the finding.

Keep the finding, its references, and its limit together

Condensed from the teaching research note · 2 November 2026

Hart, Turing, and Bletchley Park

Research question

What connection does this source support?

Finding

Grant and Wischik describe an institutional connection through Hart’s liaison role and Turing’s work at Bletchley Park.

References

Grant and Wischik, On the Path to AI (2020), 123, 127–28 n 43.

Qualification

Personal collaboration remains unestablished by this source.

A possible next question

What further evidence would be needed to establish a personal connection?

The result can inform the next project task

Condensed from the teaching research note · 2 November 2026

Hart, Turing, and Bletchley Park

Research question

What connection does this source support?

Finding

Grant and Wischik describe an institutional connection through Hart's liaison role and Turing's work within the wartime intelligence system.

References

Grant and Wischik, On the Path to AI (2020), 123, 127–28 n 43.

Qualification

Personal collaboration remains unestablished by this source.

A possible next question

What further evidence would be needed to establish a personal connection?

`Research project/`

References

→ `sources.md`

Finding and qualification

→ `notes.md`

Next question

→ `questions.md`

We now have a note of what we found, the evidence for it, and a statement of unanswered questions.


HUMAN NATURE AND OTHER ILLUSIONS
THE UNIVERSITY AND ITS NERVES
CIVILISATION STILL?
DISPUTARE MELIUS VIVERE
The Times
SENIOR COMMON ROOM
QUAM BENE
TEA
REASON
TOLERANCE

"Back in ten!"

From a correction to a reusable ‘learning’

Exercise 3 · twenty-minute working allocation

Learnings for the LLM

How do we turn an editorial correction into an instruction to the LLM for it to use in future?

Prepared from `Writing_ex.md`, updated 12 November 2026; C011 records Tom’s meaning-note check.

Assess a written passage, improve it, then generalize an instruction from the before-and-after.

The task and materials

Participants propose and assess · Tom operates the shared model

Compare	A piece of draft prose and Tom’s changes to it.
Formulate	A proposed ‘learning’.
Test	Test the ‘learning’ - ie, apply it to a different piece of prose.
Assess and refine	What changed? What didn’t? What needs tweaked in the ‘learning’?

Separate participant packet: exact pairs, Passage B, checked meaning note, and recording space.

Iterating the procedure can enhance the ‘learning’.

Comparison 1 — elaboration

Original and Tom's revision · exact draft excerpts · footnote markers omitted

ORIGINAL

The preventive duty is therefore mandatory but mediated: parties must pursue negotiations in good faith, but the measures to be adopted require future legal and political settlement.

TOM'S REVISION

The preventive duty is therefore mandatory but mediated. The relationship here between the obligation and the means for its fulfilment is not casual or incidental. It reflects the political and technical realities that pertain to nuclear deterrence. Parties must pursue negotiations in good faith for the very reason that these realities require future legal, political, and strategic settlement if arms control and disarmament are to advance.

Paired Preventive Duties drafts, unedited line 82 and Tom-edited line 90; selected in `Writing_ex.md`.

What relationship does the added sentences explain? What LLM weirdness do they remedy?

Why elaboration helps here

Discuss the relationship before formulating a general rule

Original relationship

Obligation to negotiate
“but”
future settlement

Tom’s elaboration

The need for future settlement supplies a *reason* to pursue negotiations.

Prepared problem-and-solution account in `Writing_ex.md`; no fresh treaty analysis.

A learning addresses a specific fault yet remains general enough to apply to future prose.

Comparison 2 — remove a pointless contrast

Original and Tom’s revision · exact draft excerpts · footnote markers omitted

ORIGINAL

Its negotiating record reflects that the General Assembly mandate was not merely to discuss nuclear risk. The Assembly convened a conference to negotiate a legally binding instrument to prohibit nuclear weapons.

TOM’S REVISION

As the TPNW's negotiating history reflects, the General Assembly convened a conference to negotiate a legally binding instrument to prohibit nuclear weapons.

Paired Preventive Duties drafts, unedited line 50 and Tom-edited line 54; selected in `Writing_ex.md`.

What, if anything, is lost through the deletion? Answer: an inane contrast is lost! ☺

Formulate a ‘learning’ to address each situation

Select one instruction for the shared test

1 · Elaborate

Explain a relationship that the original text leaves unclear.

2 · Eliminate

Delete a contrast that adds nothing to the proposition.

What instruction would nudge the LLM toward the right choice in a different passage?

Participant task · historical narrower instruction: “Use contrast only when it marks a real analytical distinction.”

Say when the ‘learning’ should apply—and when it should not.

A possibility to ponder:

It reflects their pattern-matching character that LLMs generate ‘argument’ in form without argument in substance.

E.g., contrastive phrasing.

LLMs love it!

It has the shape of reasoned analysis. The absence of opposing propositions gives it the lie.



Ars Inquirendi - (

```
>_ OpenAI Codex (v0.169.0)
   ~/IntLawProjects/data/articles/Ars_Inquirendi

Tip: When voice is available, use /voice to start or stop a voice
conversation, or /voice settings to choose a voice.

› Ask Codex to do anything

GPT-6.1-Sol xhigh · ~/IntLawProjects/data/articles/Ars_Inquirendi
← for agents · ? for shortcuts
```

Give the model a writing task

Your topic · your purpose · one shared request

Choose a topic you would like the LLM to write about.

Write a prompt for the model to generate a passage about the topic.

Give the prompt to the model.

Save the model's response in an .md file.

Aim for one short passage—about 120–180 words.

We will choose one request and examine the passage it produces.

Read the prose the LLM generated. Decide whether to change anything.

Judge the passage against the request we agreed.

1 What is the passage trying to say?

2 What, if any, change would help the reader?

A correction needs a reason. Good prose can be left alone.

From our edit to a learning

Let us work together in Terminal.

1. Agree a change and the reason for it.
2. Compare the original and the revision.
3. Infer from their difference a generalizable learning. Record the learning.

Record our judgment.

Refine and record the learning

End with a usable judgment and its reason

Fresh agent, fresh context.

Name the circumstances where the learning applies:

Name a limit or exception to the learning:

Test the learning by applying it to the same passage, but do this with a fresh agent:

Participant record · connection to the following demonstration of saved writing guidance.

One successful application of a learning does not establish its utility as a universal rule.


VERITAS ET RATIO
Large Language Model
INK
ARISTOTLE
AQUINAS
KANT
HUME

A problem cannot ‘ask’ a question

27 May 2026 · Tom identifies the concrete defect

ORIGINAL DRAFT SENTENCE · EXACT EXCERPT

Status problems ask who counts as the sovereign when the sovereign acts through someone else.

Tom: ‘“problems” do not “ask”.’

The subject cannot perform the action assigned to it.

`Expository_rules_colloquy.md` · Tom, 27 May, 12:07 UTC · JSONL record 3772.

The editorial judgment begins with a specific sentence.

A problem cannot ‘ask’ a question

27 May 2026 · Tom identifies the concrete defect

ORIGINAL DRAFT SENTENCE · Tom’s repair

Status problems ~~ask~~ concern who counts as the sovereign when the sovereign acts through someone else.

Tom: ‘“problems” do not “ask”.’

The subject cannot perform the action assigned to it.

`Expository_rules_colloquy.md` · Tom, 27 May, 12:07 UTC · JSONL record 3772.

The editorial judgment begins with a specific sentence.

The agent finds the same fault elsewhere

27 May 2026 · applying Tom’s new learning to another passage

CONDUCT PASSAGE · ORIGINAL FAULTY SENTENCE · IDENTIFIED BY AGENT

Conduct problems ask when sovereign activity is commercial, territorial, expropriatory, or criminal.

ExpositoryRules, 31 May · Rule 13, Example B; assistant’s report, 27 May · 12:08 UTC.

The agent finds the same fault elsewhere

27 May 2026 · applying Tom’s new learning to another passage

CONDUCT PASSAGE · THE AGENT’S REPAIR

Conduct problems ~~ask when sovereign activity is~~ concern the characterization of sovereign activity as commercial, territorial, expropriatory, or criminal.

The agent applied the correction itself.

The agent’s repair is shown above.

ExpositoryRules, 31 May · Rule 13, Example B; assistant’s report, 27 May · 12:09 UTC.

The learning was saved

Independent archival rulebook · 31 May 2026

13. Substantive Grammatical Mismatch

Check whether the grammatical subject can plausibly perform the action assigned to it by the verb. Do not let abstract nouns, labels, headings, problems, sections, categories, or doctrines take verbs that properly belong to readers, writers, courts, litigants, or institutions.

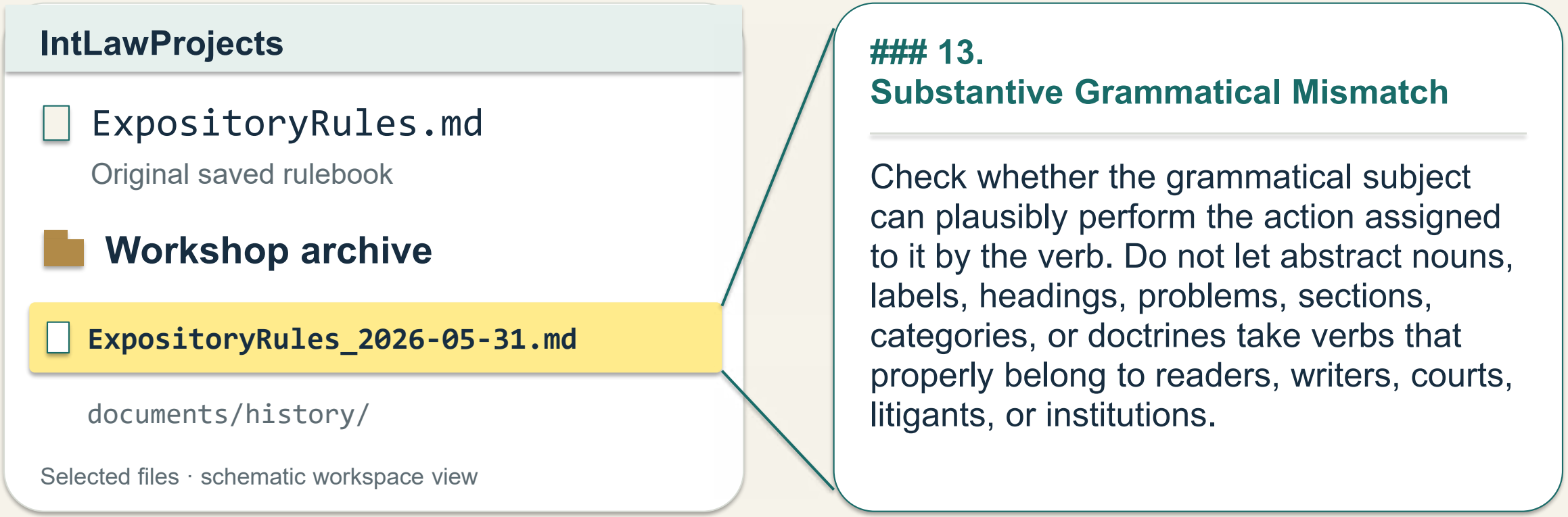
> The learning combines a rule (deductive strategy) with examples (inductive strategy).

ExpositoryRules_2026-05-31.md · historical Rule 13.

The repair becomes a reusable learning.

Where was the learning saved?

Saved in `ExpositoryRules.md`; the dated archive preserves that version.



`ExpositoryRules_2026-05-31.md` · archived Rule 13 · schematic, not a desktop capture.

The learning is stored in the workspace's writing guidance.

Which improvements to prose allow the inference of a new learning?

Do not turn every local improvement into a repository-wide rule. A learning is worth committing to an .md – i.e., it is worth adding to the harness – only if it is stable, is reusable, and addresses exposition rather than project-specific substance.

Can we generalize a procedure for inferring learnings from prose edits?

Tom’s generalisation request · 27 May 2026

> Is there a way to generalize the procedure we are following – i.e., the procedure whereby I ask you about problems that I've noticed in a draft, we work together to fix them, then you record the larger issue in `ExpositoryRules.md`? In other words, can we make this part of the procedure for all projects, including future ones?

`Expository_rules_colloquy.md` · Tom, 15:41 UTC; authorisation at 15:42 UTC · records 5014, 5023.

A local correction becomes a candidate for a reusable learning.

Long story short...



A worthy beast.

The rules file grows

14 August 2026 · size and context-window limits

The .md is too long. We should split it into separate .md files - one for each of the six categories.

ARCHIVED INPUT · 14 AUGUST

44 rules · 384 lines · 3,785 words
Six category files were present by the later audit.

`Expository_rules_colloquy.md` · Tom’s split request, record 9; archived 44-rule monolith.

Dividing files helps context use only when it changes what is loaded.

Six files organise the learnings

Current index · continuous rule numbering

Open index

A	Sentence Craft	1–7
B	Reader Orientation and Navigation	8–18
C	Argument Architecture	19–27
D	Case and Authority Exposition	28–35
E	Source and Legal Fidelity	36–42
F	Revision Hygiene	43–44

`ExpositoryRules/README.md` · complete unchanged current file snapshots accompany this module.

The categories provide a route to the relevant instructions.

A learning (in form of an instruction)

Category A · Rule 4 · Match Verbs to Their Subjects and Objects

Open Category A file

For each sentence, check that the subject can plausibly perform the verb and that the verb can plausibly act upon its object. Preserve clear, conventional legal shorthand. Ensure that every sentence expresses a substantively coherent relationship between its subject and object.

Read all six files, in order, for a full article or major-section review.

`ExpositoryRules_A_SentenceCraft.md`, Rule 4; current index full-review requirement.

The current rule preserves conventional legal shorthand.

Information written to the .md files

Correction → reusable guidance → organised context

The work	Tom’s criticism, reported repairs, and ‘learnings’.
How it is organised	Six files, an index, and instructions governing scope of use – i.e., instructions to tell the LLM when to use the ‘learnings’.
What is left to assess	Whether the LLM applies the ‘learnings’ reliably

Prepared synthesis of `Rule_sources.md` and the displayed records; no formal expository review run.

Recorded ‘learnings’ need appropriate harness to frame their use.

A possibility to ponder:

Adding more instructions makes it less likely that the LLM will follow each instruction.

Dividing a rulebook *might* help if you limit which segment of the book you supply, or your harness supplies, to a particular agent for a particular task.

Conserving context.





Which translation did I use?

Prepared reconstruction · Research recorded 18 October 2026

‘Which English translation did you use?’

THE WORDING TO INVESTIGATE

shall consist of republics, krais, oblasts, cities of federal significance, an autonomous oblast, and autonomous okrugs, which shall have equal rights as constituent entities of the Russian Federation

Managing Editor, comment 4; entry, paragraph 1 · Existing research-note excerpts

A quotation needs an identifiable source, even when its wording looks familiar.

Follow distinctive wording to a source

An explanatory sequence supported by the records; not a replay of tool calls

‘shall have equal rights’ · ‘constituent entities’

Distinctive phrase → source trail → passage in context

COMPLETE SENTENCE REPRODUCED IN THE RESEARCH NOTE

The Russian Federation shall consist of republics, krays, oblasts, cities of federal significance, an autonomous oblast and autonomous okrugs, which shall have equal rights as constituent entities of the Russian Federation.

18 October research note · Government-published text · Article 5(1), preserved printout, p 2

Inspect the passage and note its location.

Identify shared elements

The draft fragment and the complete government-published sentence

THE DRAFT

shall consist of republics, krais, oblasts, cities of federal significance, an autonomous oblast, and autonomous okrugs, which shall have equal rights as constituent entities of the Russian Federation

THE ENGLISH TEXT THE LLM FOUND

The Russian Federation shall consist of republics, krays, oblasts, cities of federal significance, an autonomous oblast and autonomous okrugs, which shall have equal rights as constituent entities of the Russian Federation.

Draft, paragraph 1 · Government text, Article 5(1), preserved printout, p 2 · Note excerpts

Two differences within the shared wording: krais/krays, and one comma.

What does the match establish?

Wording, source history, and dates are distinct questions

Question · Wording · **Limits** · Translation · Record · Conclude

THE FINDING

Government-published English wording was identified. My draft contained two inconsistencies.

THE SOURCE HISTORY

Original copy, named translator, and first translation date remain unestablished.

`russian_translation_exact_matches.md` · Findings, checked text, and remaining limits

The matched wording does not establish the particular copy I originally consulted.

Which translation?

A second comparison: the Chechen Constitution · Article 10(2)

Question · Wording · Limits · **Translation** · Record · Conclude

THE QUOTATION IN THE DRAFT

‘inter-ethnic affairs’

THE PUBLIC ENGLISH TRANSLATION

‘inter-ethnic intercourse’

Part of the quotation in the draft matches the source, but it remains unresolved where ‘affairs’ came from.

Entry, paragraph 36 · `chechen_translation_provenance.md`, checked translation and pinpoint findings

One matching part of two quotations does not establish that both came from the same translation.

Which status, which version?

Luc Vocks · International Constitutional Law · Historical 2003 text

Question | Wording | Limits | **Translation** | Record | Conclude

IS THIS AN OFFICIAL TRANSLATION?

We found Luc Vocks's English translation on the International Constitutional Law website.

The page expressly labels it "unofficial".

Finding an accessible translation therefore did not resolve the editor's request for an authoritative one.

HISTORICAL VERSION

The LLM's report flags later amend-ments affecting the constitution.

18 October Chechen translation report · Findings and date/version cautions; no fresh amendment check

Identify translation status and version before treating a link as a source.

Record the scope of the checks

Assignments → findings → specified separate checks

Question · Wording · Limits · Translation · **Record** · Conclude

THE PARAGRAPH 1 REVIEW: AN EXACT EXCERPT

‘Review result: no correction required on these checked issues.’

The LLM read the government wording.
The date reflects when a PDF of this translation was made. It does not establish which constitutional amendments the translation includes.

Full Markdown records: **assignments** **findings** **scope of separate checks**

`research_setup.md`, Verification and handoff · `russian_translation_provenance.md`, independent review

Make a note of what was read, what the reading found, and what it left uncertain.

What are we justified in concluding?

Finding, limit, and next question

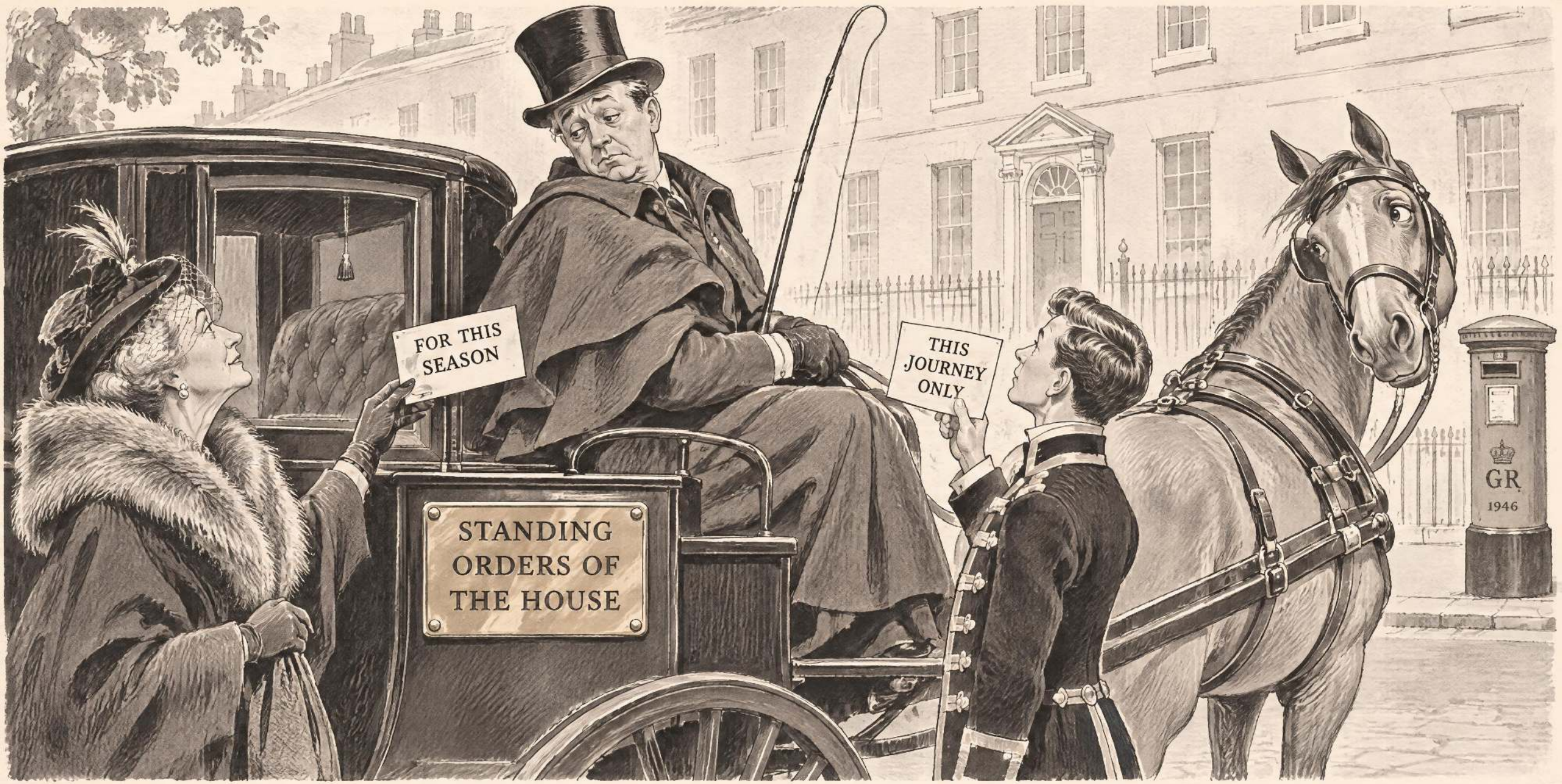
Question · Wording · Limits · Translation · Record · **Conclude**

The LLM’s investigation identified government-published English wording and two small differences in the draft.

The particular copy originally consulted remained unestablished.

Approved teaching summary in workshop.json · Paragraph 1 finding; the paragraph 35 exercise is separate

A useful investigation produces a finding and an account of its limits – i.e., safeguards against overclaiming.

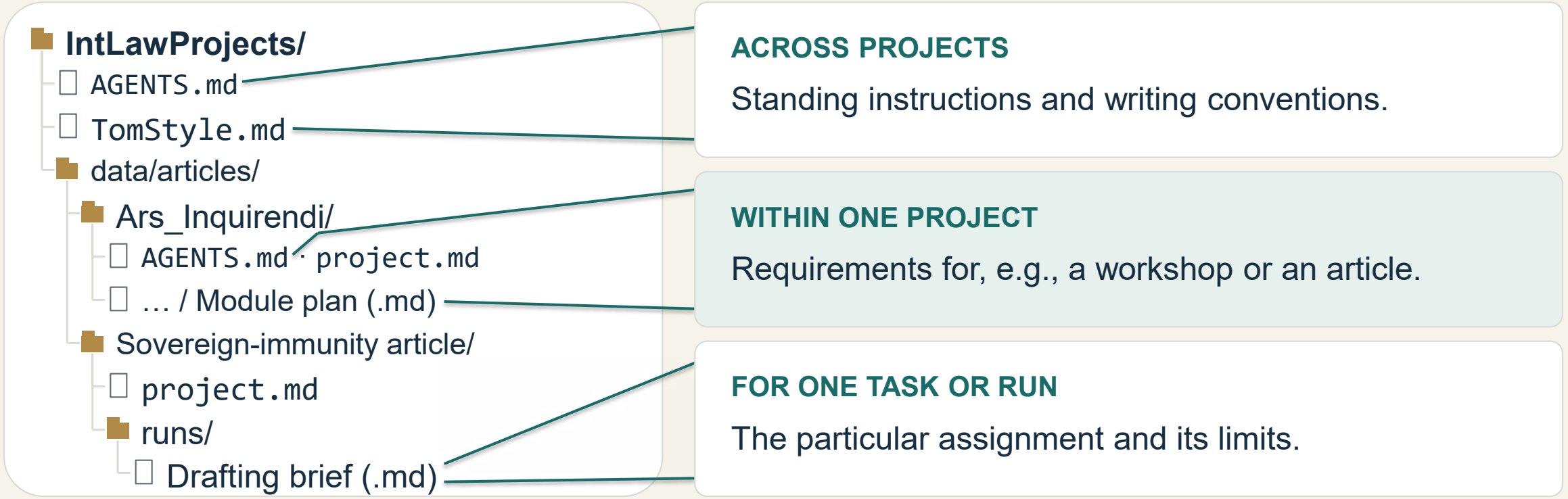


'The plate says single quotation marks, madam. For this journey only, I am told it is double.'

Hierarchy in the Harness

Which instructions govern this work?

Across projects · Within a project · For a task or run



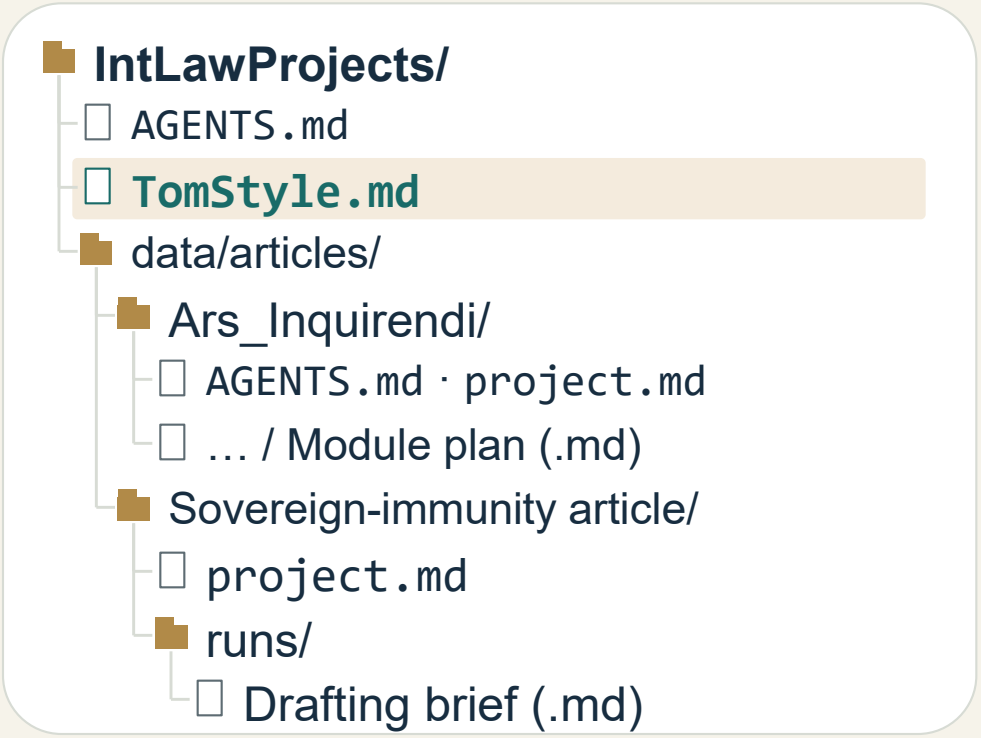
Selected workspace map · Short file labels are expanded in the separate presenter notes

General instructions provide continuity. Specific instructions tailor the work.

Some instructions apply across projects

A general writing convention that can be reused across projects

Across projects · Within a project · For a task or run



TomStyle.md · GENERAL CONVENTION

‘Use the British convention for quotation marks: single quotation marks for quotations, and double quotation marks only for quoted material within a quotation.’

‘quoted words’

Illustration of the convention

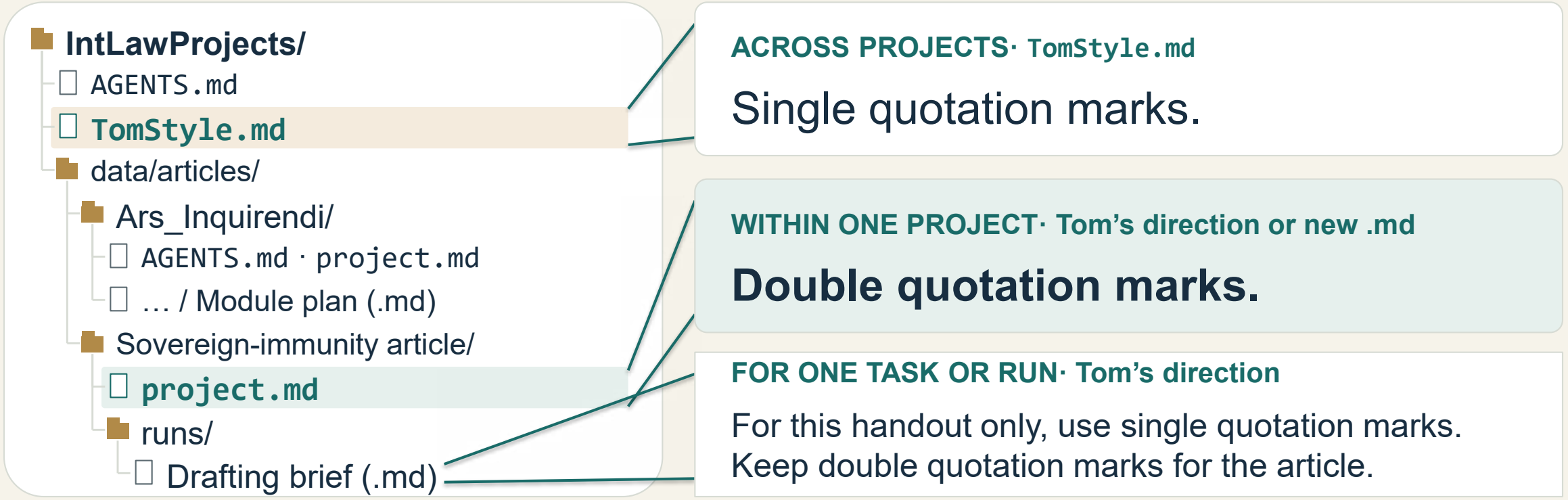
TomStyle.md · Conventions · Exact excerpt; diagram shows selected files and their scope

Record a useful default once; keep it available across projects or within a project.

A project can override a general instruction

A recorded project exception, followed by an illustrative one-run exception

Across projects · **Within a project** · For a task or run



Project: Tom’s recorded direction, 6 August 2026 · Run: illustrative instruction for one handout

A task-specific instruction can override the project’s default for that task.

The exception stays with that project

The workshop and article are separate branches of the same workspace

Across projects · **Within a project** · For a task or run



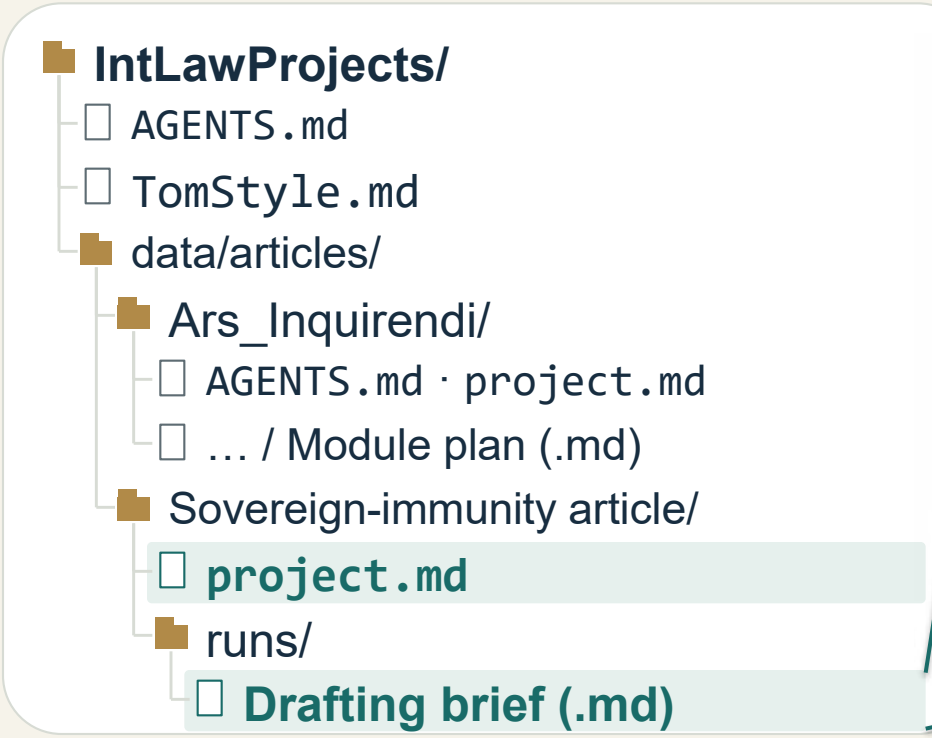
Typographical demonstrations of the two instructions; these are not excerpts from either work

Tailor one project without changing the others.

One run can have its own brief

The project’s choices are carried into a particular drafting assignment

Across projects · Within a project · **For a task or run**



ONE DRAFTING RUN · 7 AUGUST 2026

‘Quotation marks: American convention for this article’

ASSIGNMENT SUMMARY

Write two specified sections from the supplied brief.
Save one draft file; no more than 2,100 words, including footnotes.

`codex_brief_unit1_v1.md` · § 11, exact excerpt; opening and § 0, assignment summary · 7 August 2026

The run brief carries the project’s choices into one particular assignment.

Which instructions govern this work?

Use the hierarchy to tailor the agent's work.

Across projects · Within a project · **For a task or run**

- **IntLawProjects/**
  - `AGENTS.md`
  - `TomStyle.md`
  - data/articles/
    - Ars_Inquirendi/
      - `AGENTS.md` · `project.md`
      - … / Module plan (.md)
    - Sovereign-immunity article/
      - `project.md`
      - runs/
        - Drafting brief (.md)

ACROSS PROJECTS

Retain useful standing instructions.

WITHIN ONE PROJECT

Add requirements and specify any exceptions.

FOR ONE TASK OR RUN

State the particular assignment.

Teaching summary of the displayed instruction files · Continue to the companion task-layering module

Next: Layering of the task—what should this pass do?

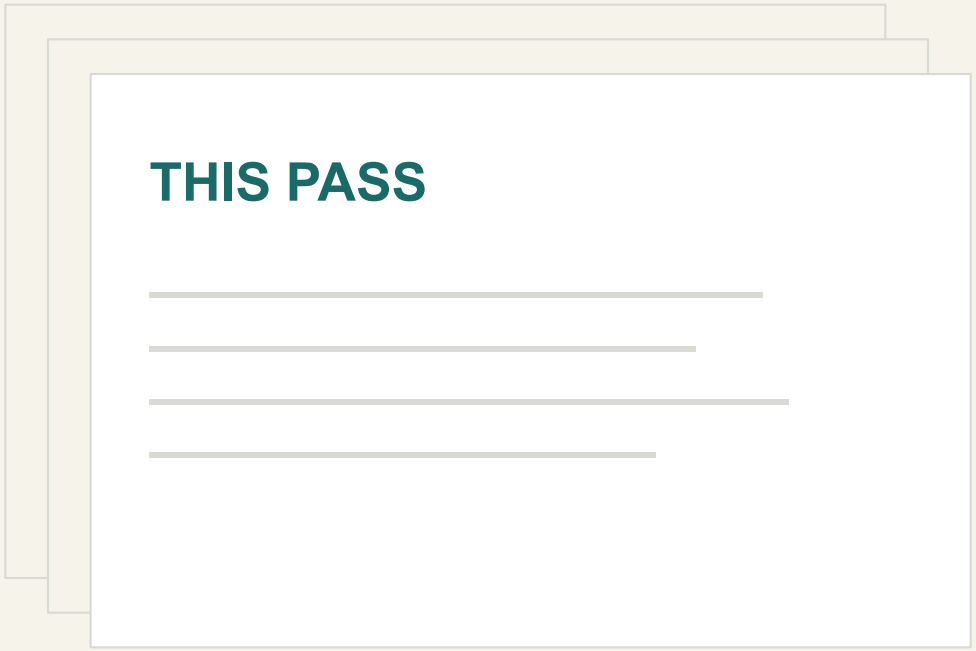


'The cutter marked four places for attention, sir. I have just found a fifth. That is what I am for.'

Layering of the task

Divide one project into passes with assigned purposes.

Draft — Check sources — Revise — Review



What should this pass do?

Same project.
A defined goal for each pass.

Teaching diagram · A layer here means a pass over the work

Give each pass an assigned purpose.

One manuscript, several passes

A possible arrangement · One agent or several agents can perform these jobs

Draft — Check sources — Revise — Review

01

Draft

Develop the passage.

02

Check sources

Test the claims and references.

03

Revise

Act on the research findings.

04

Review

Assess the result; identify decisions still to be made.

Teaching schematic · These are useful purposes, not four compulsory runs

Each pass adds something that the next pass can build on.

In this pass, draft—and mark any source-gaps

Two sections of International Law in U.S. Sovereign Immunity Cases · 7 August 2026

Draft — Check sources — Revise — Review

THE INSTRUCTION

If a fact, quotation, or pinpoint is not supplied by this brief, do not go find it. Insert [CITATION QUERY: <what is needed>] in place and keep drafting. Never smooth an unsupported proposition into prose.

THE FIRST-DRAFT FOOTNOTE

Energy Charter Treaty art. 26 [CITATION QUERY: full Bluebook treaty citation—supervisor completes at register].

The passage was drafted. The complete treaty citation awaited a later check.

Drafting brief § 1 · First draft, footnote ect-consent · Exact historical excerpts

The agent drafted the passage and left a note to complete the treaty citation in a later pass.

Turn a marker into the next assignment

A proposed next-pass prompt

Draft — **Check sources** — Revise — Review

SAME MANUSCRIPT · CHECK SOURCES

The open question: complete the treaty citation.

Find the official treaty publication details. Check them against the source. Supply the complete citation and identify where you checked it.

Input: a footnote marked as incomplete and the treaty source.
Output: confirmed publication details and a treaty citation.

Prepared teaching prompt · The historical completion is shown next

A useful marker is one that gives the next pass a specific job.

A later check completed the citation

Recorded completion before the next drafting unit · 7 August 2026

Draft — **Check sources** — Revise — Review

SAME MANUSCRIPT · A LATER CITATION CHECK

DURING DRAFTING

Complete treaty citation still needed.

→

COMPLETED NOTE RECORDED IN THE REGISTER

Energy Charter Treaty art. 26, Dec. 17, 1994, 2080 U.N.T.S. 95

The supervising assistant checked the publication details before the next unit.

Supervision log, Unit 2 pre-cycle · Bibliography register, OI-001 · Recorded historical action

The drafting pass marked the gap; a later check filled it with the missing information.

Give the LLM the context it needs for each pass

Choose the inputs necessary to do the job you're asking the model to do.

Draft — Check sources — Revise — Review

Drafting	Agreed project outline, relevant evidence, and writing guidance
Source checking	Tentative claims, open questions, and original sources
Revising	The draft, the results of the source checks, and instructions saying what to change.
Reviewing	Revised draft, intended audience, and review criteria

Teaching summary · Purpose-specific inputs; not an inventory of every historical model context

The purpose of the pass helps determine what the model needs to read.

Review the draft, then decide what to revisit

A new question can call for another focused pass

Draft — Check sources — Revise — **Review**

SAME MANUSCRIPT · REVIEW

Is the passage clear?

Does the evidence support it?

What still needs my judgment?



A new question
→ a new assignment

The log left Tom a decision about an awkwardly joined quotation.

Teaching questions · Historical editorial residue: supervision log, Unit 1, “Residual for Tom”

The next pass should answer the question the review has exposed.

One purpose for the next pass

Apply the approach to one task from your own work

Draft — Check sources — Revise — Review

YOUR MANUSCRIPT · NAME THE NEXT PASS

What should the first pass produce?
What should it leave for a later pass?

Giving each pass a defined purpose seems to keep the model on track and improve the result.

Workshop application · Core sequence ends here; optional evidence appendix follows

Give the next pass a clear job, then inspect what it produces.

The draft did not flag every gap

OPTIONAL APPENDIX · 1 of 3 · The Article 55 example

Draft | Check sources | Revise | Review

FIRST DRAFT · EXACT SENTENCE

Recognition and confirmation nevertheless remain distinct from execution: even within the ICSID regime, Article 55 preserves immunity from execution.

ITS FOOTNOTE

NextEra, 112 F.4th at 1121–22 (Pan, J., dissenting in part).

A DIFFERENT GAP

The draft makes a claim about Article 55.

Its footnote cites two pages of NextEra.

ICSID: International Centre for Settlement of Investment Disputes. The sentence concerns its investment-disputes convention.

First draft, § IV.A.1 and footnote · Exact historical sentence; separate optional example

The instruction to mark gaps did not ensure that every gap was marked.

A source-checking pass found the problem

OPTIONAL APPENDIX · 2 of 3 · Checking the cited pages

Draft — **Check sources** — Revise — Review

FIRST DRAFT · EXACT SENTENCE

Recognition and confirmation nevertheless remain distinct from execution: even within the ICSID regime, Article 55 preserves immunity from execution.

ITS FOOTNOTE

NextEra, 112 F.4th at 1121–22 (Pan, J., dissenting in part).

WHAT THE CITED PAGES SAY

'… require the district court to enforce any ICSID arbitration award as if the award "were a final judgment of a court in [the United States]." See ICSID Convention, art. 54; 22 U.S.C. § 1650a(a)'

This does not establish that the Article 55 proposition was false.

NextEra, 112 F.4th 1088, 1121–22 (D.C. Cir. 2024), Pan J, dissenting in part · Previously checked local source

The cited pages do not mention Article 55; the supplied support was defective.

Revision made the next job visible

OPTIONAL APPENDIX · 3 of 3 · A revision, followed by further verification

Draft · Check sources · **Revise** · Review

FIRST DRAFT · EXACT SENTENCE

Recognition and confirmation nevertheless remain distinct from execution: even within the ICSID regime, Article 55 preserves immunity from execution.

ITS FOOTNOTE

NextEra, 112 F.4th at 1121–22 (Pan, J., dissenting in part).

REVISED DRAFT · EXACT SENTENCE

Recognition and confirmation remain distinct from attachment and execution; within the ICSID regime, Article 55 separately preserves immunity from execution.

REPLACEMENT FOOTNOTE

[CITATION QUERY: ICSID Convention art. 55—verify text at register]

First and revised drafts · Revision instruction A.2 · Supervision log, Unit 2 pre-cycle

The revised draft left a note to check Article 55. The supervising assistant later completed that check.

A possibility to ponder:

Getting the LLM to write fluently obscures vacuity.

How to mitigate the risk?

Launch a separate checking pass with an explicit task:

Check against sources to identify gaps in proof.



Which task would you assign?

Discussion · Working allocation: five minutes · Bring one example from your research

Task | Evidence | Record | Reserve

What would you delegate?

Which decisions would remain yours?

Prepared question and cues from closing-task · Participant contributions will vary

Choose a concrete, bounded task, and retain the decisions that require your judgment.

What would you need before relying on an LLM’s output?

Discussion · Working allocation: five minutes · Carry one concrete example forward

Task | Evidence | Record | Reserve

Inputs	What would the model need to know, read, or ask?
Evidence	What check would make the result trustworthy?
Judgment	What uncertainty would still need your judgment to resolve?

Prepared question and cues from closing-evidence · No participant answer is prescribed

Name the evidence, check, or unresolved issue that would affect your decision.

Questions and further discussion

Flexible reserve · Up to ten minutes, as time permits · Working timing remains provisional

Task | Evidence | Record | **Reserve**

What would you like to examine further?

Questions, remaining concerns, and next steps.

workshop-end · Original plan: 15-minute discussion, then 10-minute reserve · No compulsory new content

Use the reserve for remaining questions or earlier overrun; close when the discussion is complete.



An able horseman