



the president's message

Social Proof and Pluralism

By John Garvey

Perhaps it's because I have a one-track mind, but the present financial crisis has led me to think again about the benefits of pluralism.

If free markets work as we are taught to suppose, a lot of the turmoil we see now should not be happening. For some reason people mistakenly came to believe that housing prices would keep going up. By "people" I mean everyone – not just home buyers, but also lenders, government officials, rating agencies, insurance companies. Why did everyone think the same way? When housing prices increased by 85% (corrected for inflation) between 1997 and 2006, why didn't more buyers dig in their heels, and more sellers unload?

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Sitting Down with Susan Prager

On Sept. 1, Susan Westenberg Prager began her position as Executive Director and Chief Executive Officer of AALS. Two months later, she offers her insights on the past, present and future of the organization.

Q. What drew you to this role?

Prager: Much earlier in my career I benefited enormously from the opportunities I was given to participate in the work of the AALS. I learned so much, and have always said that the first AALS Committee I served on was the single most important experience that prepared me to become Dean at UCLA. This is now a chance for me to help replicate the collegial experiences that meant so much to me both for successive generations of law professors and for those who have been asked to lead their schools as Deans.

Q: What do you see as a strength of the AALS?

Prager: One of the greatest strengths of the AALS is the collegial nature of the way policies and programs are constructed. We benefit in our decision making because the AALS has so many devoted and talented volunteers. Major policy decisions are made in a nine person Executive Committee, which is often informed by the work of another committee's thinking. Part of my role is to identify and frame the issues the Executive Committee – and in some instances other committees of the Association – will consider.

Q. After your long deanship at UCLA you were Provost at Dartmouth and President of a small liberal arts college. Has this affected the way you view legal education and the role of the AALS?

Prager: Absolutely, yes! I've had the opportunity to get a liberal arts education more than 40 years after my own undergraduate years. That is helping me think about the applicability of other disciplines to the study of law and law reform, not only the social sciences and the humanities but in the sciences.

I also developed a concrete set of worries. Looking at rapidly rising college costs and the consequent loss in buying power of financial aid dollars, I am deeply concerned that economically disadvantaged students including a large percentage of students from middle class families will find it increasingly difficult to attend college. This also means that there will be a disproportionate impact on our diversity goals. Like all of graduate education, law schools depend on undergraduate admissions and enrollment to produce our students. I've come to the view that law schools can no longer afford to leave to others the question of how we should encourage college as a goal in effective ways.

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Sitting Down With Susan Prager

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Q: In addition to rising costs which you have just mentioned what do you see as the important challenges for legal education today?

Prager: Our democratic values are predicated on concepts of individual rights and equal opportunity. Law schools and lawyers play a critical role in furthering and protecting these values. Both difficult economic times, and a deteriorating consensus about the meaning of equality make our efforts to achieve fairness and to build diverse law school communities more difficult than it was in the decades after World War II.

Q: What advice would you give to a faculty member who wants to get involved in the AALS?

Prager: Most of us never think about the fact that the majority of the sessions at the Annual Meeting are planned by the AALS Sections. A faculty member can elect to be a member of one or more Sections. Attending the programs and the business meeting and offering to help with the work of a Section can lead to increased involvement in program planning and other projects.

My second suggestion is a more indirect one. Volunteer to serve on an ABA team to visit and assess another law school. That is a tremendous learning experience. Other opportunities will often grow from it, in addition to the fact that you bring new insights back to your home school.

Q: What do you think AALS offers experienced faculty or what would you like to offer to experienced faculty?

Prager: The AALS Professional Development programs are the product of face to face collaboration in their planning across types of schools and points of view. They are intentionally inter-generational as well, designed to bring law teachers together around subjects they teach to produce insights that affect teaching and scholarship.

Q: You were AALS President in 1986. Is there anything that has surprised you as you look at the AALS today?

Prager: I'm concerned that there are fewer younger faculty serving on our committees, and one of the goals I've set for myself is to increase the generational diversity in the full range of our work.

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William A. Galston to Give Keynote Luncheon Address at The Association of American Law Schools Annual Meeting

The Virtues of Pluralism



William Galston is the Ezra K. Zilkha Chair in Governance Studies and senior fellow at the Brookings Institution, Washington, D.C. Formerly the Saul Stern Professor and dean at the School of Public Policy at the University of Maryland, Dr. Galston specializes in issues of American public philosophy and political institutions.

After serving as a sergeant in the United States Marine Corps and then receiving his Ph.D. from the University of Chicago in 1973, Galston taught for nearly a decade in the Department of Government at the University of Texas. From 1998 until 2005 he was professor of public policy at the University of Maryland. In the 1990s, he served as deputy assistant for domestic policy to President Clinton, and later as executive director for the National Commission on Civic Renewal. He is the author of eight books and more than one hundred articles on questions of political and moral philosophy, American politics and public policy. His most recent book is *Public Matters: Politics, Policy, and Religion in the 21st Century* (Rowman & Littlefield, 2005).

(Advance ticket purchase is necessary to attend the luncheon. See the Annual Meeting Registration form, or register online at www.aals.org/am2009/. Tickets may also be purchased on-site by those already registered for the Annual Meeting until 12:00 p.m. on Wednesday, January 7.)

President's message

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Robert Shiller maintains, in *The Subprime Solution* (2008), that the real explanation is not monetary policy, or mortgage policies, or the behavior of rating agencies, or regulatory failure. These are effects rather than causes. The phenomenon at the root of the market's collapse is what he calls the "social contagion of boom thinking, mediated by the common observation of rapidly rising prices." The failure of the capital markets can be traced to a failure in the market of ideas. It is not easy to understand how so many people came to think alike, but they did, and it means we're headed for trouble.

Here is another illustration of the same point. Social psychologists at CUNY once did an experiment on "the drawing power of crowds," as they put it. They had a man stand on a street corner and look up at a sixth-floor window across the street. A few passersby stopped. The psychologists gradually increased the size of the stimulus crowd to 2, 3, 5, 10, and finally 15. At 5, four times as many pedestrians stopped, and even more looked up. At 15, 40% of the passersby stopped, and 86% looked up at the window. James Surowiecki, in *The Wisdom of Crowds* (2004), calls this an instance of social proof. It's not the same thing as conformity. People don't look up because of peer pressure or fear of sanctions. There is, Surowiecki says, a "tendency to assume that if lots of people are doing something or believe something, there must be a good reason why."

Here is one more example that will resonate with baseball fans. Since the nineteenth century players, managers, and fans have measured the quality of performance by batting average, runs batted in, fielding percentage, stolen bases, and so on. We still do. Look at the Sunday paper. Scouts have looked at the physical skills of young players – body type, foot speed, arm strength, etc. – to predict success in these metrics. Michael Lewis tells in *Moneyball* (2003) how the manager of the Oakland Athletics set aside conventional wisdom and built a winning baseball team. He ignored physical skills and fielding percentage, discouraged base-stealing, urged batters

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to walk, and measured success by slugging and on-base percentage. The data he used supported his judgment. But it was hard to get a team to abandon the way everybody did things, because if everybody did them there must be a reason why.

I have been wondering how this kind of social contagion affects our thinking about law, and what means there are to combat it. Consider this case. American antitrust law began in 1890 with the passage of the Sherman Act. For a long time antitrust policy was animated by the idea that it is good to protect small firms, and (this is not the same thing) that regulation is sometimes better than competition at increasing wealth. Group-think in law is not exactly the same as in the housing market or pedestrian traffic or baseball, because once courts accept an idea it acquires normative status, not just social currency. In the legal academy there is a further support to group thinking. We don't just depend on social proof to spread ideas; we teach them. So this view of antitrust law was the one teachers taught and judges enforced.

It changed when Edward Levi asked Aaron Director to teach an antitrust course at the University of Chicago. Director brought to the subject the ideas of the Chicago school of law and economics – his brother-in-law Milton Friedman, Ronald Coase, George Stigler, Gary Becker. His students Richard Posner and Robert Bork (he was educated at Chicago, though he taught at Yale) spread the critique.

Bork's *The Antitrust Paradox* (1978) argued that "the only legitimate goal of antitrust is the maximization of consumer welfare." Over the next three decades the Supreme Court and much of the academy came to accept these views.

An even bigger revolution happened several decades earlier at the Yale Law School. The conventional wisdom shared by academics, the bar, and the courts was that law was a kind of science based on high level principles, from which legal practitioners could derive rules that afforded a high degree of certainty. The idea, which we call legal formalism, did not originate with Christopher Columbus Langdell, but he deserves credit for its propagation through the system of legal education. His case method, his casebooks, and the success of the Harvard Law School were soon widely imitated. This belief informed Williston's view of contracts and in time gave birth to the American Law Institute's Restatements. The legal realist movement attacked this idea. And though the realists claim Oliver Wendell Holmes as their patron saint, much of the work was done by a group of faculty (and adjuncts) at Yale: Thurman Arnold, Felix Cohen, Arthur Corbin, William O. Douglas, Jerome Frank, Leon Green, Fred Rodell, Underhill Moore.

You see where I am going. One of the benefits of institutional pluralism is that it provides a shelter from the social contagion of popular ideas, and a space where new thoughts can grow mature enough to survive outside. I don't want to overargue my point. In the small town where I was born people have some odd ideas about style in pants and eyeglasses. I suspect it's because they don't get out much, and now that the steel mills have closed nobody visits there. Isolation is bad for the sense of style, and it's equally bad for the life of the mind. What made Chicago and Yale distinctive was not that they were walled off from popular thought, but that they built counter-cultures strong enough to compete with it.

¹ S. Milgram, L. Bickman, and L. Berkowitz, Note on the Drawing Power of Crowds of Different Size, 13 *J. Personality and Soc. Psych.* 79 (1969).

² There were parallel developments at Columbia, where Karl Llewellyn taught from 1925-1951.

H. Reese Hansen Nominated for AALS President-Elect; Katharine T. Bartlett, Daniel B. Rodriguez, as Executive Committee Members

The Committee on Nominations for 2009 Officers and Members of the Executive Committee met in Washington on September 19, 2008. The members of the committee are: Lawrence A. Alexander, University of San Diego; Stephen L. Carter, Yale Law School; Richard W. Garnett, Notre Dame Law School; Nancy J. King, Vanderbilt University; Saul Levmore, The University of Chicago; Thomas Morgan, George Washington University; Ruth L. Okediji, University of Minnesota, Chair; and Mark Tushnet, Harvard Law School. At the meeting of the House of Representatives on Friday, January 9, 2009, the committee will place the following names in nomination:

For the Position of President-Elect

H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School

For the Position of Members of the Executive Committee – Three-Year Term:

Katharine T. Bartlett, Duke University School of Law

Daniel B. Rodriguez, The University of Texas Austin School of Law

Continuing Members of the Executive Committee:

Those members of the Executive Committee who will be continuing on the committee in 2009 are:

Term expiring 2009

John H. Garvey, Boston College School of Law (Immediate Past President)

W. H. Knight, Jr., University of Washington School of Law

Lauren K. Robel, Indiana University School of Law-Bloomington

Term expiring 2010

R. Lawrence Dessem, University of Missouri-Columbia School of Law

Leo P. Martinez, University of California, Hastings College of the Law

Rachel Moran, University of California, Berkeley School of Law (2009 President)

Retiring Members of the Executive Committee:

At the conclusion of the Association's House of Representatives meeting on Friday, January 9, 2009, at the Annual Meeting, three members of the Executive Committee will have completed their terms. H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School; and Robert C. Post, Yale Law School will have completed their three-year terms. Todd D. Rakoff, Harvard Law School, will also have completed his service on the Executive Committee. He was

appointed to fill the vacancy created when Dean Nancy H. Rogers was appointed Attorney General of Ohio earlier this year.

The *Directory of Law Teachers* contains brief biographical sketches of the three nominees. For your convenience we have provided the following, more comprehensive, biographical information.

H. Reese Hansen



H. Reese Hansen is the Howard W. Hunter Professor of Law at Brigham Young University's J. Reuben Clark Law School. Professor Hansen received his B.S. with honors from Utah State University (1964) and his J.D., Order of the Coif (1972) from The University of Utah, where he was Research Editor and Note Editor of the *Utah Law Review*. He then spent two years at the firm of Strong, Poelman & Fox in Salt Lake City. Professor Hansen was recruited by Dean Rex E. Lee to BYU in 1974. The law school was then only a year old, and Lee immediately named Hansen Assistant Dean. Two years later he became Associate Dean, a position he held for 13 years. Professor Hansen became Acting Dean in 1989 and was named Dean eight months later, serving as Dean

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Executive Committee Nominations

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for 14 years (1990-2004). His combined service in the Dean's office spans 30 of the first 31 years of the BYU law school's history.

Professor Hansen has coauthored multiple editions of one of the leading casebooks on Trusts, and has coauthored three books on Utah and Idaho Probate systems, as well as a variety of articles and book chapters. He currently teaches Wills and Estates, Trusts and Basic Estate Planning.

Professor Hansen has served the legal profession and legal education extensively beyond his home school. He served for five years as a Trustee of the Law School Admissions Council (LSAC), chaired three LSAC committees, served as a Director of Law School Admission Services, Inc., on the Board of Trustees of Utah Legal Services, Inc. and as a member of the Utah Commission on Education for Law and Citizenship, and the ABA's Foreign Law Initiative Law School Advisory Committee in the early 1990's. From 1998 – 1995 Professor Hansen was a Commissioner, National Conference of Commissioners on Uniform State Laws. He currently serves as a member of the Utah Supreme Court Advisory Committee on Professionalism.

Professor Hansen has engaged in significant AALS service over the years. He has chaired two AALS Sections, served three years on the Membership Review Committee, and for the past three years has been a member of the Executive Committee. He chairs the Association's Audit and Investment Policy Committee.

Commissioners of the Utah State Bar honored him with its first "Award for Illustrious Civility in the Law" in 1996.

Katharine T. Bartlett



Professor Katharine T. Bartlett received her degrees from Wheaton College in Massachusetts (BA, 1968), Harvard (MA, 1969) and the University of California, Berkeley, School of Law (JD, 1975). She was a law clerk on the California Supreme Court and a legal services lawyer in Oakland, California, before starting her teaching career at Duke Law School.

Professor Bartlett is the A. Kenneth Pye Professor of Law at Duke University School of Law. She served as Dean of Duke University School of Law from 2000-2007. Professor Bartlett's teaching and research interests are gender and law, family law,

and employment discrimination law. Among her numerous publications, she is the author of four books, including the leading casebook on gender law (4th ed. with Rhode), and several articles regarded as classics in the fields of family law and feminist legal theory. Professor Bartlett served as a reporter for the American Law Institute's Principles of the Law of Family Dissolution (2002), responsible for the provisions related to child custody. With support from the Rockefeller Foundation, she was a Fellow at the National Humanities Center, Research Triangle Park, North Carolina. She has been Visiting Professor at UCLA and Boston University law schools, and in the 2007-2008 academic year was a resident scholar at NYU School of Law and Columbia Law School. In 1994 Professor Bartlett received Duke University's Scholar/Teacher of the Year Award.

Professor Bartlett has engaged in AALS service, including service as Chair of the Planning Committee for the Conference on Family Law, retreat leader as a member of the AALS Resource Corps, and a member of two Nominating Committees for Officers and Members of the Executive Committee.

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Executive Committee Nominations

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Daniel B. Rodriguez



Daniel B. Rodriguez received his B.A. from California State University, Long Beach (1984) where he was named outstanding graduate in the Department of Political Science and the School of Social and Behavioral Sciences. He received his J.D. cum laude from Harvard Law School (1987), where he was Supreme Court Editor of the Harvard Law Review. Professor Rodriguez clerked for Judge Alex Kozinski of the U.S. Court of Appeals for the 9th Circuit (1987-88).

Professor Rodriguez began his law teaching career at the University of California, Berkeley, School of Law in 1988. A decade later he was recruited away to the deanship by the University of San Diego, where he led the law school for 7 years (1998-2005). After his service as Dean he became the Warren Distinguished Professor of Law at the University of San Diego, and Adjunct Professor in the Graduate School of International Relations/Pacific Studies at the University of California, San Diego. In 2007 Professor Rodriguez became the Minerva House Drysdale Regents Chair in Law at the University of Texas-Austin School of Law. He is also a Research Fellow in the Baker Institute for Public Policy at Rice University. Professor Rodriguez has been a visiting scholar at a number of institutions in the U.S. and abroad.

A prolific scholar, Professor Rodriguez's work often centers on the processes and structure of governmental responsibility and decision making. He is regarded as a leader in the application of political economy approaches to the study of public law and regulation. His areas of teaching and research include Administrative law, Local Government law, Property, State Constitutional Law, and Legislation.

Professor Rodriguez has engaged in AALS service, including the Committee on Libraries and Information Technology, the Committee on Curriculum and as a section Chair. He has served on four ABA site teams and on the Executive Council, American Bar Association Section on Administrative Law and Regulatory Practice.

Join your Colleagues at the AALS Gala Reception

San Diego Natural History Museum

Thursday, January 8

6:30 — 8:30 p.m.

(Buses depart at 6:00 p.m.)

The San Diego Natural History Museum's mission is to interpret the natural world through research, education and exhibits; to promote understanding of the evolution and diversity of Southern California and the peninsula of Baja California. The original museum building was designed by William Templeton Johnson, who drew on classic Spanish Renaissance styling. The new wing is actually a completion of the building begun in 1930 by Johnson. Despite the modern atrium and glass roof, the addition is compatible with the existing building and its ornate main facade, a registered historic site.

Buses will begin departing at 6:00 p.m. from the San Diego Marriott Hotel & Marina, at the Marriott Hall Drive entrance, north tower/lobby level. The buses will shuttle between the San Diego Natural History Museum and the Marriott until the conclusion of the reception.

AALS white badge or exhibitor/child badge with ticket are required for entry into the Reception. Register online at www.aals.org/am2009/.

AALS Conference on Clinical Legal Education: Emerging Lawyers: Clients, Complexity and Collaboration in a Cross-disciplinary Lens

(May 6-9, 2009)

and

Law Clinic Directors Workshop

(May 5-6, 2009)

Cleveland, Ohio

Our students are adult learners entering a multifaceted profession. We expect them to learn how to interact professionally with us, with each other, and most importantly, with clients. They are faced with complex problems to solve just as they are trying on their new professional role. When we ask them to commit a semester, a year or even multiple terms to this endeavor, they rightfully expect that we are aware of how to teach adults about the ethical, legal and practical complexity of this unfamiliar role. They may also expect that we will draw on the expertise of teachers of other professional disciplines to shape our approaches to their learning.

This conference will help clinical teachers meet these expectations by inviting adult learning experts and colleagues from multiple professional disciplines

to shape our discussion of three specific issues clinical teachers routinely face: how do lawyers solve complex problems; how do lawyers learn to shoulder the moral responsibility and weight of representing clients; and how do clinical teachers ensure and enhance their students' abilities to learn from the classmates who will soon be their colleagues.

To shake us all up a little as we address these issues, we have reorganized the structure of the conference. The most significant change is that we are organizing working groups by level of experience rather than affinity groups (don't worry; there's a significant opportunity for affinity group meetings as you'll read below). Working groups will also play a more central role in the overall conference, allowing the groups to grapple with the issues presented by the plenary presentations. The concurrent sessions, which will occur only twice, will be structured around these learning themes. The last afternoon will be set aside for affinity group meetings which the planning committee will assist the groups in organizing.

Cleveland will provide us with two organizing principles: addressing social justice and having fun. We will be identifying ways in which legal and social justice organizations are tackling Cleveland's stark reality of being the poorest big city in the United States and integrating that knowledge into the program. But Cleveland is also a city rich in activities we all enjoy: baseball, art, classical music, and of course, rock and roll. We'll find time for all of these plus, in honor of our rock and roll location, the program will include opportunities for clinicians to sing, make music and boogie the night away.

The Law Clinic Directors Workshop will open with a reception or dinner May 5, 2009 and end at 4:45 p.m. on May 6, 2009.

The Conference on Clinical Legal Education will begin with the reception with posters on May 6, 2009 at 6:30 p.m. and end on May 9, 2009 at 5:00 p.m.

For updated information, go to www.aals.org/clinical2009/.

Planning Committee for the Conference on Clinical Legal Education

Elizabeth B. Cooper, Fordham University
David Anthony Santacroce, The University of Michigan
Alexander Scherr, University of Georgia
Jane M. Spinak, Columbia University, **Chair**
Paulette J. Williams, University of Tennessee

2009 AALS Mid-Year Meeting

Long Beach, California, June 7-12, 2009

The Mid-Year Meeting consists of three professional development programs: The Workshop on Work Law, Workshop on Transactional Law and the Conference on Business Associations. The registration fee for the workshop is discounted 50% when signing up for the entire Mid-Year Meeting. You can choose to register for the two Workshops or Conference.

Type of Registration	Received by April 29	Received After April 29
Conference on Business Associations		
Faculty of Member and Fee-Paid Schools	\$535	\$595
Faculty of Non Fee-Paid Law Schools	\$585	\$645
Workshops for Transactional Law and Work Law		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$545	\$595
Entire Mid-Year Meeting (includes the conference and both the workshops)		
Faculty of Member and Fee-Paid Schools	\$780	\$865
Faculty of Non Fee-Paid Law Schools	\$855	\$940

Get Up-to-Date Annual Meeting Information at www.aals.org/am2009/

The complete 2009 Annual Meeting program with section and committee programs, speakers, and descriptions can be found at www.aals.org/am2009/.

The final program has been printed and copies were sent to the Deans' offices and will be given to each registrant at the Annual Meeting in January.

The program on the web site is continually updated and will be more up-to-date than the printed program, including late scheduled programs and new speakers.

AALS Mid-Year Meeting Workshop on Work Law

June 10-12, 2009

Long Beach, California

The law of the workplace, including labor, employment, antidiscrimination, and employee benefits law, is an important and pervasive part of people's lives, and the social and economic culture of the United States and the world. It has also changed substantially in the last 20 years. The physical and organizational contexts in which people work and the nature of work have changed, as have workers' backgrounds, expectations, commitments, and competing obligations. The relationship between work and other fundamental social and legal regimes, such as the regulation and provision of health insurance and care and the debates around government-provided social safety nets, becomes ever more apparent as the gap widens between the haves and the have-nots in America and around the world.

These remarkable changes in the context and content of work life require significant development and reevaluation of Work Law. Labor and employment litigation now accounts for about 12 to 14 percent of the federal courts' docket. Work Law scholarship is increasingly empirical, interdisciplinary, and international. The teaching of Work Law has expanded, even while several of the traditional law school courses that comprise the field have undergone dramatic changes in the last several

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AALS Workshop on Work Law

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decades. Labor Law, traditionally focused on collective bargaining in an industrial economy, has been transformed by the globalization of the economy and the diversity of the workforce to include issues of race, gender and immigration status. The at-will paradigm that dominated Employment Law has been modified in important respects by case law and a proliferation of statutes that apply to individual employees. And the content of Employment Discrimination courses has grown with the enactment of new federal and state laws, including those prohibiting discrimination based on disability and sexual orientation, and the adoption of new frameworks for analyzing forms of discrimination, and institutional dynamics that affect the law. Laws regulating leave, benefits, wages and hours, and a host of other issues have grown and changed. Finally, international issues now find their way into Work

Law courses, and are now forming the basis for casebooks and stand-alone courses.

Participants in the 2009 Workshop on Work Law will have a chance to consider these and many other topics. The panels will appeal to law teachers in a diverse group of fields. Panels will address the institutional dynamics of the discrimination law, how Work Law teachers are incorporating the findings of the Carnegie Report into their teaching, and recent Supreme Court decisions.

The Workshop on Work Law will overlap with the Conference on Business Associations: Taking Stock of the Field and the concurrent Workshop on Transactional Law. We think scholars and teachers in diverse and related areas will make connections between their primary fields and Work Law. It is our hope that by attending you come away from the workshop with new ideas for your scholarship and teaching.

Topics

- Corporate Law Approaches to Employee/Labor Interests;
- Changing Nature of Contemporary Employment Discrimination;
- How Does Law Change Organizational Culture? The Problems of Compliance with Workplace Law;
- Small Group Discussions on Conducting Empirical Research on the Workplace

- National Origin and Immigration
- Supreme Court Update and Legislation
- Labor Law in the 21st Century
- Concurrent Sessions (Low Wage Work, Health Benefits and ERISA Preemption), Arbitration

Speakers

- Sameer Ashar (CUNY)
- Samuel R. Bagenstos (Washington)
- Robert Belton (Vanderbilt)
- William T. Bielby (University of Illinois, Department of Sociology, Chicago, IL)
- Matthew T. Bodie, (Saint Louis)
- Christopher David Ruiz Cameron (Southwestern)
- Scott L. Cummings (California, Los Angeles)
- Lauren B. Edelman (California, Berkeley)
- Michael Z. Green (Texas Wesleyan University)
- David L. Gregory (St. John's)
- Melissa Hart (Colorado)
- Jeffrey M. Hirsch (Tennessee)
- Ann C. Hodges (Richmond)
- Paul L. Hoffman (Schonbrun, De Simone, Seplow, Harris and Hoffman LLP Venice, California)
- Sharona Hoffman (Case Western Reserve)
- Maria O. Hylton (Boston University)
- Thomas C. Kohler (Boston College)
- Robin A. Lenhardt (Fordham)
- Coleen E. Medill (Nebraska)

Planning Committee for the AALS Workshop on Work Law

Anthony Baldwin, Mercer University
 Catherine L. Fisk, University of California, Irvine
 (at Duke Law School at time of planning meeting)
 Ruben J. Garcia, California Western School of Law, **Chair**
 Harry G. Hutchison, George Mason University
 Kevin R. Johnson, University of California at Davis
 Michael L. Selmi, The George Washington University
 Jay Tidmarsh, Notre Dame Law School

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Mid-Year Meeting: AALS Workshop on Transactional Law

June 10-12, 2009 Long Beach, CA

“Transactional law” refers to the various substantive legal rules that influence or constrain planning, negotiating, and document drafting in connection with business transactions, as well as the “law of the deal” (i.e., the negotiated contracts) produced by the parties to those transactions. Traditionally, the law school curriculum has emphasized litigation over transactional law. However, many modern lawyers serve corporate clients, and a significant percentage of lawyers engage in some form of transactional practice. Hence, law schools must place greater emphasis on training law students to be transactional lawyers, and should support law faculty engaged in scholarship focused on transactional law. To this end, in 1994, the AALS held a workshop on the transactional approach to law, which sparked experimentation and innovation in teaching and scholarship related to transactional law. Since that time, there have been significant developments in transactional law. This Workshop not only will take stock of those developments, but also will enable participants to gain some in-depth perspective regarding the relative benefits and drawbacks of those developments.

Law schools have attempted to respond to the demand for increased transactional training in a variety of ways, from integrating transactional law into traditional law school courses to developing stand alone “Deals” or “Business Planning” courses. A number of law schools have developed innovative programs in transactional law. This Workshop will enable participants to discuss specific methods of teaching transactional skills with an eye towards ferreting out best practices. Should professors interested in teaching transactional law focus on substantive law, “transactional skills,” (i.e., planning, negotiating, and drafting), economic or other theories of business transactions, or all of the above? Should transactional skills be taught in separate courses or integrated into substantive courses? If taught in separate courses, should such courses be part of the first-year curriculum, integrated throughout the three years, or focused on the upper-level curriculum? How do you modify or supplement the traditional case method to teach students useful transactional skills?

The Workshop also will explore the challenges and benefits that arise for those who write or would like to write transactional scholarship. And as initial matter, the Workshop will address how best to define “transactional scholarship” in a way that accurately captures the potential breadth and depth of

transactional law, and how transactional scholarship differs from traditional legal scholarship. The Workshop also will explore best practices for writing scholarship in this area, including methodologies for researching the legal, financial and practical effects of various corporate transactions. The Workshop will feature concurrent works-in-progress sessions, enabling participants to exchange ideas and insights regarding new scholarship related to transactional law.

One important goal of the Workshop is to bring together faculty from different doctrinal areas of law, including faculty who teach in the clinical setting. Transactional law touches many substantive areas of law, and it is closely identified with bankruptcy, business associations, contracts, commercial law, intellectual property, labor and employment law, securities regulation, and taxation. The Workshop will provide a unique opportunity for faculty members to make connections between their primary fields and transactional law, and thus should appeal to a broad spectrum of scholars and teachers.

For a list of topics and speakers for the Mid-Year Meeting Workshop on Transactional Law see page 12.

Planning Committee for the AALS Workshop on Transactional Law

Lisa M. Fairfax, University of Maryland, **Chair**
Victor Fleischer, University of Illinois
Peter Pitegoff, University of Maine
D. Gordon Smith, Brigham Young University
Alfred Chueh-Chin Yen, Boston College

Topics and Speakers at the AALS Workshop on Transactional Law

Topics

- Integrating Transactional Law in the Traditional Courses
- Joint with Conference on Business Associations' Works-in-Progress: Transactional Scholarship in Business Associations (*Is Breaking Up that Hard to Do? Reverse Termination Fees and Board Fiduciary Duties in Private Equity Related Transactions; How Complete are our Capital Markets? Assessing the Role of Financial Derivatives in Going-Private Transactions; Should Partnership Tax Define "Merger" and "Division"? (And If so, How?); The Search for an Unbiased Fiduciary in Corporate Reorganizations*)
- What is the Big Idea?
- Concurrent Sessions: (Empirical Study of Contracts; Ethics and Social Responsibility of Business Transactions; International; Legal Profession; Non-Profits)
- Methods of Scholarship
- Works-in-Progress: Innovations in Transactional Scholarship (*Information Flow and Fraud Interdiction: An Empirical Study of Law Firm Due Diligence; More Than Merely Incidental: An Argument for Third Party Beneficiary Rights in*

Inner-City Redevelopment Contracts; Report on Empirical Investigation of Outsourcing Agreements)

- Case Methods
- Teaching Innovations
- Small Groups on Teaching (Real Estate Transactions, Entrepreneurship and Intellectual Property, Corporate and Finance, International and Comparative).

Speakers

- Afra Afsharipour (California, Davis)
- Iman Anabtawi (California, Los Angeles)
- Robert P. Bartlett III (Georgia)
- Margaret M. Blair (Vanderbilt)
- Evelyn Brody (Chicago-Kent)
- Elizabeth F. Brown (St. Thomas)
- Dan L. Burk (Minnesota)
- Patience A. Crowder (Tulsa)
- Scott L. Cummings (California, Los Angeles)
- Kenneth G. Dau-Schmidt (Indiana, Bloomington)
- Thomas F. Disare (SUNY)
- Heather M. Field (California, Hastings)

- George S. Geis (Virginia)
- Eric F. Gerding (New Mexico)
- Franklin Gevurtz (Mc George)
- Gaurang Mitu Gulati (Duke)
- Shubha Ghosh (Wisconsin)
- Philip Halpern (SUNY)
- Celeste M. Hammond (John Marshall)
- Michelle Morgan Harner (Nebraska)
- Joan Heminway (Tennessee)
- Russell Korobkin (California, Los Angeles)
- Therese H. Maynard (Loyola, Los Angeles)
- Lisa H. Nicholson (Louisville)
- Christiana Ochoa (Indiana, Bloomington)
- Erin O'Hara (Vanderbilt)
- Karl S. Okamoto (Drexel)
- Usha R. L. Rodrigues (Georgia)
- James C. Smith (Georgia)
- Tina L. Stark (Emory)
- Frederick Tung (Emory)
- Amy Deen Westbrook (SUNY)
- David A. Westbrook (SUNY)

AALS Workshop on Work Law

Continued from page 10

- Camille G. Rich (Southern California)
- Leticia Saucedo (Nevada)
- Vicki Schultz (Yale)
- Judith Scott (General Counsel, Service Employees International Union, Washington, DC)
- Paul M. Secunda (Marquette)
- Peggie Smith (Iowa)
- Katherine Stone (California, Los Angeles)
- Susan P. Sturm (Columbia)
- Dorian Warren (Assistant Professor, Department of Political Science, School of International and Public Affairs, Columbia University)
- Cynthia Williams (Illinois)

Mid-Year Meeting: AALS Conference on Business Associations:

Taking Stock of the Field and Corporate Social Accountability

June 7-10, 2009, Long Beach, California

Since the last AALS Conference on Business Associations in 1998, business, law, and legal education have all undergone profound change, rendering the field of business associations teaching and scholarship an even more robust and exciting one. Significant changes in business and law have included high-profile corporate failures and scandals in the U.S. and abroad; rapidly growing numbers of new, unincorporated enterprises; expanding globalization of business and capital market activities; increasing influence of private equity and the privatization of companies seeking shelter from new legislation such as the Sarbanes Oxley Act of 2002; and heightened focus on corporate governance, shareholder voice, environmental and other forms of sustainability, and international human rights. Likewise, law and legal education have witnessed equally significant changes during this same time that impact teaching and scholarship in the business associations area. Some of those

changes include new reforms in legal education being spurred by the recent Carnegie study; advances in pedagogy gained from legal education's more vigorous engagement with teaching and learning theory and with skills education; renewed attention to ethics and professionalism; continued expansion of the diversity of scholarly approaches to the field, including empirical, psychological, historic, economic, and critical perspectives; and the growing privatization of dispute resolution, especially for business and commercial matters. Reexamination of scholarship and teaching in the business associations area is particularly imperative now in light of the recent financial crisis and the likely change of regulatory philosophy in Washington.

Characteristic of the growing richness of the business associations field, the AALS received two particularly strong program proposals for this conference. Rather than choose just one, the program committee was charged with blending the two in order to better canvas the field and include a wider array of viewpoints and topics. As a result, the 2009 AALS Conference on Business Associations will appeal to the full range of teachers and scholars working in the field, for the

first time creating an opportunity for diverse theories and analyses of business associations to be in dialogue with one another. The conference will thus be useful to new and experienced teachers and scholars, as well as to those who might characterize their approach to the field as either "traditional" or as "critical" or somewhere in between. Sessions will focus on teaching and on scholarship, will feature leaders in the field and emerging voices, and will include academic as well as practice perspectives.

The substantive sessions will begin on Monday, June 8, with an opening plenary focused on the role of the basic business associations course. Senior, mid-level, and junior professors will discuss not only what is currently being included in the course but what should be in the future. Small group breakout sessions will follow the plenary to allow fuller discussion among colleagues about the content of and pedagogical approaches to the basic course. A second plenary will launch the afternoon sessions, this one devoted to pedagogical techniques and created from proposals selected through a competitive review process. Staying within the teaching

Planning Committee for the AALS Conference on Business Associations

Stephen Bainbridge, University of California at Los Angeles

Dorothy Brown, Washington and Lee University

Thomas Joo, University of California at Davis

Donna Nagy, Indiana University, Bloomington, **Chair**

Steven Ramirez, Loyola University, Chicago

Larry Ribstein, University of Illinois

Kellye Testy, Seattle University

Mid-Year Meeting: Conference on Business Associations

Continued from page 13

methods theme, the second afternoon session will feature a choice among several concurrent sessions, including sessions on teaching and learning technology, and transactional emphasis.

The second day of the conference, June 9, will more intentionally engage the rich diversity of thought about business associations. The opening plenary will be directed at the topic of the objectives of public companies and the important question of "who decides" what those objectives are and should be. To permit fuller discussion of this interesting issue, the plenary will be followed by small group breakout sessions about whether and how to address ideological issues in business associations courses. The afternoon of the second day will turn to scholarship, with an opening plenary on current approaches to business associations scholarship. The plenary will engage a variety of approaches, including comparative, empirical, critical, doctrinal, and economic. Concurrent sessions on each of those areas will follow in order to provide attendees the opportunity for more in depth exploration of scholarly perspectives. Concurrent session leaders will be selected from proposals submitted through a competitive review process.

The final day of the conference, June 10, will open with a plenary that directs attention to perspectives from practice. A range of practice perspectives will be featured, including government,

venture capital, shareholder litigation (both plaintiff and defense), general counsel, corporate social responsibility, private equity, and small to large firm practices. Small group breakout sessions following the plenary will provide more extended opportunities for discussion with practitioners, with the plenary speakers serving as the conveners of the small groups. The afternoon presents attendees a choice of sessions, both of which are co-sponsored by other AALS sections. One track is a Workshop on Transactional Law, which focuses upon the challenge of integrating transactional law into traditional courses, including Business Associations, Bankruptcy, Commercial Law, Labor/Employment, Tax, and Intellectual Property. A second choice of track is a Workshop on Work Law, focusing on corporate law approaches for protecting employee/labor interests.

This conference has been planned for teachers and scholars in the field of business associations (including corporate and non-corporate business forms) and related subjects (including securities regulation, corporate finance, mergers/acquisitions). The conference may also be useful to teachers and scholars working in other substantive areas in which the role and function of the business association (particularly the corporation) in society is of significant academic and/or practical interest.

The conference will be held at the Westin Long Beach Hotel in Long Beach, California June 7-10, 2009. The conference will begin on Sunday, June 7, with an opening reception from 6:00 to 9:00 p.m., followed by three days (June 8-10) of plenary and concurrent sessions. Starting at 2:00 p.m. on the third day, the conference will feature sessions planned in collaboration with two AALS Workshops, one on Transactional Law and the other on Work Law. In addition to the conference sessions, receptions will be held on Sunday, Monday and Tuesday evenings and luncheons will be held on Monday, Tuesday and Wednesday.

Topics Include

- Role of Basic Course: What it is and Where it is Going?
- Business Associations Pedagogy: Innovative Approaches to Teaching Basic and Advanced Courses
- What are the Objectives of the Public Companies and Who Decides?
- Trends in Business Associations Scholarship
- Perspectives from Practice
- Concurrent Sessions (Case Studies in Business Associations Courses, Corporate Finance, Teaching Transactional Courses in Conjunction with Lawyers, Transaction Approaches to Business Associations Pedagogy)

Continued on page 15

Mid-Year Meeting: Conference on Business Associations

Continued from page 14

- Trends in Business Associations Scholarship
- How Do Academics and Judges Value Corporate Scholarship?
- Interdisciplinary Scholarship
- Transaction-Based Scholarship
- Integrating Transactional Law in the Traditional Courses
- Joint with Workshop on Transactional Law Works-in-Progress: Transactional Scholarship in Business Associations (Is Breaking Up that Hard to Do? Reverse Termination Fees and Board Fiduciary Duties in Private Equity Related Transactions)
- How Complete are our Capital Markets? Assessing the Role of Financial Derivatives in Going-Private Transactions
- Should Partnership Tax Define "Merger" and "Division"? (And If so, How?)
- Corporate Law Approaches to Employee/Labor Interests
- Donald C. Clarke (George Washington)
- Allison Danner (Assistant U.S. Attorney, U.S. Department of Justice, Northern District of California)
- Alicia Davis Evans (Michigan)
- Lisa M. Fairfax (Maryland)
- Heather M. Field (California, Hastings)
- Jose M. Gabilondo (Florida International)
- George S. Geis (Virginia)
- Erik M. Gerding (New Mexico)
- Franklin Gevurtz (McGeorge School of Law)
- H. Kent Greenfield (Boston College)
- Michelle M. Harner (Nebraska)
- Peter H. Huang (Temple)
- Joan Macleod Heminway (Tennessee)
- Paul L. Hoffman, (Schonbrun, DeSimone, Seplow, Harris and Hoffman, LLP, Venice, California)
- Christine Hurt (Illinois)
- Robert C. Illig (Oregon)
- Lyman P.Q. Johnson (Washington and Lee)
- Donald C. Langevoort (Georgetown)
- John Linarelli (Northeastern)
- Jeffrey M. Lipshaw (Suffolk)
- Jonathan C. Lipson (Temple)
- Jacqueline Deborah Lipton (Case Western Reserve)
- Kate Litvak (Texas)
- Therese H. Maynard (Loyola)
- Lawrence E. Mitchell (George Washington)
- Elizabeth Nowicki (Tulane)
- Peter B. Oh (Pittsburgh)
- Karl S. Okamoto (Drexel)
- Troy A. Paredes (Securities and Exchange Commissioner, Washington, DC)
- Frank Partnoy (San Diego)
- Usha R. Rodrigues (Georgia)
- Hillary A. Sale (Iowa)
- D. Gordon Smith (Brigham Young)
- Mei-lan Stark (Intellectual Property, Fox Entertainment Group)
- Faith Stelman (New York)
- David R. Stickney (Bernstein Litowitz Berger & Grossman LLP)
- Lynn A. Stout (California at Los Angeles)
- The Honorable Leo E. Strine (Vice Chancellor, Court of Chancery, Delaware)
- Eric L. Talley (California-Berkeley)
- Robert B. Thompson (Vanderbilt)
- Frederick Tung (Emory)
- Cheryl Lyn Wade (St. Johns)
- Charles K. Whitehead (Boston)
- Cynthia Williams (Illinois)
- Michael A. Woronoff (Head of the Corporate Securities Practice, Proskauer Rose)

Speakers Include:

- Afra Afsharipour (California, Davis)
- Iman Anabtawi (UCLA)
- Robert P. Bartlett III (Georgia)
- Matthew T. Bodie (St. Louis)
- William J. Carney (Emory)

New Law Teachers Workshops

June 17-21, 2009

Washington, D.C.

Fees (for Faculty of AALS Member and Fee-Paid Schools)		
Type of Registration	Early Bird Price Before May 28 th	Regular Price
Workshop for Pretenured Minority Law School Teachers		
	\$255	\$305
Workshop for New Law School Teachers		
	\$550	\$600
Workshop for Beginning Legal Writing Teachers		
	\$255	\$305
Two Workshops		
	\$660	\$710
All Three Workshops		
	\$770	\$820

Workshop for New Law School Teachers

June 18-20, 2009

Washington, D.C.

At the 27th annual Workshop for New Law School Teachers, new law teachers will share their excitement, experiences and concerns with each other and with a roster of senior and junior faculty chosen for their track record of success and their diversity of scholarly and teaching approaches. These professors will pass along invaluable advice about teaching and testing techniques and tips for developing, placing and promoting one's scholarship. Speakers will also address how to manage the demands of institutional service, as well as the expectations of students and colleagues, along with special challenges that arise when confronting controversial topics. This year's

Continued on page 17

Workshop for Pretenured Minority Law School Teachers

June 17-18, 2009

Washington, D.C.

From their first day of teaching until tenure, minority law teachers face special challenges in the legal academy. At this workshop, diverse panels of experienced and successful law professors will focus on these issues as they arise in the context of scholarship, teaching, and the tenure process. The conference dovetails with the AALS Workshop for New Law School Teachers by providing sustained emphasis on the distinctive situations of pretenured minority law school teachers.

Please visit www.aals.org/minority/ for up to date information.

Topics

- Promotion and Tenure: Getting to Yes
- Teaching: Strategies to Success
- History of People of Color in the Academy
- Service: Strategies to Success
- Scholarship: Strategies to Success
- You Can Do This

Speakers

- Larry Cata Backer (Pennsylvania State)
- G. Marcus Cole (Stanford)
- Adrienne D. Davis (Washington)
- A. Mechele Dickerson (Texas)
- Joseph D. Harbaugh (Nova Southeastern)
- Tanya Kateri Hernandez (George Washington)
- Rachel Moran (California - Berkeley)
- Blake D. Morant (Wake Forest)
- Xuan-Thao Nguyen (Southern Methodist)
- Serena Maria Williams (Widener)
- Enid Trucios-Haynes (Louisville)

Workshop for New Law School Teachers

Continued from page 16

Workshop has been restructured to provide expanded opportunities for small group interaction with speakers and other participants.

Please visit www.aals.org/nlt/ for more up to date information

Topics

- Scholarship
- Preparing for Your First Semester of Teaching
- Biggest Triumphs and Mistakes: Junior Faculty Perspectives
- Learning Theory
- Challenging Conversations
- Blogging
- Exam Preparation, Reading, Grading, Review and Course Evaluation
- Navigating Law School Politics

Speakers

- Douglas A. Berman (Ohio State)
- Christopher J. Borgen (St. Johns)
- Dorothy Andrea Brown (Emory)
- Honorable Guido Calabresi (US Circuit Judge, US Court of Appeals, New Haven, Connecticut)
- Eric R. Claeys (George Mason)
- Angela J. Davis (American)
- Graeme B. Dinwoodie (Chicago-Kent)
- William N. Eskridge (Yale)
- Cheryl Hanna (Vermont)
- Paula Lustbader (Seattle)
- Lawrence B. Solum (Illinois)
- Andrew E. Taslitz (Howard)
- Laurie B. Zimet (California, Hastings)

Planning Committee for the AALS Workshop for Pretenured Minority Law School Teachers, Workshop for New Law School Teachers; Workshop for Beginning Legal Writing Teachers:

Randy E. Barnett, Georgetown University,

Chair

Leonard M. Baynes, St. John's University

Rachel E. Croskery-Roberts, The University of Michigan

Okianer Christian Dark, Howard University

Michael Green, Wake Forest University

David S. Olson, Boston College

Lisa Hope Nicholson, University of Louisville

Workshop for Beginning Legal Writing Teachers

June 20-21, 2009

Washington, D.C.

The Workshop for Beginning Legal Writing Teachers is designed to offer new law faculty an introduction to the teaching of legal writing, research, and analysis. The workshop will address the basic tasks of the teacher of legal writing: classroom teaching, designing problems, conducting effective individual conferences, incorporating the teaching of legal research, and critiquing students' written work. Additionally, the workshop will address new teachers' scholarly development as well as institutional status issues.

For more up to date information, please visit www.aals.org/nlt/.

Topics

- The History and Mission of Legal Writing Programs
- Designing Assignments
- Critiquing
- Scholarship
- Teaching Legal Research
- Managing Your Student Conferences
- Putting It All Together: Constructing Your Course

Speakers

- Mary Beth Bezley (Ohio State)
- Patricia Broussard (Florida A & M)
- Diana Donahoe (Georgetown)
- Anne Enquist (Seattle)
- Craig T. Smith (Vanderbilt)
- Nancy J. Soonpaa (Texas Tech)

Sitting Down With Susan Prager

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Q: What is the biggest difference you see in legal education today than at the time you were AALS President over 20 years ago?

Prager: Without any question, the most dramatic change is the tremendous growth of the curriculum in international and comparative law, and the effect of our global interdependence on what were previously domestic law subjects. A brief look at the program for this year's annual meeting compared to that of not many years ago demonstrates this point.

Q. How can AALS help further the work of faculty in preparing students for an increasingly interconnected world?

Prager: AALS brings faculty together across institutions in both formal and informal ways. We provide opportunities for sharing of curricular innovations. Faculty asked to participate in constructing a program under the umbrella of the AALS, often pursue that work in an ongoing way. Others are prompted by that work to make their own contributions. Some of this begins to appear in teaching materials and in scholarship.

New institutions have been created to respond to our changing world. My predecessor Carl Monk worked tirelessly to bring about an International Association of Law Schools (IALS). AALS provides staff and other support for IALS including its international conferences.

Judith Areen, during her time as AALS President saw the need to create a Special Committee on International Co-operation of the AALS. That committee has among other things brought together the leadership of all of our Sections whose work touches international matters to generate new ideas together. The Committee on International Cooperation's programs at the annual meeting have attracted participation from all over the U.S. and from many countries.

Today's law students arrive at law school with far greater capacity for international work than the generations before them. Many of them are fluent in other languages and have engaged in formal study or field work outside the U.S. Part of the challenge for our law schools is how to adapt to take advantage of the tremendous capacities of our students.

And the world's challenges demand solutions beyond borders, with the crisis of global warming presenting perhaps the most dramatic example.

Q: How does it feel to have moved from Los Angeles to Washington?

Prager: Having grown up on a farm, I love big complex cities, and Washington is one of the world's great cities, diverse, exciting and beautiful, filled with people who have a sense of purpose. In addition to the focus on government and public policy that permeates this place, Jim Prager and I have worked on historic preservation projects for many years, and the public and private architecture of Washington is a feast for us! But most of all I feel privileged to work with so many thoughtful and energetic people.

Faculty to Update Profiles in AALS Directory of Law Teachers

The AALS *Directory of Law Teachers* is going online. Faculty at member and fee-paid schools will be able to search and/or browse for colleagues by name, and school.

In addition to viewing the *Directory* online, faculty will also be able to update their own profile. This online process will replace the hard copy forms that have to be mailed from, and returned to, AALS each spring.

While hard copies of the *Directory* will continue to be mailed to all member and fee-paid schools, this new process will allow faculty and schools to keep their information updated year-round, while making production of the hardcopy more streamlined and efficient.

Visit www.aals.org/dlt/ for more information.

2009 Annual Meeting Presidential Programs

On Thursday, January 6, three presidential programs – formerly plenary programs – will take place at the AALS Annual Meeting from 2:15 to 4 p.m. Each session will further explore the Annual Meeting's theme of "Institutional Pluralism." You must be registered for the Annual meeting to attend the presidential programs. Register online at www.aals.org/am2009/.

Presidential Program I - Institutional Pluralism

This program is designed to explore the virtues of institutional pluralism, the costs of pursuing that ideal, and the impediments to realizing it. The AALS is an association of self-governing communities whose members pursue a variety of intellectual and social commitments. There are state law schools, religiously affiliated law schools, law schools at historically black colleges and universities, and schools that focus on particular subject matters or points of view. The panelists, who come from a range of such schools, will begin a conversation about how institutional differences affect faculty and students, how they contribute to our intellectual life, and what effects they have on the other values our schools cultivate.

Kenneth W. Starr (Pepperdine) will serve as the moderator and speaker for this session and joining him are Heather K. Gerken (Yale); R. Kent Greenawalt (Columbia); Alice Gresham (Howard); Sanford Levinson (Texas); Daniel D. Polsby (George Mason).

Presidential Program II - Religiously Affiliated Law Schools

Among the AALS's 199 member and fee-paid schools there are 49 religiously affiliated law schools. They represent a spectrum of denominations and shades of belief: Baptists, Catholics, Disciples of Christ, Jews, Latter Day Saints, Methodists and others. How, if at all, are these schools different from their secular counterparts? What effect might the religious commitments and beliefs of the sponsoring faiths have on subject matter, perspective, student life, academic freedom, admissions, hiring, and other issues? What do religiously affiliated law schools contribute to the legal academy and broader legal community?

Patricia A. O'Hara (Notre Dame) will serve as the moderator and speaker for this session and joining her are Michael Herz (Yeshiva); Mark A. Sargent (Villanova); Bradley J.B. Toben (Baylor); James D. Gordon (Brigham Young).

Presidential Program III - Associational Pluralism

At AALS Annual Meetings the intellectual life of the legal academy is lived in sections, defined by subject matter and interests. In recent years we have seen a flourishing culture of parallel organizations, often though not always characterized by particular points of view: the Federalist Society, the Society of American Law Teachers, the National Association of Scholars, the Law Professors Christian Fellowship, and the American Constitution Society are just a few examples. Does this phenomenon signal that the AALS is not representing these points of view? Should the AALS try to assimilate these groups, or make more of an effort to accommodate them (without digesting them) in its own framework, or live with the status quo?

Gail Heriot (University of San Diego and National Association of Scholars) will serve as moderator and speaker for this session and joining her are Margaret Martin Barry (Catholic University and Society of American Law Teachers); Michael Brintnall (Executive Director, American Political Science Association, Washington D.C.); Goodwin Liu (University of California, Berkeley and American Constitution Society); John O. Mc Ginnis (Northwestern University and The Federalist Society).

aalscalendar

Upcoming Meetings and Events

January 6–10, 2009

AALS Annual Meeting
San Diego, California

May 5-9, 2009

Conference on Clinical Legal Education
Cleveland, Ohio

June 7-12, 2009

Mid-Year Meeting
Long Beach, California

- Conference on Business Associations
- Workshop on Transactional Law
- Workshop on Work Law

June 17-18, 2009

Workshop for Pretenured Minority Law School Teachers
Washington, D.C.

June 18-20, 2009

Workshop for New Law School Teachers
Washington, D.C.

June 20-21, 2009

Workshop for Beginning Legal Writing Teachers
Washington, D.C.

November 5-7, 2009

Faculty Recruitment Conference
Washington, D.C.

Future Annual Meeting Dates and Locations

- January 6-10, 2010, New Orleans, Louisiana
- January 4-8, 2011, San Francisco, California
- January 4-8, 2012, Washington, D.C.
- January 4-8, 2013 New Orleans, Louisiana



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