**Attendee Suggestions on “How Can Law School Teach the Rule of Law?”**

*Collected at the Jan. 4, 2024 AALS session: “How Do We Teach the Rule of Law? Making the Rule of Law an Essential Dimension of Law School Education”*

Crafting a new required ABA 303(c) course on cross-cultural competency focusing on comparing rule-of-law standards across cultures and countries.

Utilize resources to launch an adult (non-lawyer) civics education course.

Study civil rights era Supreme Court protest/civil disobedience cases and ask: How did breaking the law advance the rule of law?

Conduct an in-class exercise where students have to self-organize over something, like a classroom norm over whether to raise hands and then discuss how the decision process was, who spoke and why, and how the norm will be enforced.

1. Use an access to justice case study to have students reflect how a value of ROL [rule of law] can be ensured. As an example, the civil Gideon/right to counsel movement.
2. Create as learning outcomes in all 1L courses:
* The rule of law
* An understanding of race/power

Expand class discussion to consider how court decisions impact litigants and their communities. Students are astute at identifying disparities between the rule of law as a concept/goal and the rule of law as experience es by litigants and their communities. Challenging students to address these disparities leads to robust debate on how to improve our process.

The teaching of Anglo-American legal history is necessary for law students to understand how the rule of law developed, when the profession has fallen short, and what is demanded by a commitment to liberal constitutionalism.

1. Develop an overseas service-learning experience to promote ROL [rule of law].
2. Teach a class on it.
3. Embed ROL modules for other substantive courses

I am writing an article on connecting the role of public citizen, rule of law, and its connection to professional identity formation throughout the curriculum (and new standard 303(b)(3) and 303(c)).

I’m in a quandary. On the one hand, I view the “rule of law” as not one thing, but several interrelated ideas. [Today’s] PowerPoint identified 4 related ideas. A while back, Joseph Raz identified seven ideas. So I can’t very well talk about the “rule of law” as if it were just one thing. On the other hand, I share the sense that students don’t connect the dots. How can the panel help me in my quandary?

**To offer additional suggestions and resources please contact:**

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