

CALL FOR PROPOSALS

AALS SECTION ON GRADUATE PROGRAMS FOR NON-U.S. LAWYERS

The AALS Section on Graduate Programs for Non-U.S. Lawyers is seeking proposals for the **two separate sessions** that the Section will hold at the 2018 AALS Annual Meeting, **January 3-6, in San Diego, California**. The titles, times, and themes of the sessions are described below.

1. **Focus on the Facts: Teaching Civil-Law Trained Lawyers to Work with Facts in U.S. Legal Writing.** Co-sponsored by the Sections on International Legal Exchange and North American Cooperation. **Thursday, Jan. 4, 10:30 a.m. – 12:15 p.m.** We will hold the Business Meeting immediately following the session.

Those of us who teach first-year J.D. students know that it can be challenging to teach them to support their legal arguments by working with the facts in the detailed way that U.S. legal audiences expect. Indeed, it can be even more challenging to teach this skill to our international law students. These students usually come from civil-law legal systems in which cases do not have binding precedential value, so judicial opinions do not need to be made factually consistent with precedent to the extent required in the U.S.

Accordingly, many international lawyers are not accustomed to working with the facts at the detailed, concrete level that U.S. legal audiences expect, and find our need to analogize our facts to, and distinguish them from, those of precedent surprising and even perplexing. Some of our international students may try to avoid the U.S. approach, seeing it as unnecessary or excessive, because it is not how they are familiar with writing about the law in their home countries.

We are looking to form a panel of presenters who will discuss what they do to help their international law students develop the skill of writing fact-based U.S. legal analysis, including giving instruction, exercises, and feedback in areas such as the following:

- **Pre-writing** that helps them to identify how U.S. lawyers use facts in their legal writing;
- **Planning** that helps them to identify, select, and organize their arguments and counterarguments, and to choose the most relevant facts for them;
- **Writing** fact-based analysis effectively; and
- **Editing** that helps them to strengthen their analysis, add or revise factual descriptions, and look for errors in their writing.

2. **Added Value: Programming for International L.L.M. Professional and Personal Development.** Co-sponsored by the Sections on International Legal Exchange and North American Cooperation. **Saturday, Jan. 6, 8:30 – 10:15 a.m.**

International LL.M. students study at U.S. law schools for many reasons, including learning about substantive American law and legal practice, improving their English language skills, and expanding their professional network. In addition to teaching these students about U.S. substantive law, legal skills and ethics, and how to think like U.S. lawyers, law schools should

meet and exceed our international LL.M. students' expectations with programming that enhances their professional and personal growth. This includes developing their professional identity, enhancing their English skills, building an international network of colleagues, and developing personally. The panel will discuss their law school's programming in such areas as:

- **Professional identity:** In the U.S., lawyers play assertive roles as problem solvers and counselors, whereas in many civil-law countries, lawyers are seen as legal experts with a narrower role. How do you and your law school teach international lawyers to develop their own personal identities as assertive, ethical problem solvers and counselors?
 - **English:** Even with impressive TOEFL scores, international LL.M. students often struggle with the very high English proficiency requirements of a U.S. law school. How do you and your law school help your students to maximize their educational opportunities and to thrive despite their language difficulties?
 - **International network development:** Many international LL.M. students want to use their U.S. law school experience to develop a network of U.S. and international lawyers that they can utilize throughout their legal careers, but such plans may fade as they struggle to meet the challenges of law school. What do you and your law school do to help them to realize their plans to develop an international network of colleagues?
 - **Personal development:** Studying in another country and culture can lead to great personal growth, but it can also be quite stressful. How do you and your law school help your international law students to maximize their personal growth, while dealing with stressors such as anxiety, depression, fear of failure, culture shock, or any other personal challenges? How do you teach the interpersonal social skills that your students will need both in a U.S. law school setting and in dealing with U.S. lawyers, clients, counter-parties, or opponents?
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We anticipate that both sessions will have panels with four or five presenters, each of whom will have approximately ten to fifteen minutes to present, followed by questions from the audience. PowerPoints and/or handouts are fine.

If you are interested in being part of either panel, please submit a proposal containing:

- Your name, law school affiliation, email address, telephone number, and biographical information
- The name of the session at which you want to present
- The title of your individual presentation
- A short one- or two-paragraph summary of your topic, and
- Whether you will use a PowerPoint or handouts.

By submitting a proposal, you are agreeing that you will be able to attend AALS to present in person. The deadline for proposals is **11:59 p.m. on July 15, 2017**.

Please submit your proposal by email to John Thornton, Section Chair, at j-thornton@law.northwestern.edu. Please use Microsoft Word or the equivalent. If you have any questions, please feel free to contact me at the email address above.