



Association of American
Law Schools

Journal of Legal Education

Call for papers Scholars at Risk

The editors of the *Journal of Legal Education* welcome articles and reflections on threats to academic freedom, coercion of legal and other scholars, and the relationship between legal scholarship, education and democracy both in the United States and around the world.

In recent years, people in a number of countries have felt the silencing of their voices, endured a rise in authoritarianism, and witnessed an erosion of governmental accountability. While regime changes are highly publicized, they typically come hand in hand with less visible threats to freedom of expression and attacks on diverse voices in every corner of society. Intolerant discourse at top governmental levels also has pervasive effects in sowing communitarian discord and marginalizing certain groups, as we have seen, for instance, with the rise in hate crimes against Asians all over the world this past year. Academia has a particularly privileged position to speak for those who can't, but universities and other institutions of learning can also be especially vulnerable to attacks as an obvious locus of dissent. Legal scholarship has long concerned itself with freedom of speech, and the topic remains of daily relevance.

Individuals and organizations have worked tirelessly to help relocate Afghani intellectuals and others at risk. In many parts of the world, producing scholarly work in the face of coercive regimes has been a lifelong endeavor for scholars and intellectuals. In the United States, current efforts from some parties to ban the teaching or discussion of critical race theory in public institutions, some cases of tenure denial, withdrawal of offers of faculty positions, and other instances of clashes between academic freedom and politics have highlighted that democratic speech is a practice to be exercised, not an entitlement to be taken for granted.

From first-person accounts by legal scholars to empirical research on academic freedom and other analytical pieces on legal scholarship in the face of coercion, the *Journal of Legal Education* invites authors to submit their manuscript by **June 30, 2022**, to be considered for this themed issue.

Submissions are subject to the journal's usual peer-review process. Submissions must be exclusive to the *Journal of Legal Education*, and the editors make every effort to provide a decision in a timely fashion, typically less than a month after submission. For general submission information, please see <https://jle.aals.org/home/submissions.html>. Please note that the *JLE* uses the Bluebook style of citation. Questions may be directed to jlesubmissions@aals.org.

The *Journal of Legal Education*'s previously issued call for papers on "Teaching Law Without Borders: Comparative Perspectives on Legal Pedagogy" is [available here](#).