

## From the Editors

### Teaching Law Beyond Borders: Comparative Approaches

This themed double issue presents a collection of articles and reflections exploring the objectives and methods of law teaching in different legal cultures.

Law is taught as an undergraduate/first degree course in much of the world, and as a graduate/postgraduate course in some places, as in the United States. Some educators see law as primarily a professional degree, designed to impart skills and analytical tools that students can apply across a range of practice areas. Elsewhere, law is more akin to a field of the humanities, in which the intellectual discovery of arguments, theories and schools of thought is the principal object of learning. These varied approaches to legal education commend different teaching methods. Some are the product of tradition; some are designed to develop specific professional skills in an evolving profession. Even the subject matters included within legal education vary across cultures. In all these ways, law and legal education are situated in a local political, social and economic context. Yet, in a globalized world where aspiring legal professionals increasingly seek a multinational and multicultural education, opportunities abound for law teachers to share methods and pedagogical approaches.

This issue called upon legal educators worldwide to share experiences, experiments, and theoretical perspectives on the value of different approaches to legal instruction. They tackled topics such as different forms of experiential education, models for integrating legal practice and theoretical learning, novel ways to engage students with legal doctrine, techniques for building interdisciplinarity into the legal curriculum, formats for skills-oriented courses, and more.

**Philip McConaughy's** article *The Evolving Mission of Peking University's School of Transnational Law* reflects on the trajectory of a U.S. J.D.-style program offered in China. At a time of ongoing geopolitical and economic tensions between China and the United States, this experiment in embedding a cross-cultural legal education in a Chinese institution offers fascinating insights. McConaughy deftly describes the political, cultural, and legal challenges and opportunities he is navigating as Dean and Professor of Law at Peking University School of Transnational Law. **Ray Campbell**, also Professor of Law, Peking University School of Transnational Law, picks up the narrative with a specific focus on *Teaching U.S. Civil Procedure to Non-U.S. Students: Educating Students for a World of Legal Pluralism*. Campbell's deep exploration of the normative and the technical aspects of teaching civil procedure might equally benefit those who are teaching the subject to U.S. law students or to foreign students in the United States. Shifting the lens back to legal teaching in the United States, **Kathryn Hendley** and **Alexander Straka** examine the demographics of foreign students coming to

U.S. law schools in *International Students from the Perspective of U.S. Law Schools*. The authors analyze the results of empirical work they developed to better understand data regarding U.S. law programs aimed at foreign students. Their research will be of interest to law school leadership as well as legal education's governing bodies and program directors, administrators, and support staff. Taking Singapore as a case-study, **Howard Hunter**'s essay on the *Education of Common Lawyers in a 21st Century Environment* offers further reflections on the shape of legal education across borders. **Fabio de Sa e Silva**'s essay reviewing *The Globalization of Legal Education: A Critical Perspective* (Bryant Garth & Gregory Shaffer eds., 2022) and **Theresa Kaiser**'s review of Susan Bartie and David Sandomierski's edited volume *American Legal Education Abroad: Critical Histories* provide ever more insights about trends in cultural cross-fertilization within legal education.

While these writings provide generally uplifting accounts of opportunities for legal education in a globalized world, in many corners of the world law is taught under severely adverse conditions. **András Pap**'s article *Risks, Threats and Resources for Resilience: Reflections from a Hybrid Illiberal Regime* is a sobering testimonial to the quickly accumulating hurdles facing law teaching and academic freedom in Hungary. For a broader context, readers may want to refer to Volume 71 of the *Journal of Legal Education* at page 238 et seq., where Tom Ginsburg documented the increasing threat to academic freedom in many parts of the world and its relationship with "democratic backsliding." **Cori Alonso-Yoder**'s review of Robert F. Barsky's book *Clamouring for Legal Protection: What the Great Books Teach Us About People Fleeing from Persecution* considers the plight of those directly targeted by persecution.

A second set of articles presents innovative teaching journeys. **David Oppenheimer**, **Panos Kapotas** and **Laura Carlson** ambitiously engaged in *Teaching Law Across Six Continents* (apparently, there is no legal education option in Antarctica!). Pushing administrative, technical, and cultural boundaries in every sense, they created a truly global classroom. Turning to the challenges of online and remote education, **Joan Blum** offers ways to improve teaching and learning feedback with *Herding CATS: Building Student Engagement in Remote Learning in the U.S. and Uzbekistan*. Back in a physical classroom, **Tuukka Tomperi**, **Outil Korhonen**, and **Sampo Mielityinen** transformed a traditional international law class by introducing *Debate as a Pedagogical Practice: The Case of Teaching International Law in Finland*. Their detailed inquiry into the pedagogical values of debate, tracing its origins all the way back to Ancient Greece, proposes an alternative model for those who might wish to step away from the podium. While such formats are often reserved for more advanced treatments of a subject, the authors explore their use of the approach in a more introductory course.

The double issue concludes with two articles on clinical legal education in resource-constrained developing countries. **Mizanie Abate Tadesse**'s article *Revamping Ethiopian Clinical Legal Education to Pursue its Twin Pedagogical and Social Justice Missions* considers how clinical legal education can be delivered effectively, both for the students and for their clients, with lessons for other programs in similar socio-economic contexts. The article will be valuable for educators,

administrators, and funding bodies. Likewise, **Ai Nhan Ho** examines *Clinical Legal Education as a Means to Reform Vietnamese Legal Education: An Examination of its Current Situation*. Both articles share some conclusions, in particular related to the difficulty of ensuring the long-term financial stability of clinical programs, but also provide an array of approaches to clinical education beyond the traditional understandings that offer avenues for serving more clients and training students for a variety of skills. Interestingly, both bodies of research were themselves products of cross-border legal education exchanges as they were developed by their authors while in the United States and in Australia, respectively.

As international communication continues to expand through improved technology, facilitating cross-cultural cooperation can help fuel worldwide academic growth and coordinated efforts to improve lives through the law. We hope you find this issue helpful in thinking about your own approach to law beyond borders.

As we sign off with our final issue, on behalf of everyone at Northeastern University School of Law, we would like to thank Judy Areen and our partners at AALS, especially James Greif, for having given us the opportunity to co-host the Journal of Legal Education for nearly a decade. We are grateful to so many who have aided our efforts. Our co-hosts at Southwestern, at the University of Washington, and most recently at American University have been the sort of inspired collaborators one dreams about when entering a cooperative venture. Our team here at Northeastern, led splendidly for several years by Margaret Woo, and edited at various times by Elizabeth Bloom, Hemanth Gundavaram, Stevie Leahy, and Danielle Tully, made the work not only rewarding but fun. Julie Lipkin, our editor-at-large, kept us honest with incisive critique and refreshing humor. And our production editors Stephen Evans, Scott Akehurst-Moore and Rachel Bates did the hardest work of all, with Scott and Rachel doing double duty as our research team, assisted in the early years by Catherine Biondo. It's hard to say goodbye, but pride in our work and delight over the JLE's new hosts at UC Irvine, give us strong confidence for the JLE's future.

Sonia E. Rolland  
Jeremy Paul  
Robert Dinerstein  
Ezra Rosser