

Second Call for Contributions

for a Symposium Issue of the German Law Journal & the Maastricht Journal for European and Comparative Law

“Following the Call of the Wild: The Promises and Perils of Transnationalizing Legal Education”

The Editors of the German Law Journal – www.germanlawjournal.com - invite all interested legal scholars to submit manuscripts for a Symposium Issue dedicated to a critical assessment of the ongoing, transnational debate on Legal Education Reform. The German Law Journal, an anonymously refereed legal periodical, published monthly with a global distribution to over 9.000 scholars and legal practitioners, has been a longstanding forum for a critical debate around the questions of internationalization, foundation fields and practice orientation in law school curriculum reform. The Symposium Issue aims at bringing together voices from around the world concerning the differently experienced and formulated challenges in legal education in order to initiate a continuing global level thought exchange based on specific aspects of legal education that it has identified.

Requirements: 300 word **abstracts** should be submitted to the editorial board submissionsglj@osgoode.yorku.ca via email as word documents or PDF files, along with current contact information and C.V. by **November 1st 2008**. Please include your name within the name of files that you are attaching and also state in the abstract the specific area of the special issue your paper will address. No late submissions will be accepted. Accepted authors will be notified by **November 14th, 2008**, along with full submission guidelines. **Full papers** are due **January 31st, 2009**.

Background: Karl Llewellyn, as early as 1935, in his article entitled *On What's Wrong with So-Called Legal Education* questioned whether the law school in fact knew what it was training students for. His article raises the surprisingly current issues of the interrelationship between legal professionalism and legal scholarship, the development of practice oriented legal skills and the integration of legal context into every course. In order to delve into these dilemmas on both a comparative and more critical level, the editorial board of the GERMAN LAW JOURNAL invites contributions for a special symposium issue entitled *The Scientific Parameters of Legal Scholarship and Legal Education*, planned in conjunction with the MAASTRICHT JOURNAL OF EUROPEAN & COMPARATIVE LAW based in the Netherlands.

In its past, the GLJ has published engaging scholarly work on the topic of legal education, such as “*The Einheitsjurist - A German Phenomenon*” by Annette Keilmann ([Vol. 7, Issue 3](#)), “*Living with the Bologna Process: Recommendations to the German Legal Education Community from a U.S. Perspective*” by Laurel S. Terry ([Vol. 7, Issue 11](#)) and “*Review Essay: Langdell's Prodigal*

Grandsons: On Duncan Kennedy's Critique of American Legal Education" by Viktor Winkler ([Vol. 7, Issue 8](#)). The special issue will build on this work by gathering thoughtful articles that explore the changing landscape of legal education and legal scholarship.

In addition to furthering this meaningful discussion in the journal, the GLJ and MAASTRICHT JOURNAL are hoping to conduct a subsequent Conference on the same theme in 2009 at the University of Maastricht. While this conference has not been finalized, it is our sincere hope that contributors to the special issue will consider presenting their article at the conference to engage in fruitful dialogue with other scholars on this topic.

We welcome submissions that would address **one or more of the five areas** of the special issue:

- 1. ‘Same ol’, same ol’”? Reflecting on Curricular reform:** What are the drivers of the current reform wave? Are these reforms spurred by bodies external to law school program committees , such as the potential revision of accreditation standards by the American Bar Association or the Bologna Process in Europe, which continues to transform legal education? What are the impacts of economic pressures on the minutia of curricular reform, such as mandatory versus optional courses or upper year versus first year requirements? How are the changes in entrance requirements impacting the democratic promise of law and legal education?
- 2. ‘Geared Toward Practice?’ Assessing the Current Law School Race to Legal Skills-Building:** What are the specific ways in which law schools have so far sought to bridge the perennial divide between teaching ‘law as trade’ and engaging in the law as ‘academic/critical exercise’? What is the role of the adjunct professor in providing first hand exposure to practice? What are the effects of Clinical Education Programs? On the continent, do the two to three years of bar training, which provide legal skills but are not shaped by the law school at all, invite a critical examination of the relevance of legal education as a whole? How large is the law school room to manouvre when straddling the divide between theory and practice on the one hand and competitive pressure brought about by transnational law programs and student mobility on the other?
- 3. ‘Inside-Out?’ Towards a Transnational Legal Education?:** What is the capacity of legal education, traditionally defined by jurisdictional boundaries, to meet the needs of an increasingly transnational law student body? What are the conceptual foundations of programs that cater to internationalization, such as regional development programs, international clinical education programs or exchange programs? How do ‘global law school’ programs compare to regional ones, as exemplified in the recent bid in Ontario for a law school in the North? How deep is the comparative, historical and local teaching mandate of the global law school?
- 4. ‘Learning to think and act like a Lawyer’ – The Challenge of Professionalism in the Profession: Legal Ethics:** Is the spread of the practical, fact-driven study of legal ethics merely a North American phenomenon? Are there European apples that can be compared to these North American oranges? What is the role of the decline of what Llewellyn calls “sustained work... on the wherewithal for judging and shaping policy intelligently?” Are

the traditions of Legal Sociology and Legal Philosophy serving the same purpose of contextualizing law and what is the effect of their decline?

5. **'Is More More?' Thinking about Student Organization, Government, Community:** What is the value of student run organizations, such as student edited law reviews or legal associations that cater to particular subject matters? What is the effect of the proliferation of such organizations? What is the impact of sharing the governance of the law school with the student body itself and is this a practice that should/could be transplanted to other jurisdictions? With expectations of high student involvement, how many years are enough? How many is too many?

We would be more than happy to provide you with further information regarding the symposium issue. While we are not in a position to offer a fee or stipend for your submission of manuscripts to the journal, you can be assured of a captive audience of both legal scholars and law students interested in learning more about your work around the world. Inquiries should be sent to: gkj@osgoode.yorku.ca

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