

exposure to these issues, students can begin to see the importance of the actions and laws of foreign individuals and countries within our own legal system.

In the modern world made smaller by the Internet and instantaneous media reporting of world events, one can only assume that the interests of law students in matters of international and foreign law will not only grow, but familiarity with these concepts will be essential to their practice of law. The suggestions offered by this article present curricular options that are relatively easy to incorporate into the first-year legal writing program. The opportunity to broaden our students' horizons can start when they enter the door to the law school. Why not seize this opportunity?

**Building the world community: challenges to legal education and the WCL experience**

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Today we are witnessing dramatic global transformations that call into question both the content and methodology of legal education. These changing processes are well documented and extensively discussed elsewhere. They include global trade, foreign investment, the breakdown of authoritarian political structures, the emergence of new nations and the presence of new international actors, such as individuals, multinational corporations and non-governmental organisations (NGOs). Individual states alone cannot solve the crucial problems that challenge humankind. Instead, this growing trend demonstrates a need for international co-operation. It is particularly the case for transboundary problems such as the proliferation of weapons of mass destruction, pervasive poverty, environmental degradation, international terrorism and war crimes. These developments confirm that a new

world reality is emerging and is here to stay. Society must now ask how these phenomena will affect legal education.

For rhetorical purposes, one can identify two main schools of thought that consider the implications of these global changes and their effects on legal education. The first school contends that the transformations taking place are of minimal concern, because lawyers are primarily concerned with domestic issues. This theory maintains the status quo in legal education, believing the practice of law primarily deals with domestic interests and issues, which are confined within one nation's borders.

The second school of thought argues that more is required to prepare lawyers for the seismic changes currently taking place than mere language interpretations. This group takes the position that it should modify legal education by increasing global exposure, which it can achieve by adding courses, hiring more international faculty, sponsoring more international academic programs, opening research centres with global connections and augmenting the number of formal international linkages. Unfortunately, this group only makes quantitative changes to legal education and the actual law school experience requires no fundamental transformation.

Standing alone, neither of the above two approaches produces the paradigm shift required to educate lawyers in the new world reality. Both schools of thought appear to underestimate the breadth of the changes that are occurring, as one simply maintains the status quo and the other advocates making only surface changes to legal education. A profoundly different approach is needed, one advocating a qualitative rather than a quantitative change in legal education.

The contemporary law student is still unlikely to take an international

law course. Moreover, although international law is offered on a wider basis in today's law schools, the full incorporation of the subject into legal training remains marginal. For example, there are still no questions on any bar exam concerning international law, no mandatory international law courses and generally no first-year exposure to the study of international law. The failure of the modern American law school to update its curriculum to encompass international law, and thus recognise it as a subject highly applicable to the practice of law, constitutes a profound anomaly in legal training.

The continued focus on standard courses, which remain inextricably attached to domestic concerns, is inadequate to prepare lawyers for a new world reality. Lawyers practising within this new reality are challenged by rapidly developing international economic and political links. Rising global technologies, such as satellite communications, establish greater transparency between global actors. The Internet and high-tech computer networks now connect the world with the click of a mouse.

These changes have simultaneously altered the role of a law school, calling for a fundamental reconceptualisation of legal training. Today, new skills are required in legal education, as exemplified by the development of practical and experiential training methodologies. Today's law school graduates must acquire the skills to function as facilitators and problem solvers in international transactions. Put simply, the philosophical foundation of Langdell's case theory is insufficient to prepare law students for the world they will encounter.

What can be done with regard to the disconnection between domestic-oriented legal training and an ever more intertwined global-oriented system? One approach may be simply to make quantitative changes by sponsoring more research programs, stressing the

importance of linguistic diversity and augmenting the number of international students, faculty and courses. This additive approach, however, does not necessarily provide the typical law student with the diverse interaction needed to operate in the new world. In addition to updating its curriculum through the quantitative measures described above, American University, Washington College of Law (WCL) adopted a qualitative, process-oriented approach that sets into motion the dynamics necessary to transform the traditional, domestically-oriented legal education into training that is interconnected with the ever expanding international nature of law.

Realising that virtually every lawyer practising in the twenty-first century, regardless of his or her practice area, will encounter issues of international law, WCL modified its curriculum to incorporate international law concepts from the very beginning of the law school experience. International law concepts are woven into courses that are traditionally considered 'domestic.' Following a problem-solving approach, students are exposed simultaneously to issues that traditionally were classified as either 'domestic' or 'international'.

Lawyers practising in a global environment must understand legal traditions that influence other countries, an understanding that goes beyond international laws and norms regulating the conduct of nation states. This knowledge includes an understanding of the legal culture, whether it is common law, civil law, religious law or customary law. WCL fosters learning about other legal systems through courses, which examine these various traditions, either singly or in comparison, and by providing study abroad opportunities in countries with differing legal traditions. Lawyers practising in today's interconnected world must have an understanding of how culture affects the actions of

individuals and their relationship with a legal system. WCL offers many opportunities to gain such cultural perspective through its regular curriculum. (*Editor: examples are provided by the author.*) The students also benefit from a faculty with a strong international background.

WCL is deeply involved in a process of changing legal education to adapt to a new global reality. WCL is developing pedagogies that reflect the global nature of today's legal reality, rejecting the traditional focus on an autonomous domestic system. In this new educational theory, new skills are identified, social change and awareness are emphasised and a cross-cultural perspective is sought. This approach seeks to create an environment that is not restricted to only one view of the world. WCL also seeks to be profoundly ethical in preparing students to think of legal issues in terms of fairness, taking into account students' own cultural perspectives. WCL's curriculum represents a multi-dimensional academic approach embodying scholarship, service, experiential learning, policy development, and a movement toward the creation of a law school that truly engages the world.

#### **Teaching students how to become in-house counsel**

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Thousands of attorneys work for corporations, large and small, as either in-house counsel or outside counsel. There are countless jobs for in-house counsel in non-profits and with the government or its agencies, ranging from city corporation counsel to the legal staff of federal agencies and departments. But until recently law schools did not address the specialised work and practice of corporate counsel.

This article describes the development at the Syracuse University College of Law of a course titled General Counsel Applied Learning

Course or General Counsel for short, which responded to the needs identified in the MacCrate Report by creating a course that integrates theory, substantive law and practical solutions in a true-to-life simulated corporate law office. The course teaches decision-making, problem-solving, management of issues, common sense, investigation and case management. Students handle a multitude of problems in case areas such as contracts, intellectual property, mergers, personnel relations and litigation management.

Today's corporate counsel has an expanded role. No longer are they in the backwater, confined to handling routine litigation and simple transactions. The corporate counsel is a professional, a manager and an employee. Inside counsel increasingly have non-legal functions. Their relationship with outside counsel encompasses selection of counsel, in-house management of outside work and the dual role of lawyer and client. The general counsel must relate to the board of directors and the corporate employees. The position also has an important ethics and compliance function.

The course has four goals: to familiarise students with the practice of corporate law from the perspective of in-house counsel; to provide students with practical real-life exercises in the practice of corporate law; to expose students to the various bodies of substantive law that affect corporations; and to familiarise students with the decision-making process customarily employed by in-house counsel in resolving and advising on legal issues.

The driving force behind such a course can come from either the corporate bar or the business law faculty. Both academic talents and corporate experience and skill are needed for a successful course. But a realistic course cannot be created without realistic problems, insight into