

Inside this issue:

| | |
|-------------------------------|--------|
| Jennifer Franklin | 1-3 |
| Eun Hee Han | 1, 3-6 |
| Andrew Turner | 1, 7-9 |
| Upcoming Legal Writing Events | 10 |
| LWI Lives Committee | 10 |

Contributors to this issue:

Iselin Gambert
Janis Kirkland
Joan M. Rocklin

LWI Lives is a regular electronic publication of the “Faces of LWI” Committee, which explores the emerging identity of LWI and its members. We have a common commitment to being the best legal writing professors we can be, but we are multi-dimensional people with different strengths, interests, curiosities, and gifts. By profiling individuals in our community, we hope to expand our understanding of who we are and what we aspire to be.

Jennifer Franklin: Future Alpaca Farmer?



By Janis Kirkland

Jennifer Franklin was inspired to come to law school by a desire to generate improvements to family services. By her 2L year, however, she realized that what she really wanted was to teach. After graduating from Regent University School of Law, Jennifer clerked for the Alabama Supreme Court and then completed a teaching fellowship at Regent Law. She returned to practice, working on criminal appeals

For more about Jennifer, see page 2.

Eun Hee Han: An International Perspective in Life and in the Classroom



By Iselin Gambert

Eun Hee Han’s life has been nothing if not international. Born in Korea, she moved with her family to Saipan when she was two years old. A small tropical island in the western Pacific Ocean, Saipan is the largest island of the Northern Mariana Islands, a commonwealth of the United States with no voting representation in Congress. The population of Saipan is roughly 48,000.

For more about Eun Hee, see page 4.

Andrew Turner: To Wisconsin and Back—Through Bolivia



By Joan M. Rocklin

This is the story of Andrew Turner—a boy who grew up in small-town Wisconsin, became an anthropologist in Bolivia, then a husband and father, and ultimately a legal writing professor.

For more about Andrew, see page 7.

Jennifer Franklin

(Continued from page 1)

for Virginia's Attorney General's Office and then serving as Habeas Supervisor for the Supreme Court of Virginia. All the while, though, she continued to teach Appellate Advocacy as an adjunct at Regent. Currently, Jennifer is a Professor of the Practice of Law at William and Mary Law School, where she teaches first-year legal writing and upper-level appellate advocacy courses, as well as serving as advisor and coach for the moot court team. She also is the newsletter editor for the Virginia State Bar Litigation Section.

Jennifer describes her professional passion as teaching, particularly helping students become excellent writers. She enjoys the autonomy of teaching, creating problems, and figuring out innovative ways to help her students learn important skills. Given her background in appellate advocacy, Jennifer especially enjoys helping students learn to craft well-written briefs. She also relishes the opportunities to mentor students as they consider important life decisions.

As a professor, Jennifer has learned that widely varying things can grab students, inspiring them to get up early and to work hard. She used to teach an early morning appellate advocacy class and occasionally wondered why students chose to take a class that required them to get up so early on a weekend. The secret? Her husband's legendary homemade cookies—known as *Milton's Cookies*—which could be counted upon to arrive with her at some point during the semester.

Jennifer also learned that students respond particularly well to “real” cases, in which the outcome has current relevancy. Therefore, she has maintained an active bar status and accepts an occasional case. She most commonly accepts habeas cases, especially unusual ones, but Jennifer also does a small amount of criminal work. At times, her students contribute to these cases by helping to prepare trial or appellate briefs, which the students find particularly engaging and rewarding.

During her entire legal career, Jennifer, like many professionals, has juggled the competing demands presented by profession and family. During law school, Jennifer had four children. Since then, she and her husband have adopted another two children. Jennifer's husband is a police officer. He has changed positions numerous times to accommodate her career moves to different geographic locales. Current-



Jennifer and her family



Jennifer and her husband,
on a cruise, swimming with a sea lion

ly, while Jennifer teaches at William and Mary, her husband is Chief of Police at a different college several hours away. Thus, they must structure their schedules to have blocks of time in their home together.

Jennifer's role as wife of a police officer has supplied her with an incredibly interesting volunteer role outside of academia. For the past ten years or so, she's been role-playing in police survival training exercises. Jennifer noted that po-

(Continued on page 3)



Jennifer Franklin

(Continued from page 2)

lice officers often are hesitant to search females, which creates danger for the officers, as females easily can hide weapons and also are more adept at getting out of handcuffs than men. Jennifer's specialty is participating in felony traffic stops, but she also works with other scenarios that allow officers to practice arrests, approaching pedestrians, dealing with domestic violence, and searches. She describes herself as a great "screamer" and particularly adept at hiding in plain sight. All in all, Jennifer enjoys this community involvement so much, she indicates that she'll always try to clear her calendar to be available for a training session.

Jennifer and her family also enjoy road trips. She described a memorable trip in which they drove the family van 9,000 miles on a camping trip. Within six weeks, they visited 28 states.

She and her husband also enjoy cruises whenever possible. This summer, they took a cruise to Cuba, which was incredibly interesting. Jennifer noted that both income and costs of goods were shockingly low compared to our experiences. For example, doctors and college professors earn only about \$50 per month. Her guide said, at \$50 per hour, he makes far more at this independent work than at his regular job. Jennifer and her husband took peanut butter to give to locals, which is prized and difficult to find in Cuba. While the community there had cell phones and other modern technology, there was little Wi-Fi. Despite the lack of things we view as everyday conveniences, her guide described the Cuban society as largely crime free with no drugs and no violent crime. Jennifer also observed children engaged in wholesome outdoor activities such as marbles and hop scotch, an interest some would like to generate in their own children.

When asked about whether she had a "secret desire," Jennifer expressed a long-held interest in buying and running an alpaca farm. She and her husband are constantly looking for just the right piece of land, and if the right property ever comes along, it will happen!

If you would like to get in touch with Jennifer, you can email her at jfranklin@wm.edu.



Alpacas!

Eun Han Hee

(Continued from page 1)

Eun Hee's family moved to Saipan so that her father could start a small business there. They had a small shop selling tires, rims, batteries, etc. When I asked her to describe some memories of her time there, she focused on the centrality of the ocean to the rhythm of everyday life. "I remember my parents working, and I would be running around and playing on the beach," she reflected. The family lived on Beach Road, one of the main roads in the area. "We sort of took it for granted—the ocean was always there. It's such a small place. You see vast blue ocean and green hills. . . . I never had an idea of going somewhere to have a nice view, or eat with a nice view" because they had a nice view everywhere.



Bird Island Sanctuary, Saipan

Eun Hee traveled a lot during her childhood, making trips to Korea, Japan, Hawaii, and the U.S. mainland. But it was Saipan itself that perhaps taught her the most about the idea of diversity. "Saipan is actually really diverse," she told me. "The native population is Chamorro, which is Micronesian." There are also "a lot of transplants from Asia, the U.S., and Canada, so I had a diverse set of classmates when I was growing up in school."

When I asked her how it felt to move to a tiny tropical island as a young child, Eun Hee reflected, "I always felt like I was from Saipan. I never felt like an immigrant or out of place." Eun Hee explained that it was in law school and as she was working that she "got more exposed to [the idea of] Asian-Americans . . . being 'other.'"

Eun Hee left Saipan as a teenager to go to high school in Los Angeles. "I was excited to move to L.A.," she said. "Growing up, I did a lot of reading, not surprisingly for an LRW person. I had recently read a book about a girl playing ice hockey. Obviously, there was no ice on Saipan, [and] I was excited for random opportunities." Ultimately, Eun Hee joined a local ice hockey team, and she played roller hockey and took equestrian lessons."

The move to L.A. helped shape Eun Hee's approach to life that she follows to this day. "The move helped me be positive about new things and try to make the most out of them," she reflected. It taught her the importance of "tak[ing] advantage of as many opportunities as possible. It made me fairly thoughtful about how I wanted to be and where I wanted my role to be." She also learned the value of family. In fact, Eun Hee says she could not have gotten to where she is today without the support of her parents, two older brothers, and now her husband and daughter.



View of Saipan from Mount Tapochau

Taking advantage of new opportunities didn't always come easily to Eun Hee. "It was sort of tough—I like taking part in all these activities, but I'm also really a shy, introverted person. So I'll show up to 10,000 new things and events, but then I'll be very quiet and not talk to very many people." At the same time, she was "fairly quickly welcomed" into her high school by her peers. One student approached her shortly after she arrived at the high school and asked her lots of questions about her life in Saipan, including whether there were monkeys on the island. They remain close friends to this day.

(Continued on page 6)

Eun Hee Han

(Continued from page 4)

When I asked her what made her want to go to law school, she said she decided during college while studying political science and economics at the George Washington University. “A lot of different events were happening in the world, in Asia, and in other places, [lots of] human rights crises. I wanted to do something to change the world in some way. I figured, as a lawyer, I could do things to change policy and laws in a more thoughtful way.”

When I asked her what made her want to be an educator, Eun Hee replied that she “was always really interested in teaching and mentoring people.” She was a peer counselor in high school. She also had opportunities to be a tutor in college and while studying national security policy at the George Washington University. As a law student at Georgetown Law Center, she served as a law fellow in the LRW program and “really enjoyed that experience.” She enjoyed thinking about how to communicate legal writing concepts and “how to approach writing in this discourse community.” But, she says, “I didn’t necessarily think I’d be on a faculty” immediately after law school. She says she got caught up on the law firm track and had to “find my way back to wanting to help people and wanting to change the world, and found that I could do that through teaching. I really enjoyed affecting first- and second-year law students who were then going to go on to use the things we taught in the classroom.”

Eun Hee’s first formal teaching opportunity was in Shenzhen, China, teaching first-year LRW, a second-year scholarly writing course, and co-teaching research and transactional drafting courses. The opportunity came about somewhat randomly. “I had no relationship to China, and it was

not necessarily on my list of places to visit anytime soon. It had not been on my radar. I didn’t speak Mandarin.” A friend from law school was in China teaching in the same program and told her about it, and she decided to apply.

After a few months, Eun Hee’s now-husband Adam, who at the time was a student at George Mason Law School, decided to join her. He spent a semester studying at the University of Hong Kong, and they were able to travel and explore a lot during their time there together.



Eun Hee in Los Angeles

“I would recommend a semester abroad in law school to anyone,” says Eun Hee. (In fact, while Eun Hee was in law school, she spent several months studying public international law in Leiden, which is about ten minutes by train outside of The Hague.)

Eun Hee loved teaching in China, and the experience became one that informed her future teaching experiences and her overall teaching philosophy. “The school that I was teaching at was affiliated with Peking University, one of the best schools in China, so we had some of the best students in China,” she explained. Her students were not native English speakers, and it was her job to teach them legal English, and basic information about U.S. civics, political culture, and legal

culture, all of which she really enjoyed.

From China, Eun Hee went on to teaching LL.M. students at Georgetown Law School, and then she and her husband moved to New York City, where she taught LRW at Brooklyn Law School and Legal English and Communication Skills at Fordham Law School. She is currently teaching LRW and running the scholarly writing program at the George Washington University Law School in Washington, D.C.

(Continued on page 6)

Eun Hee Han

(Continued from page 5)

“I think my general outlook on life really impacts my teaching,” explained Eun Hee. “My general view is that everyone is working really hard all the time and trying to do good things and trying to be a good person. That carries over into my teaching as well. Students are working really hard, and I assume that they want to achieve at a high level.”

Eun Hee is a big believer in modeling the behavior that she wants to see in her students.

“Any time I ask students to write something for me, even if just a topic statement, I’ll spend a fairly equal amount of time giving them feedback because I know how much effort they put into it. I let that guide my attitude towards classes and towards students. I try to be really approachable. I spoke to maybe one professor during law school, so I encourage students to come talk to me so they feel like they have resources they can turn to. I think law school can be a lonely place even if [you] are surrounded by people.”

Eun Hee’s life and work experience have given her a particular appreciation for international students. “Based on my work with international students, they work as hard if not harder than native speakers, and I would like it

if people would recognize that,” she explained. “When you work with them, you [hear] a lot of critiques of their language skills, of their writing, etc. And I always want to turn it around and ask, well, how would you do if you went to law school in a second language?” Working with international students has helped her avoid coming into any classroom environment with too many preconceived notions about what students “should” know, about the law, or civics, or anything else for that matter. “We start from zero,” she explained. “So the question is, what do you need to know to be part of this discourse community, and then we move on to looking at cases, etc.”

When I asked Eun Hee what she likes to do in her free time,

she replied that she “read[s] a lot of bad sci-fi and fantasy novels.” And, she says, she and her husband “actually really, really like food. We’re not necessarily foodies because we don’t use the vocabulary, but we love food.”

Eun Hee and her husband welcomed a daughter, Liberty, in the summer of 2016. “We’ve been lucky in D.C.,” Eun Hee explained, because of their proximity to museums. “We joke that we have the most cultured baby.” Unsurprisingly, Eun Hee and her husband love to travel and took Liberty to Iceland when she was just a few months old to see the Northern Lights.



Eun Hee and her daughter in Iceland

When I asked her if she can ever imagine living abroad again, Eun Hee replied that “it could be nice.” She likes the idea of exposing her daughter to other places to live and other approaches to life. Eun Hee hopes to bring her daughter to Saipan soon to visit her family: Eun Hee’s parents, a brother, his wife, and her niece all still live there. One of the best parts about visiting, she says, is that “it’s relaxing to be there, there’s not much that’s immediate, there are not 20,000 emails to write, everyone sort of just hangs out.”

I asked Eun Hee how, if at all, becoming a parent changed her and the way she approaches her life and work. She replied that becoming a parent made her become more efficient. “I think it’s made me pack in as much possible work in a regular day as opposed to

leaving things for nights and weekends.” Plus, she says, “I try not to take things too seriously, especially now that I’ve had Liberty.” And perhaps most of all, she says, “Having my daughter has been inspiring. [She has] made me want to accomplish a lot more: One of my goals is to do a good job at everything I am doing because I want to be a good role model for her. And I want to leave time to enjoy life as well.”

If you’d like to be in touch with Eun Hee Han, you can contact her at either of these addresses: ehan@law.gwu.edu or eunhee.han@brooklaw.edu

Andrew Turner

(Continued from page 1)

Life in Small-Town Wisconsin

Andrew was born in Chicago in 1971 and raised by his single mom. After having her fill of working as a social worker and teacher in Chicago, she and Andrew moved to Monroe, Wisconsin, population approximately 10,000. Life in Monroe was “stereotypically Wisconsin” and “pretty idyllic.” Andrew would walk home from school through farmers’ fields and spent his summers on his cousins’ dairy farm baling hay and helping with farm chores.

When Andrew was a freshman in high school, his horizons suddenly expanded. One weekend, a group of international students who were visiting Wisconsin through the American Field Service program came to Andrew’s town to see life in rural Wisconsin. The high school had arranged a variety of activities, which allowed the international students and the students from Monroe to spend time together. Andrew was “blown away.” As Andrew explains, the weekend “opened a whole door for me that had never been opened before. It got me really excited about the world outside” of Wisconsin. In short order, Andrew had decided he would be an exchange student, too.

Andrew spent the next year raising money for his year abroad. He bailed hay and worked as a janitor at a child-care center after school. (Cleaning bathrooms at a child-care center was, Andrew says, “a learning experience.”) With the money he raised and donations from both the local and national American Field Service chapters, Andrew applied to the American Field Service program, stating that he was interested in spending a year in Mozambique, Zimbabwe, Chile, or Bolivia. Apparently, applicants rarely request Bolivia. Thus, to Bolivia Andrew was sent.

To Bolivia—For Love and Anthropology

With a semester’s worth of Spanish and two days’ orientation, Andrew, a boy who had spent most of his years in rural Wisconsin found himself in Asunción, Paraguay’s capital city, en route to Bolivia. Three days later he began his junior year of high school in Tarija, Bolivia. Andrew decided that he would do whatever he could to integrate himself



Andrew and members of his Bolivian host family

into Bolivian life. So when all the other students took an exam, Andrew took the exam, too—very slowly, with his dictionary by his side. At the beginning, he would simply write on his exam, “I can’t speak Spanish, but I’ll do my best in your class.” Over time, though, his Spanish improved. He was able to express himself, have arguments about politics, and most importantly, make friends with Bolivian students.

One friend changed his life. About a week before he was to leave Bolivia, Andrew was visiting a friend. That friend’s sister, Eliana, unexpectedly came home from college. Political debates ensued, and by the end of the week, Andrew, age 17, called his mom to tell her that he had met THE girl.

He was right. But he had to wait 7 years.

Andrew returned to the United States and attended the University of Wisconsin. After four and a half years at the University of Wisconsin, Andrew graduated with a degree in Anthropology. During all that time, he and Eliana had corresponded. With neither the internet or email yet available, the two wrote letters and paid for expensive international phone calls.

(Continued on page 8)

Andrew Turner

(Continued from page 7)

In 1993, armed with an anthropology degree and having made connections in Bolivia, Andrew returned to Bolivia to search for a job as an anthropologist. Of course, Eliana was also there.

Andrew bought a one-way ticket and landed in Tarija. Like a good American, Andrew donned a suit and tie and went door to door with his resume, looking for a job. However, “that’s not the way most people in Tarija went about getting a job,” reports Andrew. In Tarija, “for many positions, it’s a lot more about building a reputation in the community and getting to know people.” Nevertheless, Andrew found a job. A small non-profit, CER-DET, hired Andrew for approximately \$200 a month, which in Bolivia was sufficient to live on, although just barely.

CER-DET (which is an abbreviation for the Center for the Regional Studies for the Development of Tarija) campaigns



Andrew, celebrating the 4th of July in Tarija, Bolivia, the anniversary of the city’s founding



for the rights of Guaraní, an indigenous Bolivian people. During Bolivia’s land reform movement, wealthy farmers gained rights to traditional Guaraní lands, and the Guaraní became unpaid laborers on their former ancestral lands. CER-DET worked to help them regain rights to their ancestral lands and free the Guaraní from work conditions that CER-DET describes as close to “modern slavery.” When he began working for CER-DET, Andrew researched social and political issues that affected indigenous Guaraní communities. Later, he oversaw projects that helped indigenous Guaraní communities navigate legal and political reforms.

Two years after he returned to Bolivia, Andrew and Eliana married. Eight years after his return, Andrew transitioned from non-profit work to working as a web designer and teaching at the University. As a web designer, he built websites and developed internet strategies for businesses in both the United States and Bolivia. At San Bernardo University in Tarija, Bolivia, Andrew taught a variety of classes, including Anthropology, Political Science, Writing, Research Methods, and Statistics.

After 10 years in Bolivia, Andrew and Eliana decided to emigrate to the United States. Their son, also Andrew, was 5-years old, nearly school age, and they wanted him to be able to take advantage of the American school system. In addition, they began thinking about how they would build a retirement fund. Although Andrew was now earning \$700 a month, which was quite sufficient in Bolivia, that salary would not fund a retirement. After 10 years in Bolivia, Andrew returned to Wisconsin, and Eliana and their son, Andrew, arrived for the first time.

Back in Wisconsin: En Route to Legal Writing

When Andrew returned, he didn’t have a clear idea what his plan would be, but he soon found a job with the World Council of Credit Unions, located in Madison, Wisconsin. For the next year, he oversaw a \$1.4 million USAID project supporting the development of credit unions in Africa, Asia, Europe, and South America.

While there, he began to think, “What next?” He asked himself what he enjoyed doing, what he might be good at, and what had wider career possibilities than offered by his bachelor’s degree in Anthropology. He sat down and looked through a list of all existing majors. He decided

(Continued on page 9)

Andrew Turner



(Continued from page 8)

that he was most interested in law and public policy. Since the University of Madison had programs in both, he applied to both. When he was accepted to both, he decided to seek degrees in both law and public policy.

After graduating with a dual degree (and adding a second son—Benjamin—to the family), Andrew’s career took a few more twists and turns. He spent three years at the law firm of Godfrey & Kahn, a major Wisconsin law firm. He was an associate in the corporate and health care regulatory teams. After three years practicing in the large law firm setting, he returned to the non-profit world to work for Forward Community Investments, an organization that provides lending to other non-profits. After a year with the nonprofit, he was hired by the state of Wisconsin to oversee Wisconsin’s \$20 million Race to the Top Early Learning Challenge Grant.

In the background, while he was at Forward Community Investments and working for the state, he was also teaching at the University of Wisconsin’s law school. For several semesters, he taught legal research and writing and then contract drafting as an adjunct professor. In 2014, Wisconsin’s legal writing program was hiring full-time professors. As Andrew thought about whether to change careers again, his wife said to him, “Do you realize that wherever you’ve been, you have always taught on the side?” As a high school student in Bolivia, he taught English; he taught Eng-

lish in Taiwan; he taught while in Bolivia; he taught Computers for Beginners (in Spanish) after returning to Wisconsin; and of course, he had by that time been adjuncting for many years. Andrew applied, and he has been teaching in Wisconsin’s legal writing program ever since.

When asked what he enjoys most about being a legal writing professor, Andrew named two things. First, he loves breaking down concepts and explaining the reason why lawyers do what they do. (Andrew is, after all, still an anthropologist at heart.) Then, he gets to see the “light bulb go off” when the students understand the concept and the reasons behind that concept.

“The second thing, to be honest, is that I really enjoy my students.” Andrew loves that his “number one responsibility as a professor is teaching students.” He finds his students “endlessly fascinating . . . They are so interesting in terms of their backgrounds, their interests, and the things they want to do.” And when law school gets tough, he likes being there to help them through the difficult times. He sees his current job as a perfect fit: a job where he gets to be on the ground, getting his hands dirty, helping his students to be successful.

If you’d like to be in touch with Andrew Turner, you can contact him at andrew.turner2@wisc.edu.



During college, Andrew spent one summer in Taiwan and met up with distant relatives.

UPCOMING LEGAL WRITING EVENTS

December 1, 2017

LWI One-Day
Workshops
Golden Gate University
University of South
Carolina

December 8, 2017

LWI One-Day
Workshops
Nova Southeastern
Drexel University
University of Houston

December 9, 2017

LWI One-Day
Workshops
University of Arizona

January 3-6, 2018

112th AALS Meeting
San Diego, California

March 23-24, 2018

Rocky Mountain Legal
Writing Conference
University of Denver

July 11-14, 2018

18th Biennial
LWI Conference
Marquette University

Check out these websites for more
information on what's happening!

<http://www.aals.org/aals-events/>
<http://www.lwionline.org/>
<http://www.alwd.org/>

The **Faces of LWI** Committee exists to allow us to learn about the interesting lives of our colleagues. If you know of someone who we should interview, please email any committee member. Please include a short note explaining why you think the individual should be profiled.

Selection and Presentation Process: We believe it is important for LWI members to know our process for creating the newsletter. The Committee is organized into three teams, and each team is responsible for proposing and writing the three profiles for a particular issue of the newsletter. To ensure a diverse newsletter, the teams propose the names of the selected individuals to the Co-Chairs to ensure that there is a breadth of coverage for each issue. Additionally, the Co-Chairs keep a master list of all the profiles, so that we can ensure a wide range of coverage over time. If you think LWI Lives should feature a particular LWI member, please share your idea with one of the committee members.



Happy winter break!

Faces of LWI Committee Members



Maureen Collins
Co-Chair, JMLS
7Collins@jmls.edu



Grace Hum
Co-Chair, USF
ghum@usfca.edu



Joan Rocklin
Co-Chair, Oregon
jrocklin@uoregon.edu



**Elizabeth Berenguer
Campbell**
berenguer@campbell.edu



Alexa Chew
UNC
achew@email.unc.edu



Iselin Gambert
George Washington
igambert@law.gwu.edu



Janis Kirkland
Regent
janikir@regent.edu



Jody Marcucci
DePaul
jmarcucc@depaul.edu



Tracy Norton
Touro
tnorton@tourolaw.edu



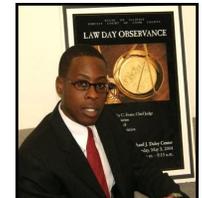
Allison Ortlieb
DePaul
aortlieb@depaul.edu



Rebecca Rich
Duke
rich@law.duke.edu



Nancy Soonpaa
Texas Tech
nancy.soonpaa@ttu.edu



Byron Wardlaw
JMLS
bwardlaw@sbcglobal.net

