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LWI Lives is a regular electronic publication of the “Faces of LWI” Committee, which explores and communicates the emerging identity of LWI and its members. We have in common the commitment to being the best legal writing professors that 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 and develop our understanding of who we are and what we aspire to be.

Eugene Kim: Exacting, Empathic, Enthusiastic: A EU-Tube Star



By Cindy Archer

Eugene Kim’s students are the beneficiaries of his experience, dedication, and *enthusiasm*. “I think my students would say that my class is distinguished by the sense of unreasonable enthusiasm that I try to bring to the work,” he says. It is easy to imagine students entering his class saying, “It can’t be this fun, this challenging, and this important, can it?” And then leaving

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Sara Rankin: Time Is Everything



By Jody Marcucci

Sara Rankin is an associate professor at Seattle University School of Law. But the first time I met her was at a popular roof-top bar in downtown Chicago on a warm summer evening. We, along with three or so other legal writing professors, had recently been hired by DePaul University. Our first semester was about to begin, and we thought it would be fun to get

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Brie Sherwin: The Student Becomes the Teacher



By Tracy McGaugh Norton

One of my most vivid memories from my time at Texas Tech is a memory of Brie Sherwin. Brie was a first-year law student in my Legal Practice class at Texas Tech during my second year of teaching. She had stopped by my office to ask a question, and I noticed she was sniffing a bit. I remember asking her if she had a cold. She said that she did but that she’d talked to her mom,

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Eugene Kim (continued from page 1)

saying, “Oh, yes it can!”

Lawyer, Technology Geek, or Music Phenom?

Learning about Eugene’s technology background, it is no surprise that so many of his presentations in the LRW community center around the intersection of technology and teaching, *e.g.*, flipping the classroom, using Twitter, and blogging. Nor is it a surprise that he has been honored by the University of San Francisco on more than one occasion for his contributions to the pedagogy surrounding technology and teaching: USF Center for Instruction and Technology Full-Time Faculty Award for Innovation (2014) and USF Strategy Think Tank Incubator Award (November 2012). And his YouTube video on IRAC has had more than 55,000 views.



Eugene and his wife.

After graduating from Carnegie Mellon University with a B.S. in Policy and Management and a minor in Technology and Policy, his first job after college was in technology research in the Washington, D.C. area. After that, he moved to San Francisco, around the tail-end of the dot-com boom, to work at an internet start-up and later at a software company, but more importantly, to finally be in the same city as his then long-distance girlfriend—now wife.

But about a year after he moved to San Francisco, his girlfriend left San Francisco to attend law school in D.C. Not ready to leave the west coast, he decided to quit his job and move to Seattle, where he tried to “make it” as a musician and songwriter; spoiler alert: he didn’t make it. (He is, though, an accomplished guitarist and violinist.) When his girlfriend graduated and returned to San Francisco to practice, they finally got married, and he decided to attend law school at USF.

At USF and in practice, Eugene’s committed, analytical, and exacting nature resulted in success after success. He graduated *cum laude* with accolades for law review, legal writing, and oral advocacy and for his commitment to social justice. After he clerked for the United States District Court for the Northern District of California, he was an associate at Nixon Peabody. There, in addition to his other duties, he took on pro bono habeas matters.

He Always Knew

Even though Eugene Kim did not always know he wanted to be a teacher, when he went to law school and was given the opportunity to mentor and support students as a teaching assistant in legal writing, he was hooked and knew he would be back.

He recalled, “I loved my experiences as a tutor, moot court coach, and teaching assistant when I was a 2L. I realized that while the subject matter was interesting, what I really enjoyed was working directly with the students. Even before I graduated, I began asking the then-director of the legal writing program what I needed to do to come back as a legal writing teacher.” Eugene not only determined what he “needed to do to be able to come back,” but he is in his tenth year at USF teaching 1L Legal Writing and advanced classes in Federal Pre-trial Practice, Legal Analysis and Evidence, Legal Analysis for Academic Support, and even Logic for Lawyers.



Coach Eugene Kim

When asked what he is most proud of having accomplished as a professor, he responded, “Talking students down ‘off the ledge’ when they are sure that they have made a mistake in coming to law school, that they don’t have what it takes, or that they’ll never ‘get it.’” He is, though, also motivated by “exploring high-tech and low-tech ways to innovate in legal education, and sharing my successes (and failures) with colleagues at my law school, my university, and the legal writing community.”

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If you think Eugene has gone soft and lost his precise, exacting nature since entering the academy, you need only watch the YouTube video titled “After Professor Kim.” As one of his students remarks, “After Prof. Kim, any Boss is a breeze.”



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His family: “I’m so proud.”

Despite being fully engaged at USF, there is no doubt he prioritizes what is important in life. When asked about his family, his countenance changes. He is not merely enthusiastic but sincerely appreciative and even awed. “My wife is the best lawyer I know. She got three directed verdicts in her last four trials. She’s disciplined, ethical, focused. Her legal instincts are uncanny. And her opposing counsel, even after they lose, are always praising her civility and reasonableness. After one of her cases ended, her opposing counsel invited my whole family out for ice cream. That actually happened.”

With respect to his children, “the apple does not fall far from the tree.” Each of Eugene’s children shares qualities his students value in him and his wife’s opponents in her. His oldest daughter is both talented and tenacious. He recounted a recent challenge at a soccer team tryout. His daughter (12) “was enjoying and getting pretty good in her recreation soccer league. So this summer, I encouraged her to attend the tryouts for a powerhouse club soccer team in our region. I told her we could just check it out and, if at any time she didn’t feel comfortable, we could leave. Even just watching the other girls warm up was incredible; our jaws dropped at the level of skill they displayed. It was intimidating. But my daughter declined my offer to leave. The other girls ran circles around her during the tryout—sometimes literally. They were stronger, faster, and WAY more skilled. But my daughter played with such aggressiveness, heart, and never-say-die hustle, that she got noticed . . . and somehow made the team. And her teammates rewarded her attitude and work ethic by electing her a co-captain of the team.”

Eugene’s older son seems to be following in his father’s STEM-like, techy footsteps. “My older son (10) is a little smarty pants who is especially talented with numbers. He discovered Khan Academy and has marched along its math curriculum to the point that he’s now solving three-variable linear equations.” He may have actually surpassed his dad in this area.

And his younger son not only carries his own sense of social justice, but he puts his feelings into action when it counts. Eugene describes his youngest (8) as “a lover.” He said, “His typical ‘nice to meet you’ first greeting is a hug. So my wife and I were surprised and concerned when he got into a fight at school. It turned out that he got into the fight standing up for his friend, a transgendered boy, who was being bullied. So proud.”

With a full professional life, a busy and active family, and a super-long commute, Eugene, like many in our community, cherishes a little downtime. He likes fishing, camping, and vegetable gardening, and he still plays music. He is active in his church, where he co-leads the senior high-school youth group. He also enjoys grilling, beer, and single-malt scotch (sometimes all at the same time). But when asked about his “favorite activity,” his priorities ring clear: “Perhaps my favorite activity is watching my kids’ soccer and baseball games.”

Having seen Prof. Eugene Kim over the years at conferences on the west coast and nationally, it was an undeniable pleasure to finally sit down with him to learn more about what motivates him and what keeps his students coming back for more. I may even subscribe to his YouTube channel.

You can contact Eugene Kim at eykim@usfca.edu.



Above, Eugene’s older son Leho (at age 5) fishing.



Eugene in his vegetable garden with his kids. Clockwise from the top: Eugene, son Leho (10), son Lejun (8), and daughter Lena (12).

Sara Rankin (Continued from page 1)

together beforehand.

Sara had decided to transition from private practice (she was a partner at a leading law firm in Chicago) to teaching because she wanted to spend more time with her family: her husband, Stuart; their son Miles, who is now fifteen; and their daughter Chloe, who is now thirteen.

The time that Sara and I taught together at DePaul was short—only one year. By the end of that academic year, Sara had accepted her position at Seattle and was looking forward to the move. Sara grew up out west, and she had always wanted to return. She loves being near the ocean and the mountains. “Chicago is too flat,” she says.

Sara and her family enjoy their time in Seattle. It takes little time to get to many of the things they love: hiking, swimming and waterskiing in the summer, and snow skiing in the winter. And Orca whales! Even though they now live in Seattle, Sara and her family love finding time to go on whale-watching expeditions.

Of course, finding time to enjoy Seattle is challenging. In addition to teaching required first- and second-year legal writing courses, Sara is the Director (and founder) of the law school’s Homeless Rights Advocacy Project. Sara is one of the leading advocates for the rights of the homeless, and she has authored too many articles and given too many presentations on the subject to list here. Suffice it to say that this passion takes up a lot of her time, to the benefit of Seattle’s homeless population (and Seattle University’s law students).

Even in light of her family and work responsibilities, Sara finds time for another passion: rescuing and fostering pets. Numerous cats and dogs have lived with Sara and her family throughout the years. She has particularly fond memories of Mr. Butters, a blind, bony twenty-two-year-old feline with kidney problems whom Sara and her family fostered. Sara, tireless advocate that she is, was able to find an adoptive family for him—his age and health issues notwithstanding. Her family’s current pet is Indigo, a pit bull rescue. (Ask Sara to tell you the story of how Indigo came into their life—it is a tale that is definitely worth your time!)

All too soon, the time will come for Miles and Chloe to go off to college or on to other adventures. When that happens, Sara might once again find time for horseback riding, one of her favorite past times. (“It’s so time-consuming,” she tells me, “like golf.”) And she might make more time for Pilates, another activity she enjoys. But don’t worry, rest assured that Sara won’t struggle to find fun and creative ways to spend her time!

You can contact Sara Rankin at rankins@seattleu.edu.



Rankins never turn down a beach holiday!



Sara’s kids and their dog, Indigo.



Sara (fourth from the right) at a function to support the homeless.

Brie Sherwin (continued from page 1)

who suggested that she would feel better if she took a shower, put herself together, and came on in to school. So that's what she did. I don't know if she understood how significant this was as a first-year law student; I'm not sure I understood it as a second-year law professor. But I know now that Brie had a basic recipe for success: Take good advice, show up, meet the challenge. It's simple, but it's not easy.

The advice Brie received from her mom is classic country advice. Like so many people in West Texas, Brie's family roots are in cotton farming. Cotton farmers take things as they come. Whether you get too much rain, just enough, or too little, you show up and meet the challenge.

Because the West Texas economy depends on the cotton crop, the land and the weather are big news. It's what the big and small talk is about: the cotton crop. So as the daughter of a cotton farmer, Brie grew up especially concerned about the weather and the land. As a young woman, her concern about the forces of nature led her to major in biology at the University of New Mexico. As a biology major, Brie had a lot of friends who went on to medical school, something she considered. However, the dispatches she was getting back from medical school were not encouraging. So she decided on a career in law rather than medicine, and she went back to her native West Texas for law school at Texas Tech in Lubbock, where cotton is planted in every spare parcel of land.

In law school, she discovered a way to incorporate her concern for the land into her legal education. She worked with the law school's newly-hired environmental law expert, Dr. Victoria Sutton, and in 2001, she became one of the first graduates of Texas Tech's dual degree program combining a Juris Doctorate with a Master's in Environmental Toxicology. From there, Brie practiced law in large Dallas law firms for a number of years. While practicing law, she taught Environmental Law to undergraduates at Texas

Christian University. This began her transition to academic life.

In 2008, Brie and her husband, fellow Texas Tech School of Law alum Rob Sherwin, moved back to Lubbock where Rob took a position with the law school as Director of Advocacy Programs and Brie began working on her Ph.D. in Environmental Toxicology. While she was working on her Ph.D., Brie taught Law & Scientific Evidence as an adjunct at the law school and began grant writing with her mentor,



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Dr. Sutton. In 2011, she received her Ph.D. and began teaching full time at the law school with two sections of Legal Practice. At the same time, she became a member of the inaugural faculty for the Master of Public Health Degree Program in the Graduate School of Biomedical Sciences. Shortly thereafter, she began teaching at the medical school.

It was around this point in our conversation that I needed to take a moment to process. Within ten years of *starting* law school, she had two de-

grees, an incredibly successful legal career, and a blossoming academic career. Within ten years of *graduating* from law school, she had a Ph.D. and an academic post where she taught in the Law and Medical schools as well as the Graduate School of Biomedical Sciences at her alma mater. She doesn't speak about her accomplishments as if they are . . . well, accomplishments. As she describes her path, each impressive step sounds like it was just the next thing that presented itself. She took good advice, showed up, and met the challenges time and time again.

As accomplished as Brie clearly is, she is also humble and down-to-earth. She speaks about her students with affection and enthusiasm. Brie enjoys working with 1Ls, whose energy comes from both their enthusiasm and their anxiety. This energy expresses itself in their eagerness to learn and



Brie Sherwin (left) hooding a Texas Tech Law School graduate.

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Brie Sherwin (continued from page 5)

their sense of purpose. She likes to capitalize on this energy by engaging students with interesting facts and issues from true crime dramas like Netflix's *Making a Murderer*.

Her scholarship is equally inspired and energetic. She writes about using pop culture and true crime to teach and engage students. Of course, with her educational background, you would also expect some complex regulatory and scientific articles, and you would be right. The most recent article listed on her faculty bio is *La-La Land: Regulating Coal Waste in the Trump Era*, which clearly brings to bear all the complexities of both her environmental toxicology and legal backgrounds. But there's also this 2016 piece: *Organochlorine Pesticide Residues in Caudal Scutes of Belize Morelet's Crocodiles*. I wasn't sure how to include that title in this piece smoothly, but I felt strongly that it should be included.

She is an experienced scholar and author who shares her experience with her students. She has learned to approach her writing with more creativity over the years and has noticed that her writing has become more fluid as a result. She shares with her students what she has learned about using creativity in legal writing to move away from rigidity into writing that is more satisfying to both the students and their audiences. In sharing her evolution as a writer with her students, she also models how to evolve in a career to maintain your own enthusiasm and commitment.



Brie Sherwin presenting at the 2018 LWI biennial conference.

What's next for Dr. Brie Sherwin? She continues to branch out across campus beyond the law school with both her committee service and teaching, and she looks forward to more interdisciplinary work combining her legal and environmental science backgrounds. She will continue to evolve, showing up for each new season of her career, and following the recipe for success that has brought her this far: Take good advice, show up, meet the challenge, repeat.

At the conclusion of each interview, I like to have folks respond to the questionnaire from Inside the Actor's Studio, adjusted slightly for us. Here are Brie's answers:

1. What is your favorite word? Shenanigans
2. What is your least favorite word? Fake news
3. What inspires you creatively? Painting with my mom
4. What shuts you down creatively? Long meetings
5. What special skill or talent do you wish you possessed? Playing an instrument really well
6. What sound or noise do you love? The sound of snow falling
7. What sound or noise do you hate? The low battery sound on the smoke alarm
8. What profession other than your own would you like to attempt? Costume designer
9. What profession would you not like to do? Professional cave diver
10. If Heaven exists, what would you like to hear God say when you arrive at the Pearly Gates? We've been waiting for you.

If you need a little inspiration meeting whatever is your next challenge, I encourage you to read Brie Sherwin's bio at https://www.depts.ttu.edu/law/faculty/b_sherwin.php, where you can also find her email address.

UPCOMING LEGAL WRITING EVENTS

LWI ONE-DAY WORKSHOPS

November 30, 2018
 University of Akron
 Chapman University
 Loyola Univ., New Orleans
 Mississippi College
 University of Oregon
 University of Pittsburgh

December 1, 2018
 University of Illinois
 University of Tennessee

December 7, 2018
 Northeastern University

December 8, 2018
 University of Louisville

December 14, 2018
 Ave Maria

December 10-12, 2018
 Global Legal Skills
 Melbourne Law School

March 15-16, 2019
 Rocky Mountain Legal Writing
 UNLV

June 3-5, 2019
 Institute for Law Teaching
 and Learning
 Washburn University

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

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



Happy Holidays!

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 selecting, 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 have someone in mind who we should interview in a future newsletter, please feel free to email any of the committee members listed below. If you could include a note explaining why you think the individual's profile would be particularly interesting, it will help us in developing priorities.

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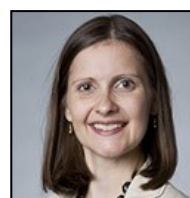
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