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| | <p>Marni Goldstein Caputo, mgcaputo@bu.edu</p> | <p><i>“Good Moral Character” and Bar Admission: A 1L Closed Memo Assignment Through Which a Yale Poet/Lawyer and a Harvard Drug Dealer Spark Reflections on Professional Identity</i></p> <p>Reginald Dwayne Betts graduated from Yale Law School as a star student and accomplished poet, yet his prior felonies delayed his bar admission. Harvey Prager, a Harvard graduate and international drug dealer, had his first bar application denied. Betts’ inspiration and Prager’s legal case collide to form a closed memo assignment that teaches introductory skills and poses the following questions: What does it mean to be a lawyer who serves the public interest and engenders public trust? What is “good moral character?” Is redemption possible? What is professional identity and how should it guide student conduct and inform goals?</p> |
| <p>9:30-10:20</p> <p>OR</p> | <p>Jennifer Mitchell, jmitchell2@law.gwu.edu</p> | <p><i>Breaking Down Barriers and Building Professional Identity Formation</i></p> <p>This presentation is two-fold as it looks first at fostering professional identity formation (PIF) in the classroom through ungraded assignments, in class activities, and role play and second by examining unconscious biases and their effect on the legal profession. I believe that to break down barriers we must all acknowledge that we have them. Neuroscience shows us that humans are hardwired to make decisions based on unconscious bias. By combining PIF concepts with unconscious bias awareness students explore how unconscious bias may affect their legal practice; how they approach clients; and how they work with colleagues.</p> |
| | <p>Danielle Tully, danielle.tully@brooklaw.edu Joy Kanwar, joy.kanwar@brooklaw.edu Catharine DuBois,</p> | <p><i>The Whole Law Student: Well-Being, Cultural Humility, and Professional Identity in the Legal Curriculum</i></p> <p>When Brooklyn Law School launched its revamped Legal Writing Program in Fall 2019, it specifically adopted learning outcomes meant to address well-being, professional identity formation, and cultural</p> |

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| | catharine.dubois@brooklaw.edu | self-awareness and humility. So, during Summer 2020, when BLS opened a dialogue on the legal curriculum, Legal Writing Professors were in a unique position to collaborate with other faculty in the law school to listen, learn, and integrate these concepts more consciously throughout the law school journey. During this presentation we will share our work on these important learning outcomes as members of the curriculum committee, as LRW faculty, and as professors. |
| 10:30-10:55 | Margaret Hahn-DuPont, m.hahndupont@northeastern.edu | <i>How to Incorporate Race into LRW Assignments Without Inadvertently Causing Harm to Students of Color</i> Legal skills faculty have been at the forefront of incorporating issues of race into their teaching. However, doing so presents many potential pitfalls, not the least of which is that we might inadvertently cause harm to our students of color. In this presentation, I will discuss how some approaches led to unintended injury and introduce some ways to think about problem design and class facilitation to reduce the possibility that our teaching might result in pain to our students of color. |
| OR | Whitney Werich Heard, wwheard@central.uh.edu | <i>All Are Welcome: How to Create a Diverse and Inclusive Legal Writing Center</i> This presentation will look at how the student-run legal writing center at the University of Houston Law Center strives to create a welcoming environment for students from all walks of life. I will share how the legal writing center's commitment to diversity, equity, and inclusion is reflected in its staffing, training, and programming. Time permitting, I also hope to explore how those same considerations can be translated into how other types of teaching assistants/tutors are hired, trained, and utilized. |

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| <p>11:00-11:25</p> <p>OR</p> | <p>Kathy Luz, kluzcote@bu.edu Marni Goldstein Caputo, mgcaputo@bu.edu</p> | <p><i>A Book Club with No Books: Using Podcasts, Documentaries, and Movies to Promote Transfer of Learning, Incorporate Social Justice Issues, and Build Community</i></p> <p>In fall of 2021, when law students faced pandemic restrictions, social upheaval caused by police violence against People of Color, and a contentious 2020 presidential election, we piloted an optional student club for first year law students utilizing media sources such as podcasts, documentaries, and movies. Our presentation will detail the formation of the club, the organization and logistics for each meeting, and the substantive material covered. We will describe the different types of media sources used, the structure of each meeting, the common themes of race and systemic inequity in the selected material, and our teaching and personal goals. Finally, we will discuss how the club provided time outside of our traditional Lawyering Skills course to create community, tackle difficult and current legal issues focused on race and the criminal justice system, and hopefully bolster the teaching and transfer of skills necessary for a successful practice.</p> |
| | <p>Adam Eckart, aneckart@suffolk.edu</p> | <p><i>Recognizing Our Biases: A Litigator's World</i></p> <p>This presentation will discuss and explore the litigation bias in our law schools and our curriculum, effecting the way we teach our classes, the way lawyers practice, and the way lawyers serve. This presentation will address 1) how we can recognize our biases, 2) how we can combat the bias by integrating transactional ideas into our curriculum, and 3) how transactional work can be used as a means of achieving social justice goals. This presentation will provide real-life hands-on exercises that can be implemented in your class.</p> |

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| 11:30-11:55 | JoAnne Sweeny, Joanne.sweeny@louisville.edu Shavonnie Carthens Shavonnie.carthens@louisville.edu Sara Ochs Sara.ochs@louisville.edu Marcia Ziegler Marcia.ziegler@louisville.edu | <p><i>This Is Who We Are: Helping to Establish Professional Identity through Positive Psychology, Affinities, and Mental Health Awareness</i></p> <p>The legal profession has inordinately high rates of substance abuse, suicide, and burnout, and the strain on a practitioner's mental health begins as early as law school. This presentation will detail the University of Louisville's collaborative efforts to encourage the healthy exploration of individual professional identity in the 1L class using evidence-based measures such as positive psychology practices, demographically-based affinity groups, and mental health awareness initiatives.</p> |
| 12:00-12:55 | Lunch | |
| 1:00-1:50 OR | Daniel Craine, dcraine1@udayton.edu | <p><i>Using Puzzles To Promote Inclusive Conversations</i></p> <p>The presentation will be on an exercise where students solve a puzzle by arranging and categorizing a general rule, the rule's various legal principles, possible analogical comparisons, and legally determinative facts. The exercise promotes multiple methods of discourse, verbal, kinetic (moving the pieces), and written (creating new pieces). These three methods of contributing to the process give multiple avenues for group members to contribute. Along with concrete examples, the presentation will include syllabus text, exercise text, and verbal instructions given which support inclusive conversations. The exercise can be done online or in person. Lastly, the presenter will facilitate the participants engaging with an example for use during 1L orientation.</p> |
| | Gigi Walker, nhodowal@bu.edu | <p><i>Confronting Language and Grammar in an Antiracist 1L Classroom</i></p> <p>This presentation identifies dialects of English and discusses the racist history and perpetuating effects of "proper" grammar. This includes the lesson/lecture/activities given to 1Ls in Lawyering Skills.</p> |

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| | | Attendees are invited to grapple with our racist past and consider how we balance the need for acknowledgment with teaching English for Law. Given what we know about the inequities in fluency with "proper" grammar, how do we equitably prepare students for careers in law? Finally and importantly, this presentation includes examples of how grammar affects legal outcomes, especially in the cases of George Zimmerman (Trayvon Martin's death) and George Floyd. |
| 2:00-2:25 | Katherine Silver Kelly, Kelly.864@osu.edu Michael Fahy, fahy.24@buckeyemail.osu.edu | <i>Is This Who We Are? Interrogating the Connections Between Professional Identity, Diversity, and Cultural Competency</i> Law schools stress the importance of appreciating diverse perspectives as part of developing a professional identity. This seems to be at odds with the concept of professionalism which implicitly relies on stereotypes about who does and does not belong. Our presentation re-frames the approach from a zero-sum game where one must either wholly reject or conform (sometimes unknowingly), to one that interrogates the connections between traditional "professionalism" and race, sex, gender, and economic status. What does "respect for the legal institution" mean? How can we co-construct our understanding of professionalism? What clear boundaries can we establish and take responsibility for? |
| OR | Kathleen Kim, Kathleen.kim@lls.edu Patricia Winograd, patricia.winograd@lls.edu | <i>Developing Culturally Responsive and Attuned Practitioners: A Model for Student Activism and Praxis Through Teaching Professional Identity Across Curriculum</i> This presentation will cover unique ways to engage students, especially those traditionally marginalized and minoritized communities, through curriculum that not only organically develops cross-cultural competence and other habits of a compassionate and smart lawyer, but that simultaneously gives voice, expression and |

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| | | <p>validity to the lived experiences of our diverse student body. The presenters will discuss success mandating anti-racist learning outcomes in the 1L curriculum and provide perspectives on teaching a range of courses in the law school curriculum, including doctrinal and experiential courses, in furtherance of this outcome.</p> |
| <p>2:30-3:00</p> <p>OR</p> | <p>Delores Korb Mayer, dp5955@wayne.edu</p> | <p><i>The Ongoing Controversy of Teaching Social Justice Issues in the Legal Writing Classroom</i></p> <p>I propose to speak to the ongoing controversy over incorporating issues of social justice in the first-year legal writing classroom. I will begin with a brief overview of the literature on this subject which provides pedagogically sound reasons for incorporating issues of social justice into the legal writing classroom but also provides plenty of warnings as to why we might not want to do so. I will then move into discussing the preliminary results of a qualitative study I am conducting as to why some legal writing professors shy away from addressing social justice issues while others don't. I will also discuss my own recent experiences with incorporating issues of social justice in my legal writing class.</p> |
| | <p>Amanda Elyse, aelyse@seattleu.edu</p> | <p><i>Why and How to Teach Gender-Inclusive Language and Practices</i></p> <p>This workshop will cover why and how to teach singular "they" pronouns and other gender-inclusive language in legal writing classes as a part of supporting our students in developing a professional identity and cultural competency/humility based in client-centered lawyering. Additionally, the workshop will cover why and how to expand the use of gender-inclusive language and practices—from classrooms to courtrooms—to support and create a community in which a diversity of gender identities are respected.</p> |

