



LegalWriting
institute



SUFFOLK
UNIVERSITY
BOSTON

LAW
SCHOOL

**Virtual LWI One-Day Workshop and Training on Promoting Respectful Dialogue
Across Cultural and Ideological Differences**

LWI Global Lawyering Committee & Suffolk University Law School

April 25, 2025

11:00 am – 4:00 pm Eastern; 8:00 am – 1:00 pm Pacific

Zoom link:		
Time	Speaker	Presentation
11:00 - 11:05	Rosa Kim Suffolk University	Welcome and Intro
11:05 - 12:05	Cara Cunningham Warren Detroit Mercy	Opening Plenary – <i>Pursuing Dialogue in Conflict</i> ABA Standard 303 directs law schools to reimagine our contributions to social justice and change. In this spirit, dialogue training sits at the intersection of law and personal growth. During this plenary session, attendees will work through a four-stage Dialogue framework and learn how to incorporate Dialogue methods into individual class sessions, a semester-long dialogue course, or a school's program of legal education.



12:05 - 12:25	Amanda Elyse Seattle University	Gender-Inclusive Language & Practices This presentation covers teaching gender-inclusive language and practices, which is crucial for preparing students to have cross-cultural competence in working with people who are part of the LGBTQIA+ community —especially as trans and non-binary people navigate government actions that seek to erase their gender identities and may leave them in situations such as not having legal identification that accurately reflects their identities. Additionally, this presentation addresses moving beyond cross-cultural competence to a place of cross-cultural humility, i.e. not only engaging in best practices, but also learning directly from individuals about how to best engage with and advocate for them.
12:25 12:30	Q&A and Prizes	
12:30 - 12:50	Kathryn Frey-Balter University of Maryland	Cross-Cultural Competencies: Advocating FOR the Police These days, very few want to represent police. Though, someone must. This year’s advocacy problem required some students represent police in a § 1983 fatal shooting case. As veteran federal public defender turned Lawyering Director, the irony of police-as- “underdog” was not lost on me. Nor was my suspicion wrong: this would require aggressively teaching the merits of both claims, with an emphasis on how students must frame strong, meritorious advocacy for police. What I did not expect: faculty bias. Flagging this early on, I had to simultaneously inculcate the very themes and policies to them, as well.
12:50- 12:55	Q&A and Prizes	
Break from 12:55-1:05		



1:05 - 1:25	Elizabeth Bloom & Quisquella Addison Northeastern	<p>Strategies for Building Cross-Cultural Competency in Flexible Classroom Spaces</p> <p>Drawing from relevant scholarship and personal experience designing and teaching in flexible JD programs, the presenters will introduce innovative approaches for teaching professional identity formation and cross-cultural competency in online classroom environments. Our program's primary pedagogical goal is to accommodate a flexible space that invites opportunity for a diverse group of law students. Attendees will come away with specific strategies for building and managing a dynamic online classroom community and creating experiential learning experiences that promote student-centered learning and prepare students to be culturally responsive lawyers with the skills to challenge systemic racism.</p>
1:25 - 1:30	Q&A and Prizes	
1:30 - 1:50	Zoha Khan Western State	<p>Bridging Law and Society: Empowering Students Through Sociolegal Writing Courses and ABA Standard 303(c)</p> <p>I propose a presentation on my article, Bridging Law and Society: Empowering Students Through Sociolegal Writing Courses and ABA Standard 303(c). This discussion will explore how integrating sociolegal perspectives into legal writing enhances students' critical thinking, cultural competency, and engagement with systemic inequities in the law. I will highlight my course, Sociolegal Examination of the Law, as a model for fostering interdisciplinary learning and professional growth. This presentation will provide valuable insights for legal educators seeking to enrich their curricula and meet evolving ABA standards.</p>



1:50 - 1:55	Q&A and Prizes	
1:55 2:15	Sue Altmeyer University of Akron	Cross-Cultural Competency via Working with International Authors One way that law students can learn cross-cultural competency is by working with law review article authors from other countries. Students can work with international authors via law review, or via a scholarly writing editing class. U.S. law students can learn etiquette such as how to properly address people from other countries, how to write a respectful email, and writing positive constructive comments. For examples, I will draw on a class I am teaching this semester where the students edit papers written by Cambodian and Vietnamese students.
2:15 - 2:20	Q&A and Prizes	
Break from 2:20-2:30		
2:30 - 2:50	Marcia Ziegler Northern Kentucky	The Virtual Writing Center Program Directors often do so much with so little. We strive to find ways to impact all students--not just the ones in our classes. For those of us who lack the resources to create a physical writing center, a virtual option using an LMS might be helpful without being overly burdensome on our time.
2:50– 2:55	Q&A and Prizes	
2:55 - 3:15	Sherri Keene Georgetown	Putting Legal Opinions in Context This talk will draw from the author’s scholarship on the importance of decentering legal opinions in the law school curriculum and of teaching dissents. This presentation will discuss how professors can use dissenting opinions, oral argument transcripts, and briefs to reveal missing perspectives in the law.



3:15 - 3:20	Q&A and Prizes	
3:20- 3:40	Erica Kravchenko Cleveland State	A Matter of Trust: How Community Creates Space for Meaningful Dialogue This presentation explores how building trust through collaborative and project-based learning fosters a sense of community within the legal classroom, the purpose of which is to enable students to engage as their whole selves. The belief is that when students know their diverse opinions will be heard, valued, and respected, they are more willing to participate in dialogue, even when it involves conflict. Additionally, this presentation will discuss specific techniques I use in my classroom that help generate organic discussions on diversity, ensuring students feel confident and competent to serve a diverse clientele in practice.
3:40 - 3:45	Q&A and Prizes	
3:45 - 3:55	Cara Cunningham Warren Detroit Mercy	Wrap-up
3:55 – 4:00	Kathleen Elliott Vinson Suffolk University	Closing

