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## Symposium

# Techniques to Internationalize the First-Year Curriculum—Introduction

Louis F. Del Duca\*

Representatives from the University of Michigan, the University of the Pacific McGeorge, Columbia, Villanova, Georgetown, and American University Washington College of Law participated in the program on *Techniques to Internationalize the First Year Curriculum* at the annual meeting of the Association of American Law Schools on January 7, 2006 in San Francisco.<sup>1</sup> Transcribed in this symposium, their contributions provide a variety of innovative approaches on how to best achieve the first-year internationalization goals. We are fortunate that each of the distinguished participants in this symposium is heavily involved in implementing programs to internationalize the first-year curriculum at their law school. Included among their suggestions are the following:

- ❖ Use of a mandatory transnational law course to develop specialized skills needed for Twenty-First Century law practice as a building block for further advanced courses or as minimal

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1. The Program was jointly sponsored by the Association of American Law School's Sections on Graduate Programs for Foreign Lawyers, Africa, Comparative Law, for Law School Dean, International Law, International Legal Exchange and Legal Writing, Reasoning and Research.

exposure for students who will not be enrolled in such courses. Mathias Riemann refers to this as the "separation model." It puts together "in an overarching theme the emergence of a more complex world which is not the traditional law of nations anymore." Riemann and his colleagues have offered this type of course for the past five years at the University of Michigan Law School.

- ❖ Incorporation of transnational materials into traditional first-year courses (e.g. contracts, torts, property). Riemann refers to this as "the integration model." In his presentation, Frank Gevurtz describes efforts currently underway to develop supplements to existing first-year books which will enable law professors to implement internationalization without unduly extending the volume of material already covered.<sup>2</sup> He also comments on use of the "integration" approach at the University of the Pacific McGeorge School of Law.
- ❖ Introduction of a new course called *Lawyering in Multiple Legal Orders*. Katerina Pistor states that "this title reflects the basic philosophy of the course, mainly that legal practitioners will invariably work in more than one legal order, a concept that is not unfamiliar to lawyers practicing in federal systems, such as the United States." She further states that the course enables students "to navigate in a complex world, where different foreign legal jurisdictions may be relevant for resolving a particular case, or where international treaties or conventions need to be consulted." The course also sensitizes students to the fact that "lines not only between common and civil law, but also between comparative and international law are blurring." This course will be offered at Columbia Law School beginning in the fall

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2. As this Symposium goes to press, Thomson West has announced the availability for Spring 2007 of the following materials in a new Global Issues Series (with Franklin A. Gevurtz as the Series Editor) as follows:

**Global Issues in Civil Procedure** by Thomas Main;

**Global Issues in Contract Law** by John A. Spanogle, Jr., Michael P. Malloy, Louis F. Del Duca, Keith A. Rowley, and Andrea K. Bjorklund;

**Global Issues in Corporate Law** by Franklin A. Gevurtz;

**Global Issues in Criminal Law** by Linda E. Carter, Christopher L. Blakesley, Peter J. Henning;

**Global Issues in Property Law** by John A. Sprankling, Raymond R. Coletta, and M.C. Mirow.

Other titles in the Series will be forthcoming for Constitutional Law, Employment Discrimination, Employment Law, Family Law, Intellectual Property, Labor Law, Professional Responsibility, Torts, and Trust and Estates.

semester of the 2006-2007 academic year and will be co-taught by Pistor and George Bermann.

- ❖ Incorporation of transnational materials into legal writing, lawyering and advocacy courses. Diane Penneys Edelman advocates for this incorporation model based on her more than twenty years of experience in teaching similar courses first at Brooklyn Law School, and then at Villanova University. Professor Edelman shares her insights on how to most effectively implement this approach by offering specific recommendations regarding the choice of materials and teaching techniques.
- ❖ Introduction of a *Law in a Global Context* course. This course is being offered as a one week program to first-year students at Georgetown beginning in the first week of the second semester of the 2006-2007 academic year. Alex Alienkoff reports that this course is “an intensive program for integrating transnational perspectives into the first year curriculum. . . .” Students will work with a single, complicated transnational legal problem that relates to one of the first-year courses taken during the first semester. Although the course is to be presented by essentially a small core of faculty, an effort is made to involve the entire faculty. The non-core faculty is involved in one or two hours of the one-week program. The aim is to initially involve the non-core extended faculty to a limited extent, so that in future years they may become more committed to the program.
- ❖ Incorporation of international components into the first-year curriculum. This is being done by Claudio Grossman at American University Washington College of Law as part of a larger program to present legal phenomena to students as a totality, rather than in isolated units like torts, civil procedure, constitutional law, and environmental law. Applauding the broad range of the techniques suggested by fellow symposium panelists for internationalizing the first-year curriculum, Grossman concludes with the observation that in his view, the integration of international law is not only an issue of integrating international law, but also involves integrating the entire curriculum. The first year is essential for this purpose. Imagination and creativity are required. He notes that “important things that have happened, such as heart transplants or Beethoven’s Ninth Symphony are the result of people imagining things first and then making them happen.”

The detailed transcripts of each of the program presentations that follow provides us with an informative, useful and interesting array of

innovative responses to the challenges of internationalizing the first-year curriculum to equip young lawyers with the skills needed to practice law in the globalized world of the Twenty-First Century.