

FACULTY MEETING MINUTES  
November 19, 2002

The meeting was called to order at 4:07 p.m., in room 2405.

April Land and Kip Bobroff were given their 5 year Service Awards, to much applause.

The minutes of the October 1, 2002 meeting were approved unanimously, unamended.

Dean Desiderio announced the times of the Hart Addition dedication activities. The Donor Appreciation dinner will be on Thursday, 11/21, from 6:00 pm. It should run to 9:00 pm and there will be no speeches. The Dedication ceremony will be on Friday, 11/22, from 3:00 pm, lasting approximately 1.5 hours, with one major speaker and Fred Hart's comments. A reception will follow, lasting until 6:00 pm.

Dean Desiderio also announced that the work on replacing the elevator in the library will begin on December 3, with the asbestos abatement. The circulation desk will be relocated to the right, and then the lift will be replaced. Most major work will begin on the 14<sup>th</sup>, after exams, when they bring in the jackhammers. By Federal mandate, the construction cannot be postponed or cancelled completely.

The Law School is very close to receiving a \$2.2M gift for a chair. Half of this gift may be used for the Kresge match. More details to follow.

The LSAC bid is available for faculty who are interested in prelaw courses for undergraduates in the Summer of 2003.

Marsha Baum announced that they have three candidates for the Reference Librarian position. They are trying to have two people start in January 2003.

Regarding the sound issues in the new building, they are being addressed. Bats have been installed in the ceiling, to be followed by elbows, which will block sound through the vents. As a last resort, if none of these measures works adequately, insulation will be blown into the walls.

On December 6, the ACLU Bill of Rights dinner will be honoring Jim Ellis.

The Curriculum Committee reported with their plan for the first-year curriculum changes. Please see attached. The plan was approved with one nay vote (not unanimously).

The Appointments Committee reported that they are actively looking for tax and clinical instructors. They recruited in Washington, DC, and Sept. 18 was the closing date for direct applications. They plan to narrow the pool to three candidates in each field and schedule them for full-day interviews.

The Committee stated that there are funds available for a third full-time, tenure-track professor. They asked the faculty for guidance in whether they should broaden their search to include a third set of candidates, and for what field.

A motion was made that the Appointments Committee to be authorized to search for and recommend candidates for this third position. The motion passed by a margin of 12 to 9.

A motion was made to delay implementation of the Committee's search for the third position until another faculty meeting in order to gather information. This motion was defeated 12 to 12.

Following further discussion, a motion was made that the Appointments Committee seek the "best available" candidates, rather than candidates for a specific legal area. This motion passed by a margin of 13 to 8.

All further motions were withdrawn.

The meeting was adjourned at 5:47 pm.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "R. Chapman", with a long horizontal flourish extending to the right.

Reva M. Chapman  
Admin. Asst. to the Dean  
UNM School of Law

## Chapman, Reva

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**From:** Desiderio, Robert  
**Sent:** Tuesday, September 17, 2002 8:34 AM  
**To:** Chapman, Reva  
**Cc:** Mathewson, Alfred  
**Subject:** FW: alternate

for faculty meeting

-----Original Message-----

**From:** Burr, Sherri  
**Sent:** Friday, September 13, 2002 1:32 PM  
**To:** Desiderio, Robert  
**Subject:** alternate

Dear Desi,

The faculty senate recently amended its rules to permit the appointment of an alternate in the event that the designated senator cannot attend. Could you please appoint an alternate while I am on sabbatical this year. The meetings are held the last Tuesday of the month. There are three more this semester (Sept. 25, Oct. 29, Nov. 26).

Thanks.

Sherri

## Chapman, Reva

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**From:** Desiderio, Robert  
**Sent:** Wednesday, September 25, 2002 9:18 AM  
**To:** Chapman, Reva  
**Subject:** FW: Update from Student Affairs Committee: laptop exam recommendation

For a future faculty meeting.

-----Original Message-----

**From:** Canova, Timothy  
**Sent:** Wednesday, September 25, 2002 9:12 AM  
**To:** Faculty  
**Cc:** Dean, Cyndi; Trainor, Patricia; Chapman, Reva  
**Subject:** Update from Student Affairs Committee: laptop exam recommendation

Dear Colleagues,

As reported at our last faculty meeting, the Student Affairs Committee has been soliciting input about proposals to permit students to take exams by laptop.

Over the past few weeks we have surveyed the students, gathered information about the practices at other law schools and available exam security software, and heard from some of you. There was considerable support among students to for exams by laptop. In addition, Cyndi Dean and Pat Trainor have been extremely helpful in gathering information for the Committee and guiding us through some of the issues.

I write to report that the Student Affairs Committee has decided to make several recommendations to the faculty:

First, we are recommending that the Law School institute a trial pilot project to provide the laptop option for exams in several classes in the spring 2003 semester. If all goes well in the trials, we recommend that the Law School adopt a policy to permit faculty to provide the laptop exam option to students.

Second, the Committee is recommending that laptop exams by conducting using the Securexam software. Two members of the Committee dissented and expressed their views that the Honor Code should be sufficient.

Third, the Committee is recommending that the Law School pay all the costs associated with using Securexam, which has been estimated at approximately \$5000 a year for up to 250 students (for unlimited number of exams per student).

I expect that you will receive some additional information from Pat Trainor and/or Cyndi Dean in the near future.

The Committee also expressed its hope that the faculty will be able to consider these proposals at its earliest opportunity.

Thanks for your time and consideration,

Tim

## FAQs About the First Year Curriculum Proposal

### 1. Why the switch of Torts to the Fall and Criminal Law to the Spring?

The Committee concluded that the switch would facilitate opportunities for “vertical” collaboration through the natural doctrinal ties that exist between contracts, torts, and property.

The Committee is aware that the course coverage in the Torts course will be substantially reduced both because the change will reduce Torts from four to three hours and because the pace of classes will be slower in the first semester than in the second semester. The participating Torts professors believe that the advantages from connecting with related doctrines in Contracts and Property offset these problems.

Moving Criminal law to the second semester leaves the first semester without a course focused on statutory construction. Components of Contracts and to a lesser extent Property deal with statutory construction and will provide a counterweight to the heavy dose of common law analysis in the first semester. In addition, the Committee believes that the additional grounding in common law that the proposed curriculum will provide will serve as a good base from which to move to a statutory-based course in the second semester.

### 2. Why the new Perspectives course in the Spring?

The new course grows directly out of general sentiments expressed by the faculty during our last Retreat. The Committee was directed to provide additional dimensions in the first year program drawing upon international, intercultural and comparative law perspectives.

The content of this course, the teaching methodology and the faculty have not yet been selected. One possible model is for teams of two teachers, each team to be responsible for one or two weeks of classroom presentations with a single faculty member overseeing the course, selecting topics, soliciting faculty members to team and to teach a segment and being responsible for evaluating student work. The Committee will solicit your input concerning the content and format of this course during the planning process.

### 3. What will be the cost in “teaching bodies” of the proposal?

Five additional teachers will be devoted to the first year curriculum: four to cover one additional section of property, torts, civil procedure, and LAP and one faculty member to serve as the supervising instructor for the Spring Perspectives course. The practical consequence from a curricular standpoint will be the reduction of five courses (equivalent to 1.25 persons) from our current electives beyond the first year program. There will be no change in the number of persons teaching LRRW or Advocacy.

- 4. Why is the Fall perspectives course being taught in two sections, while the Spring perspectives course is taught in one section?**

The current Fall Perspectives course contains a “core” of material that has been developed over fifteen years and can draw upon a number of faculty members who have taught the course before. The Spring Perspectives course is not only new, but its wide-ranging subject matter naturally lends itself to the specialized expertise of many more members of the faculty. At least initially, therefore, it may be more efficient to have a single “section” of the Spring Perspectives course. That said, nothing will prevent faculty members or teams teaching the Perspective course from breaking the section into sub-groups when the faculty members teaching a component of the course deem it appropriate to do so.

- 5. How do the current writing courses fit in with the new proposal for the first-year curriculum?**

This is an important question, but one that must remain somewhat unresolved for the present. Obviously, natural connections exist and suggest themselves, in particular, in terms of how the practicums may operate in conjunction with the writing courses. Although integration of the writing program into the practicums might work well, in general the Committee believes that it makes more sense to experiment with the practicums first and make sure they work well before taking on the possibility of integration with the writing program. In addition, any significant change in the writing program ought to await the pending evaluation of the present writing program. The Committee is confident that increased communication between doctrinal teachers and writing teachers will occur as a result of the new curriculum and that this will lead over time to interesting new approaches to accomplishing the related goals of the doctrinal and writing courses.

- 6. What happens to the three groups of 36 students between the Fall and Spring semesters?**

It is expected that the Fall groups of 36 will be recombined to the extent possible to allow for new groupings of students in the Spring courses. Thus, we anticipate that the 36 student core groups will have a significantly different composition between the first and second semesters.

- 7. Will the Practicums be graded and who will grade them?**

The Practicums will be graded by the doctrinal teacher assigned to each group of 12 students.

- 8. Will there be an effort to evaluate the results of changing the first year curriculum?**

The proposal is clearly a new approach to how we structure and what we teach in the first year. The Committee anticipates taking a supervising role in consulting with the faculty

involved in teaching in the new curriculum and in developing an assessment of the experience of the proposal after its implementation next year. The Committee anticipates gathering that information and facilitating faculty discussion about how the program is proceeding and whether to continue the program. The Committee expects that its annual report to the faculty will engender full discussion of the success of the program and the steps that might be taken to improve it.

**9. What about the substantive impact of reducing some courses from 4 to 3 units?**

To some extent it is anticipated that the one-hour practicums will lessen the impact of the loss of one hour from some of the doctrinal courses. However, to the extent that a case can be made that discrete substantive material should remain in the curriculum and is threatened by the reduction in course credits, it is expected that new upper class electives might be developed to redress those areas. This potentially lost material would not be mandatory, however, unless the faculty also created additional mandatory courses.

**10. What happens to the first year electives in the Spring?**

Given the distribution of units between the Fall and the Spring, a student election of an additional course in the Spring seems untenable. However, in the future, the Committee intends to explore the possibility—also raised by the faculty at the Retreat—of offering mini-courses between the present sessions of the Fall and Spring semester. Such courses, of course, might well be open to first year student, thus returning an aspect of choice to the first year program.



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**MEMORANDUM**  
No. 02-100

**TO:** Deans  
Associate Deans  
Admission Professionals

**FROM:** Alex M. Johnson, Chair, Board of Trustees  
Philip D. Shelton, President  
Bernadette Hartfield, Chair, Minority Affairs Committee

**DATE:** October 29, 2002

**SUBJECT:** PLUS Program Call for Proposals

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The Law School Admission Council invites proposals from member law schools to conduct summer preparatory programs for students from colleges with significant populations of minority students. The goal of the Prelaw Undergraduate Scholars Program (PLUS) is to inspire students of color to become lawyers and to provide them with skills and other forms of assistance that will strengthen their preparation for law school.

The detailed objectives of the PLUS program and the criteria for receiving grants of up to \$100,000 are explained in the attached Request for Proposals. We are encouraging you to submit your proposal by the **January 15, 2003** deadline. LSAC intends to review proposals and notify applicants of awards no later than **February 15, 2003**. If you have any questions about the proposal guidelines or deadline dates, please contact: Kent D. Lollis, LSAC, 215-968-1227 or [klollis@lsac.org](mailto:klollis@lsac.org).

Enclosure





**LAW SCHOOL ADMISSION COUNCIL'S  
PRELAW UNDERGRADUATE SCHOLARS PROGRAM (PLUS)**

**REQUEST FOR PROPOSALS**

**I. History and Objectives**

The Law School Admission Council (LSAC) is committed to supporting initiatives for ensuring diversity in the legal profession. Among other goals, LSAC devotes resources to increase opportunities for people of color to consider careers in law and to prepare them for admission to law school. In furtherance of that commitment, in 2001, LSAC's Board of Trustees authorized its Minority Affairs Committee to award up to \$200,000 in grants of up to \$100,000 to subsidize summer programs designed to improve the skills of students from historically underrepresented racial and ethnic groups identified as promising recruits to the legal profession. In 2002, three member schools-Chicago-Kent College of Law, the University of Iowa College of Law, and the University of Texas School of Law-received these grants to support new or existing programs. In addition to authorizing the Minority Affairs Committee, in its discretion, to award these schools additional funds to continue these programs this coming summer, the LSAC Board authorized the expenditure of up to an additional \$600,000 in grants of up to \$100,000 to other member schools to support such programs. The purpose of this document is to explain the requirements for submitting and evaluating proposals under the newly funded Prelaw Undergraduate Scholars Program (PLUS).

LSAC invites member law schools in the United States and Canada to submit proposals designed to inspire students of color to become lawyers and to provide them with the skills and other forms of assistance that will strengthen their preparation for law school. Successful programs with similar goals have been implemented at some member law schools. For example, some law schools have forged collaborations with local colleges and high schools from which a pool of interested students is selected. Selected students are placed in a summer residential program where they learn fundamental legal skills (such as analysis) and study legal concepts that are taught collaboratively by law professors and college professors. Some programs also include one-on-one guidance from qualified counselors, assignment to mentors (preferably members of the legal profession), and a component that focuses on LSAT preparation. Please note that the emphasis is on the improvement of reading and reasoning skills associated with success in law school, and the PLUS subcommittee acknowledges that the skills training offered may include emphasis on law courses or courses from other disciplines in which these skills are developed. For example, courses in logic and philosophy, as well as courses that require reading and analysis of challenging literature may be excellent vehicles for the further development of critical skills and may provide an opportunity for students to receive course credit. The PLUS subcommittee encourages schools to be creative in providing a rigorous, skills-oriented curriculum.

#1. old faculty meeting

Desi  
Perhaps you should announce this at the next faculty mtg. and see if anyone is interested in submitting a proposal. This would be a significant commitment of time.

## II. Program Requirements

The following are minimum requirements for proposals submitted under the PLUS program:

- A. The programs must be targeted to recruit students from undergraduate institutions with historical or significant populations of students of color. The phrase "students of color" should be construed broadly to include Latino, Asian and Native American students, for example, as well as African Americans. This is not to suggest, however, that the program is exclusively for students of color. On the other hand, in the evaluation process, preference will be given to proposals for implementation or enhancement of those programs that will serve large numbers of students of color.
- B. The duration of the program should not be less than four (4) weeks. The program length should be directly related to the resources that the school intends to devote to the program.
- C. Law school professors and administrators are urged to collaborate, to the extent that it is geographically feasible, with other colleges, law schools, and bar foundations in the targeted region. The committee will look more favorably on programs that propose the collaborative effort of one or more law schools, colleges, and educational foundations.
- D. The curriculum must be the keystone of the program. The focus of the curriculum must be on development of fundamental skills such as reading comprehension, logic, and reasoning. Efforts to simulate the law school experience are not required. The curriculum must include a comprehensive writing component.
- E. The program must consist of a neutral and objective evaluation process, including, but not limited to, an initial diagnostic test with recorded results, as well additional testing, evaluations, and feedback to students at frequent intervals. These evaluations should reflect the students' progress or lack of progress in the program. The evaluation criteria also must include student evaluations for the course and the instructors who taught in the program and the professors' and administrators' objective evaluations regarding the effectiveness of all aspects of the programs, such as whether the goals of each particular component were met and whether changes may be required to effectively satisfy unmet goals. Courses should be designed to develop critical reading, analytical and logical reasoning, problem solving, advocacy, and listening skills. In addition, time management and collaborative learning should be stressed. Course materials that

program developers create must be stored and made available to LSAC member law schools.

- F. In addition, course materials, pamphlets, brochures, etc. must include information that the program is a PLUS program that is LSAC sponsored. This reference to PLUS must be displayed prominently on these materials.
- G. To a lesser degree, the program should have an informational component that includes exposure to the legal profession. This component may take the form of guest lectures by prominent members of the legal profession, discussions about the rigors of law school, and a simplified overview of the application process--including the personal ethics of law school candidates.
- H. Recipient schools must agree to collect, retain, and share data that LSAC may use to monitor the program and measure the success of student participants during and after completion of the program. Grant recipients must agree to cooperate with LSAC in following the progress of program participants including, but not limited to, providing information such as school and home addresses, school records, lists of successful and unsuccessful participants, and the necessary releases from the participants for requesting transcripts from the colleges which they attend. The recipient schools also must cooperate with LSAC in administering and evaluating diagnostic instruments developed by LSAC. Recipient schools also must agree to share and retain data for use by LSAC, consulting with LSAC about the design of the database for retaining the requested information.

### **III. Other Suggestions for Proposals**

The additional suggestions offered below are not considered minimum requirements, but they may be included in the proposals:

- A. Subject to the rules and regulations of the college that the student attends, the program may offer participants academic credit for completion of courses.
- B. Many students rely on summer earnings to offset school-year expenses. Accordingly, the grant recipient may consider payment of some form of stipend to offset the students' foregone earnings while participating in the program.
- C. The recipient school may consider some type of continuing relationship with students who complete the program including, but

not limited to, counseling and assistance in achieving their educational and career goals.

#### **IV. Instructions for Preparing the Proposal**

Detailed proposals should include, but not be limited to, the following:

- A. A detailed description of the goals and objectives of the program including the types of students the program will attract and how the students will be identified, recruited, and selected (applicants are encouraged to recruit students from diverse ethnic backgrounds for participation in the program); the length of the program; the skills emphasized in the program; and the evaluative criteria for the program as well as for the students;
- B. A detailed description of the background and experience of administrators and instructors who will administer and participate in the program, along with their resumes;
- C. A comprehensive itemized budget consisting of expenses for operating the program (except in exceptional circumstances that must be specified with particularity, LSAC does not pay indirect costs, costs for purchasing equipment whose useful life would extend beyond the duration of the program, or salaries of law school employees);
- D. Identification of other sources of funds that the law school will have access to and intends to allocate and expend for completion of the program. (An institutional commitment demonstrated by the allocation of funds to support the program will be viewed favorably in the selection process. Additionally, proposals that address plans for long term funding of programs from sources other than LSAC are encouraged.)
- E. Demonstrated ability and capacity to accomplish the goals described in the proposal; and,
- F. For schools seeking funds to enhance or expand existing programs, the proposal must include an explanation of how the additional funds from LSAC will enhance the existing programs and why current institutional resources will not cover those enhancements or expansions.

## V. **Format of Proposals and Deadlines**

All proposals must be written. Each applicant should submit five hard copies and one on a diskette in Microsoft Word format. Proposals must be mailed or delivered in a manner that will ensure arrival at the address below on or before **January 15, 2003**:

Office of Minority Affairs  
Law School Admission Council  
661 Penn Street, P.O. Box 40  
Newtown, PA 18940

It is requested, but not required, that interested schools submit a notice of intent on or before **December 15, 2002**, to allow the committee to estimate how many proposals are likely to be submitted.

LSAC intends to review proposals and to notify applicants of awards no later than **February 15, 2003**.

If you have any questions about the proposal guidelines or the deadline dates, please contact: Kent D. Lollis, at the Law School Admission Council, 215-968-1227 or [klollis@lsac.org](mailto:klollis@lsac.org).

## VI. **Grants**

LSAC reserves the right to make no grants under this program, or to make grants whose cumulative dollar amount is less than the total amount allocated by the Board of Trustees to the PLUS Program.

## **Martin, Nathalie**

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**To:** Faculty  
**Subject:** revised curriculum proposal to be considered at November 19, 2002 faculty meeting

Attached is the curriculum committee's revised proposal, which will be presented to the faculty for discussion and vote on November 19, 2002. You will notice that it is identical to the proposal we circulated on November 4, 2002, except that:

1. **THE FALL:** The Fall courses will be Contracts, Torts, and Criminal law. (Property will be moved to the Spring).

2. **THE SPRING:** We are going to start the integration\collaboration part of the program in the fall only the first (2003-2004) year. Thus, the Spring semester in year one will not be integrated and will operate much the same way that it does now. The Spring courses will be Civil Procedure, LAP and Property (at 4 units). The Spring Perspectives course will be offered but as an elective. Students will be required to choose an elective, either this new Perspectives course or one of the other electives we offer to first-year students. The total credits for the Spring would stay at 15. [Putting Property in the Spring will give us time to address the concerns of the Property teachers about the loss of coverage in reduction of one hour and will place the first semester program in personnel more open to the new program. Also, running the Perspectives course as an elective will give us a "dry run" to work out logistics and coverage before making it mandatory in year two.]

3. In year two, the integration/collaboration part of the program, along with the practicums, will be instituted in the Spring as well, with Property reduced to 3 units and the Spring Perspectives course taught to the entire class.

We believe that this incremental plan will allow us to learn from our experiences and give the new program the best chance of success.

To: The Faculty  
From: The Curriculum Committee  
Re: New First Year Curriculum Proposal and Recommendation  
Date: November 13, 2002

After the faculty retreat three years ago, the curriculum committee (the "Committee") was directed to revise the first-year curriculum, placing additional emphasis on small-group teaching, interdisciplinary and collaborative teaching, advances in technology, the practical application of analytical skills, as well as international, intercultural and comparative law perspectives, cultivated by attention to the diversity of the faculty, students and staff.

Following this directive from the faculty, the Committee has developed a curriculum that that responds to these objectives and will present its proposal and recommendation to the faculty meeting on November 19, 2002.

We believe that the proposed curriculum will enhance the learning experiences of our students and help them become better lawyers in our increasingly complex world. We also think the new curriculum will stimulate faculty members to work together and experiment with new theories and various pedagogical tools, and also provide more one-on-one contact with students. These ideas are not radical, but merely provide a different structure to facilitate collaboration and interdisciplinary teaching.

**NOTE: This proposal has changes slightly from the one that was circulated 10 days ago, in order to address feedback received regarding the original proposal. The e-mail to which this memo was attached explains these changes. The main changes, however, are that Criminal law will be taught in the Fall and Property in the Spring, we will run the Spring Perspectives course as an elective the first year of the program, and we will not integrate the Spring courses until the second year of the program.**

### **Overview of the New First-Year Curriculum**

Under this proposal, the first-year class will be divided into groups or sections of three, with approximately 36 students in each section. All students in a section will take three three-hour doctrinal courses per semester. Each section will have the same three teachers for the doctrinal courses. These 36, however, will be divided again into groups of twelve, and will meet with one of the three doctrinal teachers in their group for a one-hour practicum each week.

In the practicum, students and the teacher will work together on building practical skills and analytical skills, through exercises designed to reinforce and learn first-hand the principles taught in the doctrinal courses. The practicum part of the curriculum has been designed in part based on the innovative curriculum of UNM's medical school. A research librarian faculty member (Marsha, Eileen or Ron) will also form part of each of these three groups to help students learn research skills needed to answer questions raised in the practicum.

Students will also take LRRW and Advocacy as they do now in the first and second semesters respectively, in sections of about eighteen students. Thus, there will be two writing sections in each section of 36. The Fall Perspectives course (CHLP) will be taught in two sections of approximately 54 students, but the Spring Perspectives course (Lawyering in Local and Global Contexts) will be taught in one plenary session of the first-year class.



Fall Semester 2003

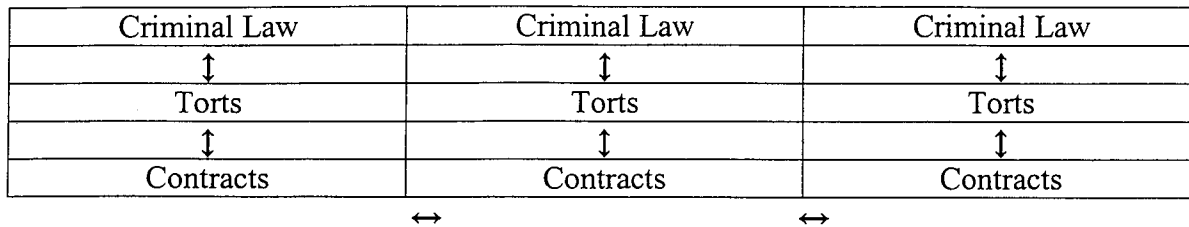
Spring Semester 2004

Criminal Law	(3)	Civil Procedure	(3)
Torts	(3)	LAP	(3)
Contracts	(3)	Property	(4)
Practicum	(1)		
Comparative and Historical Legal Perspectives	(2)	Lawyering in Local and Global Contexts (or other elective)	(2)
LRRW	(3)	Advocacy	(3)
Total Units	(15)	Total Units	(15)

**Graphic Breakdown of Fall Semester**

**Doctrinal Courses: arrows show vertical and horizontal collaboration**

**Each course has 36 students and is worth 3 credits.**



**Practicum**

**Each section has 12 students and is worth 1 credit.**

Cr	T	C	Cr	T	C	Cr	T	C
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**Comparative and Historical Legal Perspectives**

**Each section has 54 students and is worth 2 credits.**

<b><u>CHLP</u></b>	<b><u>CHLP</u></b>
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**Legal Reasoning, Research and Writing**

**Each section has 18 students and is worth 3 credits.**

<b><u>LRRW</u></b>	<b><u>LRRW</u></b>	<b><u>LRRW</u></b>	<b><u>LRRW</u></b>	<b><u>LRRW</u></b>	<b><u>LRRW</u></b>
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**Integration of Doctrinal Courses and Collaboration Among Teachers**

The three doctrinal teachers will, to the extent they choose to do so, integrate the subject matter of their course with the other two doctrinal courses, and prepare joint exercises to use in the practicum that involve cross-cutting issues. Less collaborative groups will still do the practicum but in a less collaborative way. Some groups may choose to hold joint lectures, to collaborate before many of the classes and to coordinate their syllabi to cover similar materials at the same time. The joint lectures could revolve around joint themes from the three courses, for example,

comparative approaches to remedies, warranties in contracts compared to strict tort liability, or warranty drafting or settlement provisions.

Again, some groups may choose to be less collaborative than others. This system allows individual teachers to choose the level of collaboration and integration they desire.

In addition to this new form of “vertical” collaboration, the proposal retains the possibilities for existing “horizontal” collaboration among teachers teaching the same doctrinal courses.

### **More About the Practicums**

As noted, each of the doctrinal teachers also will hold weekly practicum sessions with a group of twelve students. During these practicums, students will discuss the practical applications of the concepts explored in class and will do written work for the teacher to review. This one-on-one attention of a faculty member should enhance the learning environment for all students and alert teachers to students who are struggling. Each doctrinal teacher will be responsible for graded evaluations of his or her particular practicum.

The topics and exercises used in the practicum might include an ethical question, a drafting exercise, or an analytical dilemma requiring the application of legal precedent and concepts to a specific factual question. The practicums also offer the opportunity to link the first-year courses with the skills curriculum of the mandatory clinic. Some of the linking projects that have been tried in past years include pairing clinical students with LRRW students, having first-year students tour the Metro Court, and videotaping client interviews as the basis for writing assignments. Students will work individually to prepare responses to problems raised by the practicums and come together to present, discuss, draft and strategize in a group setting, facilitated by their instructor. The same group of 12 will meet with the same practicum group for the entire semester, encouraging the establishment of community and group solidarity over the course of the semester.

### **Doctrinal Courses Offered Each Semester**

Given the potential for integration among them, the Committee proposes that Torts, Criminal Law and Contracts be offered in the Fall. This will require switching Torts to the Fall and Property to the Spring. **In year one of the new curriculum, only the Fall semester will entail the implementation of practicums** with the three doctrinal courses.

In the Spring, the courses will be Civil Procedure, LAP and Property (which will remain at 4 credits of this first year of the Program). These courses will not be taught in an integrated way the first year of the program. First-year students will be required to choose a 2-unit elective, one of which will be the Spring perspectives course (Lawyering in Local and Global Contexts). The three doctrinal courses in the Spring will be taught in two or three sections apiece for this first year. In the Spring of year two (2004-2005), Property will be reduced to 3 units and will be taught in three sections with practicums along with Civil Procedure and Legislative and Administrative Processes.

### **Course Credits**

In year one, students will receive three credits for each of the three doctrinal courses in the Fall and in year two they will receive three credits for each of the Fall and Spring doctrinal courses.

Each teacher for these courses, however, will be teaching four credits because the practicum takes up one credit hour. The students receive one credit hour for the practicum. This system will require a reduction of the credit hours from four to three credits each for Torts, Contracts, and in year two, for Property as well. It is envisioned that the practicum will make up for this loss of content to some extent.

### **The Perspectives Courses**

The students also will take one “perspectives” course in the Fall and one in the Spring. The Fall course will be the current Comparative and Historical Legal Perspective Course. This course presently seeks to provide a context for the study of the Common Law and legal analysis by drawing a comparison with the Civil Law Tradition. It expressly challenges students to consider how what they encounter in the Fall doctrinal courses as well as the LRRW course reflects the characteristic nature of the Common Law.

Another perspectives course will first be offered in the Spring of year one, tentatively entitled Lawyering in Local and Global Contexts. This course will build on CHLP while integrating additional and broader perspectives as well as reflecting the focus of the doctrinal courses in the Spring. The topics of the course will be approached through the viewpoint of the lawyer’s role in dealing with clients whose issues arise in a broad context of competing jurisdictional sovereignties. (A description of our goals for this course, as well as one version of a course description, is attached as an appendix to this proposal. This course is still very much a work in progress.)

As noted above, students will be required to select a two-unit elective in the Spring of year one, and it is anticipated that Lawyering in Local and Global Contexts will be the default position for most students. Based on the experience with the course in year one, Lawyering in Local and Global Contexts would become mandatory in year two.

### **Evaluation and Assessment of Changes in the First Year Curriculum**

The Committee accepts the responsibility for taking a leading role in consulting with the faculty and sharing the experience of the change made in the first year curriculum. The extent to which the changes produce positive results for both teachers and students will be to some extent obvious in the course of the experience of the semesters. However, the Committee anticipates that the faculty will have opportunities to collectively meet and discuss the merits of the reforms and whether the proposal should continue to go forward or be altered in any way.

### **Committee Recommendation:**

The Committee recommends that in year one (2003-2004), the proposed curriculum for the first year be implemented in the Fall Semester only and that Lawyering in Local and Global Contexts be offered as one possible choice for a required 2-unit elective in the Spring Semester.

Moreover, the Committee recommends that in year two (2004-2005), the proposed curriculum be implemented for both semesters (with Property reduced to 3 units) and with Lawyering in Local and Global Contexts as a required part of the Spring Semester.

## Goals of New Spring Perspectives Course

At the retreat, the faculty charged the Curriculum Committee with the task of increasing the exposure of first year students to interdisciplinary and collaborative teaching, to advances in technology, to the practical application of analytical skills, and to international, intercultural and comparative law perspectives.

This course is one vehicle for accomplishing these goals while introducing students to the varied array of perspectives that our diverse faculty possesses.

No one faculty member can adequately deal with the variety of topics that properly may be covered in this course. For that reason, the Committee expects that many interested faculty members will volunteer to teach one or two week segments of the course and will design the readings, teach the classes and evaluate student work in their portion of the course. In addition, the Committee will actively solicit persons to contribute their expertise to the course by designing and teach a segment of the course.

The Curriculum Committee will select topics and teachers for the course from among those who agree to participate. Any professor may volunteer to teach any topic that conceivably fits within the parameters set forth in the charge to the Committee noted above.

Topics that are an integral part of the course include Multiple Sovereigns, International, Federal, State and Tribal Law and Sovereignty. Within these broad categories, a variety of one or two-week seminars might be appropriate. For example, within the context of International Law segments might included Human Rights, the Global Economy, International Water Treaties or Comparative Constitutionalism, to mention just a few of the special focuses of our faculty members.

Another integral focus of the course is the interaction of multiple cultures within the legal system. New Mexico, with its rich tradition of cultural interaction provides especially interesting possibilities for segments of the course. The customary and traditional law of tribes, the influence and impact of Spanish law and culture on New Mexico and the integration of English common law into the existing law and culture of New Mexico provide wonderful opportunities to explore intercultural and comparative law perspectives in the course.

These are not the limits of the course. The Committee encourages individual faculty members to educate the Committee about other proposed segment topics and materials that would accomplish the goals of the course and would bring to bear the unique perspectives of the faculty member in ways that could contribute to the success of the course. For example, attached to this report are excerpts from a preliminary proposal submitted by Denise Fort. We encourage others to do the same.

### Administration of the Course

The Committee will solicit faculty to propose and plan segments of the course. The Committee will then select from among the proposals those that best assure the breadth of coverage and the multiple perspectives that the course seeks to provide. The Committee will encourage teams of two or more professors (utilizing teams of law professors and/or law professors teamed with professors from other departments at UNM) to submit joint proposals for

a segment or segments so that the goal of collaborative teaching will be fostered through joint planning and presentations. The Committee will also ask that all faculty members teaching a segment make their best efforts to attend each segment of the course so that the course will provide an opportunity for viewing and learning from the varied approaches to teaching that each of us brings to the classroom. Graded evaluations (whether by exams or other written requirements) will be designed and graded by the faculty responsible for discrete units of the course.

The course will be supervised by one faculty member, having responsibility for coordinating the course, the participating faculty, the materials and the grading. That person will receive teaching credit for the course. Faculty teaching individual segments will not get a course reduction from their normal loads, but the Committee will make every effort to secure summer research grants and work-study and Bondurant research assistants for faculty who participate. The Committee expects that there will also be a number of Teaching Assistants for the course and that these persons will assist in all aspects of preparation of the course.

#### Suggestion from Denise Fort

I'd like to see a module on the environmental context, which would contain a spatial, and temporal dimension, and focus on different scales, from the watershed, to the basin, to the consequences of global environmental changes. We are all responsible for understanding the effect of our actions upon the environment and for understanding how environmental factors affect our well being.

It might also be interesting to have a module on the changing context of legal practice, with a focus on helping students make choices in law school and in shaping their careers after law school. I don't look at these matters in any systematic way, but have noted the new rules allowing accounting firms to partner with lawyers, the disappearing civil trial, lessening of state barriers, and so on.

## SAMPLE COURSE DESCRIPTION

### Lawyering in Local and Global Contexts (2 units)

The topics of this course will be approached from the viewpoint of the lawyer dealing with clients whose issues arise in a broad context of competing jurisdictional sovereignties. The course might also focus on the options considered and ultimately chosen by lawyers involved in resolving conflicts having a geographical or cultural dimension beyond the boundaries of purely domestic law.

- I. A Legal World of Multiple Sovereigns
  - A. Federal
  - B. State
  - C. Tribal
  - D. International
    1. Human Rights
    2. The Global Economy
    3. Comparative Constitutionalism
  
- II. A World of Cultural Differences
  - A. Hispano/a Views
    1. The Historical Legacy of the Civil Law on the Southwest
    2. New Mexico's Role Within the Orbit of the Civil Law Tradition
  - B. Views from Indian Country
    1. New Mexico Tribes and Federal Indian Law
    2. The Internal Law of Tribes: Customary and Traditional Law
  - C. The Future of Law in a Multi-Cultural Region

To: The Faculty  
From: The Curriculum Committee  
Re: New First Year Curriculum Proposal  
Date: November 5, 2002

After the faculty retreat three years ago, the curriculum committee (the "Committee") was directed to revise the first year curriculum to place additional emphasis on small-group teaching, interdisciplinary and collaborative teaching, advances in technology, and the practical application of analytical skills. In order to cultivate the unique diversity of our faculty, students and staff, the Committee was also directed to incorporate international, intercultural and comparative law perspectives. Following these directives from the faculty, the Committee has developed a curriculum that responds to these objectives and will present its proposal to the faculty at the November 11, 2002 faculty meeting.

We believe that the proposed curriculum will enhance the learning experiences of our students and help them become better lawyers in our increasingly complex world. We also think the new curriculum will stimulate faculty members to work together and experiment with new theories and pedagogical tools, and also provide more one-on-one contact with students. The ideas in this proposal are not radical, but merely provided a different structure to facilitate collaboration and interdisciplinary teaching.

### **Overview of the New First-Year Curriculum**

Under this proposal, the first-year class will be divided into groups or sections of three, with approximately 36 students in each section. All students in a section will take three three-hour doctrinal courses per semester. Each section will have the same three teachers for the doctrinal courses. These 36, however, will be divided again into groups of twelve, and will meet with one of the three doctrinal teachers in their group for a one-hour practicum each week.

In the practicum, students and the teacher will work together on building practical skills and analytical skills, through exercises designed to reinforce and learn first-hand the principles taught in the doctrinal courses. The practicum part of the curriculum has been designed in part based on the innovative curriculum of UNM's medical school. A research librarian faculty member (Marsha, Eileen or Ron) will also form part of each of these three groups, to help students learn the research skills needed to answer questions raised in the practicum.

Students will also take LRRW and Advocacy as they do now in the first and second semesters respectively, in sections of about eighteen students. Thus, there will be two writing sections in each section of 36. The Fall Perspectives course (CHLP) will be taught in two sections of approximately 54 students, but the Spring Perspectives course (Lawyering in Local and Global Contexts) will be taught in one plenary session of the first year class.





but in a less collaborative way. Some groups may choose to hold joint lectures, to collaborate before many of the classes and to coordinate their syllabi to cover similar materials at the same time. The joint lectures could revolve around joint themes from the three courses, for example, comparative approaches to remedies, warranties in contracts and property compared to strict tort liability, or warranty drafting or settlement provisions.

Again, some groups may choose to be less collaborative than others. This system allows individual teachers to choose the level of collaboration and integration they desire.

In addition to this new form of “vertical” collaboration, the proposal retains the possibilities for existing “horizontal” collaboration among teachers teaching the same doctrinal courses. Given that there will be three different sections spanning the doctrinal courses in both semesters, however, there may be particular value for teachers of the same doctrinal course to coordinate their coverage and final exams.

### **More About the Practicums**

As noted, each of the doctrinal teachers also will hold weekly practicum sessions with a group of twelve students. During these practicums, students will discuss the practical applications of the concepts explored in class and will do written work for the teacher to review. This one-on-one attention of a faculty member should enhance the learning environment for all students and alert teachers to students who are struggling. Each doctrinal teacher will be responsible for grading his or her particular practicum.

The topics and exercises used in the practicum might include an ethical question, a drafting exercise, or an analytical dilemma requiring the application of legal precedent and concepts to a specific factual question. The practicums also offer the opportunity to link the first year courses with the skills curriculum of the mandatory clinic. Some of the linking projects that have been tried in past years include pairing clinical students with LRRW students, having first-year students tour the Metro Court, and videotaping client interviews as the basis for writing assignments. Students will work individually to prepare responses to problems raised by the practicums and come together to present, discuss, draft and strategize in a group setting, facilitated by their instructor. The same group of 12 will meet with the same practicum group for the entire semester, encouraging the establishment of community and group solidarity over the course of the semester.

### **Doctrinal Courses Offered Each Semester**

Given the potential for integration among them, as well as their private law emphasis, the Committee proposes that Torts, Property and Contracts be offered in the Fall. This will require switching Torts to the Fall and Criminal Law to the Spring. The Spring Semester will include Civil Procedure, Criminal Law and Legislative and Administrative Processes, and thus will emphasize public law and procedural law. These Spring courses should also integrate well together.

### **Course Credits**

The students will receive three credits for each of these six doctrinal courses although each teacher teaching these courses will be teaching four credits because the practicum takes up one credit hour. The students receive one credit hour for the practicum. This system will keep the credit hours the same for each of the courses offered in the Spring but will require a reduction of the credit hours from four to three credits each for Torts, Contracts and Property. It is envisioned that the practicum will make up for this loss of content to some extent.

### **The Perspectives Courses**

The students also will take one “perspective” course in the Fall and one in the Spring. The Fall course will be the current Comparative and Historical Legal Perspective Course. This course presently seeks to provide a context for the study of the Common Law and legal analysis by drawing a comparison with the Civil Law Tradition. It expressly challenges students to consider how what they encounter in the “private law” areas of Property, Contracts, Torts as well as the LRRW course reflects the characteristic nature of the Common Law.

Another perspectives course will be offered in the Spring, entitled Lawyering in Local and Global Contexts. This course will build on CHLP while integrating additional and broader perspectives. It also will reflect the “public law” focus of the doctrinal courses in the Spring. The topics of the course will be approached through the viewpoint of the lawyer’s role in dealing with clients whose issues arise in a broad context of competing jurisdictional sovereignties. (A description of this course is attached as an appendix to this proposal.)

### **Evaluation and Assessment of Changes in the First Year Curriculum**

The Committee accepts the responsibility for taking a leading role in consulting with the faculty and sharing the experience of the change made in the first-year curriculum. The extent to which the changes produce positive results for both teachers and students will be to some extent obvious in the course of the experience of the semesters. However, the Committee anticipates that the faculty will have opportunities to collectively meet and discuss the merits of the reforms and whether the proposal should continue to go forward or be altered in any way.

## **Lawyering in Local and Global Contexts (2 units)**

The topics of this course will be approached from the viewpoint of the lawyer dealing with clients whose issues arise in a broad context of competing jurisdictional sovereignties. The course might also focus on the options considered and ultimately chosen by lawyers involved in resolving conflicts having a geographical or cultural dimension beyond the boundaries of purely domestic law.

It is anticipated that a large number of the faculty will participate by teaching discrete portions of the course. The course will be supervised by one faculty member, who while also teaching in the course, will have the primary responsibility for coordinating the course and the participating faculty. Graded evaluations (whether by exams or other written requirements) will be designed and graded by the faculty responsible for discrete units of the course, or as otherwise agreed upon by the faculty teaching the course.

- I. A Legal World of Multiple Sovereigns (6 weeks)
  - A. Federal
  - B. State
  - C. Tribal
  - D. International
    - 1. Human Rights
    - 2. The Global Economy
    - 3. Comparative Constitutionalism
  
- II. A World of Cultural Differences (8 weeks)
  - A. Hispano/a Views
    - 1. The Historical Legacy of the Civil Law on the Southwest
    - 2. New Mexico's Role Within the Orbit of the Civil Law Tradition
  - B. Views from Indian Country
    - 1. New Mexico Tribes and Federal Indian Law
    - 2. The Internal Law of Tribes: Customary and Traditional Law
  - C. The Future of Law in a Multi-Cultural Region

To: The Faculty  
From: The Curriculum Committee  
Re: New First Year Curriculum Proposal and Recommendation  
Date: November 15, 2002

After the faculty retreat three years ago, the curriculum committee (the "Committee") was directed to revise the first-year curriculum, placing additional emphasis on small-group teaching, interdisciplinary and collaborative teaching, advances in technology, the practical application of analytical skills, as well as international, intercultural and comparative law perspectives, cultivated by attention to the diversity of the faculty, students and staff.

Following this directive from the faculty, the Committee has developed a curriculum that that responds to these objectives and will present its proposal and recommendation to the faculty meeting on November 19, 2002.

We believe that the proposed curriculum will enhance the learning experiences of our students and help them become better lawyers in our increasingly complex world. We also think the new curriculum will stimulate faculty members to work together and experiment with new theories and various pedagogical tools, and also provide more one-on-one contact with students. These ideas are not radical, but merely provide a different structure to facilitate collaboration and interdisciplinary teaching.

**NOTE: This proposal has changes slightly from the one that was circulated 10 days ago, in order to address feedback received regarding the original proposal. The e-mail to which this memo was attached explains these changes. The main changes, however, are that Criminal law will be taught in the Fall and Property in the Spring, we will run the Spring Perspectives course as an elective the first year of the program, and we will not integrate the Spring courses until the second year of the program.**

### **Overview of the New First-Year Curriculum**

Under this proposal, the first-year class will be divided into groups or sections of three, with approximately 36 students in each section. All students in a section will take three three-hour doctrinal courses per semester. Each section will have the same three teachers for the doctrinal courses. These 36, however, will be divided again into groups of twelve, and will meet with one of the three doctrinal teachers in their group for a one-hour practicum each week.

In the practicum, students and the teacher will work together on building practical skills and analytical skills, through exercises designed to reinforce and learn first-hand the principles taught in the doctrinal courses. The practicum part of the curriculum has been designed in part based on the innovative curriculum of UNM's medical school. A research librarian faculty member (Marsha, Eileen or Ron) will also form part of each of these three groups to help students learn research skills needed to answer questions raised in the practicum.

Students will also take LRRW and Advocacy as they do now in the first and second semesters respectively, in sections of about eighteen students. Thus, there will be two writing sections in each section of 36. The Fall Perspectives course (CHLP) will be taught in two sections of approximately 54 students, but the Spring Perspectives course (Lawyering in Local and Global Contexts) will be taught in one plenary session of the first-year class.



comparative approaches to remedies, warranties in contracts compared to strict tort liability, or warranty drafting or settlement provisions.

Again, some groups may choose to be less collaborative than others. This system allows individual teachers to choose the level of collaboration and integration they desire.

In addition to this new form of “vertical” collaboration, the proposal retains the possibilities for existing “horizontal” collaboration among teachers teaching the same doctrinal courses.

### **More About the Practicums**

As noted, each of the doctrinal teachers also will hold weekly practicum sessions with a group of twelve students. During these practicums, students will discuss the practical applications of the concepts explored in class and will do written work for the teacher to review. This one-on-one attention of a faculty member should enhance the learning environment for all students and alert teachers to students who are struggling. Each doctrinal teacher will be responsible for graded evaluations of his or her particular practicum.

The topics and exercises used in the practicum might include an ethical question, a drafting exercise, or an analytical dilemma requiring the application of legal precedent and concepts to a specific factual question. The practicums also offer the opportunity to link the first-year courses with the skills curriculum of the mandatory clinic. Some of the linking projects that have been tried in past years include pairing clinical students with LRRW students, having first-year students tour the Metro Court, and videotaping client interviews as the basis for writing assignments. Students will work individually to prepare responses to problems raised by the practicums and come together to present, discuss, draft and strategize in a group setting, facilitated by their instructor. The same group of 12 will meet with the same practicum group for the entire semester, encouraging the establishment of community and group solidarity over the course of the semester.

### **Doctrinal Courses Offered Each Semester**

Given the potential for integration among them, the Committee proposes that Torts, Criminal Law and Contracts be offered in the Fall. This will require switching Torts to the Fall and Property to the Spring. **In year one of the new curriculum, only the Fall semester will entail the implementation of practicums** with the three doctrinal courses.

In the Spring, the courses will be Civil Procedure, LAP and Property (which will remain at 4 credits of this first year of the Program). These courses will not be taught in an integrated way the first year of the program. First-year students will be required to choose a 2-unit elective, one of which will be the Spring perspectives course (Lawyering in Local and Global Contexts). The three doctrinal courses in the Spring will be taught in two or three sections apiece for this first year. In the Spring of year two (2004-2005), Property will be reduced to 3 units and will be taught in three sections with practicums along with Civil Procedure and Legislative and Administrative Processes.

### **Course Credits**

In year one, students will receive three credits for each of the three doctrinal courses in the Fall and in year two they will receive three credits for each of the Fall and Spring doctrinal courses.

Each teacher for these courses, however, will be teaching four credits because the practicum takes up one credit hour. The students receive one credit hour for the practicum. This system will require a reduction of the credit hours from four to three credits each for Torts, Contracts, and in year two, for Property as well. It is envisioned that the practicum will make up for this loss of content to some extent.

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### **Evaluation and Assessment of Changes in the First Year Curriculum**

The Committee accepts the responsibility for taking a leading role in consulting with the faculty and sharing the experience of the change made in the first year curriculum. The extent to which the changes produce positive results for both teachers and students will be to some extent obvious in the course of the experience of the semesters. However, the Committee anticipates that the faculty will have opportunities to collectively meet and discuss the merits of the reforms and whether the proposal should continue to go forward or be altered in any way.

### **Committee Recommendation:**

The Committee recommends that in year one (2003-2004), the proposed curriculum for the first year be implemented in the Fall Semester only and that Lawyering in Local and Global Contexts be offered as one possible choice for a required 2-unit elective in the Spring Semester.

Moreover, the Committee recommends that in year two (2004-2005), the proposed curriculum be implemented for both semesters (with Property reduced to 3 units) and with Lawyering in Local and Global Contexts as a required part of the Spring Semester.

## Goals of New Spring Perspectives Course

At the retreat, the faculty charged the Curriculum Committee with the task of increasing the exposure of first year students to interdisciplinary and collaborative teaching, to advances in technology, to the practical application of analytical skills, and to international, intercultural and comparative law perspectives.

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## SAMPLE COURSE DESCRIPTION

### Lawyering in Local and Global Contexts (2 units)

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