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## A Global Approach to Legal Writing and Legal Research: An Evolutionary Process

Diane Edelman, *Villanova University School of Law*



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# A GLOBAL APPROACH TO LEGAL WRITING AND LEGAL RESEARCH: AN EVOLUTIONARY PROCESS

*Diane Penneys Edelman\**

## ABSTRACT

*Thirty-some years ago, American law schools reserved the study of international law for upper-level students, keeping the first year of law school focused on the traditional doctrinal subjects of torts, contracts, property, civil procedure, criminal law, and, perhaps, criminal procedure and constitutional law. Similarly, legal writing and legal research, both fledgling fields, dealt primarily with instruction in customarily domestic strategies – American statutory and common law research, preparation of legal memoranda advising clients or senior attorneys about domestic law issues, and preparation of legal briefs set in real or fictional state and federal courts. A handful of law schools introduced international law concepts in legal research and legal writing courses, but generally, international law and related subjects were considered material for substantive, and not skills, courses.*

*Skip ahead to the present. Once following similar approaches to the first-year curriculum, law schools have begun to experiment – to offer electives to first-year students (often including international law courses), to add a greater variety of skills courses, and the like. The number of legal writing courses and legal research courses that offer assignments that deal with international law – either as applied by U.S. courts or courts abroad – has increased greatly. Moreover, legal writing and legal research professors have branched out internationally in many ways, including developing courses and programs for international students and guiding our colleagues abroad in developing their own legal research and writing programs.*

*This Article will focus on this evolution in legal skills teaching and its implications for the future, including the place of legal skills teaching in the broader area of globalizing legal education.*

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\* Professor of Legal Writing, Director of International Programs, Villanova University School of Law. I am grateful to Villanova University School of Law for its research support and to my research assistant, Ronald M. Criscuolo '14. In addition, I thank Michael E. Scullin, Esq., Co-Chair of the International Law Committee of the Philadelphia Bar Association, who distributed the Practitioner International Legal Education Survey that appears in Appendix C.

## INTRODUCTION: BEGINNINGS

Imagine.

It is the early 1980s. You are a recent law school graduate with a strong academic record. You did well in your traditional first-year law school courses, including your course in legal writing. You happened to attend a law school that was forward-thinking enough to have a true, stand-alone legal writing program,<sup>1</sup> with professors who specialized in that field. In your legal writing course, you learned how to perform legal research (likely with books only, *maybe* some electronic research), Shepardize, and write clear, concise, and convincing predictive office memoranda. You likely briefed and argued a moot-court-style appeal during the second semester of your legal writing course as well. However, it is unlikely that, at least in your first-year legal writing course, you researched or otherwise considered any issues relating to international or comparative law.

Upon graduation, you become an associate in a large New York law firm. Perhaps there are 200 attorneys in your firm (a very large firm at this time), and the firm has a few smaller offices throughout the United States. Your firm has a broad, nationally based practice in litigation, corporate law, trusts and estates, and tax. As a relatively new associate, you are researching and writing the kinds of predictive office memoranda that you prepared in your law school legal writing course—determining whether your client has a cause of action for breach of contract under New York state law, examining whether your firm may prevail on a motion to transfer

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1. In 1969-70, sixty-three law schools responded to a survey about the teaching of legal research and writing, and the author of that survey reported: "sixteen schools used students in combination with faculty members [to teach legal writing courses], sometimes with attorneys as well. Three schools relied exclusively on attorneys. Twelve used short-term instructors. The remainder relied primarily on faculty members, both regular and library." Marjorie Dick Rombauer, *First-Year Legal Research and Writing: Then and Now*, 25 J. LEGAL EDUC. 538, 543-44 (1973). By 2002, the vast majority of law schools had "stand-alone" legal writing programs, staffed by full-time professors. Susan P. Liemer & Jan M. Levine, *Legal Research and Writing: What Schools Are Doing, And Who is Doing the Teaching (Three Years Later)*, 9 SCRIBES J. LEGAL WRITING 113, 135-61 (2003-2004), available at [http://www.alwd.org/publications/pdf/LRW\\_ProgamDesignChart.pdf](http://www.alwd.org/publications/pdf/LRW_ProgamDesignChart.pdf). In 2012, eighty-two law schools reported that their legal writing programs were staffed by full-time, non-tenure-track teachers, and thirteen programs were staffed by tenured or tenure-track teachers hired specifically to teach legal writing. ASSOC. OF LEGAL WRITING DIRS. & LEGAL WRITING INST., REPORT OF THE ANNUAL LEGAL WRITING SURVEY 5 (2012) available at [http://www.alwd.org/surveys/survey\\_results/2012\\_Survey\\_Results.pdf](http://www.alwd.org/surveys/survey_results/2012_Survey_Results.pdf).

venue, and the like. You studied international law during your second and third years of law school; however, for the most part many of your professors (except your international law professors, of course) viewed this subject as “fluff,” something interesting and theoretical, but not particularly practical. You think, however, that you are interested in eventually practicing international law—although you’re still not quite sure what that means. You let your supervising attorneys know of your interest, and you are pleased to be invited to help represent an international client. You find, however, that when it comes to examining issues of foreign or international law, your firm depends exclusively on the advice of local counsel abroad.

Skip ahead to the present. You are a recent law school graduate of the twenty-first century. During your first year of law school, you not only studied torts, contracts, civil procedure, criminal law, property, and perhaps constitutional law, but you may have been fortunate enough to be exposed to international law in your legal writing course, your legal research course, or even a first-year elective.<sup>2</sup> In addition to researching, analyzing, and writing about issues relating to domestic tort and criminal law, you completed assignments in which you were asked to (1) advise a client who wants the court to apply foreign law concerning the propriety of a foreign adoption under Rule 44.1 of the Federal Rules of Civil Procedure; (2) represent a California resident who believes that a foreign bank may have illegally obtained assets stolen from her family during the Holocaust and wants to file suit in a California state court; and (3) counsel a client who was party to a divorce proceeding pending in a foreign country, who is certain that his

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2. Of the dozen law schools in the Pennsylvania-New Jersey-Delaware area, faculty from four law schools responded that their schools offered international and comparative law electives to first-year students in a survey. See Responses to Globalized Legal Skills Teaching Survey, *infra* Appendix A, p. 512, Q. 5 & 6 (on file with author). Those schools are: Drexel University Earle Mack School of Law (Comparative Law), University of Pennsylvania (Public International Law and Chinese Law), Temple University James E. Beasley School of Law (International Law), and Villanova University School of Law (Public International Law and International Advocacy). *Id.* Other law schools with first-year international law electives include Columbia, University of Michigan, American University, and Yale. See Toni M. Fine, *Reflections on U.S. Law Curricular Reform*, 10 GERMAN L.J. 717, 736, nn.99-101 (2009). The University of Michigan Law School requires first-year students to complete a course in transnational law. See *id.* at 736. Georgetown requires first-year students to take a one-credit class, “Law in a Global Context.” *Id.*

estranged spouse is hiding assets in a U.S. bank.<sup>3</sup> Perhaps you are also asked to research whether a client who was injured by a foreign national while traveling abroad can bring suit against the tortfeasor when he learns that the individual is in the United States.<sup>4</sup> Perhaps your appetite for international legal issues was whetted by participation on your law school's team for the Philip C. Jessup International Law Moot Court Competition<sup>5</sup> or another competition that focused on international or comparative law.<sup>6</sup>

Today you are practicing law, perhaps at the same large firm that existed in the early 1980s, which then had 200 lawyers in its main office and a few small domestic branch offices. The firm now has 1000 attorneys stateside and has merged or affiliated with local law firms in London, Brussels, Prague, Hong Kong, and Mumbai. During your summer associate experience with the firm, you had the opportunity to work in the firm's London office, and you hope to be given a long-term assignment in Hong Kong in a year or so. In the meantime, you are happy to be working in the firm's International Litigation group, which did not exist thirty years ago. In your work, you routinely prepare motions to dismiss based on *forum non conveniens* for clients from abroad,<sup>7</sup> and have researched the re-

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3. See Diane Penneys Edelman, *It Began at Brooklyn: Expanding Boundaries for First-Year Law Students by Internationalizing the Legal Writing Curriculum*, 27 BROOK J. INT'L L. 415, 437-38 (2002).

4. *Id.* at 438.

5. See Philip C. Jessup International Law Moot Court Competition, INT'L L. STUDENTS ASS'N, <http://www.ilsa.org/jessuphome> (last visited Mar. 25, 2013). According to the Competition website, the Competition is now in its 54<sup>th</sup> year, with more than 550 teams from more than 80 countries participating. See *id.*

6. See, e.g., *International Criminal Court Moot Competition*, PACE L., <http://law.pace.edu/icc> (last visited Mar. 25, 2013); *International Environmental Moot Court Competition*, STETSON L., <http://www.law.stetson.edu/international/iemcc/> (last visited Feb. 25, 2013); *Inter-American Human Rights Moot Court Competition*, AM. U. WASH. C. L., [http://www.wcl.american.edu/hracademy/mcourt/index\\_en.cfm](http://www.wcl.american.edu/hracademy/mcourt/index_en.cfm) (last visited Mar. 25, 2013).

7. See FED. R. CIV. P. 12(b)(3). A motion to dismiss based on *forum non conveniens* may be granted if a country other than the United States might be a better forum to hear the dispute—not just another domestic U.S. court. See, e.g., *Figueiredo Ferraz e Engenharia de Projeto Ltda. v. Republic of Peru*, 665 F.3d 384, 393-94 (2d Cir. 2011) (reversing district court's denial of motion to dismiss based on *forum non conveniens* and remanding with directions to dismiss on condition that appellants consent to suit in the courts of Peru); *Tang v. Synutra Int'l, Inc.*, 656 F.3d 242, 246 (4th Cir. 2011) (affirming district court's dismissal on *forum non conveniens* grounds where China was an "available, adequate, and more convenient forum"). You can also demonstrate to students that international law issues relating to *forum non conveniens* arise in state courts as well. See generally *Ciba-Geigy Ltd. v. Fish Peddler, Inc.*, 691 So. 2d 1111 (Fla. Dist. Ct. App. 1997) (examining suitability of Ecuador and Florida as fora).

quirements of privacy law under both federal United States statutes<sup>8</sup> and the laws of the European Union.<sup>9</sup> In addition, you have used The Hague Convention on the Taking of Evidence Abroad<sup>10</sup> and provisions of the United States Code to help clients obtain discovery from sources located in countries other than their own.<sup>11</sup> You are comfortable engaging in this type of law practice—in part because your twenty-first century legal education exposed you to legal research and writing in an international context.

This exponential growth in the globalization of law practice is fact, not fiction. Today, many U.S. firms—at least seven of Philadelphia’s fourteen largest firms and thirty-two of New York’s forty-two largest firms, for example—have offices abroad.<sup>12</sup> But it is not only associates at large firms who encounter international and comparative legal issues like the ones mentioned above. Even the solo or small firm practitioner will face these issues as he or she prepares a complaint against a foreign manufacturer, assists a client with adoption of a child from abroad, or responds to a subpoena addressed to a client who has assets abroad. Any attorney, at any size firm or in solo practice, would benefit from exposure to these subjects *before* entering the practice of law. So, if the globalization of law practice is now a fact, why shouldn’t the globalization of legal education—as early as first-year legal writing and research courses—follow suit? How has the evolution, or revolution, in the teaching of legal research and legal writing, if it exists, come to be? And where should it be headed?

As noted above, thirty years ago, American law schools typically reserved the study of international law for upper-level students. Similarly, legal writing and legal research, both then fledgling fields,<sup>13</sup> dealt primarily with instruction in customarily domestic

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8. See, e.g., Freedom of Information Act, 5 U.S.C. § 552 (2006); Privacy Act of 1974, 5 U.S.C. § 552a (2006); Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191, 110 Stat. 1936. There are numerous additional federal and state privacy laws in the United States.

9. See generally Council Directive 95/46/EC, of the European Parliament and of the Council of 24 October 1995 on the Protection of Individuals with Regard to the Processing of Personal Data and on the Free Movement of Such Data, 1995 O.J. (L 281) 31.

10. Convention on the Taking of Evidence Abroad in Civil or Commercial Matters, Mar. 18, 1970, 23 U.S.T. 2555, 847 U.N.T.S. 231.

11. See, e.g., 28 U.S.C. § 1782 (1996).

12. See *infra* Appendix D, pp. 527-30.

13. The field of legal writing was introduced in the 1940s. See Karin Mika & Ralph Brill, *A Road Less Traveled: The History of Legal Writing*, BLIP (Jul. 3, 2010), <http://blip.tv/kmika515/a-road-less-traveled-the-history-of-legal-writing-3854900>.

strategies – American statutory and common law research, preparation of legal memoranda advising clients or senior attorneys about domestic law issues, and preparation of legal briefs set in real or fictional state and federal courts. At least one law school introduced international law concepts in legal research and legal writing courses,<sup>14</sup> but generally schools offered international law in substantive, but not skills, courses.

Over time, law schools have begun to experiment by offering electives to first-year students (often including international law courses) and adding a greater variety of skills courses generally. The number of legal writing courses and legal research courses that offer assignments that deal with international law – either as applied by U.S. courts or courts abroad – has increased greatly. Moreover, legal writing and legal research professors have branched out internationally in many ways by developing courses and programs for international students and guiding our colleagues abroad in developing their own legal research and writing programs.<sup>15</sup>

This Article will focus on this evolution in legal skills teaching and its implications for the future; it will examine the current state of legal skills teaching in the broader area of globalizing legal education and offer guidance to law schools, legal writing and legal research professors, and law students.<sup>16</sup>

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14. See Edelman, *supra* note 3, at 417. Brooklyn Law School continues to offer the second semester international legal writing course, which it has offered since the late 1970s. See *Curriculum*, BROOK. L. SCH., [http://www.brooklaw.edu/academics/curriculum/coursedescriptions/course.aspx?id=R\\_203](http://www.brooklaw.edu/academics/curriculum/coursedescriptions/course.aspx?id=R_203) (last visited Mar. 25, 2013).

15. In addition to internationalizing their own law schools' curricula, during the past decade, legal writing professors have begun to specialize in teaching students and lawyers whose first language is not English and have taught legal writing abroad under the auspices of the Fulbright Programs. See, e.g., Council for Int'l Exch. of Scholars, *Fulbright Specialist Program*, FULBRIGHT SCHOLAR PROGRAM, [http://www.cies.org/specialists/joining\\_the\\_roster/eligible\\_disciplines.htm](http://www.cies.org/specialists/joining_the_roster/eligible_disciplines.htm) (last visited Mar. 25, 2013) (listing law among the eligible disciplines and specializations for the Fulbright Scholar Program). There are now a number of legal writing texts focused on teaching international students and lawyers "global lawyering skills." See, e.g., Legal Writing Inst., *Teaching International Students*, LWI ONLINE, [http://www.lwionline.org/teaching\\_international\\_students.html](http://www.lwionline.org/teaching_international_students.html) (last visited Feb. 28, 2013) (collecting articles, texts, and reference materials dedicated to teaching international students); John Marshall Law Sch., *Global Legal Skills Conference 2011*, JMLS, <http://events.jmls.edu/glsc/> (last visited Mar. 25, 2013).

16. This Article will focus more on the discipline of legal analysis and writing rather than on general legal research. It is true that many law schools offer legal writing courses that combine instruction in legal research, analysis, and writing. Other law schools offer separate legal research and legal writing instruction, although often these courses are related or coordinated in some way. Legal research is, arguably, an older academic discipline than legal writing, dating back more than 100 years. See generally Robert C. Berring, *Legal Research and Legal Concepts: Where Form Molds Substance*, 75 CALIF. L. REV. 15, 20 n.25-27 (1987) (analyzing the

## I. THE INTERNATIONALIZATION OF LEGAL WRITING COURSES

Perhaps one of the earliest examples of the internationalization of legal writing courses occurred in the stand-alone legal writing program at Brooklyn Law School, which offered first-year students the option to brief and argue international legal issues during their second semester of law school as far back as the late 1970s.<sup>17</sup> At that time, most U.S. law schools required first-year students to research, prepare predictive office memoranda, brief, and argue domestic law issues.<sup>18</sup> Brooklyn, however, offered a second-semester elective in legal writing that satisfied the law school's graduation requirement—but it focused on international legal issues.<sup>19</sup> Originally inspired by issues raised in the then-current Jessup Competition problem, the legal writing professors at Brooklyn Law went on to develop numerous original assignments over the next thirty-some years.<sup>20</sup>

Since the early 1980s, other law schools have experimented with internationalizing their legal writing courses.<sup>21</sup> Some have experi-

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impact of modern computerized legal research). The field of academic legal research has, in fact, long outpaced the field of legal writing in terms of global or international approaches to legal research instruction. As early as 1941, the American Association of Law Libraries (AALL) formed a Committee on Cooperation with Latin-American Law Libraries, and in 1985, the Foreign, Comparative & International Law Special Interest Section of the AALL was created. *Foreign, Comparative & International Law Special Interest Section Timeline*, AM. ASS'N L. LIBR., <http://www.aallnet.org//sis/fcilsis/history.html> (last visited Mar. 25, 2013); see also Susan L. DeJarnatt & Mark C. Rahdert, *Preparing for Globalized Law Practice: The Need to Include International and Comparative Law in the Legal Writing Curriculum*, 17 J. LEGAL WRITING INST. 3, 26–27 (2011) (providing examples of incorporation of international legal issues into legal research courses). For some background of the extensive and commendable work of law librarians in developing international and foreign legal research courses, see, e.g., MARY RUMSEY & MARCI HOFFMAN, *INTERNATIONAL AND FOREIGN LEGAL RESEARCH: A COURSEBOOK* (2d ed. 2012); Mary Rumsey, *Foreign and International Law Librarianship*, 25 LEGAL REFERENCE SERVICES Q. 73 (2006); Jean Davis et al., *Perspectives on Teaching Foreign and International Legal Research*, 19 LEGAL REFERENCE SERVICES Q. 55 (2001).

17. Edelman, *supra* note 3, at 417.

18. See Mary S. Lawrence, *An Interview with Marjorie Rombauer*, 9 J. LEGAL WRITING INST. 19 (2001) (discussing the historical development of legal writing programs in the United States and the use of briefs and memos in first year writing classes); see also Kristen Konrad Robbins-Tiscione, *From Snail Mail to E-Mail: The Traditional Legal Memorandum in the Twenty-First Century*, 58 J. LEGAL EDUC. 32, 32 (2008) (“Traditional legal memoranda have been used to teach objective analysis since the inception of legal writing programs in the 1970s.”).

19. Edelman, *supra* note 3, at 417.

20. See, e.g., *Curriculum*, *supra* note 14.

21. Similar courses are also offered at University of the Pacific McGeorge School of Law. See *Global Lawyering Skills*, PAC. MCGEORGE SCH. L., [http://www.mcgeorge.edu/Future\\_Students/JD\\_Program/Global\\_Impact/Global\\_Lawyering\\_Skills.htm](http://www.mcgeorge.edu/Future_Students/JD_Program/Global_Impact/Global_Lawyering_Skills.htm) (last visited Mar. 25, 2013). Villanova University School of Law has offered the first-year elective in International

mented with assigning international law research topics in a moot court context, for which students brief and argue issues before a mock International Court of Justice, while others have experimented with incorporating international law issues into domestic motion practice assignments or other memoranda.<sup>22</sup>

But, in “real life,” do international legal issues always involve lofty disputes pending before tribunals such as the ICJ, the Inter-American Court of Human Rights, and the like? Perhaps—at least for international lawyers fortunate enough to practice regularly before these tribunals. But what about a typical American lawyer with a locally based practice? For that lawyer, one might expect the answer to this question would be “No.” However, as noted previously, that same locally based attorney can encounter legal issues with international ramifications in *many* areas of law practice, for example, adoption law,<sup>23</sup> product liability,<sup>24</sup> and discovery.<sup>25</sup> Indeed,

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Advocacy for twenty years. See *International and Comparative Law*, VILL. U. SCH. L., <http://www.law.villanova.edu/Academics/Focus%20of%20Study/International%20and%20Comparative%20Law.aspx> (last visited Mar. 25, 2013). In addition, Professor Julia Ross at Georgetown University School of Law incorporates international and foreign legal research into her Legal Research and Writing course that is part of Georgetown’s “Week One: Law in a Global Context” program. See *Week One: Law in a Global Context*, GEO. L., <http://www.law.georgetown.edu/academics/academic-programs/jd-program/specialized-programs/week-one-law-in-a-global-context.cfm> (last visited Mar. 25, 2013); see also *infra* Appendix A, pp. 512-15; DeJarnatt & Rahdert, *supra* note 16, at 30 (describing Whittier Law School, University of Washington School of Law, University of Pittsburgh School of Law, and Syracuse University College of Law as offering an international law focus in legal writing courses).

22. In spring 2011, I surveyed professors on the LRWPROF-L listserv, see Legal Writing Inst., *Listservs*, LWIONLINE, [http://www.lwionline.org/mailling\\_lists.html](http://www.lwionline.org/mailling_lists.html) (last visited Mar 25, 2013), regarding whether and how they incorporated international legal issues in skills courses. See *infra* Appendix A, pp. 512-15. In follow-up emails, professors at several law schools described how they do so. Several schools report that they have offered courses that incorporate these kinds of issues on a regular basis and for a number of years. See, e.g., E-mail from Aaron Warshaw, Adjunct Professor, Brooklyn Law Sch. to author (Oct. 14, 2012) (on file with author); E-mail from Mary-Beth Moylan, Professor of Lawyering Skills, Univ. of the Pac. McGeorge Sch. of Law to author (Sept. 24, 2012) (on file with author); E-mail from Lucille Rignanese, Legal Writing Professor, Syracuse Univ. Coll. of Law to author (Oct. 7, 2012) (on file with author); E-mail from Jason S. Palmer, Assistant Professor of Legal Skills, Stetson Univ. Coll. of Law to author (Mar. 15, 2013) (on file with author). Villanova Law has done so for twenty years. Professors DeJarnatt and Rahdert have also reported how others incorporate international law into motion and memorandum assignments. See DeJarnatt & Rahdert, *supra* note 16, at 39-40.

23. See, e.g., Hague Convention on Protection of Children and Co-Operation in Respect of Intercountry Adoption, May 29, 1993, 32 I.L.M. 1134 (entered into force May 1, 1995), *available at* <http://www.hcch.net/upload/conventions/txt33en.pdf> (discussing intercountry adoption rules); see also *Abbott v. Abbott*, 130 S. Ct. 1983, 1987 (2010) (addressing parents’ rights under the Hague Convention on the Civil Aspects of International Child Abduction, Oct. 25, 1980,

it is more likely that the newly minted lawyer *will* be examining these kinds of issues, rather than starting his or her career at the United Nations or another international organization. Thus, legal writing professors can—and should—assign their students to research and write about these kinds of issues—and these assignments need *not* only be set in a moot court or appellate context.

How should one do this? Is it fair—or worthwhile—to subject first-year students to researching and writing about international law issues when they are just becoming familiar with the fields of torts, contracts, property, and civil procedure? Why *not*? International law issues can be incorporated as early as the end of the first semester of legal writing, but why not expose first-year students to the sections of the Federal Rules of Civil Procedure that examine topics like *forum non conveniens*<sup>26</sup> or ask them to determine whether an issue involving foreign law can be raised in court?<sup>27</sup> These topics, and others, can easily be incorporated into legal research and writing assignments, either in a first-semester predictive setting (e.g., predicting the likelihood of a foreign client's success on a motion to dismiss in favor of a foreign forum) or in a second-semester motion or appellate-style problem (e.g., determining whether the court below erred by permitting discovery relating to a matter pending before a foreign tribunal under 28 U.S.C. § 1782).

During the second semester, when many students will be studying constitutional law, consider having them brief and argue issues relating to whether various state courts can consider Shari'a or other types of international or foreign law.<sup>28</sup> Or explore some of

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T.I.A.S. No. 11670, and the International Child Abduction Remedies Act, 42 U.S.C.S. §§ 11601-11611) (1988).

24. See, e.g., *Goodyear Dunlop Tires Operations v. Brown*, 131 S. Ct. 2846, 2851 (2011) (finding North Carolina courts did not have jurisdiction over claim against Goodyear and subsidiaries where accident occurred in Paris and was allegedly caused by a defective tire manufactured by a foreign subsidiary of Goodyear).

25. See, e.g., 28 U.S.C. § 1782 (2006).

26. See *supra* note 7 and accompanying text.

27. See FED. R. CIV. P. 44.1, which states:

A party who intends to raise an issue about a foreign country's law must give notice by a pleading or other writing. In determining foreign law, the court may consider any relevant material or source, including testimony, whether or not submitted by a party or admissible under the Federal Rules of Evidence. The court's determination must be treated as a ruling on a question of law.

28. See, e.g., *Awad v. Zirix*, 670 F.3d 1111, 1116 (10th Cir. 2012) (upholding district court's decision granting preliminary injunction preventing Oklahoma State Election Board from certifying voter passage of state constitutional amendment that would prevent Oklahoma state courts from considering or using Shari'a law); see also Aaron Fellmeth, *International Law and Foreign Laws in the U.S. State Legislatures*, 15 ASIL INSIGHTS (May 26, 2011), <http://www.asil>

the varied legal issues raised by parties before the International Court of Justice.<sup>29</sup> Borrow some ideas from legal writing professors who have already developed and tested assignments incorporating international or comparative law; you may be surprised to learn how many international and comparative law research and writing assignments have become available during the past decade.<sup>30</sup>

Law schools can also bring international law to life in the classroom by inviting local practitioners to speak to students about the types of international legal matters that they have litigated or the transnational deals they have negotiated.<sup>31</sup> How can one justify these visits in the context of a legal writing course? First, visiting practitioners can (and will) tell students that becoming a good international lawyer begins with becoming a *good lawyer*. This involves developing strong legal research, writing, analysis, and oral communication skills, thus emphasizing the importance of developing and honing those basic skills. Second, visiting professors will serve as living proof that students *can* become the international

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.org/insights110526.cfm (last visited Feb. 27, 2013) (summarizing the trend in adopting legislation hostile to international and foreign laws).

29. See *List of All Cases*, INT'L CT. JUST., <http://www.icj-cij.org/docket/index.php?p1=3&p2=2> (last visited Feb. 27, 2013) (listing all recent cases on the ICJ docket).

30. The Legal Writing Institute is a non-profit organization that "provid[es] a forum for discussion and scholarship about legal writing, analysis, and research." See LEGAL WRITING INST., <http://www.lwionline.org> (last visited Mar. 25, 2013). It is known for its Idea Bank, a password-protected resource that offers some internationally oriented assignments. See *Idea Bank*, LEGAL WRITING INST., [http://www.lwionline.org/idea\\_bank.html](http://www.lwionline.org/idea_bank.html); see also DeJarnatt & Rahdert, *supra* note 16, at 32-45 (offering numerous ideas for internationalizing legal research and writing assignments); Foreign, Comparative & International Law Special Interest Section, *2011 Syllabi and Course Materials Database*, AM. ASS'N L. LIBR., <http://www.aallnet.org/sis/fcilsis/syllabi.html#apublicint> (last updated Aug. 6, 2012). Moreover, legal research and legal writing professors are often more than willing to share their syllabi and assignments when asked to do so.

31. This year, I introduced guest speakers into the International Advocacy course on a regular basis. To date, the speakers included a former Co-Chair of the International Law Section of the Philadelphia Bar Association and Villanova Law graduates practicing international arbitration in Shanghai, China, engaging in anti-trafficking work in Ecuador, and engaging in refugee and asylum work for the Refugee Affairs Division, U.S. Citizenship, and Immigration Services of the Department of Homeland Security. Speakers were asked to discuss their career paths and the nature of their work, and to reflect upon the role and importance of developing strong legal communication skills in any type of law practice. Students have generally found the speakers' presentations and discussions to be very worthwhile, commenting, for example, "I really enjoy seeing how people are using their Villanova degrees;" "the fact that these individuals have a connection to . . . Villanova . . . is reassurance that this law school is a place where one may have a professional career in international law if they so desire;" and "[c]oncepts are interesting to learn about from books, lectures, and caselaw, but a guest speaker can provide stories and advice from real world experience in the field." *International Advocacy Guest Speaker Survey*, *infra* Appendix E, p. 532, Q. 4 (responses on file with author).

lawyers they seek to become—regardless of whether they litigate issues before international tribunals or represent local clients who seek to do business abroad.

## II. DOES INTERNATIONALIZATION OF LEGAL WRITING ADD VALUE TO LEGAL EDUCATION?

The affirmative answer to this question is intimately connected to whether internationalizing legal education enhances law students' marketability and competency. Both academia and the practicing bar have spoken about the importance of preparing law students for global practice.<sup>32</sup> That said, there is no question that law schools should prepare their graduates to confront international and foreign legal issues competently from the outset of their careers. For a professor fascinated with issues of international and comparative law, requiring students to research and write about issues in these fields is exciting. But does this work benefit the *student* in any concrete ways? One would hope so. Given the globalization of law practice, the demand for today's law graduates to be exposed to legal issues both international and comparative in nature can only grow. Although local counsel abroad will still be the true experts in the law of their jurisdictions—familiar with local procedures and admitted to practice—is it not sensible for today's law graduates to at least *be able to recognize* international and comparative legal issues when they arise and be able to work more productively with local counsel abroad early in their careers? Might it not be sensible for all law schools to boldly offer globalized legal skills courses to *all* of their students?<sup>33</sup>

Some members of the constituency with which I am most familiar—the 700-plus graduates of Villanova Law School who have been exposed to international law in their first-year legal writing courses—have shared some examples of how this exposure has been

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32. In reference to academia, see Ass'n of Am. Law Sch., *2013 Annual Meeting: Global Engagement and the Legal Academy*, AALS (Dec. 10, 2012), <http://aals.org/am2013/FinalProgram2013.pdf>. In reference to the practicing bar, see John Bringardner, *U.S. Law Firms Expanding Abroad*, N.Y. TIMES, Nov. 23, 2008, [http://www.nytimes.com/2008/11/23/world/americas/23iht-lawyers.1.18063294.html?pagewanted=all&\\_r=1&](http://www.nytimes.com/2008/11/23/world/americas/23iht-lawyers.1.18063294.html?pagewanted=all&_r=1&).

33. McGeorge's Global Lawyering Skills program, which spans four semesters, "require[s] students to use international as well as domestic sources to solve client problems." *Global Lawyering Skills*, U. PAC. MCGEORGE SCH. L., [http://www.mcgeorge.edu/Future\\_Students/JD\\_Programs/Global\\_Impact/Global\\_Lawyering\\_Skills.htm](http://www.mcgeorge.edu/Future_Students/JD_Programs/Global_Impact/Global_Lawyering_Skills.htm).

useful to them in their years of law practice.<sup>34</sup> Of the seventy-one alumni of the International Advocacy course, nearly half reported that they have represented clients from the United States with offices or businesses abroad or worked with counsel in other countries.<sup>35</sup> Alumni in the next largest group, comprising more than one-third of the respondents, reported that they have represented clients from other countries or negotiated contracts or other transactions between the U.S. and foreign entities.<sup>36</sup> Two-thirds of those responding indicated that they have been involved in some type of international legal work since graduation.<sup>37</sup> Consider the response of one alumnus:

I am currently practicing law in a small firm . . . in a small town . . . in Wisconsin. I am often amazed at the required breadth of such a practice, and that includes international law as well. For example, I have had clients dealing with deportation issues, and dealing with custody and placement issues when one parent lives/vacations abroad. I suspect the globalization of our world will continue to make international legal issues more common, even in rural areas in the Midwest.<sup>38</sup>

Another commented more broadly on the relevance of exposure to international legal issues in his or her law practice:

I think many professionals . . . are beginning to realize that globalization is inevitable and those who gain skills to practice internationally will have an edge over those who don't. Not all attorneys' practices include international clients or topics; however, I believe that if we went one level deeper

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34. See Diane Penneys Edelman, *International Advocacy Alumni Survey*, *infra* Appendix B., pp. 518-19, Q. 7 & 13 (responses on file with author). The author hopes to survey a larger portion of this alumni group and report further on this data.

35. See *id.* at 518, Q. 7, which asked respondents to note whether their law practices involved a variety of international or foreign legal matters (responses on file with author).

36. See *id.*

37. See *id.*

38. See *id.* At 520, Q. 22 (responses on file with author). Even an alumnus whose practice is not international in nature reports on the benefits of the International Advocacy course:

Legal writing skills have been critical to my success (i.e., defined as getting/keeping a job) so far in the legal profession. I have seen associates, particularly summer associates, struggle when they have not been adequately trained in legal writing in law school. As long as international legal writing continues teaching the same core concepts (e.g., organization, analysis, clarity) . . . I think it is an excellent option for students. The "international" aspect of the course makes it more interesting and adds a research/writing skill to the student's "toolbox."

with the work we do on a day to day basis, we would realize that it has [repercussions] for the international community, whether those are small or large.<sup>39</sup>

These are but a few of the examples of alumni feedback recognizing the value of their International Advocacy experience.

And what are the views of the practicing bar? Like Villanova's International Advocacy alumni, a majority of sixty-seven local Philadelphia practitioners surveyed reported that they engaged in the same kinds of international legal work as the Villanova alumni.<sup>40</sup> When asked to describe any law school courses that they believe law schools should offer to best prepare their graduates to practice international law, many of the responding practitioners responded that law schools should expose law students to comparative law, that is, the law of other legal systems.<sup>41</sup> In fact, the practitioners offered numerous suggestions for designing additional international law-oriented courses to better prepare new international lawyers.<sup>42</sup> In short, there is no question that exposure to international legal issues in law school, in a variety of classroom settings, is important to the development of a successful international lawyer.

This exposure need not wait until the second year of law school. Rather, legal writing and legal research professors should provide first-year students with assignments that familiarize them with the broad panoply of international legal issues that are likely to arise during their careers—even if they never set foot outside of the United States. Whether they litigate, practice transactional law, represent asylum-seekers, adoptive parents, or owners of small businesses, tomorrow's new international lawyers will benefit from learning as early as possible how international legal issues permeate American law practice.

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39. *See id.*

40. *See* Practitioner International Legal Education Survey, *infra* Appendix C, p. 524, Q. 8 (responses on file with author). This survey was sent to members of the Philadelphia Bar Association's International Law Committee and Business Law Section. Of the fifty-four attorneys responding to this question, two-thirds or more reported that they have represented clients from other countries, represented U.S. clients with office or businesses abroad, negotiated contracts or other transactions between U.S. and foreign entities, or worked with counsel abroad.

41. *See id.* at 525, Q. 13 (responses on file with author).

42. *See id.* at 525, Q. 14 (responses on file with author).

## III. THE FUTURE

As Professors Susan DeJarnatt and Mark Rahdert have stated, “[i]ndeed, if American legal education is truly serious about the globalization of law, we should demonstrate that belief by including global legal research in the toolkit of essential skills that students are expected to acquire.”<sup>43</sup> What Professors DeJarnatt and Rahdert have said about the need for global research is equally true for international legal writing. The scope of these skills should not be limited to the main global issues of international human rights or laws of war or the business deals of large multi-national corporations, but the international legal issues that pervade the lives of our *everyday* clients—small businesses, adoptive parents, international travelers, and individuals injured when travelling abroad or by products manufactured outside of the United States. Moreover, our students need not only analyze and write about international or foreign legal issues in a theoretical moot court context; rather, they can draft motions that focus on the role of foreign law in U.S. courts or on the interpretation of state and federal statutes that have foreign or international legal implications. They can draft strategy memoranda,<sup>44</sup> pleadings, and predictive memoranda as well. They can search the Internet and blogs to find their own concrete examples of the role of international legal issues in everyday life<sup>45</sup> and identify current issues that involve not only international politics, but also international law. By including these kinds of assignments, we can enhance our students’ knowledge of new sources of law—perhaps, in fact, the existence of sources of law outside the United States—and we can better prepare them for today’s legal practice.

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43. DeJarnatt & Rahdert, *supra* note 16, at 17. The resources for teaching international legal research are abundant—one need only consult a law school’s librarians. A number of law schools report offering specific courses in this area, including Drexel University, Earle Mack School of Law; Duke University School of Law; and Loyola Law School-Los Angeles. See *infra* Appendix A, p. 513, Q. 12 (responses on file with author).

44. DeJarnatt & Rahdert, *supra* note 16, at 40.

45. See, e.g., *International Law: 100 Ways It Shapes Our Lives*, AM. SOC’Y INT’L L., <http://www.asil.org/asil100/ways.html> (last visited Mar. 25, 2013). The prevalence of international legal issues provides ample opportunity for creative and engaging teaching. I have experimented with writing and oral assignments that require students to post analyses of international legal issues that appear in news media and to present informal oral advice to a colleague regarding an international issue and then negotiate a resolution to that issue.

What will the practice of law look like thirty years from now? Will tomorrow's lawyers have to consider jurisdiction in outer space?<sup>46</sup> How will the formation of new nations, or the break-up of nations now existing, and the shifting balances of power in the world, affect international business transactions and concepts of personal jurisdiction? Will the existence of more (or fewer) international tribunals change the landscape of commercial and public international law? How will changes in technology and outsourcing continue to affect law practice?

We must think ahead to anticipate what the future may have in store for the profession, and we should let our speculation and imagination – within reasonable limits – guide our approach to legal education. Notwithstanding what the future has in store for international law practice, there is no question that by teaching students to research, analyze, write, and speak about law outside the comfortable boundaries of our states and country, we are helping to expand their legal horizons and preparing them to represent diverse clients and work on matters that cross national boundaries. Law schools should support this enhancement of the curriculum. Professors should experiment with incorporating international legal research and writing in both the first and later years of law school and law students should take the calculated risk that by expanding their knowledge and abilities in these areas, they will become the well-prepared global lawyers of the future.

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46. Interestingly, outer space is governed by international law. See, e.g., Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, Including the Moon and Other Celestial Bodies, Jan. 27, 1967, 18 U.S.T. 2410, 610 U.N.T.S. 205.

## APPENDIX A: GLOBALIZED LEGAL SKILLS TEACHING SURVEY

Over the past 30 years, many legal writing courses and legal research courses (including some combined LW/LR courses) have incorporated exposure to international/foreign/comparative legal issues.

In connection with writing projects that I'm working on, I'd like to have up-to-date information on this subject.

Please take a few minutes to complete the survey below. I will not include information about your program in my project without contacting you.

[signature and contact information]

1. What is your last name?
2. What is your first name?
3. What is your e-mail address?
4. [duplicate question omitted]
5. Does your law school offer any legal WRITING courses for J.D. students that include an international/foreign/comparative law component or perspective?

Yes

No

6. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., International Legal Writing (Doe, Jane).

| [list up to 6 courses]

7. Does your law school offer any legal WRITING courses for ESL students that include an international/foreign/comparative law component or perspective?

Yes

No

8. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., Legal Writing for ESL Students (Doe, Jane).

[list up to 6 courses]

9. Does your law school offer any legal WRITING courses for LLM students that include an international/foreign/comparative law component or perspective?

Yes

No

10. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., Legal Writing for LLM Students (Doe, Jane).

[list up to 6 courses]

11. Does your law school offer any legal RESEARCH courses for J.D. students that include an international/foreign/comparative law component or perspective?

Yes

No

12. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., International Legal Research (Doe, Jane).

[list up to 6 courses]

13. Does your law school offer any legal RESEARCH courses for ESL students that include an international/foreign/comparative law component or perspective?

Yes

No

14. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., Legal Research for ESL Students (Doe, Jane).

[list up to 6 courses]

15. Does your law school offer any legal RESEARCH courses for LLM students that include an international/foreign/comparative law component or perspective?

Yes

No

16. If your answer to the preceding question was "yes," please list the courses that include this component/perspective. Please list the name of the professor teaching the course in parentheses. E.g., Legal Research for LLM Students (Doe, Jane).

[list up to 6 courses]

17. Has anyone on your legal writing faculty taught legal writing or others skills courses abroad?

Yes

No

I don't know.

18. If your answer to the preceding question was "yes," please provide the name and email address of the faculty member(s) who have taught abroad. E.g., Thomas Jones, jones@lawschool.edu

[list up to 6 professors]

19. Has anyone on your legal research faculty taught legal writing or others skills courses abroad?

Yes

No

I don't know.

Same

20. If your answer to the preceding question was "yes," please provide the name and email address of the faculty member(s) who have taught abroad. E.g., Thomas Jones, jones@lawschool.edu

[list up to 6 professors]

21. Comments:

## APPENDIX B: INTERNATIONAL ADVOCACY ALUMNI SURVEY

Dear International Advocacy Alumni,

Hello from VLS!

I hope that you are all doing well.

I write to ask you to complete a brief survey regarding the international legal dimensions of your law practice and your thoughts about how law schools can best prepare law students for international practice.

Most of you knew me as your legal writing professor, and all of you were enrolled in the International Advocacy section of Legal Writing during your second semester of law school. This is the twentieth year of the program, and more than 700 students have taken this course to date.

I continue to be active in what I'll call the field of the 'globalization of legal education,' and am currently preparing some conference presentations and publications on this topic. I realize that not all of you practice international law, but for those of you who do, I'd like your input on how well law school prepared you for the international aspects of your law practice, and what advice you might give to law schools and law students regarding preparing students for this kind of practice. And for those of you who don't practice any sort of international law, I'd like to hear what you are doing.

I would greatly appreciate it if you would complete this survey to aid me in my research, and to provide guidance for legal educators generally.

Please feel free to contact me with any questions or suggestions, and thank you in advance for your time.

Please also note that this survey is being sent in connection with my research projects, and not on behalf of Villanova Law.

[signature and contact information]

1. In what year did you graduate from law school (i.e., earn your first law degree)?
2. Name of employer, if currently employed:
3. Do you hold any advanced degrees in law? Please check all that apply.

Yes, an LL.M.

Yes, a JSD.

Yes, a PhD.

No.

4. If you did earn an advanced law degree, was the degree in a particular specialty?

I did not earn an advanced degree in law.

No

Yes

If "yes," please state the specialty or title of your advanced degree:

5. Have you ever practiced law abroad?

No

Yes

If "yes," please state the city(ies) and country(ies) where you practiced, and the amount of time that you practiced abroad.

6. What best describes your current practice? Please check all that apply. The size of the law firm refers to lawyers in all offices of the firm, domestic and abroad, if any.

Private practice (2-20 attorneys)

Private practice (21-50 attorneys)

Private practice (51-100 attorneys)

Private practice (100+ attorneys)

Academia

Municipal government

State government  
Federal government  
Solo private practice  
In-house  
Not employed as an attorney  
Other (please specify):

7. Does your practice involve any of the following? Please check all that apply. For purposes of this question, "international" law refers to the law applied by international courts or tribunals. "Foreign" law refers to the law of countries other than the United States.

Representing clients from other countries  
Representing U.S. clients with offices or businesses abroad  
Litigating issues of international or foreign law in U.S. federal or state courts  
Litigation before international courts or tribunals  
International arbitration  
Negotiating contracts/transactions between U.S. and foreign entities  
Negotiating contracts/transactions between foreign entities  
Working with counsel in other countries  
Researching international law  
Researching foreign law  
Other (please specify):

8. In addition to your first-year International Advocacy course, did you take any law school course that exposed you to researching international or foreign law? If so, please list those courses.

Yes

No

Title of course(s)

9. What law school courses that you took have been most helpful to the international aspects of your law practice? Please list all that apply.

[list up to 5 courses]  
Not applicable

10. Please list any law school activities that you participated in that involved international or foreign law, e.g., law journal, moot court team, etc.

11. Did you ever study law abroad? Please check all that apply.

Yes, during the summer, when I was a student at VLS.

Yes, during the academic year, when I was a student at VLS.

Yes, after I graduated from VLS.

No.

If you answered "yes" to this question, please describe the program that you studied in location, year, subject(s), general comments.

12. In retrospect, are there any international or comparative law course(s) that you did not take that you now believe would be useful for your law practice?

Yes

No

If "yes," please specify.

13. What international or foreign law topics do you think would be helpful to expose first-year students to in a legal research or legal writing course? Please check all that apply.

How to research international law (treaties, customary international law, etc.)

U.S. federal statutes that deal with some aspect of international or foreign law (e.g., forum non conveniens, discovery abroad, legal systems of other countries, foreign sovereign immunity, etc.)

State statutes that deal with some aspect of international or foreign law (e.g., admissibility of evidence, applicability of foreign law, etc.)

No opinion

14. Please list or describe any specific topics that you think would be appropriate and useful topics for this course.
15. Please list and and/or briefly describe the law school courses, if any, that you believe law schools today should offer to best prepare their graduates to practice international law.
16. If you could design one or two law school courses that would best prepare law graduates for the kind of international practice that you are engaged in, what skills and/or substantive training would that course include?
17. Your name (optional)
18. Office telephone number (optional)
19. E-mail address (optional)
20. May I contact you to discuss your answers to this survey?

Yes

No

21. May I include your answer(s) to the survey in my presentation(s) and publication(s)?

Yes, and you may refer to me by name.

Yes, but I would prefer that you keep my response(s) anonymous.

No.

Other (please specify)

22. Would you be interested in participating on a panel with law professors and/or law students on the topic of globalizing legal education?

Yes

No

Not sure

23. Please add any comments that you think would be helpful regarding the topic of globalizing legal education.

APPENDIX C: PRACTITIONER INTERNATIONAL LEGAL EDUCATION  
SURVEY

Dear Colleagues,

I write to introduce myself and to ask you to complete a brief survey regarding the international legal dimensions of your law practice and your thoughts about how law schools can best prepare law students for international practice.

I am the Director of International Programs and a Professor of Legal Writing at the Villanova University School of Law. I am active in what I'll call the field of the 'globalization of legal education,' and am currently preparing some conference presentations and publications on this topic.

Of particular interest to me are how well law school prepared you for the international aspects of your law practice, and what advice you might give to law schools and law students regarding preparing students for this kind of practice. I would greatly appreciate it if you would complete this survey to aid me in my research, and to provide guidance for legal educators generally.

Please feel free to contact me with any questions or suggestions, and thank you in advance for your time.

Please also note that this survey is being sent in connection with my research projects, and not on behalf of Villanova Law.

[signature and contact information]

1. In what year did you graduate from law school (i.e., earn your first law degree)?
2. Name of employer, if currently employed
3. Name of law school where you earned your J.D. or LL.B. degree

4. Do you hold any advanced degrees in law? Please check all that apply.

Yes, an LL.M.

Yes, a JSD.

Yes, a PhD.

No.

5. If you did earn an advanced law degree, was the degree in a particular specialty?

I did not earn an advanced degree in law.

No

Yes

If "yes," please state the specialty or title of your advanced degree:

6. Have you ever practiced law abroad?

No

Yes

If "yes," please state the city(ies) and country(ies) where you practiced, and the amount of time that you practiced abroad.

7. What best describes your current practice? Please check all that apply. The size of the law firm refers to lawyers in all offices of the firm, domestic and abroad, if any.

Private practice (2-20 attorneys)

Private practice (21-50 attorneys)

Private practice (51-100 attorneys)

Private practice (100+ attorneys)

Academia

Municipal government

State government

Federal government

Solo private practice

In-house

Not employed as an attorney

Other (please specify):

8. Does your practice involve any of the following? Please check all that apply. For purposes of this question, "international" law refers to the law applied by international courts or tribunals. "Foreign" law refers to the law of countries other than the United States.

Representing clients from other countries  
Representing U.S. clients with offices or businesses abroad  
Litigating issues of international or foreign law in U.S. federal or state courts  
Litigation before international courts or tribunals  
International arbitration  
Negotiating contracts/transactions between U.S. and foreign entities  
Negotiating contracts/transactions between foreign entities  
Working with counsel in other countries  
Researching international law  
Researching foreign law  
Other (please specify):

9. What law school courses that you took have been most helpful to the international aspects of your law practice? Please list all that apply.

[list up to 5 courses]

Not applicable

10. Did you take any law school course that exposed you to researching international or foreign law? If so, please list those courses.

Yes

No

Title of course(s)

11. Please list any law school activities that you participated in that involved international or foreign law, e.g., law journal, moot court team, etc.

12. In retrospect, are there any international or comparative law course(s) that you did not take that you now believe would be useful for your law practice?

Yes

No

If "yes," please specify.

13. Please list and and/or briefly describe the law school courses, if any, that you believe law schools today should offer to best prepare their graduates to practice international law.

14. If you could design one or two law school courses that would best prepare law graduates for the kind of international practice that you are engaged in, what skills and/or substantive training would that course include?

15. Your name (optional)

16. Office telephone number (optional)

17. E-mail address (optional)

18. May I contact you to discuss your answers to this survey?

Yes

No

19. May I include your answer(s) to the survey in my presentation(s) and publication(s)?

Yes, and you may refer to me by name.

Yes, but I would prefer that you keep my response(s) anonymous.

No.

Other (please specify)

20. Would you be interested in participating on a panel with law professors and/or law students on the topic of globalizing legal education?

Yes

No

Not sure

21. Please add any comments that you think would be helpful regarding the topic of globalizing legal education.

APPENDIX D: SAMPLING OF OFFICES ABROAD FOR NEW YORK  
AND PHILADELPHIA LAW FIRMS<sup>47</sup>

<b>Firm</b>	<b>Home Office</b>	<b>Offices Abroad</b>
White and Williams	Philadelphia	Shanghai, Tianjin
Drinker Biddle and Reath	Philadelphia	London
Blank Rome	Philadelphia	Hong Kong, Shanghai
Saul Ewing	Philadelphia	n/a
Pepper Hamilton	Philadelphia	n/a
Dechert	Philadelphia	Almaty, Beijing, Brussels, Dubai, Dublin, Frankfurt, Hong Kong, London, Luxembourg, Moscow, Munich, Paris, Tbilisi,
Stradley Ronon Stevens & Young	Philadelphia	n/a
Morgan Lewis and Bockius	Philadelphia	Almaty, Beijing, Brussels, Frankfurt, London, Moscow, Paris, Tokyo
Fox Rothchild	Philadelphia	n/a
Schnader Harrison	Philadelphia	n/a
Cozen O'Connor	Philadelphia	London, Toronto
Duane Morris	Philadelphia	Hanoi, Ho Chi Minh, London, Singapore
Marshall	Philadelphia	n/a
Ballard Spahr	Philadelphia	n/a
Latham and Watkins	New York City	Abu Dhabi, Barcelona, Beijing, Brussels, Doha, Dubai, Frankfurt, Hamburg, Hong Kong, London, Madrid, Milan, Moscow, Munich, Paris, Riyadh, Rome, Shanghai, Singapore, Tokyo
Skadden, Arps, Slate, Meagher and Flom	New York City	Beijing, Brussels, Frankfurt, Hong Kong, London, Moscow, Munich, Paris, Sao Paulo, Shanghai, Sydney, Tokyo, Toronto, Vienna

47. Firm names obtained from *Introducing the NLJ 350*, NAT'L L. J. (Apr. 16, 2012), [http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1202489565842&Introducing\\_the\\_NLJ\\_350](http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1202489565842&Introducing_the_NLJ_350) and *America's Largest 250 Law Firms*, INTERNET LEGAL RESEARCH GROUP, <http://www.ilrg.com/nlj250> (last updated Jan. 2011). Both sites gathered information from official website of each firm. Both pages last accessed March 1, 2013.

White and Case	New York City	Abu Dhabi, Almaty, Ankara, Beijing, Berlin, Bratislava, Brussels, Bucharest, Budapest, Doha, Dusseldorf, Frankfurt, Geneva, Hamburg, Helsinki, Hong Kong, Istanbul, Johannesburg, London, Mexico City, Milan, Monterrey, Moscow, Munich, Paris, Prague, Riyadh, Sao Paulo, Shanghai, Singapore, Stockholm, Tokyo, Warsaw
Greenberg Traurig	New York City	Amsterdam, London, Mexico City, Shanghai, Tel Aviv, Warsaw
Weil, Gotshal, and Manges	New York City	Beijing, Budapest, Dubai, Frankfurt, Hong Kong, London, Munich, Paris, Prague, Shanghai, Warsaw
Cleary, Gottlieb, Steen, and Hamilton	New York City	Abu Dhabi, Beijing, Brussels, Buenos Aires, Cologne, Frankfurt, Hong Kong, London, Milan, Moscow, Paris, Rome, Sao Paulo
Paul, Hastings, Janofsky, and Walker	New York City	Beijing, Brussels, Frankfurt, Hong Kong, London, Milano, Paris, Shanghai, Tokyo
Simpson, Thatcher, and Bartlett	New York City	Beijing, Hong Kong, London, Sao Paulo, Tokyo
Shearman and Sterling	New York City	Abu Dhabi, Beijing, Brussels, Dusseldorf, Frankfurt, Hong Kong, London, Milan, Munich, Paris, Rome, Sao Paulo, Singapore, Tokyo, Toronto
Sullivan and Cromwell	New York City	Beijing, Frankfurt, Hong Kong, London, Melbourne, Sydney, Tokyo
Paul, Weiss, Rifkind, Wharton, and Garrison	New York City	Beijing, Hong Kong, London, Tokyo, Toronto
Debevoise and Plimpton	New York City	Frankfurt, Hong Kong, London, Moscow, Paris, Shanghai

Wilson, Elser, Moskowitz, Edelman, and Dicker	New York City	London
Davis, Polk, and Wardwell	New York City	Beijing, Hong Kong, London, Madrid, Paris, Sao Paulo, Tokyo
Nixon Peabody	New York City	Hong Kong, London, Paris, Shanghai
Proskauer Rose	New York City	Beijing, Hong Kong, London, Paris, Sao Paulo
Pillsbury, Winthrop, Shaw, Pittman	New York City	Abu Dhabi, London, Shanghai, Tokyo
Willkie, Farr, and Gallagher	New York City	Brussels, Frankfurt, London, Milan, Paris, Rome
Milbank, Tweed, Hadley, and McCloy	New York City	Beijing, Frankfurt, Hong Kong, London, Munich, Sao Paulo, Singapore, Tokyo
Fried, Frank, Harris, Shriver, and Jacobson	New York City	Frankfurt, Hong Kong, London, Paris, Shanghai
Loeb and Loeb	New York City	Beijing
Cravath, Swaine, and Moore	New York City	London
Cadwalader, Wickersham, and Taft	New York City	Beijing, Brussels, Hong Kong, London
Chadbourne and Park	New York City	Beijing, Dubai, Istanbul, Kyiv, London, Mexico City, Moscow, Sao Paulo, Warsaw
Kaye Scholer	New York City	Frankfurt, London, Shanghai
Schulte, Roth, Zabel	New York City	London
Kramer, Levin, Naftalis, and Frankel	New York City	Paris
Hughes, Hubbard, and Reed	New York City	Paris, Tokyo
Kasowitz, Benson, Torres, and Friedman	New York City	n/a
Kelley, Drye, and Warren	New York City	Brussels
Cahill, Gordon, and	New York City	London

Reindel		
Wachtell, Lipton, Rosen, and Katz	New York City	n/a
Curtis, Mallet-Prevost, Colt, and Mosle	New York City	Almaty, Ashgabat, Astana, Buenos Aires, Dubai, Frankfurt, Istanbul, Kuwait City, London, Mexico City, Milan, Muscat, Paris
Fragomen, Del Rey, Bernsen, and Loewy	New York City	Auckland, Bangalore, Brisbane, Beijing, Brussels, Canberra, Dubai, Frankfurt, Guangzhou, Hong Kong, Johannesburg, Kochi, London, Melbourne, North Ryde, Paris, Perth, San Jose, Singapore, Sydney, Wellington
Epstein, Becker, and Green	New York City	n/a
Stroock and Stroock and Lavan	New York City	n/a
Boies, Schiller, and Flexner	New York City	n/a
Patterson, Belknap, Webb, and Tyler	New York City	n/a
Fitzpatrick, Cella, Harper, and Scinto	New York City	n/a
Kenyon and Kenyon	New York City	n/a
Seward and Kissel	New York City	n/a
Herrick, Feinstein	New York City	n/a

APPENDIX E: INTERNATIONAL ADVOCACY GUEST SPEAKER  
SURVEY

Dear Students,

As you know, this is the first year that I have introduced the idea of having guest speakers in the International Advocacy course.

The goals of this aspect of the course are to show you some of the ways that international legal issues may arise in law practice, as well as the varied nature of international practice. In addition, the visits are intended to introduce you to Villanova Law alumni and others with whom you might network to discuss job and externship opportunities. Finally, it is my hope that the speakers will share with you how the development of strong legal communication skills research, analysis, writing, and oral communication is the foundation for success in your law practice, whether international or otherwise.

To see how these visits are meeting these goals, please take a few minutes to complete this survey.

Thank you!

1. Name
2. Please mark how interesting you found the following speakers.

[names of speakers omitted]

Not interesting  
Somewhat interesting  
Very Interesting  
Did not attend

3. Have you communicated with the guest speaker since his or her presentation in class?

[names of speakers omitted; students were asked to respond yes/no for each speaker]

Yes

No

4. Please comment on your overall interest in having international lawyers speak in our course.
5. Please list any suggestions you have for future speakers.