

ETHICAL LAWYERING IN A GLOBAL COMMUNITY

COURSE OUTLINE

PART II

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| TERMS: | Fall 2007-Winter 2008 |
| DATES: | Part I: 4-7 September 2007 Part II: 8-17 January 2008 |
| PROFESSORS: | Adam Dodek Trevor Farrow (Course Director) Janet Mosher Robert Wai |
| GRADUATE TEACHING ASSISTANTS: | Rusby Chaparro Graham Hudson Stuart O'Connell Mary Stokes |

RECAP OF COURSE OVERVIEW¹

INTRODUCTION

This course integrates an introduction to legal ethics and professionalism with an introduction to the multicultural and international, comparative and transnational (ICT) dimensions of contemporary Canadian law and lawyering. The course is delivered in two segments.

Part I of the course – taught over four days in the first week of the fall term – introduces students to:

- multiple visions of lawyering in multicultural and global contexts;
- the legal profession and professionalism;

¹ This recap section is essentially repeated from the outline from Part I of the course, which is still available – together with an electronic copy of this outline for Part II of the course, online: Trevor C. W. Farrow faculty course webpage, Osgoode Hall Law School , York University
<http://osgoode.yorku.ca/QuickPlace/trevorfarrow/PageLibrary852573410062FAF0.nsf/h_Toc/92be13faec1b58390525670800167238/?OpenDocument>.

- foundational issues including access to justice and the public interest; and
- a number of the ethical, professional and practical issues that students may encounter in the Osgoode Public Interest Requirement (OPIR) program.

Part II of the course, taught in an intensive session in the first two weeks of the winter term and building on the themes developed in Part I, is designed to:

- introduce students to basic ethical concepts and moral theories; and
- examine, primarily using a case-study approach, some of the ethical and professional challenges posed by the cross-cultural and ICT character of Canadian legal practice.

BACKGROUND

The changing nature of legal practice has resulted in the proliferation of practice contexts and roles for lawyers. This course introduces students to multiple visions of lawyering and professional roles and the many contexts in which those roles are performed. It asks whether and how context should matter in terms of how lawyers conceptualize their roles and their individual and collective professional and ethical obligations. It explores questions of how legal professionals working in different settings such as private practice, government, legal aid clinics, the legal academy, or beyond the formal practice of law, should conceptualize their roles, opportunities and obligations. It explores different *lawyering visions*; that is, visions of *how* one undertakes the task of lawyering: for instance, lawyer as collaborator, lawyer as deal-maker, lawyer as expert, lawyer as facilitator, lawyer as negotiator, lawyer as translator/storyteller, lawyer as friend and lawyer as hired gun. It questions the centrality of adversarialism and neutral partisanship (the “hired gun” vision) in depictions of lawyers’ roles. It emphasizes the importance of a self-conscious selection of lawyering vision. In the process, it draws students’ attention to the power dynamics in lawyer-client relationships, to the scope of conversations lawyers ought to have with clients, and to possible individual or collective duties beyond those owed to clients. In so doing, the course will put the concept of the public interest front and centre and ask students to engage in a critical and self-reflective conversation about what the public interest is and what it means in terms of lawyering, the profession and professionalism. Central to all of these discussions will be the underlying theme of access to justice.

Further, the communities served by lawyers, the practice contexts in which they work and the problems they encounter are increasingly diverse, complex, transnational and global in character, demanding new competencies and raising a host of new issues about ethics and professionalism. More and more lawyers engage in transnational practices, including, for example, corporate, family, labour and human rights practices. Knowledge of other legal systems and the norms of professional conduct in other jurisdictions is increasingly essential in such settings. Even beyond these self-consciously transnational contexts, few if any fields remain in which legal professionals can rely solely on

knowledge of a single, domestic legal system. Local communities are microcosms of global diversity in which a multiplicity of official and unofficial legal orders and ethical systems overlap. The global nature of local communities means that the vast majority of lawyers will be required to work in contexts that require cross-cultural competencies and sensitivities to diverse moral perspectives. Indeed, competent legal representation necessitates attention to the cross-cultural and ICT dimensions of much legal work.

LEARNING OBJECTIVES

The overall objective of this course is to encourage students to engage in an expansive, moral conversation about lawyering that will lead to a reflective and critical approach to ethical lawyering in a global community.

By the end of the course, students should be able to:

- appreciate the breadth and diversity of visions of lawyering;
- articulate their own preliminary lawyering vision (at least tentatively);
- demonstrate the ability to think critically about the legal profession and professionalism in society and in their own lives;
- think critically and imaginatively about individual and collective professional issues such as access to justice and the public interest;
- demonstrate a basic understanding of several major strands of moral theory;
- discern ethical frameworks that are appropriate to various lawyering roles and practice contexts;
- engage in ethical deliberations about legal problems in manners that are open to multiple viewpoints, moral perspectives and legal orders;
- demonstrate an understanding of basic ICT concepts;
- appreciate the diverse practices of lawyers and the multicultural and ICT norms and contexts that shape those practices;
- analyze, discuss and write about ethics, professionalism and ICT issues in ways that integrate skills and themes introduced in other law school courses and in pre-law school education and experiences; and
- develop a context for some of the ethical, professional and practical issues that students may encounter in the OPIR program.

It is important to emphasize that the course does not attempt to provide a comprehensive treatment of either legal ethics/professionalism or the ICT dimensions of contemporary Canadian law. Rather, it seeks to expose students in relevant and meaningful ways to both areas from the very start of their legal education and lay the foundations for consideration of these issues in the rest of the LL.B. educational program and beyond.

MATERIALS

The course materials will be primarily provided in two materials packages, one for each of Part I and Part II. Materials for Part I will be available at the start of the fall term. Materials for Part II will be available in class on the first day of Part II. Further materials, including materials for case studies, will also be provided. Please follow the reading assignments and instructions set out in this outline.

The course website – available through Trevor Farrow’s course webpage² – contains various notices, schedules and materials and will be updated from time to time.

EVALUATION

Final course grades will be assigned following Part II of the course. Evaluation for the course is based on the following 4 components.

- A personal reflective essay, to be discussed further in class, addressing the following question:

Articulate what vision of lawyering you have for yourself and reflect on the sources of that vision (e.g. popular culture, literature, family members, friends, community members, life experiences, etc.).

This essay, due after the end of Part I, should be handed in at the Osgoode Student Services office by 3:00 pm on 11 September 2007. Students’ numbers and the name of their professor should be clearly marked on the front page of the essay. It is limited to 3 double-spaced, type-written, 12 point font pages. It is based on the course materials, discussions and students’ own observations and experiences and should therefore include no outside research. Students are strongly encouraged to be self-reflective and to take risks in terms of their thinking, ideas and reflections in this essay. Value: 10% (10% if the essay is completed, 5% if it is barely completed, and 0% if it is not completed).

- A two-page critical analysis (to be discussed further during Part II) of a specific case, question or reading discussed during the first week of Part II. This analysis

² Online:

<http://osgoode.yorku.ca/QuickPlace/trevorfarrow/Main.nsf/h_Toc/4df38292d748069d0525670800167212/!OpenDocument>.

is due during the second week of Part II at the Osgoode Student Services office by 3:00 pm on 15 January 2008. Students' numbers and the name of their professor should be clearly marked on the front page of the analysis. To assist students in thinking about how to approach the final course essay (see below), a possible model answer or approach to this two-page analysis will likely be discussed in class during the second week of Part II. Value: 10 % (graded).

- Participation. This element of the course evaluation (to be discussed further in class) will be based on attendance and participation in small group and other learning activities over both parts of the course (predominantly on Part II). Value: 15% (graded).
- A final course essay that will focus on a pre-set question, case study or reading (to be discussed further in class during Part II). The essay is limited to 10 double-spaced, type-written pages (12 point font). It is due, following Part II, at the Osgoode Student Services office by 9:30 am on Monday 4 February 2008 (***please note the changed – extended – due date for this assignment***). Students' numbers and the name of their professor should be clearly marked on the front page of the essay. In this essay, students should use a critical and reflective approach to analyze and discuss the question, case study or reading. This essay is specifically not an opportunity simply to summarize course materials. The essay is based on the course materials, course discussions and students' own observations and experiences and should therefore, again, include no outside research. Value: 65% (graded).

ACADEMIC INTEGRITY AND OTHER IMPORTANT POLICIES

The York University Senate Policy on Academic Honesty applies to this course. See online: <<http://www.yorku.ca/secretariat/policies/document.php?document=69>>. Please do not hesitate to ask if you have any questions about the policy or its application to this course.

All students are expected to familiarize themselves with the York University policies regarding student conduct and accommodation for students with disabilities and for religious observance. See online (York University Senate Committee on Curriculum and Academic Standards):

<http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm>.

COURSE STRUCTURE

The course emphasizes problem-oriented, active learning. It will be taught – in two main parts – using plenary, section and small group settings. During small group sessions (particularly in Part II), teaching tools such as simulations, problems, case-studies, role plays, fictional accounts, collaborations, etc. will be used to encourage students to immerse themselves actively into complex ethical, professional and ICT contexts. For

room and times of classes, please consult the Osgoode course calendar, the course webpage and/or this outline (below).³

PART II COURSE SCHEDULE

Part II of this course is divided into three main components, which are set out in detail below: (A) “‘Global Community’: Lawyering and ICT”; (B) “Deepening Our Understanding of Potential Ethical Frameworks”; and (C) “Putting it All Together: Ethical Lawyering in a Global Community”.⁴

A. “GLOBAL COMMUNITY”: LAWYERING AND ICT

OVERALL LEARNING OBJECTIVES FOR COMPONENT A

- Much of what we spoke about during Part I of this course introduced some of the basic terrain that defines the notion of “ethical lawyering”: professions, professionalism, access to justice and the public interest (all of which is still relevant for Part II)
- Now we will begin to discuss some of the background concepts that define what this course conceptualizes as the “global community”, including:
 - the diversity of communities served by lawyers
 - the practice contexts in which lawyers work
 - the practice problems and opportunities lawyers encounter
 - the multiplicity of official and unofficial legal and normative orders and the multiplicity of resulting frameworks for a lawyer’s ethical deliberation regarding those various practice problems and opportunities
- To facilitate this discussion, we will introduce some basic ICT concepts and theories – including pluralism, globalization and internationalism – with which students should become familiar
- We will then get into the first of the two major case studies that we will examine in Part II

³ For the Part I course schedule, please refer back to the course outline for Part I.

⁴ When preparing for classes and assignments in Part II, students should also recall – and where appropriate make use of – the relevant discussions and readings from Part I.

ORGANIZATION FOR COMPONENT A**Day 1 (Tuesday, 8 January 2008)⁵****Readings⁶**

- Anthony Reinhart, “A nation of newcomers” *The Globe and Mail* (5 December 2007) A1 (*skim*)
- Leopold Pospisil, “Legal Levels and Multiplicity of Legal Systems” in *Anthropology of Law: A Comparative Perspective* (New York: Harper & Row, 1971) 97-126
- Sally Engle Merry, “Legal Pluralism” (1988) 22 *Law & Soc’y Rev.* 869-898 (*skim*)
- Franz von Benda-Beckmann, “Comment on Merry” (1988) 22 *Law & Soc’y Rev.* 897-901 (*skim*)
- Selected Statutory / Code of Conduct Provisions, Etc. (*skim*)

Plenary (2 hours, 8:30-10:30)**Sections A, B, C, D: 101/102**

Introduction to Part II

Panel: “Lawyering and Legal Pluralism”

- Panellists
 - Robert Wai (chair)
 - Glenn Stuart
 - Adam Dodek
 - Shin Imai

⁵ There are no classes scheduled for either Monday, 7 January 2008 or Friday, 18 January 2008.

⁶ Although students are not expected to have read these materials prior to today’s sessions, the materials do form part of the course materials for purposes of class discussions, exercises and written assignments. As such, students are expected to read these materials at some point during Part II. Although the following two articles appear toward the beginning of the Part II course pack, they will be taken up in the context of the panel and discussions on Day 5: Jamie Y. Whitaker, “Remedying Ethical Conflicts in a Global Legal Market” (2006) 19 *Geo. J. Legal Ethics* 1079; and James Heffernan, “An American in Beijing: An Attorney’s Ethical Considerations Abroad with a Client Doing Business with a Repressive Government” (2006) 19 *Geo. J. Legal Ethics* 721.

Brief OPIR survey (to be conducted by Janet Leiper)

Small Groups (2 hours each, 10:30-12:30, 12:30-2:30 or 2:30-4:30)

10:30-12:30 Group 1: Section A 220, Section B 209, Section C 107, Section D 204

12:30-2:30 Group 2: Section A 209, Section B 207, Section C 203A, Section D 203

2:30-4:30 Group 3: Section A 203, Section B 203A, Section C 207, Section D 209

Debrief on panel discussion

- What is pluralism?
- How does it relate to the project of lawyering?
- Did any parts of the panel resonate with your own personal experiences and/or assumptions?

Exercise (one or both of the following exercises will be conducted)

- Students will engage in a mapping exercise designed to identify the multiple normative orders of which we are each a part and to think about the implications of these orders for us as lawyers, for our clients, for others, etc.
- Time permitting, students may also engage in a brief lawyering exercise designed to highlight some of the ethical challenges created by these competing normative orders

Set up informal lawyering groups (see Day 3)

- Students will be assigned (alphabetically) to their informal lawyering groups at the end of today's small group sessions. It is critical that students ensure that they know who is in their informal lawyering group and determine a mechanism (e.g. e-mail list, telephone numbers, etc.) – today – for organizing the time and place for their informal lawyering group meetings (again see Day 3)

Readings for Day 2

Please read the following materials in preparation for tomorrow's sessions

- David Held and Anthony McGrew, "The Great Globalization Debate: An Introduction" in *The Global Transformations Reader: An Introduction to the Globalization Debate*, 2d ed. (Polity Press, 2003) 1-43

- Boaventura de Sousa Santos, “Nature and Types of Globalization(s)” in *Toward A New Legal Common Sense: Law Globalization, And Emancipation*, 2d ed. (Butterworths, 2002) 177-182
- Craig Scott, “Translating Torture into Transnational Tort: Conceptual Divides in the Debate on Corporate Accountability for Human Rights Harms” in Craig Scott, ed., *Torture as Tort: Comparative Perspectives on the Development of Transnational Human Rights Litigation* (Oxford: Hart Publishing, 2001) 45-63
- John H. Currie, *Public International Law* (Toronto: Irwin Law, 2001) 79-86 (skim balance)

Day 2 (Wednesday, 9 January 2008)

Plenary (2 hours, 8:30-10:20)⁷

Sections A, B, C, D: 101/102

Panel: Introduction to ICT (lecture)

- Basic topics
 - What is ICT?
 - Globalization
 - Recall pluralism (from Day 1)
 - Institutional landscape
- Panellists
 - Robert Wai (chair)
 - Ruth Buchanan
 - Craig Scott

Sections (2 hours, 10:40-12:30)⁸

Section A 104, Section B 106, Section C 107, Section D 102

ICT review and introduce Day 3 case study

⁷ The plenary session will end at 10:20 am to accommodate a special “coffee with the Dean” session for first year students that will run until 10:40 am.

⁸ The section sessions will start at 10:40 am to accommodate a special “coffee with the Dean” session (*supra*).

- Follow-up on ICT plenary session
- Discuss highlights of readings
- Introduce tomorrow's case study
- Reminder and discussion about informal lawyering groups (that were set up on Day 1)

Readings for Day 3

Please read the following materials in preparation for tomorrow's sessions

- Sue Bryant and Jean Koh Peters, "Five Habits for Cross-Cultural Lawyering" 1-27 (and *skim* balance), online: Clinical Legal Education Association
<<http://www.cleaweb.org/documents/multiculture.pdf>>
- Case Study (see separate handout)

Day 3 (Thursday, 10 January 2008)

Informal Lawyering Groups (2 hours – outside of class time)

- Time and location to be arranged by individual groups (no supervision by instructors)
- Discuss approach to informal lawyering group's case study retainer (see case study materials for issues, questions and materials)

Small Groups (2 hours, 10:30-12:30, 12:30-2:30 or 2:30-4:30)

10:30-12:30 Group 3: Section A 203, Section B 107, Section C 206, Section D 220

12:30-2:30 Group 1: Section A 220, Section B 203, Section C 209, Section D 207

2:30-4:30 Group 2: Section A 102, Section B 220, Section C 209, Section D 203

Present case study "arguments"

- Each of the four informal lawyering groups present their "case", based on the case questions (above) (10-15 minutes each group)
- Debrief (1 hour)
 - Discuss case study questions
 - Recall access to justice issues from Part I

- What tools do we still need more of? Ethics (onto component B...)

Readings for Day 4

Please read the following materials in preparation for tomorrow's sessions

- Donald Nicholson and Julian Webb, "The Philosophical Context: Theoretical Approaches to the Content and Status of Ethics" in *Professional Legal Ethics* (Oxford: Oxford University Press, 1999) 10-50
- *A. (L.L.) v. B. (A.)*, [1995] 4 S.C.R. 536 at paras. 31-35, available online: Université de Montréal <<http://scc.lexum.umontreal.ca/en/1995/1995rcs4-536/1995rcs4-536.html>>
- David Luban, "Client Confidences and Human Dignity" in *Lawyers and Justice* (Princeton: Princeton University Press, 1988) 177 at 181-183, 185-205 (*skim* balance)
- Robert K. Vischer, "Legal Advice as Moral Perspective" (2006) 19 Geo. J. Legal Ethics 225 at 225-246, 255-273 (*skim* 247-254)
- Rob Atkinson, "How the Butler Was Made to Do It: The Perverted Professionalism of the Remains of the Day" (1995) 105 Yale L.J. 177 at 181-194, in Janet Walker, gen. ed., *The Civil Litigation Process: Cases and Materials*, 6th ed. (Toronto: Emond Montgomery, 2005) 143-148 (*skim*)⁹

B. DEEPENING OUR UNDERSTANDING OF POTENTIAL ETHICAL FRAMEWORKS

OVERALL LEARNING OBJECTIVES FOR COMPONENT B

- Understand the pluralism of lawyers, clients, cases and communities
- Discuss competing legal, normative and ethical frameworks that guide and govern legal processes
- Demonstrate a basic understanding of several major strands of moral theory
- Discuss tools in the context of understanding and working through ethical and professional challenges
- Discern ethical frameworks that are appropriate to various lawyering roles and practice contexts

⁹ Because the Atkinson article is found in the 2007-2008 Legal Process course textbook, it has not been reproduced in the ELGC course pack.

- Discuss alternative frameworks for “thinking like” and “being” a lawyer: neutral partisan, moral actor, etc.

ORGANIZATION FOR COMPONENT B

Day 4 (Friday, 11 January 2008)

Plenary (2 hours, 10:30-12:30)

Sections A, B, C, D: 101/102

Introduction to theories of ethics (lecture)

- Panellists
 - Janet Mosher (chair)
 - Michael Giudice (Dept. of Philosophy, York University)

Small Groups (2 hours, 12:30-2:30 or 2:30-4:30)

12:30-2:30 Group 2: Section A 102, Section B 104, Section C 106, Section D 206

12:30-2:30 Group 1: Section A 207, Section B 107, Section C 220, Section D 209

2:30-4:30 Group 3: Section A 203, Section B 203A, Section C 207, Section D 220

Issues/Questions

- De-brief from plenary lecture and readings
- Discuss neutral partisan / moral actor distinction, etc.
- Discuss application of theory to practice
- Apply ethical theory to a fact pattern
- Discuss two-page critical assignment

Readings for Day 5

Please read the following materials in preparation for Monday's sessions

- Halina Ward, “The Interface Between Globalization, Corporate Responsibility, and the Legal Profession” (2004) 1 U. St. Thomas L.J. 813 at pts. III-VIII(B), X-XII, XIV (*skim balance*)

- Dan Danielsen, “How Corporations Govern: Taking Corporate Power Seriously in Transnational Regulations and Governance” (2005) 46 Harv. Int’l L.J. 411-425
- Jamie Y. Whitaker, “Remedying Ethical Conflicts in a Global Legal Market” (2006) 19 Geo. J. Legal Ethics 1079-1088
- James Heffernan, “An American in Beijing: An Attorney’s Ethical Considerations Abroad with a Client Doing Business with a Repressive Government” (2006) 19 Geo. J. Legal Ethics 721-730
- Law Society of Upper Canada (LSUC), *Rules of Professional Conduct*, rr. 2.03(2)-(3) (commentary) (*skim balance*), online: LSUC <<http://www.lsuc.on.ca/regulation/a/profconduct/rule2/>>

C. PUTTING IT ALL TOGETHER: ETHICAL LAWYERING IN A GLOBAL COMMUNITY

OVERALL LEARNING OBJECTIVES FOR COMPONENT C

- Appreciate the breadth and diversity of visions of ethical lawyering in a global community
- Revisit earlier articulations of preliminary lawyering visions
- Demonstrate the ability to think critically about the legal profession and professionalism in a pluralistic society
- Engage in ethical deliberations about legal problems in manners that are open to multiple viewpoints, moral perspectives and legal orders
- Appreciate the diverse practices of lawyers and the multicultural and ICT norms and contexts that shape those practices
- Through active small group and collaborative “lawyering” exercises, develop a sense of the application of some of the various professional, ethical and ICT concepts that have been discussed in both parts of this course
- Analyze, discuss and write about ethics, professionalism and ICT issues in ways that integrate skills and themes introduced in other law school courses and in pre-law school education and experiences
- Develop a context for some of the ethical, professional and practical issues that students may encounter in the OPIR program

ORGANIZATION FOR COMPONENT C**Day 5 (Monday, 14 January 2008)****Plenary (2 hours, 8:30-10:30)****Sections A, B, C, D: 101/102**

Introduction

Panel: “Ethical Corporate Lawyering in a Global Community”

- Panellists
 - Adam Dodek (chair)
 - Cynthia Williams
 - John Terry (Torys LLP)

Sections (2 hours, 10:30-12:30)**Section A 104, Section B 106, Section C 102, Section D 107**

Debrief on panel discussion

- What ICT and ethical contexts were at stake?
- Did any of them resonate with your own personal experiences? With the readings?
- Introduce case study
- Remind students of informal lawyering groups (same from last week)

Readings for Day 6

Please read the following materials in preparation for tomorrow’s sessions

- Review readings from Day 5
- Case Study (see separate handout)

Day 6 (Tuesday, 15 January 2008)**Appellant-Side Informal Lawyering Groups (2 hours – outside of class time)**

- Time and location to be arranged by individual groups (no supervision by instructors)¹⁰
- Discuss approach to informal lawyering group's case study retainer (see case study materials for issues, questions and materials)

Small Groups (2 hours, 10:30-12:30, 12:30-2:30 or 2:30-4:30)

10:30-12:30 Group 1: Section A 220, Section B 209, Section C 107, Section D 204

12:30-2:30 Group 2: Section A 209, Section B 207, Section C 203A, Section D 203

2:30-4:30 Group 3: Section A 203, Section B 203A, Section C 207, Section D 209

- Present appellant-side “arguments” (25 minutes for each appellant-side lawyering group) (*note: respondent-side presentations will be made tomorrow; however, students for respondent-side clients should attend and listen to the appellant-side arguments in preparation for their responding arguments tomorrow*)
- Debrief (1 hour)

Readings for Day 7

Please read the following materials in preparation for tomorrow's sessions

- Same readings as for Day 6

Day 7 (Wednesday, 16 January 2008)**Respondent-Side Informal Lawyering Groups (2 hours – outside of class time)**

- Time and location to be arranged by individual groups (no supervision by instructors)¹¹

¹⁰ Appellant-side informal lawyering groups can choose to meet either on 14 January 2008 (following the panel and section meetings) or 15 January 2008 (prior to small group meetings).

¹¹ Respondent-side informal lawyering groups can choose to meet either on 14 January 2008 (following the panel and section meetings), 15 January 2008 (during non-small group meeting times), or 16 January 2008 (prior to small group meetings).

- Discuss approach to informal lawyering group's case study retainer (see case study materials for issues, questions and materials)

Small Groups (2 hours, 8:30-10:30, 10:30-12:30 or 2:30-4:30)

8:30-10:30 Group 3: Section A 203, Section B 209, Section C 104, Section D 204

10:30-12:30 Group 1: Section A 104, Section B 107, Section C 220, Section D 209

2:30-4:30 Group 2: Section A 207, Section B 203, Section C 106, Section D 102

- Present respondent-side "arguments" (25 minutes for each respondent-side lawyering group) (*note: students for appellant-side clients should attend, listen to the respondent-side arguments and be prepared to "object" to mischaracterizations of materials or arguments by respondent side parties*)
- Debrief (1 hour)

Readings for Day 8

Please read the following materials in preparation for tomorrow's sessions

- Hon. Chief Justice Beverley McLachlin, P.C., "Judges in a Multicultural Society" (paper presented at the Chief Justice of Ontario's Advisory Committee on Professionalism, First Colloquium on the Legal Profession, October 2003), online: LSUC
<http://www.lsuc.on.ca/media/mclachlin_judges_multicultura_society.pdf>
- Trevor C. W. Farrow, "Globalization, International Human Rights, and Civil Procedure" (2003) 41 Alta L. Rev. 671 at 671-675, 687-705, 711-712 (*skim balance*)
- Recall readings from Part I (*skim*)

Day 8 – Final Day of ELGC Course (Thursday, 17 January 2008)

Sections (3 hours, 9:30-12:30)

Section A 101, Section B 206, Section C 107, Section D 204

Debrief Days 6-7 case study

- Discuss in context of materials, discussions, readings and overall course

Assignment

- Take up suggested approaches to 2-page assignment (to assist students in preparation for the final assignment)

Final assignment

- Discuss requirements, approaches, etc.

Conclusion

- END OF PART II OUTLINE -