PILLARS OF DEMOCRACY
LAW, REPRESENTATION, AND KNOWLEDGE

Legal education plays essential roles in sustaining the pillars of constitutional democracy. These include law, its values, and institutions; elections and representation; and the knowledge institutions of which law schools are an integral part.

The ideas of government under law, and equality under law, central to our constitutional traditions, require independent courts. Yet personal attacks on judges, along with increased violence against certain minorities, threaten the ideal of equal justice under law. Legal training speaks to issues of fair process, equal treatment, and judicial independence. These ideas do not sustain themselves; they need to be taught, critically analyzed, and practiced. Indeed, respect for fair process is important throughout government, including adherence to “regular order” in the Congress (in which lawyers disproportionately serve). Law school curricula should reflect the needs for fair process in all parts of our system of governance.

A second pillar of constitutional democracy is fair voting and representation—with law laying down rules in advance—about who can vote, for what candidates, for which offices. But law can be used to obstruct as well as to support democracy by, for example, illegitimately suppressing the vote. Law schools should consider how to explore the significance of voting and representation, as well as the norms of political reciprocity on which a decent democracy rests. Just as we introduce our students to thick ideas of what it means to be a good judge, we should consider providing more analytical and normative attention to elections and elected representatives, asking, for example, whether principle and compromise might play different roles for a judge and for a legislator.

Knowledge institutions—universities (including law schools), a free press, and public and private offices devoted to gathering and disseminating data—are a third pillar of constitutional democracy. Self-governance requires informed voters, whose opinions rest on shared knowledge. Law schools today help fulfill the roles that President George Washington contemplated for a national university—to educate citizens in knowing their rights, knowing the law, knowing how to evaluate their representatives, and understanding government. Yet higher education, of which law faculties are a part, faces serious challenges, including new partisan divides about its value, and concerns about fair access. Other challenges confront the press, which supports democracy by reporting on matters of public concern, and government offices charged with responsibility for data collection. We should ask our students to reflect on how law sustains those institutions central to the epistemic foundations of democracy.

Finally, we should recognize that institutions can only do so much—character and attitude matter. Constitutionalism and democracy are supported by such lawyerly civic virtues as open-mindedness, fairness, integrity, and courage—the courage to stand up for equality, as did Justice Thurgood Marshall, and the courage to make compromises that enable our representative government to function.

Working together, we, as legal educators, and our students can help strengthen the pillars of constitutional democracy.

Vicki C. Jackson
AALS President
Harvard Law School
Friday, January 3 at 10:30 am

AALS OPENING PLENARY PROGRAM

THE ROLE OF UNIVERSITIES AND LAW SCHOOLS IN CONSTITUTIONAL DEMOCRACY

Welcome

Vicki C. Jackson, AALS President
Harvard Law School

Hosted by AALS President Vicki C. Jackson, Harvard Law School

George Washington was so convinced of the importance of higher education for the success of the new Republic that he repeatedly advocated for creating a national university to build an informed citizenry. Washington's vision never came to fruition in the way he intended, but institutions of higher learning became engrained in our national landscape over the past two centuries. Yet today, questions are being raised from the right, the left, and the middle about the value of higher education—including legal education—for constitutional democracy. Do institutions of higher learning reinforce or deconstruct existing social inequalities? Do they foster polarization or promote tolerance? Do they—should they—help prepare young people for participation in a representative democracy? How do institutions of higher learning, including law schools, increase knowledge and promote critical thinking, while modeling respect for divergent reasonable views? How are law schools distinctive in university communities? Do we have special responsibilities to prepare our students for roles as active citizens and participants in government? How could we do better?

Speakers

Ronald J. Daniels (President of Johns Hopkins University, former Dean of the Law Faculty at University of Toronto, and former Provost at the University of Pennsylvania) will address these questions in a short plenary talk based on his forthcoming book on the role of colleges and universities in liberal democracies. He will then be joined for discussion by a panel of legal educators:

Risa Goluboff is Dean of the University of Virginia School of Law. Dean Goluboff has authored several works, including *The Lost Promise of Civil Rights* (Harvard, 2007) and *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s* (Oxford, 2016).

Larry Kramer is President of the William and Flora Hewlett Foundation. Previously, he was a law professor and Dean of Stanford School of Law. His lectures and writing frequently focus on topics from climate change to maintaining democratic government in the modern era.

Vincent D. Rougeau has been the Dean of Boston College Law School since 2011. Dean Rougeau's research centers around the connections between religious identity and democratic citizenship, particularly in multicultural societies.

Vicki C. Jackson is the Thurgood Marshall Professor of Constitutional Law at Harvard Law School and current AALS President. She writes and teaches about constitutional law, including constitutional aspects of federalism, gender equality, election law, free speech, sovereign immunity, courts and judicial independence, methodological challenges in comparative constitutional law, and other topics. She is the author or co-author of multiple books including several coursebooks on comparative constitutional law and the U.S. Supreme Court.
Saturday, January 4 at 6 pm

A CONVERSATION WITH
U.S. SUPREME COURT JUSTICE
RUTH BADER GINSBURG

U.S. Supreme Court Justice Ruth Bader Ginsburg will join in a question and answer session moderated by AALS President Vicki Jackson, Thurgood Marshall Professor of Constitutional Law at Harvard Law School. During the conversation, Justice Ginsburg will discuss her life, career, and commitment to law and to legal education.

Ruth Bader Ginsburg, Associate Justice of the U.S. Supreme Court, was born in Brooklyn, New York, March 15, 1933. She married Martin D. Ginsburg in 1954, and has a daughter, Jane, and a son, James. She received her B.A. from Cornell University, attended Harvard Law School, and received her LL.B. from Columbia Law School. She served as a law clerk to the Honorable Edmund L. Palmieri, Judge of the United States District Court for the Southern District of New York, from 1959–1961. From 1961–1963, she was a research associate and then associate director of the Columbia Law School Project on International Procedure. She was a Professor of Law at Rutgers University School of Law from 1963–1972, and Columbia Law School from 1972–1980, and a fellow at the Center for Advanced Study in the Behavioral Sciences in Stanford, California from 1977–1978. In 1971, she was instrumental in launching the Women’s Rights Project of the American Civil Liberties Union, and served as the ACLU’s General Counsel from 1973–1980, and on the National Board of Directors from 1974–1980. She was appointed a Judge of the United States Court of Appeals for the District of Columbia Circuit in 1980. President Clinton nominated her as an Associate Justice of the Supreme Court, and she took her seat August 10, 1993.

Photo and biography courtesy of the U.S. Supreme Court.
Sunday, January 5 at 1:30 pm

REPRESENTATION, VOTING, AND SUSTAINABLE CONSTITUTIONAL DEMOCRACY

Hosted by Thomas Ginsburg, University of Chicago, The Law School

The United States has held national elections for representatives and the president on schedule since 1789. Such elections provide the base of legitimacy for our democratic, representative self-government. This panel will consider whether recent developments—including changing jurisprudence and enforcement of the Voting Rights Act, the system of campaign finance regulation, increasingly sophisticated gerrymandering, the impact of the Senate’s structure on the Electoral College, and changes in how Congress works—put this legitimacy base at risk. Threats to the integrity of election results from alleged voter suppression, fraud, or foreign interference are of increasing concern. Political parties are moving towards realignment, but are they working as filters for leadership and organizers of effective coalitions for action or are they, in Kim Scheppele’s words, “failing the people”? What changes, if any, should be considered in response to these phenomena? Is democratic legitimacy at risk? If so, what steps can be taken to better secure its foundation?

Speakers

Guy-Uriel Charles is the Edward and Ellen Schwarzman Professor of Law at Duke Law School. He is co-director of the Duke Law Center on Law, Race, and Politics. His primary areas of study and teaching include topics such as constitutional law, election law, redistricting, and race.

Thomas Ginsburg is the Leo Spitz Professor of International Law at University of Chicago, The Law School, focusing on comparative and international law from an interdisciplinary perspective. He has written several award-winning books on political science and currently co-directs the Comparative Constitutions Project, an effort funded by the National Science Foundation to gather and analyze the constitutions of all independent nation-states since 1789. Before entering law teaching, he served as a legal adviser at the Iran-US Claims Tribunal. He continues to work with numerous international development agencies and foreign governments on legal and constitutional reform.

Pamela S. Karlan is the Kenneth and Harle Montgomery Professor of Public Interest Law and the Co-director of the Supreme Court Litigation Clinic at Stanford Law School. She has co-authored several casebooks on topics such as constitutional law, constitutional litigation, and the law of democracy, and is an expert on voting and the political process.

Michael T. Morley is an assistant professor at Florida State University College of Law, writing and teaching election law and constitutional law. In the past, he has worked in both private practice and government.

Kim Lane Scheppele is the Laurance S. Rockefeller Professor of Sociology and International Affairs in the Woodrow Wilson School and the University Center for Human Values at Princeton University. Her work centers on the crossover between international and constitutional law, with extensive research on constitutional law in countries such as Hungary and Russia.
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Student Services
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J. Trent Kennedy, Georgetown University Law Center, Chair-Elect

AFFINITY SECTIONS
Minority Groups
Mariela Olivares, Howard University School of Law, Chair
Christian Brook Sundquist, Albany Law School, Chair-Elect

New Law Professors
Mary Leto Pareja, University of New Mexico School of Law, Chair
Maybell Romero, Northern Illinois University College of Law, Chair-Elect

Women in Legal Education
Rona K. Kitchen, Duquesne University School of Law, Chair
Tamara F. Lawson, St. Thomas University School of Law, Chair-Elect
2019 TEACHERS OF THE YEAR

Albany Law School – Jenean M. Taranto
American University, Washington College of Law – Elizabeth Beske
The University of Arizona James E. Rogers College of Law – Ellen Michelle Bublick; Vanessa Buch
The University of Arizona James E. Rogers College of Law – Sylvia Lett
University of Arkansas, Fayetteville, Robert A. Leflar Law Center – Stephen Clowney; Lindsey P. Gustafson
University of Baltimore School of Law – Fred B. Brown; Robert J. Rubinson
Boston College Law School – R. M. Cassidy
Boston University School of Law – Claire Bishop Abely; Marni Goldstein Caputo; Laura E. D'Amato; Steve Donweber; Pamela Hill; Kathleen Luz; Jennifer Taylor McCloskey; Gigi Walker
Brigham Young University, J. Reuben Clark Law School – Stephanie Barclay; Justin M. Collings; Scott Goodwin
University at Buffalo School of Law, The State University of New York – Christine Bartholomew
University of California, Davis, School of Law – Carlton F.W. Larson
University of California, Los Angeles School of Law – Beth Colgan
California Western School of Law – Pooja Dadhania
Campbell University Norman Adrian Wiggins School of Law – Daniel Tilly
Case Western Reserve University School of Law – Michael Benza; Jonathan C. Gordon; Sharona Hoffman; Juliet P. Kostritsky
The Catholic University of America, Columbus School of Law – Kathryn Kelly
Chapman University Dale E. Fowler School of Law – Susanna K. Ripken
University of Cincinnati College of Law – Felix B. Chang; Lewis Goldfarb; Elizabeth Lenhart
Cleveland-Marshall College of Law at Cleveland State University – Carolyn Broering-Jacobs; Sandra J. Kerber
Columbia Law School – Zohar Goshen
University of Connecticut School of Law – Alexandra D. Lahav
Creighton University School of Law – Kenneth Melilli
DePaul University College of Law – Max Helveston
University of Detroit Mercy School of Law – J. Richard Broughton
Drake University Law School – Robert Rigg
Drexel University Thomas R. Kline School of Law – Tabatha Abu El-Haj; David S. Cohen
Duke University School of Law – Trina Jones
Duquesne University School of Law – Nancy D. Perkins
Emory University School of Law – Fred Smith, Jr.; Kamina A. Pinder
Florida International University College of Law – Mark Spottswood
Florida State University College of Law – Thomas E. Baker
Fordham University School of Law – Jerry H. Goldfeder; Tanya Kateri Hernandez
University of Georgia School of Law – Lonnie T. Brown, Jr.; Christopher M. Bruner; Dan T. Coenen
Georgia State University College of Law – Caren Myers Morrison
Golden Gate University School of Law – Helen Y. Chang
Gonzaga University School of Law – Lynn M. Daggett
Maurice A. Deane School of Law at Hofstra University – Ronald J. Colombo
University of Houston Law Center – Emily Berman; James Nelson; D. Theodore Rave; Lauren J. Simpson
UIC John Marshall Law School – Kevin L. Hopkins
Indiana University Maurer School of Law – Jessica Eaglin; Pamela Foohey; Norman J. Hedges
Indiana University Maurer School of Law – Mark D. Janis
Indiana University Robert H. McKinney School of Law – Lahny R. Silva
University of Iowa College of Law – Dawn Anderson; Joseph Yockey
University of Kansas School of Law – Uma Outka
University of Kentucky College of Law – Joshua A. Douglas
Lewis and Clark Law School – Sandy C. Patrick
Louisiana State University, Paul M. Hebert Law Center – Melissa T. Lonegrass
University of Louisville, Louis D. Brandeis School of Law – Cedric Merlin Powell
Loyola University Chicago School of Law – Jeffrey L. Kwall
Loyola Law School, Los Angeles – Gary Craig; Aimee E. Dudovitz
University of Massachusetts School of Law – Jeremiah A. Ho
The University of Memphis, Cecil C. Humphreys School of Law – Ralph Calhoun Brasier
Mercer University School of Law – James P. Fleissner
University of Miami School of Law – William S. Blatt
University of Minnesota Law School – Perry Moriearty; Fionnuala Ni Aolain
University of Mississippi School of Law – Phillip W. Broadhead
Alexander Blewett III School of Law at the University of Montana – Andrew J. King-Ries
University of Nevada, Las Vegas, William S. Boyd School of Law – Ian Bartrum
New York University School of Law – Benedict Kingsbury; Melissa E. Murray
North Carolina Central University School of Law – April Gordon Dawson; David A. Green; Mary E. Wright
University of North Carolina School of Law – Lewis Everett; Jeffrey M. Hirsch
Northeastern University School of Law – Hemanth C. Gundavaram
Northern Illinois University College of Law – Robert L. Jones; David Rosenfeld
Northern Kentucky University, Salmon P. Chase College of Law – Ursula Doyle; Henry L. Stephens, Jr.
Northwestern University Pritzker School of Law – Destiny Peery
Notre Dame Law School – Jay Tidmarsh
Nova Southeastern University Shepard Broad College of Law – Olympia R. Duhart; Elena M. Marty-Nelson
Ohio Northern University, Pettit College of Law – Nancy A. Armstrong
The Ohio State University, Michael E. Moritz College of Law – Ric L. Simmons
University of Oklahoma College of Law – Melissa Mortazavi
University of Pennsylvania Carey Law School – Mitchell N. Berman; Herbert Hovenkamp; Sophia Z. Lee; Serena Mayeri
Pepperdine University, Rick J. Caruso School of Law – Bernard James; Derek T. Muller; Steven Schultz; Peter T. Wendel
University of Pittsburgh School of Law – William M. Carter, Jr.; Gerald S. Dickinson; David A. Harris
Quinnipiac University School of Law – Alexander M. Meiklejohn
The University of Richmond School of Law – Doron Samuel-Siegel
St. John’s University School of Law – Joseph Bianco; Mark L. Movsesian; Robert A. Ruescher
St. Mary’s University of San Antonio School of Law – Chenglin Liu
University of St. Thomas School of Law – Mark W. Osler
Saint Louis University School of Law – Thomas Rea; Anders Walker
Samford University, Cumberland School of Law – Ramona C. Albin; Jill E. Evans; T. Michael Putnam
University of San Francisco School of Law – Julie A. Nice
Seattle University School of Law – Deirdre Bowen; Michael Russo
University of South Carolina School of Law – Clinton G. Wallace
South Texas College of Law Houston – Amanda J. Peters; Mark E. Steiner; John J. Worley
Southern Illinois University School of Law – Edward C. Dawson
SMU Dedman School of Law – Joanna L. Grossman
Southwestern Law School – Alan L. Calnan; Joerg-Werner R. Knipprath
Suffolk University Law School – Charles E. Rounds, Jr.
Syracuse University College of Law – Emily Brown; Shannon P. Gardner
Temple University, James E. Beasley School of Law – James A. Shellenberger
University of Tennessee College of Law – Zack Buck
Texas Tech University School of Law – Eric A. Chiappinelli
Thomas Jefferson School of Law – Blair Matsumoto; Sandra L. Rierson; Brenda M. Simon; Kenneth J. Vandevelde
Touro College, Jacob D. Fuchsberg Law Center – Eileen Kaufman
Tulane University Law School – Janet C. Hoeffel
Tulane University Law School – Sally Brown Richardson

University of Utah, S. J. Quinney College of Law – Louisa Heiny
Valparaiso University Law School – Rebecca J. Huss; Kim Kass; Bernard R. Trujillo
Vanderbilt University Law School – Lisa S. Bressman; Rebecca Haw Allensworth; Christopher Slobogin; Kevin M. Stack
Villanova University Charles Widger School of Law – Michelle Dempsey
University of Virginia School of Law – George S. Geis
Wake Forest University School of Law – John H. Knox; Rebecca N. Morrow
Washington and Lee University School of Law – Russell A. Miller
University of Washington School of Law – Jennifer Fan; Jeff Feldman; Kurt Kruckeberg; Lisa Marshall Manheim
Washington University in St. Louis School of Law – Pauline T. Kim
West Virginia University College of Law – Vincent P. Cardi
Western New England University School of Law – Julie E. Steiner
Widener University Commonwealth Law School – James W. Diehm
William & Mary Law School – Adam Gershowitz; Stacy E. Kern-Scheerer; Thomas McSweeney
University of Wisconsin Law School – Timothy Edwards; Mitch; Andrew J. Turner
Yale Law School – Monica C. Bell
AALS Calendar

2020
Annual Meeting
Thu., Jan. 2 – Sun., Jan. 5, Washington, DC
Conference on Clinical Legal Education
Sun., May 3 – Wed., May 6, Orlando, FL
Workshop for New Law School Teachers
Thurs., June 4 – Sat., June 6, Washington, DC
Faculty Recruitment Conference
Thu., Oct. 15 – Sat., Oct. 17, Washington, DC

2021
Annual Meeting
Tue., Jan. 5 – Sat., Jan. 9, San Francisco, CA
Faculty Recruitment Conference

2022
Annual Meeting
Wed., Jan. 5 – Sun., Jan. 9, 2022, New York, NY
Faculty Recruitment Conference

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