

Call for Abstracts

Erasmus Law Review Special Issue: Towards inclusive legal education: complications and challenges

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Law schools across the Western world have regularly been criticized for not offering inclusive environments. This is driven by both the curricula and the culture. Legal curricula tend to focus on positivist accounts of the law and train law students in a limited set of professional skills, mainly oriented towards working as attorneys or judges. External approaches (e.g., philosophical, sociological, or postcolonial) receive at best marginal attention. This results in little room for reflection on the history and the assumptions and ideologies underpinning legal doctrine. In addition, law schools are found to be fostering a traditional elite culture that still seems suited to the archetypal white male lawyer.

Thus, law school curricula and culture combine to create at least two problems. First, they are conducive to producing narrowminded lawyers who are not necessarily equipped to practice law in our complex and diverse societies. Second, they generate difficulties for law students whose ideologies, identities, and social backgrounds do not fit well with traditional legal education.

In response, some law schools have broadened their curricula or changed their pedagogical approaches. Yet, a move towards more inclusive legal education comes with several challenges. For example, how to deal with the dilemma of diversifying curricula when legal practice keeps favouring traditionally educated lawyers? What about the culture shock some law students might encounter when they enter the legal profession? Or how to manage law school staff who are not equipped to provide more inclusive education, nor see the relevance of it?

This special issue of *Erasmus Law Review* invites academics from different disciplines and jurisdictions to reflect on the lack of inclusion in legal education and the challenges of increasing inclusivity in law school. With this special issue we hope to present a wide overview of the emerging themes related to inclusivity of legal education in the broadest sense. We welcome contributions that take an empirical, theoretical and/or normative approach. If you are interested in contributing, please send in a short abstract of the paper (max 250 words) before **20 March 2023** to elr@law.eur.nl.

About Erasmus Law Review

ELR is an open access journal which seeks to foster independent critical scholarship as relevant to the discipline of law. The editorial board is especially interested in multidisciplinary and comparative legal research that addresses questions of relevance beyond one single national jurisdiction. All prospective articles are submitted to double-blind peer review (two reviews per article), and final publication is dependent on the outcome of these reviews. See for more information:

<http://www.erasmuslawreview.nl/home>.

Practical details and planning

Articles should be 8.000-10.000 words. We aim to host a symposium around the topic, where authors present first drafts of their papers, in September 2023. Articles are required to be submitted for peer-review by November 2023. The planned date for publishing the special issue is February 2024.