

# Contents

---

<i>List of figures</i>	vii
<i>List of tables</i>	viii
<i>List of contributors</i>	ix
<i>Preface</i>	xiii
1 Introduction: re-thinking academic legal education <i>Bart van Klink and Ubaldus de Vries</i>	1
PART I THEORY AND LEGAL EDUCATION	
2 Knowledge and aphasia: what is the use of skeptical legal education? <i>Bart van Klink</i>	15
3 Re- <i>Bildung</i> : an ideal reconsidered for legal education <i>Lyana Francot and Luigi Corrias</i>	35
4 Academic education and socialization <i>Anja Böning</i>	58
5 The necessary loneliness of teaching (and of being a legal academic) <i>Anthony Bradney</i>	79
PART II EXPERIMENTAL COURSES	
6 Teaching international law critically – critical pedagogy and <i>Bildung</i> as orientations for learning and teaching <i>Christine Schwöbel-Patel</i>	99
7 Learning law differently: the importance of theory and methodology <i>Bal Sokhi-Bulley</i>	121
8 Empirical methodologies knowledge and expertise: a ‘necessary’ skill for lawyers? <i>Terry Hutchinson</i>	142
9 Visuals for a critical legal profession <i>Wibo van Rossum</i>	160

10	For a new and more diverse comparative legal education <i>Sabrina Germain</i>	180
PART III DIDACTIC INNOVATIONS AND LEARNING EXPERIMENTS		
11	Orchestrating encounters: teaching law at a liberal arts and sciences college in the Netherlands <i>Barbara Oomen</i>	201
12	Students' perception and legal education <i>Gülriz Uygur</i>	223
13	Learning how to read a case: resources from the visual and dramatic arts <i>Maksymilian Del Mar</i>	244
14	Law & lounge: an experiment on student self-organization and critique as skeptical reflexivity <i>Ubaldu de Vries</i>	267
15	Epilogue: an overview, reflections and a student's perspective <i>Tim Bleeker</i>	288
16	Conclusions: concrete proposals for change: 14 theses	314
	<i>Index</i>	323