

FOREWORD: REVISITING LANGDELL IN UPPER-LEVEL REAL PROPERTY COURSES

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At the 2017 Annual Meeting of the Association of American Law Schools (the “AALS”), the Real Estate Transactions Section hosted a program entitled “Keeping the ‘Real’ World in Real Estate Transactions: New Ideas, Best Practices, and Partnership Opportunities to Strengthen Teaching and Scholarship.” This program was inspired by the Wake Forest Law Review’s Fall 2015 Symposium entitled “Revisiting Langdell: Legal Education Reform and the Lawyer’s Craft.”

Law school courses on real estate transactions and related upper-level real property courses are taught by one of three kinds of instructors: (1) faculty with teaching experience and experience practicing real estate law; (2) faculty with teaching experience but no experience practicing real estate law; and (3) faculty with little teaching experience but deep experience practicing real estate law. The focus of the AALS program was on identifying, understanding, and meeting the needs of the latter two categories of instructors: full-time faculty with ready access to academic resources, but little access to professional resources, and adjunct faculty with ready access to professional resources and networks, but little access to academic resources. Although the needs of these two groups are very different, the program focused on forging partnerships between the academy and the practicing bar that address both.

Four panelists prepared remarks which are published in this issue. Gregory M. Stein, the Woolf, McClane, Bright, Allen & Carpenter Distinguished Professor of Law at the University of Tennessee College of Law, addressed the question of who teaches transactional real estate courses in law schools, what kind of support these groups require, and what law schools are doing to address those needs. Celeste M. Hammond, Professor of Law and Director of the Center for Real Estate Law at the John Marshall Law School in Chicago focused on the particular needs and strengths of adjunct instructors, including in online courses. R. Wilson Freyermuth, the John D. Lawson Professor of Law and Curators’ Distinguished Teaching Professor at the University of Missouri, discussed the work of the Uniform Law Commission and explored ways in which real

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estate faculty can enrich their research and teaching by involvement in the work of the ULC. Finally, Daniel B. Bogart, Professor of Law and Bolinger Chair in Real Estate, Land Use and Environmental Law at the Dale E. Fowler School of Law, Chapman University, reflected on his experiences as Academic Dean and the challenges of the American Bar Association's Learning Outcomes and Assessment Standards as well as developing and staffing upper-level real property courses.

It was the hope of the AALS Real Estate Section that the essays generated by this program could serve as a model of implementation for many of the innovative ideas proposed at the 2015 *Wake Forest Law Review* Symposium, "Revisiting Langdell." We also hoped that these essays would provide ideas to academic deans who want to strengthen their upper-level real estate offerings, enrich opportunities for their students for experiential learning, and support adjunct faculty members.

I am grateful to Gregory Stein, Celeste Hammond, Wilson Freyermuth, and Daniel Bogart for contributing their expertise to the AALS program and to this issue. I am grateful to the *Wake Forest Law Review* for printing these essays. I am optimistic that other groups of law professors will continue to build upon the foundation established by the "Revisiting Langdell" symposium and continue the hard work to reform and enrich legal education.