



JUDICIAL COUNCIL OF CALIFORNIA

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REPORT TO THE JUDICIAL COUNCIL

For business meeting on: December 16, 2016

Title	Agenda Item Type
Judicial Branch Administration: Unpaid Sabbatical Request for Hon. Gregory Alarcon	Action Required
Rules, Forms, Standards, or Statutes Affected	Effective Date
N/A	February 1, 2017
Recommended by	Date of Report
Executive and Planning Committee	December 6, 2016
Hon. Douglas P. Miller, Chair	Contact
Hon. Marla O. Anderson, Vice-chair	Evelyn Ramos, 415-865-4296 evelyn.ramos@jud.ca.gov

Executive Summary

The Executive and Planning Committee recommends approval of an unpaid sabbatical leave for Judge Gregory Alarcon of the Superior Court of California, County of Los Angeles, for the period of February 1, 2017, to May 31, 2017 (see attachment 5). Judge Alarcon received a Fulbright Scholar Award to teach two law school classes, “Trial in History from Solomon to the Present” and “Trial Practice,” at the University of Turku in Turku, Finland. As an adjunct professor at Pepperdine University of Law for 26 years and a frequent lecturer with the courts, his participation in this program would enhance his teaching abilities in judicial subjects for the courts in California.

Recommendation

The Executive and Planning Committee (E&P) recommends that the Judicial Council approve an unpaid sabbatical leave for the period February 1, 2017, to May 31, 2017, for Judge Gregory Alarcon of the Superior Court of California, County of Los Angeles.

Previous Council Action

Rule 10.502 of the California Rules of Court provides for a Judicial Sabbatical Pilot Program, including eligibility criteria, application procedures, and evaluation standards. However, only a few requests for judicial sabbatical leaves have been submitted to the Judicial Council since the rule became effective January 1, 2003. As a consequence, the Judicial Sabbatical Review Committee, introduced in that rule, was never formed and the very few judicial sabbatical requests have instead been brought to the Judicial Council's Executive and Planning Committee, for its recommendation to the Judicial Council.

Government Code section 68554 authorizes the Judicial Council to grant a leave of absence for a period not to exceed one year "for the purpose of permitting study which will benefit the administration of justice and the individual's performance of judicial duties, upon a finding that the absence will not work to the detriment of the court. During a study leave, the judge shall receive no compensation, nor shall the period of absence count as service toward retirement, but the time of leave shall not toll the term of office."

Based on our records, the last two judicial sabbatical requests submitted to the Judicial Council were in 2009 and 2010. Both of these requests were reviewed and recommended by E&P and approved by the Judicial Council.

Rationale for Recommendation

Judge Alarcon received a Fulbright Scholar Award to teach two law school classes, "Trial in History from Solomon to the Present" and "Trial Practice," at the University of Turku in Turku, Finland (see attachments 6 and 7). The Fulbright Program provides grants to undertake graduate study, advanced research, university lecturing, and classroom teaching. The program is one of the most prestigious scholarships in the world.

Judge Alarcon's involvement will increase understanding of the United States justice system abroad and help promote an understanding of American constitutionalism and its current legal consciousness (see attachment 1). Most importantly, the experience the judge gains through this experience will benefit his law students at Pepperdine University and further increase his skill set as an instructor of judicial subjects for the courts in California.

Comments, Alternatives Considered, and Policy Implications

Presiding Judge Carolyn B. Kuhl, Superior Court of Los Angeles County, approves Judge Alarcon's request for sabbatical from February 1, 2017, to May 31, 2017 (see attachment 8). Presiding Judge Kuhl agrees with Judge Alarcon on the benefits of this judicial sabbatical request and states that the absence will not be detrimental to the court.

Implementation Requirements, Costs, and Operational Impacts

Judge Alarcon will not draw salary during his sabbatical and the Superior Court of Los Angeles County will administer and reassign the cases that would otherwise be assigned to Judge Alarcon.

Judge Alarcon's cases will be reassigned to a retired judge assigned under the auspices of the Assigned Judges Program (AJP) by the Chief Justice pursuant to article VI, section 6 of the California Constitution. The cost to the AJP to provide a retired assigned judge for the requested period will be approximately \$150,000, which will come from the AJP's budget.

Attachments

1. Narrative submission from Judge Gregory Alarcon to the Fulbright Center
2. Notice of selection from the Fulbright Center to Judge Gregory Alarcon, dated December 17, 2015
3. Frequently Asked Questions about the Fulbright Specialist Roster
4. Notice of Fulbright Scholar Grant awarded to Judge Gregory Alarcon, dated February 2, 2016
5. Request from Judge Gregory Alarcon to Martin Hoshino, dated November 10, 2016
6. Course Description: Trials in History from Solomon to the Present
7. Course Description: Trial Practice
8. Letter from Presiding Judge Carolyn B. Kuhl, Superior Court of California, County of Los Angeles to Martin Hoshino, dated November 28, 2016

Attachment 1: Narrative submission from Judge Gregory Alarcon to the Fulbright Center

As a Fulbright Scholar, I would hope to teach the basic course in Trial Practice and Trial Skills and Landmark Cases for the University of Turku described in Award #XXXX from the same fundamentally interdisciplinary perspective in which I was trained and on which I rely in my own research. Such a course would introduce students to American constitutionalism not only in its traditional doctrinal and case-based dimensions—the way I must by necessity teach the subject to my own students at Pepperdine University School of Law as indicated by the course syllabus included with this application—but also for its historical, cultural, political, and theoretical significance. I have taught and continually refined my class in Trial Practice every year since 1990. I taught a similar, rather brief class for ... at the University of XXX in the summer of 2005, and the experience impressed upon me the wisdom of teaching constitutional law from an explicitly interdisciplinary perspective to international students. The course I would hope to teach thus would not simply be the American equivalent of a European course in legal dogmatics with a different set of background norms, but instead, a course in American legal culture broadly conceived—a class about American legal consciousness as revealed through its constitutional traditions. I believe such an approach is the most justifiable from an academic perspective; I also know that it is the most fun and exciting for students.

I believe my extensive educational experience—particularly in the areas of the sociology [of my field]—would be of benefit to the University. The University already has in place a variety of outstanding programs in the field, but my nearly 40 years of teaching, research, and professional activity ...should allow me to contribute to these programs. In turn, I am confident that my own understanding of aging—especially from a comparative perspective—would profit from exposure to issues confronting European societies and other nations represented in the University's programs in [my areas of specialization].

I am interested in this Fulbright award at the [host university] because, as an American politics scholar, I am ideally suited to teach courses that are central to its Program in Global and American Studies. I have expertise in the subject area, having published several books and a number of book chapters and articles on American political institutions and politics. I also have the ability to incorporate a comparative element into the instruction of American politics to make my lecturing understandable, relevant, and enjoyable to an international audience and the enthusiasm and facility to collaborate with international scholars abroad. My administrative experience with [home institution's] Program in Public Affairs, which is similar to [host institution] Global and American Studies Program, will also aid me in curriculum development and the creation of study abroad opportunities at both institutions. A Fulbright award will provide me the opportunity to extend [home

institution] existing relationship with the [host institution] to our regional campus in [city], which is currently focusing on internationalizing its curricula and placing greater emphasis on global studies.

This interdisciplinary research and teaching project has several clearly-defined goals. The overarching theme is to increase understanding of the interrelatedness of Iceland's climate and society, especially over the last 300 or so years. More specifically, to evaluate and analyze the nature of environmental and economic impacts on Icelandic society during this time period, and to consider what strategies may have been used by the population of the time to adapt to, or mitigate, these impacts. Using historical documentary evidence, the general goals of the project include: a) The construction of time series of climate data for temperature and precipitation; b) The updating of the record of incidence of sea ice reaching the coasts of Iceland; c) The evaluation of sea fisheries history in the context of climatic and environmental changes; d) The evaluation of historical variations in grass growth and hay yield in the light of both economic practices and climatic variations; e) The evaluation of the impacts of volcanic eruptions, avalanches and other environmental phenomena on Icelandic society. The information gathered will form the basis for a book to be entitled: *Climate and Society in [Host Country]*

The [host country] also offers many opportunities for the study of constitutionalism, political institutions, and public policy. It has undergone revolutionary change since declaring its independence ... and joining the European Union ..., and it continues to evolve politically. The country has developed into a stable multi-party democracy, and its success in this regard can be attributed, among other things, to its consensus building political culture, open economy and early experiences with democracy. Yet, although it is one of the more prosperous countries in the European Union, it still faces public policy challenges. This makes it a country ideally situated for comparative study along with other former Eastern bloc countries, European Union countries, emerging democracies, and the United States. A Fulbright award will provide the opportunity to broaden my understanding of American politics through this comparative analysis. This knowledge will extend to the classroom and my scholarship as I incorporate this information into my lectures and research.

There are three components at the heart of my philosophy of teaching; they guide my role in the classroom. First, I feel I have a personal obligation to prepare and conduct courses that are intellectually engaging, informative, and rigorous. This requires that I prepare detailed syllabi, specific assignments and examination study guides, and clear criteria to

guide my evaluation of students' work. ...I understand and appreciate my responsibility to provide students with substantive information and marketable skills such as critical thinking and writing....Second, I encourage a stimulating, safe learning environment to ensure that students are eager and comfortable about their participation. I treat students respectfully, and ask that they treat their peers with the same level of respect. I encourage a marketplace of ideas and always solicit participation in the classroom. I do not teach *at* students. Rather, my lectures promote a dialogue about the material. Third, I help students understand how education prepares them for the future and assist them in planning their careers. I constantly stress the relevance of the subject matter, and I use real world examples to illustrate the practical application of the information and skills learned in class. I also promote service activities as part of a well-rounded education and motivate students to responsibly contribute to the community. And, because graduates will likely enter the job force or seek new opportunities upon leaving the University, I encourage students to pursue their educational and vocational goals and assist them in accomplishing them using a variety of methods, from talking about education or employment options and helping with searches, to inspiring them to "think outside the box" and consider a more innovative or novel path.

Ironically, some of my [previous] success in teaching my European students probably reflects what I did in response to my own lack of linguistic skills. I slowed down my delivery, minimized the use of specialized jargon and idiomatic expressions, and begged my students to let me know when my words puzzled them. The students may have also sensed my admiration for their linguistic skills and my gratitude for their willingness to communicate with me in English. They surely sensed my curiosity about their culture, including their nation's laws and legal system.

I have taught in English to non-native English speakers before, so I have a good sense of how to adapt my teaching style and my courses. I have had many international students come through my classes at US universities over the years, and I also taught non-native speakers in Spain. Generally, in order to aid these students, I speak slowly and try to avoid the use of too much slang. I also try to restate important points in different ways and ask the class to define any unfamiliar words. In [host country], I plan to purposely use a slower rate of speech, particularly in the beginning of the term as students are getting used to my style. I also plan to continue to encourage a great deal of discussion in my courses because this will help students improve their comfort and skill in English. I hope to learn from the students as well, and I hope that we can help each other improve our language skills. I am also willing to give guest lectures in existing courses. I am flexible as to the topic and

willing to tailor lectures to the needs of faculty and students in the broader program. I understand that the reading load in graduate courses can be daunting for native speakers as well as non-native English speakers. The attached syllabi show reading loads for two different types of courses. The [first course's] readings were chosen to be online for ease of access, and I included fewer readings due to the non- native English students. The [second] class represents a typical US-style reading load. I would likely modify these some for the [host country] students. That said, these students are graduate students learning in a primarily English environment, so I would expect that they should be able to handle most of the works I would assign. We have many international students in our graduate program at [home institution], and the reading load is typically challenging, but manageable for them.

I plan to provide digital access to readings as much as possible. My library at [home institution] will be valuable in locating and providing electronic access to many of the journal articles which would be of value in a graduate-level course. I plan to ask the students to write weekly précis on the readings for the week. This will enable me to gauge their level of understanding and clear up any misunderstandings early. I find that the précis works well for American students, and I think that it will work well for [host country] students as well as a tool to synthesize weekly readings and test knowledge and understanding.

Socrates famously said that "the unexamined life is not worth living." I believe that if I never take chances and expand my horizons and opportunities, I will not grow as an academic, teacher and scholar. A Fulbright experience would impact my teaching, my scholarship, and my personal relationships. I plan to bring back to my courses in the US experiences I have in [host country], and my teaching will be enhanced by my new experiences and knowledge gained in [host country]. I intend to structure my future courses in the US to reflect and incorporate my ... experience. As a social scientist I am quite inquisitive about the world around me. I have a passion for West European Politics, and living in [host country] for four months would be an honor and a privilege. Thus, my scholarship would be enhanced by this experience. Living in [host country] would likely allow me to bring in [host country] as a case in my research projects. I would be able to build professional relationships with other academics as well as social movement leaders which would be useful in structuring future interviews and research projects. Knowledge of German is necessary for some of my research, and [the Fulbright] experience would allow me to build upon and enhance my spoken and written German abilities. I have every expectation that my personal relationships will grow in Finland as well. I would expect to

not just make professional relationships, but build long lasting and personal ties with my colleagues and students in [host country]. I regularly keep in touch with people I have met in different countries throughout my travels and fieldwork as well as with students I encountered in Spain and in different parts of the United States. I fully expect that I would build these ties in [host country] as well and hope to foster future exchanges between [home institution] and the [host institution] with faculty and students. I believe that my time as a visiting professor in [host country] will enhance me personally and professionally and will enrich the [host] university and my home university as well.

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December 17, 2015

Professor Gregory Alarcon

Dear Professor Alarcon,

It is my great pleasure to inform you that, in its meeting on December 17, 2015, the Board of Directors of the Fulbright Center in Helsinki (the binational Fulbright Commission in Finland) has selected you for the **Fulbright-University of Turku Scholar Award for the academic year 2016-2017** in Finland.

The grant is awarded for you for the academic year 2016-2017 with the following details:

- *Grant duration:* 4 months.
- *Grant purpose:* Lecture at University of Turku.
- *Grant details:* Total grant EUR 10,800, paid out by the Fulbright Center in 4 monthly allocations (EUR 2,700 per month).
- *Other grant benefits:* A travel allowance of USD 1,800 from the Fulbright Center in Finland, paid to you in dollars before your departure from the U.S., a free accident and sickness insurance provided by the U.S. Department of State, and an optional summer course on Finnish culture and society pre-approved and covered by the Fulbright Center in Finland. Your academic host institution in Finland will provide and pay for your local housing.

The Fulbright-University of Turku Scholar Award is funded by the University of Turku and the Finnish Fulbright Center in Helsinki.

The J. William Fulbright Foreign Scholarship Board (FFSB) in Washington D.C. also approves your award. This letter has been prepared for you after the selection and funding decision made by the Fulbright Center Board in Helsinki, Finland, on December 17, 2015, but it can be sent to you only after we have received a confirmation that an FFSB notification on your candidacy has been sent to you by CIES. Thus, if you have not yet received the FFSB letter from CIES, you will receive it very soon. You also have to pass a medical clearance mandated by the program insurance. The necessary steps are explained to you in the letter from CIES.

I would now ask you to confirm by e-mail if you are able to accept the grant. You can send your confirmation to Ms. Sonja Kuosmanen at my office (sonja.kuosmanen@fulbright.fi.) She is copied in this message for your convenience.

Upon receiving your confirmation of acceptance we will send you your official grant documents to be signed and more information on your award.

If at any point you have any questions regarding your Fulbright award please do not hesitate to contact us. We look forward to hearing from you soon.

My warmest congratulations on your award. I look forward to seeing you in Finland!

Sincerely,

Terhi Mölsä
Executive Director
Tel. +358- 50 5705 498
terhi.molsa@fulbright.fi



Attachment 3: Frequently Asked Questions about the Fulbright Specialist Roster

Frequently Asked Questions about the Fulbright Specialist Roster

1. I received a letter stating that I was approved for candidacy on the Fulbright Specialist Roster. What does this mean?

As a recommended Fulbright Specialist Roster candidate, you are eligible for consideration for two to six-week grant opportunities through the Specialist Program. As CIES receives requests from overseas academic institutions seeking Specialists, we contact those candidates on the Roster with the most relevant professional experience to ascertain their interest and availability for the grant opportunity. CIES then sends the applications of interested candidates to the overseas Fulbright offices for consideration and final selection.

2. Now that I'm on the Roster, am I a Fulbright Specialist?

A Fulbright Specialist is a **grantee** of the program. Until you have been approved by the J. William Fulbright Foreign Scholarship Board and have received a grant, you are a Fulbright Specialist Roster **candidate**. A list of Fulbright Specialists (grantees) can be found at <http://www.cies.org/specialist>.

3. As a candidate on the roster, am I guaranteed a grant?

No, it is possible that not all candidates will receive a grant. Whether you do depends greatly on the specific kinds of requests that CIES receives from host institutions. CIES will certainly contact you when we receive requests that match your expertise, and we will try to match as many candidates as possible with grant opportunities. More information about the project request process can be found on the Roster candidate web page at <http://www.cies.org/specialist/roster-candidates/>.

4. I know of an academic institution that would like to make a request for my expertise. How do they do this?

Foreign academic institutions interested in requesting a Fulbright Specialist must make their request through their local Fulbright office which is either a Fulbright commission or the Public Affairs Office at the U.S. embassy. Each local Fulbright office has its own internal review process. If the local Fulbright office and the Bureau of Educational and Cultural Affairs at the U.S. Department of State approve the project request, it is then forwarded to CIES to administer the grant.

To find out whether the program is being utilized in a specific country, host institutions should contact their local Fulbright office. Please also refer to the "Project Request" section of the FSP Web page at <http://www.cies.org/Specialist/Host-Institutions/project-request.htm> to learn more about the project request process.



5. I have been contacted by an overseas institution regarding a potential opportunity, what happens next?

If the Specialist project request has already been approved, your application, along with those of other qualified candidates, will be forwarded to the appropriate Fulbright office. The Fulbright office in that country, in cooperation with the host academic institution, will make the final selection of the grantee.

6. Can a host institution submit a project request to CIES?

No, CIES does not receive project requests directly. CIES processes project requests that have received final funding approval from the U.S. Department of State. CIES facilitates the matching of qualified candidates with approved projects. Once a grantee is selected, CIES administers the grant on behalf of the U.S. Department of State.

7. Does CIES have suggestions on how to find a potential host institution overseas and develop a project?

Information about the how to develop a project request, as well as suggestions for finding an interested host institution, can be found on the Roster Candidate Web page at <http://www.cies.org/specialist/roster-candidates/>.

8. Is the Fulbright Specialist Roster available to Fulbright Commissions or U.S. Embassies?

Yes, the Fulbright commissions and U.S. embassies have access to the Roster through a secure Web site.

9. Is the Fulbright Specialist Roster available for public viewing?

No, only Fulbright Specialist Program staff and Fulbright offices overseas have access to the online Roster.

10. Do I need to reside in the United States in order to receive a Specialist Grant?

Yes, to ensure that there is an impact of the Fulbright experience in the United States (e.g., through the Specialist's interaction with colleagues, students and communities) as well as to promote U.S. and non-U.S. institutional affiliations, Specialist grant candidates must reside in the United States at the time of grant approval and must intend to return to the United States after completing the grant.

11. Since I'm on the Roster for up to 5 years, will it be possible for me to get more than one grant?

Preference will be given to those candidates on the Roster with the most relevant professional experience who have not yet received a Fulbright Specialist grant. Specialist grantees are eligible for another Specialist grant only if two years will have elapsed between the end date of one Specialist grant and the anticipated start date of the new Specialist opportunity.

12. Will I receive a certificate of participation?

After completion of a Fulbright Specialist grant, CIES will mail you a certificate.

Attachment 4: Notice of Fulbright Scholar Grant awarded to Judge Gregory Alarcon, dated February 2, 2016

From: Terhi Mölsä [<mailto:Terhi.Molsa@fulbright.fi>]
Sent: Tuesday, February 02, 2016 4:37 AM
To: Judge Gregory Alarcon <GAlarcon@lacourt.org>
Cc: Terhi Mölsä <Terhi.Molsa@fulbright.fi>; Sonja Kuosmanen <Sonja.Kuosmanen@fulbright.fi>
Subject: Your Fulbright Scholar Grant to Finland

Dear Professor Alarcon,

It is my great pleasure to write to you on behalf of the Board of Directors of the Fulbright Center in Finland (the Finnish-American Fulbright commission) and to share with you that you have been selected for the 2016-2017 Fulbright U.S. Scholar Program in Finland. **Enclosed please find a letter regarding your grant.** My warmest congratulations on your award!

Among the over 150 Fulbright programs around the world, the Finnish-American program is unique. It is based on a history unlike any other, and in the present day it distinguishes itself internationally for its exceptionally broad funding and partnership network. We are proud of our program and we are so pleased to welcome you to our community of Fulbrighters.

At your earliest convenience, please acknowledge the receipt of this message and confirm your acceptance of the grant. Please cc your reply to Sonja.Kuosmanen@fulbright.fi (already copied in this message for your convenience). Upon receiving your confirmation, we will send you further details of the award and about Fulbright in Finland.

Once again, congratulations! We look forward to welcoming you to Finland!

With best wishes,

Terhi Mölsä
Executive Director
Fulbright Center, Finland

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Terhi Mölsä
Toiminnanjohtaja/Executive Director
Fulbright Center
Hakaniemenranta 6
FIN-00530 Helsinki
Finland
[terhi.molsa\(at\)fulbright.fi](mailto:terhi.molsa(at)fulbright.fi)
Mobile tel. +358-50-5705498

The Fulbright Center promotes educational exchange between Finland and North America in a variety of ways.

For more information, please visit <http://www.fulbright.fi/>.
Fulbright Center LinkedIn: www.linkedin.com/company/fulbright-center-finland.
Fulbright Center Facebook: www.facebook.com/fulbright.center.finland.

Read the most recent issue of the *Fulbright Center News* at

<http://www.fulbright.fi/en/fulbright-center/fulbright-center-news>

Please consider the environment before printing this email.

Carroll, Tina

From: Judge Gregory Alarcon <GAlarcon@lacourt.org>
Sent: Thursday, November 10, 2016 2:57 PM
To: Hoshino, Martin
Cc: Kuhl, Hon. Carolyn B.
Subject: FW: Judicial Sabbatical
Attachments: Alarcon (UTU) selection letter.pdf; Specialist Roster FAQs 2014.pdf; Fulbright Sabbatical Request 2.docx; Fulbright Scholar Project Statement.docx; Fulbright Turku Syllabus.rtf; fulbright letter.docx

Categories: in process/TC

Mr. Hoshino:

I enclose a letter requesting a Judicial Sabbatical so I can teach two law school classes at the University of Turku in Finland in early Spring of 2017 for four months beginning either at the end of January or the middle of February along with attached documents. I was awarded a short (Fulbright Specialist Award) and a long one (Fulbright Scholar Award) but the Fulbright committee decided to only award the longer award to me at this time teaching at the University of Turku. If I can provide additional information, please let me know.

Thank you for your time and attention.

Gregory Alarcon

Judge Gregory Alarcon

111 N. Hill Street, Department 36
Los Angeles, California 90012
(213) 633-0592

November 10, 2016

Mr. Martin Hoshino
Administrative Director

Subject: Judicial Sabbatical

Dear Mr. Hoshino,

This is a request for a judicial sabbatical pursuant to California Rules of Court, 10.502(d), to fulfill a Fulbright Scholar Award I was awarded to teach two law school classes at the University of Turku in Turku, Finland. In January of 2017, I will have been a judge for 24 years and I have been teaching as an adjunct professor at Pepperdine University of Law for 26 years. I am attaching a copy of the award. The period of time would be four months with a beginning date of either January to April or February until May in 2017.

The two classes that I would teach are *Trials in History from Solomon to the Present* and *Trial Practice*. I enclose the descriptions of these classes that have been approved by the faculty at the University of Turku. Each class highlights insights in the United States legal system which would provide a great outreach of the administration of justice in our country to Finland. I have been an adjunct professor and a frequent lecturer with the courts in the judicial ethics course and many other subjects, and I am convinced the outstanding reputation of the educational system of Finland would give me insights into being a better teacher in judicial subjects for the courts in California.

I have received approval from Presiding Judge Carolyn Kuhl.

Sincerely,

Judge Gregory Alarcon

TLS_XXXX Trials in History from Solomon to the Present 7 ECTS

***Subject**

Turku Law School

Persons in charge

Gregory W. Alarcon

General description

The class is designed to be a course with a lecture format that discusses trials, techniques, and the development of legal systems from the time of Solomon to the present. Trials from all over the world are featured and the recurring issues that have been developed and refined are emphasized. Each student is assigned a landmark trial to write about and compare with trials studied in the class. The goal of the class is to expose the student to the legal systems throughout history and develop a respect for the role of trial courts to handle legal disputes and to tackle relevant social issues. The lectures include literature and its treatment of law to give a deeper understanding of the impact law has on society.

Learning outcomes

The students are expected to demonstrate a proficiency in understanding the development of law, explores the variety of trials that have influenced history, and be exposed to the numerous social issues that have been adjudicated in courtrooms on subjects as vast as race relations, child labor laws, domestic violence, murder, and social reform.

Languages of instruction

English

Teaching methods

Lectures 30 hours

Modes of study:

List of modes of study:

- * Participation in classroom work [English]
- * Lectures [English]
- * Written work [English]

Further information on modes of study

A minimum of 75% class attendance. The students write a final paper. (c.15-20 pages).

Evaluation

0-5

Evaluation criteria

The final written paper and active participation in class.

Recommended year of study

3rd year

The lecturer has taught the course in the United States usually to the second or third year law students.

Study materials

Most of the study material will be made available to students through lectures through PowerPoint slides, handouts and on the Moodle page.

The Art of Cross Examination by Francis Wellman (1904) and *Communicating the Law: Lessons from Landmark Legal Cases* by Janice Schuetz (Waveland Press, Inc. 2007)

Further information

Course will be offered only in the academic year 2016-2017

TIME: Spring semester

PARTICIPATION: Limited to 50 students

1/3 of the places is reserved for the degree students of the Faculty of Law. For the remaining places, the following criteria will be used to select the participants:

1. exchange students of the TLS cooperative institutions
2. degree students of the TLS cooperative institutions
3. other law students
4. non-law students

Please see general instructions: Registration for optional study modules.

TLS_XXXX Trial Practice 5 ECTS

***Subject**

Turku Law School

Persons in charge

Gregory W. Alarcon

Attachment 7: Course Description: Trial Practice

General description

A study of the methods and procedures of counsel in various aspects of trial practice. Students will actively participate in direct and cross-examination of witnesses, making objections, methods of impeachments, use of exhibits, opening statements, and closing arguments. Each student will then participate in a mock trial based on a landmark case. The differences in trial practice regarding jury versus non-jury trials will be emphasized as well as the common elements which will make these techniques relevant for superior lawyering.

Learning outcomes

The goal of this class is that students will learn to demonstrate proficiency in oral communication through a variety of weekly exercises which will culminate in the final trial. An emphasis through the course will be on proper legal etiquette, collegiality, and professionalism in court. At the end of the semester students will demonstrate a heightened knowledge and understanding of a lawyer's moral, ethical, and professional responsibility to make you an outstanding lawyer.

Languages of instruction

English

Teaching methods

Lectures and exercises 45 hours

Further information on teaching methods

The class will be divided into half lecture and half exercises. Students will receive detailed written evaluation of their work in the trial and the end of the course.

Modes of study:

List of modes of study:

- * Participation in classroom work [English]
- * Lectures [English]
- * Exercises [English]

Further information on modes of study

A minimum of 75% class attendance.

Evaluation

Pass-Fail

Recommended year of study

This course has been generally taught after first year foundational classes in law.

Study materials

Most of the study material will be made available to students through lectures through PowerPoint

slides, handouts and on the Moodle page.

Further information

Course will be offered only in the academic year 2016-2017

TIME: Spring semester

PARTICIPATION: Limited to 24 students

1/3 of the places is reserved for the degree students of the Faculty of Law. For the remaining places, the following criteria will be used to select the participants:

1. exchange students of the TLS cooperative institutions
2. degree students of the TLS cooperative institutions
3. other law students
4. non-law students

Please see general instructions: Registration for optional study modules.



The Superior Court

STANLEY MOSK COURTHOUSE
111 NORTH HILL STREET
LOS ANGELES, CALIFORNIA 90012
CHAMBERS OF
CAROLYN B. KUHL
PRESIDING JUDGE

November 28, 2016

TELEPHONE
(213) 433-0400

Mr. Martin Hoshino
Administrative Director
Judicial Council of California
455 Golden Gate Avenue
San Francisco, CA 94102

Re: Judicial Sabbatical for Judge Gregory W. Alarcon at the University of
Turku, Finland, February to May, 2017

Dear Mr. Hoshino:

This is to acknowledge that I have approved the Judicial Sabbatical request of Judge Gregory W. Alarcon to be absent from the court so that he can teach two classes at the University of Turku, in Turku, Finland from February to May of 2017. Both of the classes, Trials in History from Solomon to the Present and Trial Practice, will provide insights in the United States legal system which will be a great outreach for the administration of justice in our country to Finland. I agree with Judge Alarcon that the outstanding reputation of the educational system of Finland would give him insights into being a better teacher in judicial subjects for the courts in California. I believe Judge Alarcon's four-month absence will not be detrimental to the Los Angeles Superior Court. The court will need an assigned judge to handle Judge Alarcon's caseload during his absence, but that need should be able to be satisfied within the assigned judge budget for Los Angeles Superior Court.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn B. Kuhl".

HON. CAROLYN B. KUHL
Presiding Judge

CBK:rm

c: Hon. Gregory W. Alarcon, Judge of the Los Angeles Superior Court