

LYON

Study Abroad Reports

Lyon Exchange Program

What I gained from the experience:

I gained better fluency in French, especially at the level of legal terms. I also gained knowledge of the pertinent regional issues such as the enlargement of the EU, and obtained a deeper cultural understanding of the French people than what I had before. Through my travel experiences during the breaks from school I gained better awareness of the different cultures in Europe (French, Basque, Italian, Czech, Slovak, Hungarian).

My classes and professors – the teaching style, the quality of instructions and any specific classes to take or avoid:

Classes:

Institutions Europeennes

Prof. Alibert's teaching style was mainly lecturing. She would teach the history of the European Union with lots of explanations, which at least for me made things very clear. Her teaching style is especially clear when it comes to the complicated functioning of the European Union institutions. The class met once a week for 3 hours, with two 10 minute breaks. This was a 1st year class and thus there were mostly 18 year-old students in the class who oftentimes made a lot of noise. Sometimes the Prof. would get upset at the noise and interrupt the lecture until the students were quieter.

The exam for this class for me as an American law student was to write a newspaper article to an American audience explaining the evolution of the European Union.

I would recommend this class to anyone who seeks to gain a solid knowledge of EU institutions.

Droit du commerce international

Prof. Moreteau uses the Socratic method of teaching and interacts with many volunteers. He uses a photocopy package that is also posted on the web as his text book, which he follows very closely. For foreign students especially it is a great help to be able to understand everything the professor is saying, due to the availability of the package. Additionally, Prof. Moreteau has a clear pronunciation in French and in English, and his explanations are very clear despite the complexity of the issues involved. He is very helpful in and outside class, so I recommend approaching him for advice pertaining to the Lyon program in general.

His final exam resembled the hypo essay questions we get at BU. We had practiced similar hypos during the semester with Prof. Moreteau, which prepares students for the exam very well.

I definitely recommend this course, which I consider the most interesting and engaging one I took in Lyon.

Droit bancaire europeen renforce

This was rather the second part of a year-long course in European Banking Law. Thus, the Prof. already assumed we had some bases in EU Banking Law and the expectations were higher. The course met once a week for 3 hours. The first hour was a press reading,

during which we had to present orally articles in banking or financial news. The next 2 hours consisted of lecturing by the Prof. Occasionally we would have a guest speaker.

In practice, I felt that the news presentation was pretty much about anything. Some students chose to present on political issues such as whether Cyprus will reunite before joining the EU, and the Prof. encouraged such subjects. My BU classmate and I, the only foreign students in the class, found ourselves often targeted with questions regarding US news (such as the Kennedy assassination investigation) that had nothing to do with banking or finance.

The lecturing was very unclear for the two of us, because of the assumptions that everybody had the basis. It took an extra effort (reading last semester's notes and text book) and asking classmates for help in order to understand the issues. The Prof. would mention many names and concepts that we were unfamiliar with, partly because we did not take the first semester course, and partly because of cultural differences.

In the end, after understanding the concepts, I got interested in Banking Law in general, which I want to further pursue at BU. It was helpful to take the EU Institutions course at the same time.

The final exam involved writing an essay on one of the topics we discussed in class.

I only recommend this course to those who have a very high fluency in French and a deep cultural understanding of the region. The course material is extremely interesting, and understanding the issues, while very difficult, is gratifying in the end. However, it takes a lot of effort and involvement to make the best of the course.

Droit des obligations

This was almost a refreshing course in Torts and Contracts, but from the French perspective. Prof. Courtine's style was lecturing in a very methodical way. The course met 2 times per week for 4 hours each, which made for a heavy load of lecturing each time.

I found Prof. Courtine's style to be very disciplined and organized in the way of presenting the concepts in logical sequence. Her syllabus was an outline in itself and thus very helpful for exams. She stopped for questions and answered them thoroughly. We had a midterm in this course, which was a very good indicator of our progress in the course. She allowed for oral presentations to help one's grade in the class.

I remain convinced that Prof. Courtine's style is the best in an educational system that requires memorization for exams.

I wholeheartedly recommend her course (which is in fact obligatory for BU law students), which can build upon the basis one has from 1st year Torts and Contracts at BU.

FLE (French for Foreign Students)

I was placed in this course following the French language placement exams. I enjoyed it since it not only involved language training but also cultural immersion. Thus we studied the colloquial expressions at the same time as the literal ones, and learnt about the French society.

My living arrangement:

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What I particularly enjoyed or disliked about the overall experience:

I enjoyed the extra time I had for my personal hobbies, such as jogging, traveling, playing cards, reading, etc. I felt that the experience allowed me to live a stress-free law student experience, since there generally were no assignments to worry about, and the exams, with few exceptions, came at the end. I also enjoyed the teaching and the exam style based on memorization, because I now remember more about the subject matter studied than I usually do after regular BU exams. I loved the city, its churches, its plazas, its restaurants, and its pubs. Everywhere in Lyon there was a piece of history. I enjoyed being able to walk around and sightsee, and on many occasions I walked all the way up to the famous "Fourviere" basilica, from where there is a beautiful view of the entire city. Not to forget the Roman Theatre ruins that are very impressive and still standing after all these millennia. I still feel proud to have studied in a city where cinema itself was invented, as I saw at the Lumiere Brothers house and Museum. I liked the food a lot, although it was very expensive. I dined many times at the local "Bouchon" restaurants, and got to try most of the local specialties.

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What future participants should know when considering the program:

- There would be a lot of memorization involved in writing the exams.
- Most Profs lecture and do not like to be interrupted with questions

Practical tips and pointers for future BUSL participants:

- always take a look at the boards on the wall that have announcements, because that is the way the administration/professors communicate with you, rather than by email
- choose professors that speak clear French, or you will be frustrated; to know who they are ahead of time, ask Prof. Moreteau

Study Abroad Final Report

Université Jean Moulin

My experience in Lyon helped me grow both professionally and personally. Taking law courses in French at a French institution exposed me to a different approach to legal study and practice while allowing me to learn some legal French. Learning the historical and current approaches of the civil law family helped me understand why the French legal system is set up the way it is and why the aspects of it that are emphasized fit into that historical context. I had also failed to realize at first that by studying French law I would be in effect studying some European Union law, as domestic French law is not the most supreme law in France anymore. It was really wonderful to gain exposure to the EU system through a French perspective. History really influences a country's legal system and approach to the law, and many of my professors were extremely aware of this. It was difficult at times, however, to acclimate myself to the French teaching and learning style. At times I really missed the American style, including reading from case books and discussing topics in class. While I had a great experience, I learned that I prefer a much more interactive educational environment.

The different education environment also helped me grow personally. It was difficult and new for me to have professors who only lectured and who were not available for discussions or questions outside of class. I have been accustomed to a more personal relationship with my professors, but I learned a lot about French culture and communication. I also learned how to prepare for different types of exams and to pay attention to expectations that were once foreign to me. My experience also reaffirmed that I want to work in a French-speaking legal environment at some point in my life.

MID-SEMESTER STUDY ABROAD REPORT

INSTRUCTIONS:

- 1) Write a one page report assessing your experience abroad, in light of your academic and personal goals. Topics to consider:

Courses

Professors

Housing

Social Activities

City Life

Money Matters

Please write your Mid-Semester Study Abroad Report below.

Courses, Professors and Program

The program (Lyon III) is very disorganized. We did not receive a schedule until we arrived, and I received several different answers regarding start and end dates. The exams are take-home exams over the weekend. I had exams on 5/6 weekends between February and the beginning of March, but I did have over 3 weeks without any class. The program seems to have difficulty getting professors to teach the courses, and there were last minute changes in course offerings and professors. This meant that some professors were not really prepared to teach their courses. The courses are not incredibly interesting or challenging.

A big problem is that the courses are huge topic areas, but only have 1 week of course study. The best courses were short, focused topics (Digital Copyright Law, Cultural Property). Other courses, like European Law, Comparative Criminal Law, and International Business Law, were just too broad for the amount of time allotted. The courses should either have a small scope, or they should offer fewer classes for more credits each. If the criminal law course had been focused on international criminal tribunals, the professor would have been well prepared and competent to teach the course. As it was, this was not her focus, and it was too much to learn in the allotted class time, and I do not feel like I learned much of anything. The international business law professor was told he should also include contract drafting. This was just too much material for him to be effective, added to the fact that he was disorganized, unclear and rambling. He was probably one of the least effective professors that I have ever experienced, and the class was a total waste of time and energy. He was also frequently insulting and insensitive to students and culture.

As a class, we petitioned to the administration with our problems with the International Business Law course. The administration's reaction was not entirely responsive, and did not really make me feel better about the situation. Also, it resulted in a misunderstanding regarding the grading of the course by a majority of the students. My overall impression of this program is that they do not value students. I am still very concerned about receiving my transcripts in time, just because I have seen serious delays for others in the program. My recommendation at this point is that BU should

stop sending students to this LLM program. I have been dissatisfied with the courses, organization, and student care.

City Life

Lyon is not a good place for people who do not speak French. Although the program is in English, it is far better if you have had some French in the past. It is very expensive to travel in and out of Lyon. A ticket to the airport is 9-13 Euro (depending on whether you are under 25, and whether you buy single or return). RyanAir has only 1 flight out of Lyon, and EasyJet has a very limited schedule. Train tickets are also expensive. It costs 50 Euro round trip to go to Paris or Geneva, and at least 30 Euro round trip to go nearly anywhere else closer.

The program is small, so it was easy to make friends and have an adequate social life. Additionally, my cost of living was essentially what I expected. The only real surprise was the cost of traveling. Also, I applied for French benefits under CAF (caf.fr), which is available to students with a visa. This program should be made known to students because you can receive a stipend of well over 100 Euro per month.

Conclusion

While this report is fairly negative, the objectives of my study abroad experience have been met. I have been immersed in another culture, and experienced a VERY different approach to learning law. I have met many new people from all over the world. I am very glad I took the opportunity to study abroad, but I wish I had been aware of the difficulties for people with no French background in Lyon, and the cost of traveling from Lyon. I would have liked to have more opportunities to travel on the weekends. I would most want future students to understand those limitations of the city of Lyon. However, given the administration at Lyon III, I do not think it is a very good environment for learning the law. Unless the program undergoes significant changes, I think BU should refrain from sending students in the future.

Sincerely,

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Please write your Mid-Semester Study Abroad Report below.

I would like to start by acknowledging ■■■'s report to you regarding ■■■ concerns with the program. I echo all ■■■ points and will try to give you some additional thoughts from my perspective; I too must recommend that BU no longer send students to this program.

Courses, Professors, Administration, and Scheduling

A review of the UJM Lyon 3 course offerings shows a seemingly well-rounded, meaningful overview of European and comparative law topics. Despite the fact that our introductory course was an EU law and policy class, I still feel I was vastly unprepared for the specialized classes. Any student joining this program should already have a good grasp of the EU Treaties and basic political and historical foundations in order to keep pace with the specialized topic classes. Being even the slightest bit in the dark about EU law puts a student at a disadvantage, because each class is scheduled over the course of one week, with classes for about 2 hours in the morning and 3½ hours after lunch, every day. It is, in every sense of the phrase, an "info dump", usually composed of lectures with occasional group discussion. Because of class pace, only those students who are already well-versed on the topic contribute, while those of us who do not know as much struggle to remain attentive for 5½ hours of daily lecture on a single topic.

This is an interesting take on a legal education, and it must work well for the Europeans, given that they produce great scholars and practitioners. After talking with others, I did not expect too much "heavy [academic] lifting" during my semester abroad, but I did expect to absorb more legal knowledge than I have thus far. However, one positive outcome is that I have a greater appreciation for the way BU professors teach and engage students in dialogue about the law. I cannot wait to register for fall classes.

Our EU law and policy class was conducted by the Program's administrative director, who assigned us readings that were either completely abstruse or comically politically biased, if not both. While the class structure involved a good deal of group work and student presentations,

which I appreciated, the lecture portions were scripted, and our professor literally just read the language of the ECJ opinions to us, which I found to be extremely condescending and in no way thought-provoking.

This class was followed by *Protection of Cultural Property* (UNESCO-protected artifacts, buildings, art, etc.), taught by a very smart man who works at Interpol, and *Free Movement of Goods and People in the EU*, taught by a Spanish professor who is also a *Référéndaire* to the ECJ (like a law clerk to the U.S. Supreme Court, but perhaps even slightly more prestigious). Both of these men were experts in their fields and were passionate about their subject matter. I feel like I learned a lot from these two professors, despite the fact that the actual *schedule* of classes, as I mentioned, are in no way conducive to learning much subject matter. I am looking forward to Law and Economics and the rest of my International and EC Intellectual Property class, and hope that I will be able to take something away from those class sessions.

■ mentioned our recent experience with a completely awful teacher whose class was supposed to cover International Business Law and Contract Drafting. This American expat not only focused almost entirely on U.S. law (instead of pursuing a comparative approach that a room 40% full of American students expected), but he made baseless assertions of fact and law that on multiple occasions were **proven by the students to be completely false**. After quickly realizing that we were being *re-taught* American civil procedure *incorrectly*, and with the frustration of enduring the professor's complete disregard for our time (every single dismissal from his class was at least 10 minutes later than planned), we professionally petitioned the Administration for corrective action. We suggested an alternative research paper assignment and expressed our concerns on a number of issues, one of which was concerns regarding a non-blind grading of our exams, since the professor was combative and disrespectful to those students who enunciated concerns in class. Our administration took more than 4 days (when the class itself was only over 10 days) to articulate a clear response, which many of my classmates felt was inadequate. (The administrator threatened to withhold exams from students who did not attend class, despite students' concerns that the classroom environment was at that point hostile and uncomfortable, and that the professor was continuing to teach incorrect, American-centered law). I must also emphasize that this class counts for 25% of all the U.S. credits I will be receiving during my time in Lyon. Considering the cost of BU tuition, I feel that I got a raw deal with respect to my legal education this semester.¹

Social and City Life, Money & Living Matters

My social life has improved over the past months, as the LLM students have become more inclined to get together and experience Lyon. There is a famous French chef based in Lyon

¹ At this juncture I want to clarify that I am in *no way* faulting anyone at BU for my experience this semester. I have every faith and confidence in my home school and know that you will be responsive to my concerns. My regret is simply that, considering my expenses and my strong affinity for BU, that I missed out on a semester of learning from our brilliant professors in Boston in exchange for a sub-par academic program.

named Paul Bocuse, and in addition to his flagship restaurant he has 4 mid-priced dining locations throughout the city. We have resolved to visit all four restaurants to get a taste of the famous chef's various themes, and it has been a fun way to bond with classmates and start off the weekends. Again, however, *many* of our weekends are occupied by 72 hour take-home exams, which have detracted from the experience overall by inhibiting normal social opportunities (and travel plans).

This is also an administrative concern, but I feel like the person who prepared me most for my study abroad experience was [REDACTED], who studied in Lyon this past fall. [REDACTED] was the one who told me to apply for French housing subsidies, to get a certain French bank account and phone card, and how to navigate other practical matters. The administrators of the program were typically lax in their responses to emails, and they did not seem to care about helping us get settled in France. This came as a shock to me given my overwhelmingly positive experiences with all BU administrators in all departments with which I have interacted. Perhaps I have been spoiled in Boston (and perhaps in America), but UJM Lyon 3 simply does not appear to be a student-friendly institution. The upside of this is that I feel much more resourceful and self-sufficient in tracking down solutions to problems by reaching out to friends and colleagues. Even the French people I have met socially have been enthusiastic about helping me with to-dos and the adjustment generally, which has been a positive experience as well.

Conclusion

As [REDACTED] emphasized, I too am extremely grateful to have had this opportunity to study in Europe. I regret that the program itself lacked academic vigor and professionalism. However, sharpening my French language skills has been a huge personal achievement, as has navigating socialized medicine in a foreign language (I tore a muscle in my foot in late January!) and taking solo vacations to other countries (I was extremely nervous at first but ended up making great friends and feeling more independent). Most importantly, remaining patient and polite in frustrating situations is quite possibly one of the greatest skills an American lawyer can have, especially since we have the reputation of being the opposite. This experience will serve me well in the legal world, where interactions with people and processes are not always efficient or enjoyable; knowing how to handle such occurrences with flexibility and grace is not something one can be taught, so I consider Lyon to have been a positive experience in that regard as well.

I will return to Boston in early May before heading to New York this summer for an internship. I would love to sit down and debrief with you further to address any lingering questions or concerns you may have. Furthermore, if the course of next year's exchange is already set, I am fully capable of giving a more positive (but helpful and realistic) take on Lyon to students that are studying here next year (there is some good in almost everything). If I can be of any help before then, of course please let me know; I greatly appreciate BU's regard for its students and wish to contribute whatever I can to the betterment of our programming.

- take initiative in setting your exam date but do not be too pushy to accommodate your personal circumstances. One American friend got more than her fair share of criticism for trying to schedule her exams around her own travel plans
- befriend French students, and if possible live somewhere around them, they can help your immersion, or with class notes, explanations, places to go out, etc
- do not interrupt professors' lecture with questions unless you observe it to be ok (i.e. the other students do it and the Prof doesn't mind it).
- Be very careful about the classes you take, since some of them involve prior knowledge of French law. Get advice from Prof. Moreteau and Annie Simon, or ultimately email one of the past participants.
- It is much cheaper to have a double studio with a roommate than to have a single studio. Thus, even if you do not yet have a roommate, you can get one once you are there.
- Get the "Carte 12-25" for 50% reduction on your train tickets, if you are 25 or younger. You must pay an initial 50 euros for it, but it will later pay itself off especially if you do 2 or more travels.
- Sometimes youth hostels are a good idea, sometimes a hotel room is better, depending on the place and your safety concern. Youth hostels usually have few private rooms, their safety lockers are problematic, and some hostels come with a curfew.

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Final Report: Study Abroad in Lyon, France

Earlier this week I returned from a semester abroad in Lyon, France studying at the Faculté de Droit of Université Jean-Moulin, Lyon III. While I still processing the experience and coming to grips with the realization that it is over, I know already that I will always look back on my nearly six months in Lyon as an undeniably positive experience that will have lasting affects on both my personal and professional lives.

The most prominent facet of my time in Lyon was of course my coursework at the Faculté de Droit. I completed courses in Environmental Law, International Commerce Law, and International Public Law as well as a an Introduction to French Law and Jurisdictions and a French Language course. As I was aware at the time I applied for the program, the vast majority of the courses are taught in lecture format. I was, however, not prepared for a literal and strict interpretation of the lecture format wherein the professors are simply reading their notes aloud and the students are expected to record them verbatim. Since classes only meet once a week for three hour blocks, the courses themselves seemed like tests of endurance and focus. Fortunately, the French students in my courses were all very willing to help explain the material if I missed a particular topic or simply didn't know a specific, technical legal term. This lack of vocabulary was actually the greatest initial challenge as I spent a significant amount of time at the beginning of the program looking up words. Fortunately, my need to expend time and energy looking up basic legal terms in French diminished significantly over the term and I can now confidently say I comfortable with legal French in a professional setting.

The examination process in Lyon also differed considerably from the American Law school examinations. As a foreign student, I was able to take oral exams in most of

my classes except for International Public Law because it contained the Travaux Dirigé seminar-style component. While in American Law classes students are often allowed to bring in notes or outlines so that they can focus most of their time studying developing relevant analytical skills, law students in France are expected to memorize and regurgitate all the information presented during the lecture course. Although I was initially intimidated by this reality, in the end I felt that each system has its own benefits and drawbacks. For instance, if studying for my exams in Lyon was considerably more monotonous (simply memorizing the lecture notes), it meant that the outcome of the examinations, in contrast to the unpredictable outcome of American law exams, seemed to more readily correlate with the effort I expended in preparing.

One notable exception to this observation involved my Travaux Dirigé seminar style course. These courses are taught by the equivalent of TA's who are studying for their doctorates in law. In my case, my Travaux Dirigé TA was callous and downright unpleasant. In contrast to all the other professors who went out of their way to be helpful and welcoming to exchange students, this particular TA seemed to resent my presence in his classroom and gave me several unfair and undeserved low marks on projects I had spent significant time on. Needless to say, I was frustrated and even more so after my attempts to approach him and discuss the situation were met with indifference and an uncompromising refusal to recognize my unique situation (I was the only exchange student in that particular class). In the end, my interactions with this TA proved to be yet another learning experience. I could chalk up the misunderstanding to some cultural difference, but I believe the central lesson applies to domestic relations as well;

sometimes you simply don't see eye to eye with someone and in that case, all you can do is try your best and take pride in your integrity and your work.

On a more personal level, my experience in Lyon was definitely what could be called a "growing experience." Being the only American in the program and also several years older than my foreign counterparts, I initially found myself feeling a little isolated. Over the course of the semester, however, I learned to stop focusing on what distinguished me from the other students and instead look for the common, unifying qualities. I believe that the practice of seeing the best in people is something that will serve me well as I move forward in my legal career. Additionally, I feel that my time in Lyon has truly given me some perspective on what it means to be an American and how our legal and political systems differ from others around the world. Stated bluntly, I was forced to step out of my American bubble of egocentric ignorance. Ironically, however, developing a more global point of view also lead me to be even more patriotic as I recognize the great potential of our legal system as compared to others (even if we often fall short of this ideal).

In the end, I have so many fond memories of my times abroad—new friends and future colleagues, weekend getaways to ski in the Alps, noticing the drastic improvement in my French, and many others—but perhaps the most valuable aspect of my experience is significantly less quantifiable. Even though I've only been back here in the U.S. for a few days, I can say with certainty that I have returned as a more aware, confident, and experienced young man and believe that this attitude will serve as a significant advantage in my legal career. Thank you for allowing me the opportunity to have this wonderful experience.

The overall goal of the program seemed to be to ensure that we became well-rounded lawyers, since the MIEBL program incorporated Accounting for Lawyers and EU Tax Law. Additionally, the curriculum placed a great emphasis on alternatives to the courtroom, such as a negotiation clinic and Arbitration and Alternate Dispute Resolution, designed to teach us skills in alternate ways to resolve disputes. I greatly enjoyed that each of the classes this semester seemed to have a case study component, which involved some sort of group work or interaction, designed to be somewhat different from typical law school lecture that we get in American law schools. I feel that we as students appreciated these activities the most and used it to reinforce and supplement what we were learning from the lectures.

There were a few drawbacks, however. The first few weeks of the semester the classes were taught as complete blocks during which we learned one subject for the entire week followed by a final exam. Starting from mid-October on (after we returned from our Brussels-Luxembourg trip), however, the classes began to intertwine. Therefore, the classes started to blend together and, combined with the fact that all of our classes were held in the afternoons, led to some confusion on certain days because we were not sure whether we were starting a new class that day. Because all of the professors were practicing attorneys, the classes were often held at different times and there was little consistency between the class schedules. For example, one week we would have a class on Monday, Tuesday, and Wednesday at 4pm, 6:45pm, 4pm, respectively and the next week we would have it only once or not at all. In addition, because the schedule sometimes changed due to teacher availability, the classes started to jumble together, especially in November and December, making it hard to follow, keep track, and review material for the individual classes.

Another major drawback of this schedule change was final exam taking and workload. Because we had a different class starting almost every week, rather than a class per week as we had in September and early October, the amount of time between each class increased more and more. This resulted in the majority of our classes concluding within the last 2-3 weeks of the semester, which resulted in 8 or 9 final exams that needed to be taken during this time, period with a few written assignments mixed in. While this is what typically occurs in American law schools, the major differences here were that: (1) we had much more classes that we were taken and (2) there was no study period included in the schedule so we were both going to class and studying for exams at the same time. While the classes were significantly shorter than their American counterparts, and thus covered far less material, there were a few days where we had a final from 4:00-6:15 followed by a final from 6:45-9:00, which was both long and required extensive preparation the night before. The tests were always fair, however, and the exams rarely took the full two hours, so it is not as if I am complaining, but if there is something that could be fixed for the upcoming years, it would be the scheduling.

A few other procedural things that I believe need to be fixed for upcoming years are communication between the professors and the faculty of the school. There were several occasions when professors did not know the schedule or what time their next class was going to

be. The students fixed this quickly by simply consulting our schedules. The more frustrating gap in communication occurred when we were given due dates for our take home exams and assignments by the professors, after which we received urgent emails by the professors, asking us to move up the deadlines because grades needed to be submitted earlier than anticipated. Since we had a lot of other assignments due, especially towards the end of the semester, this was a very frustrating email to get as we would have to escalate and modify our planning of completion of the assignment to meet these new deadlines. While we were able to get the assignments done in time, we found this to be inconvenient, as these emails would notify us that we had two or three fewer days to work on assignments than we originally planned. The professors should be made aware of when their grade submissions are due ahead of time so that they can better plan the deadlines that they communicate to students.

Midway through the semester we elected a class president and vice president in order to siphon information between the professors, faculty, teaching assistants, and the rest of the class. This worked out extremely well and greatly improved the efficiency with which information was communicated between everyone. This is definitely something that should be done earlier in the semester, if not the first day. Our president was very good and diligent about filling us in with regards to all relevant information and was instrumental in filling any gaps in communication. Something else that should have been done earlier in the semester is course evaluations. While the first few were done upon the conclusion of the class, the rest were done at odd times during the semester, culminating with us having to do 9 during one class period at the end of the semester. While they were not too detailed, it was very time consuming and repetitive and it is safe to assume that the quality of the evaluations suffered as a result of writer's fatigue. Doing them at the conclusion of each individual class would allow for better feedback and would ensure that students remembered more details about the class, the professor, the material, and any issues that they wanted to mention during the evaluation process.

I greatly enjoyed living in Madrid. The city is beautiful, they really outdo themselves for Christmas and the winter holidays and the environment is cheery and lively. I should note, however, that during orientation we were warned that Spain was going through a severe unemployment problem and that petty theft was rampant. By the end of the semester, at least a dozen of my classmates and friends had been the victims of robberies, fights, pickpockets, or some other forms of crime. Shortly before I left, one of my closest friends got his nose broken during a robbery attempt and another had been robbed after a violent altercation a week after I returned to the states. The majority of these events occurred at night, during or after a bar or nightclub trip, so I advise students to be careful and exercise care, especially when enjoying the nightlife. While I am not suggesting that you should keep your hands in your pockets at all times and refuse to talk to people (people from Madrid are, for the most part, very pleasant), I stress that you should be aware of your surroundings and your belongings. As long as you are careful and make good choices, you should not have too much of a problem. Once again, I would like to reiterate that I would *highly* recommend this program to students in subsequent years.