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Innovation in Teaching LLCs: Introduction

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INNOVATION IN TEACHING LLCs

Lyman Johnson*

The two splendid Articles that follow substantially advance the pedagogy of teaching LLCs in American law schools. The Article co-authored by Professor Michelle Harner and Professor Robert Rhee describes both the use of a mini-case study as a component of a traditional Business Associations survey course and how to employ a more in-depth simulation in a separate “standalone” LLC offering.¹ Professor Anne Tucker then describes how she uses the drafting of a Letter of Intent, as one component of a survey course, to provide students with a practical but very instructive way to work on LLCs in greater depth.²

LLCs have exploded across the legal scene over the past two decades. More LLCs are organized every year than any other type of business entity. But, regrettably, effective teaching of LLCs in American law schools has lagged. Professors seeking well thought-out techniques for making LLCs clearer to students, while hoping for in-depth, experiential, practical—but highly efficient—methods for doing so, should study these pieces with care.

At the annual meeting of the Association of American Law Schools held in New York in early 2014, the Agency, Partnership and LLC Section, which I chaired, showcased a small handful of

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1. Michelle M. Harner & Robert J. Rhee, *Teaching LLCs Through a Problem-Based Approach*, 71 WASH. & LEE L. REV. 391 (2014).

2. Anne M. Tucker, *Teaching LLCs by Design*, 71 WASH. & LEE L. REV. 427 (2014).

presenters to share creative methods for teaching LLCs. The two pieces that follow were among those selected for presentation. We had a record attendance at that meeting, despite a crippling snowstorm, and the audience response was very enthusiastic. This reveals the great appetite in legal education for better understanding how to teach this important but frequently neglected subject.

I am grateful to the Editorial Board of the Washington & Lee Law Review for publishing these two Articles, thereby further broadening the audience for them. I also thank the editors for seeing the value of publishing scholarship dedicated to improved pedagogy, and for appreciating how doing so advances Washington & Lee's longstanding commitment to pioneering change in legal education.