



# INDIA TTT 2.0 TRAINING

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# Discussion points

1. My personal journey to environmental law teaching
2. Comparative research: opportunities and challenges
3. Publishing in U.S. law journals

# FROM BENGALURU TO ORANGE

1. The fateful meeting in New Delhi with Professor M.K. Ramesh and the work on CEERA as part of the World Bank Capacity-Building Project.
2. Professor Nick Robinson to Singapore and Pace
3. Pace to Columbia
4. Columbia to Chapman

# Comparative Environmental Law Research

## 1. Opportunities:

- a. Bring new perspectives.
- b. Gain new insights
- c. Contribute to strengthening a universal conception of law and justice, as well as national legislation and implementation

## 2. Challenges:

- a. The law is not an organ, it is not a number...
- b. Differences in context and content
- c. Variation in preferred writing styles and organization
- d. Limited audience, and thus, venue for publication

# Teaching comparative environmental law

1. A basic understanding of how the law works in each comparative jurisdiction, and not just the law in each country. E.g. Both the United States and India are common law jurisdictions. However, the approaches to environmental law are significantly different. Whereas India's environmental law progression is rooted in judicial interpretation of the Constitution, U.S. environmental law is driven by legislation, with less emphasis on the constitutional aspects. Further, the role for the judiciary is carved out in the laws.
2. The ability to convey the value of comparative learning to students is critical. The United States has a record of more effective environmental protection, say, in regard to air pollution. The ways in which that was achieved is critical. However, another country may not have the mechanisms to use the same strategies, or it could. What is critical is to explore the value in each experience. Right now, with a great interest in constitutional rights and climate change, the jurisprudence led by India seems more relevant than an administrative approach. So, what is important is the process of comparison, and its long-term value.
3. Guest lectures and networks are a great resource, especially with Internet technology. So, harnessing the resources and expertise available can be extremely helpful in teaching the course. For instance, my comparative environmental law course at Pace was co-taught by Professor Nick Robinson with Professor Lye Lin-Heng at the National University of Singapore.
4. Most of the teaching materials have to be designed, since there is no standard book on comparative environmental law. However, this can be achieved once the core teaching topics are identified.

# Publishing in U.S. Law Journals

There are three important aspects:

1. Timing of submission
2. Means of submission
3. Substance of the article

# Timing

1. Most law reviews publications occur in two cycles, Fall and Spring. The Fall cycle begins mid-to late August, and continues through September. The Spring cycle begins late February, and continues through late March, early April.
2. Some law reviews continue to review submissions throughout the year, and some review submissions in the summer as well. However, since most law reviews are student-run and edited, the submission cycles coincide with their semesters.

# Means of submission

1. Most law reviews have moved to two forms of submission platforms, ExpressO and Scholastica.
2. Both require subscriptions, which most U.S. law schools have and thus, facilitate submission by faculty.
3. You may also submit directly to the law review, but this will require you to review their website to find the relevant information.
4. Another venue is to publish if you present in a law review symposium. One may be invited to participate, but for most part there are call for papers issued, and an accepted submission could lead to a publication if it is organized by a law review.
5. Sometimes law review editors may invite a well-established scholar to contribute to their publication.



# Substantive aspects

1. There are mainly two types of law reviews: flagship or main journal and specialty journals. The main journal will publish an article on any topic that is of general relevance, whereas the specialty journals focus on a special area, e.g. environmental law. The choice of which journal to accept an offer to publish depends on many factors, such your preferred audience, your own institutional requirements, and the prestige of the law review and correlating school.
2. Writing style and organization: law review editors work for credit, and to strengthen their resume. The work load is quite heavy. Once submissions are made, editors typically review submissions individually and then discuss and vote as a group whether to make an offer. Once an offer is made, it may be accepted or rejected. If an author accepts an offer, the editors have to then review the article carefully, check citations for accuracy, and review each sentence to ensure it conveys the intended meaning. Given this, law review editors give preference to articles that appear "ready to go," i.e. fully written, stylistically compliant, Blue-booked, and pretty much a final product.
3. Topic: Scholars write to contribute expertise and analysis to different areas of law. There are numerous law reviews that can accommodate this. However, not every law review has the same interest, which may be driven by current affairs, as well as the make-up of the editorial board. While one's writing should not be influenced by what is "fashionable," current relevancy of a topic could make it more "marketable" than a well-explored doctrinal issue. When selecting a topic, it is also important that it contribute to existing literature, and thus make a continuing contribution to the chosen field.
4. Recommended article: [Information for Submitting Articles to Law Reviews & Journals by Allen Rostron, Nancy Levit :: SSRN](#)

Questions or comments?

# THANK YOU!

Stay well and healthy!