

5.00 credits

30.0 h



Q1 and Q2



This learning unit is not open to incoming exchange students!

Teacher(s)	Guillain Christine (coordinator) ;Vrieling Jogchum ;
Language :	French
Place of the course	Bruxelles Saint-Louis
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>In the wake of numerous fact-checking initiatives - including the recent one in Flanders: https://factcheck.vlaanderen/ - the legal clinic "Les Surligneurs" aims to carry out legal-checking, i.e. to verify the conformity with the law of statements made by public figures, particularly in the media. The legal clinic can also try to shed light on the political debate through its legal issues.</p> <p>These two objectives are achieved through "legal highlighting" or "legal clarification" operations, in which students, under the supervision of teachers, write short articles, easily accessible to the general public, where the legal issues are clearly apparent: legally false, problematic, nuanced, incomplete, etc. statements are "highlighted" and politically debated subjects are "clarified" in law.</p> <p>These articles are then put online on the Belgian part of the site currently administered by "Les Surligneurs" France, founders of this successful project and with whom the clinic is partnering: https://lessurligneurs.eu/ . The articles are also disseminated on social networks, all with a view to feeding the public debate.</p> <p>In doing so, the legal clinic is part of the legal design movement, notably conceptualised by Margaret Hagan (Stanford University, USA), which works towards a better understanding, visibility and accessibility of the law from the point of view of its users (user-centred).</p> <p>The clinic is also to be understood in the context of fake news, alternative facts & post-truth, these phenomena being the subject of the next collective research conducted within the Interdisciplinary Seminar of Legal Studies (SIEJ) and entitled "The (post-)truths of law". The emergence of a period of 'post-truth', understood by Marcel Gauchet as 'the adulterated offspring of political correctness' (Le Débat, 2017/5, p. 20-27), poses new questions - and renews the interest of a research on - the relationship between law and truth. The students of the clinic are thus invited to participate in the sessions organised within the framework of this research, in order to provide theoretical input for the practical work of highlighting in the clinic.</p> <p>Finally, the clinic is in line with the Manifesto for legal education "Free and responsible future jurists! " which aims to train students to be actors in society by learning autonomy, critical thinking, creativity and individual responsibility. In addition, the university's Strategic Plan 2023 calls for the development of curricular innovations allowing for a more advanced initiation to the critical analysis of information sources (p. 25).</p> <p>In order to be able to fully satisfy these multiple objectives and in view of the launch of this clinic for the 2021-2022 academic year, which is necessarily exploratory in nature, it seems justified to limit the number of students to 20, and to give priority to students enrolled at the end of the cycle. The ability to write, particularly in a vulgarised manner, legal texts will be especially appreciated.</p>
Evaluation methods	<p>The evaluation is based on the articles written, the media monitoring, the research carried out for an article written by a teacher and the active participation of the students in the clinic.</p> <p>The students will write a commented activity report at the end of the second semester.</p>

Teaching methods	<p>The legal clinic operates as an interactive and participatory workshop with all students.</p> <p>Exchanges take place during the sessions, but also outside of them, by setting up a WhatsApp group in order to (1) collectively keep abreast of political news and/or political statements to be commented on (media monitoring exercise) and (2) determine the student in charge of the writing, as well as the teacher in charge of the follow-up or the teacher-editor and the student who carries out punctual research. This teacher is not necessarily one of the two teachers in charge of the clinic; depending on the subject, another expert teacher (academic or scientific) in the legal field concerned may be called upon.</p> <p>The students can take on different roles to be specified during the first session after the introductory session: media monitoring to identify statements to be highlighted or political debates to be clarified; specific research enabling a teacher to write his or her article more quickly or more effectively (the student's collaboration is indicated on the site after the name of the author teacher); writing articles; coordination of articles to be written; publication and dissemination of the articles written, etc.</p> <p>Thanks to the expertise of the French project, the concrete aspect of writing and publishing (according to a precise framework, a publication manual and a publication charter) benefits from major support.</p>
Content	<p>The clinic starts with a general information session, including an introduction to the project in France.</p> <p>The clinic continues with 20 students in sessions throughout the academic year to discuss political news, highlighting public figures in the media, and the distribution of tasks and articles to be written by students.</p>
Inline resources	<p>https://be.lessurligneurs.eu</p>
Other infos	<p>None</p>
Faculty or entity in charge	<p>DRTB</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Law (shift schedule)	DRDB1BA	5	BHDDR1125	
Bachelor in Law	DROB1BA	5	BDROI1125	
Bachelor in Law French-Dutch (and French-Dutch-English)	DRNB1BA	5	BDROI1125	