

INTRODUCTION

This textbook is the culmination of [how many?] years of work on legislative drafting education by the University of San Francisco (USF) in Indonesia. Funded by the United States Agency for International Development (USAID), the university's Center for Law and Global Justice began in [year] to train professors and other professionals in legislative drafting, specifically the legislative drafting theory developed by Professors Ann and Robert Seidman of the Boston University School of Law.

The University of San Francisco's initial program was based in [Denpasar?], but expanded to [Jakarta?], [_____], and [list other LD locations], in [year(s)]. By 2002, the program had trained [insert number of Indonesian LD graduates] Indonesian Government officials and other professionals. With [insert number of LD centers; number should match number of locations, above] legislative drafting centers in operation, the university turned to the development of a curriculum that could be taught in Indonesian universities. Early on, the University of San Francisco decided to make the curriculum multidisciplinary in order to ensure that an understanding of creating social change through the law was not reserved only for lawyers likely to write laws, but was also available to economists, sociologists, foresters, and agriculture specialists responsible for implementing the law and for drafting regulations to carry out the law.

The curriculum was developed by a team of legislative drafting center graduates and professors from February through July 2003. The team, which included [insert names of curriculum developers (with official titles or positions, if applicable), in order, as appropriate], began by developing a general outline for the course. Throughout February and March 2003, the professors "test taught" the curriculum to volunteer students at Udayana University in Denpasar, Bali. After teaching each lesson, the professors reviewed evaluations completed by each student and participated in a critique group made up of other team members. Based on their experience teaching and the feedback received, each professor submitted a lesson for inclusion as a chapter in this textbook.

Glenn Sarka and Mark Hamilton, the author and editor of this textbook, are both graduates of the Boston University School of Law, where they both studied legislative drafting theory and techniques under Professor Robert B. Seidman. Glenn Sarka ... [insert brief biography of Glenn here]. Mark Hamilton worked at the Washington State Legislature in the United States. From 1999 to 2002, he worked

as Assistant Legislative Counsel at the U.S. House of Representatives, where he drafted laws and legislation for the United States Congress. He is now a legislative consultant.

NOTE: I do not know whether you wish to include the paragraph above, with biographical information about Glenn and me. Please feel free to remove it.

The curriculum consists of a textbook and accompanying teacher's manual. The material in the textbook is based primarily on *Legislative Drafting for Democratic Social Change: A Manual for Drafters*, by Ann and Robert B. Seidman and Nalin Abeysekere, but is also influenced by Indonesian sources. Like that book, this course is designed to enable students to identify, analyze, and propose legal solutions to social problems in a way that fosters good governance and development. This course has been designed for students and professionals in a multidisciplinary setting. Consequently, the course focuses on the mechanics of finding and forming legal solutions to social problems in broad informal terms. If teachers or students require a more in-depth explanation of the issues presented in the textbook, they should freely consult the Seidman text and the other sources cited at the end of each chapter.