Joshua Aaron Jones
Research Agenda

Education law, family law, and law school andragogy inspire my scholarship.

Education

Currently, I am working on a piece that considers failed education reform during the German Weimar Republic, which the National People's Party disrupted, leading to the Nazi Party's gradual infiltration into German education policy. The work uses Germany's historical perspective to critique the current wave of legislation in the United States that erodes academic freedom and familial autonomy under the guise of "parental rights." The working title is, *The Populist Threat to American Education: Foreboding Parallels with the German Weimar Republic*. This topic parallels my prior education law scholarship and practice experience, especially regarding LGBTQ+ student rights. I often look for issues that intersect with education, family, and LGBTQ+ rights.

Family Law

My prior family law practice experience drives my interest in family law scholarship. After completing the comparative piece about the populist threat to American education, I plan to address the decline of family autonomy post-*Dobbs*. Though I am brainstorming a precise thesis, the tension between parents' and children's fundamental rights draws my curiosity, especially in the context of the UN Convention on the Rights of the Child.

Pragmatically, I am committed to advancing the study and practice of collaborative family law. In practice, I was a collaborative family law leader in Florida and have served on the International Academy of Collaborative Professionals Higher Education Task Force. I am one of only a few lawyers who has taught a collaborative family law course at a law school. Presently, Im completing a book proposal for Carolina Academic Press. That work will be the first collaborative family law textbook.

Law School Andragogy and Professional Identity Development

At California Western School of Law, I was honored with a Distinguished Teaching Scholar grant, supporting my work on professional identity development. From that project, I have proposed teaching methods incorporating positive psychology in a community of inquiry to help students develop stable outlooks during law school and in their early years of practice. I suggest that through positive legal education and a community of inquiry, students and young professionals will see fewer mental health and substance abuse issues during law school and practice. My paper, *Implementing ABA Standard 303(b): Positive Psychology in a Community of Inquiry*, is forthcoming in the

Vermont Law Review, and I will present it at the Detroit Mercy Law Review Symposium in March 2024. To evaluate my hypothesis, I plan to conduct a longitudinal study of students from 1L through the fifth year of practice. Based on outcomes where k-12 and undergraduate programs have implemented positive education curricula, I believe these methods will also help law students and the profession.