

TEACHING METHODS & MEDIA

Sameness and Difference in a Law School Classroom: Working at the Crossroads

J Scales-Trent

4 Yale J of L & Feminism 2, p 415

Article shows how the author has used various techniques in the law school classroom to teach about difference and sameness. Describes the method in several courses, and then assesses the value of the teaching method, and describes some of the difficulties all law teachers face while working at the crossroads. Concludes that the only helpful way to teach about difference is to teach about sameness at the same time.

Students and Problem-based Learning: How well do they fit in?

H J P Nuy & J H C Moust

8 J Prof Legal Educ 2 (Dec 1990) pp 97-114

Problem-based learning is widely known as an education system with potential to evoke learning processes of a high quality. Learning activities are organised around so called 'problem tasks' which are analysed by students in small group tutorials. This article analyses the intellectual challenges in problem-based learning with particular reference to the law program at Limburg University.

The intellectual potential is one of the reasons problem-based learning is viewed as a promising model of educational innovation. It is however unrealistic to expect the potential to be automatically realised. Such realisation is contingent upon, among other things, the skills and motivations of the persons working with it. In this regard the students' study orientation plays an important role. Empirical research has led to consistent evidence about the ways in which students differ in this respect depending on their motivation and their concepts of what learning essentially is.

This article presents findings following analysis of results of student interviews about their study processes in response to the 'learning objectives' stated in

tutorial during problem task analysis. Although the findings focus on the teaching of substantive law in the primary years it is obvious that they bear more general significance with regard to adolescent or adult education.

Problem-based learning and its application to in-house law firm training

A Blunden

[see Inhouse CLE]

WOMEN'S ISSUES

The Future of Women Law Professors

H Kay

[see Teachers]

Feminist Legal Scholarship

P A Cain

77 Iowa L Rev 1, p 19

Deals with the question of how the new feminist scholarship is being received by the legal academy. Her thesis is that despite superficial signs of acceptance, the legal academy as a whole has remained sceptical about the value of feminist scholarship. Essay explores some of the manifestations of that scepticism and to suggest some of its causes. Essay also explains what the author means by "feminist jurisprudence" and provides a quick survey of some of the substantive issues currently being debated by feminist legal theorists.

The Gendered Curriculum: of Contracts and Careers

M Shultz

77 Iowa L Rev 1, p 55

Article seeks to illustrate that the formal and the informal curricula of legal education are gendered in ways that we may not have noticed. Illustrates this by discussing the dichotomy between contracts, which is behaviour-centred, and family law, which is person-centred. Suggests that a dichotomy illumines some things by obscuring others. Says that the stereotypical gendered world envisioned by the dichotomy between contracts and family law tilts our perceptions, doctrine, and behaviour in ways that reflect traditional male dominance of legal thought and practice. The family

is treated as "lawless" in the sense that ordinary rules of law do not apply. So obscures problems of whether promise-based expectations are important in intimate relations.

In the informal curriculum also, students learn things that were neither formally designed nor wholly controlled. Can be seen in career and placement services in law schools.

Good Intentions are Not Enough: an Agenda on Gender for Law School Deans

S A Law

77 Iowa L Rev 1, p 79

Essay reminds the reader how recently women were not welcomed as equals in legal education. Then offers evidence that many legal educators still do not comprehend the pervasiveness and subtlety of the racist, sexist and heterosexist attitudes that remain. Suggests some constructive steps that deans could take to address these problems, and concludes with recommendations for action by students and faculty members.

Feminism Awry: Excesses in the Pursuit of Rights and Trifles

K Lasson

42 J Legal Educ 1, pp 1-30

Presents, what the author calls, an "intellectually responsible challenge" to the radical feminists who have "assumed command of the Ivory Tower" and argues that the legitimate gains achieved on behalf of all women are seriously diminished by "the self-appointed high priestesses of women's rights who minister their metaphysics from behind the protective walls of an unquestioning academy". The article critically discusses feminist scholarship and feminist legal thought.

Includes a brief discussion of the effects of the scholarship within the university including curriculum and staffing questions. Concludes with criticism of much feminist writing.

Violence against Women and Legal Education: an Essay for Mary Joe Frug

E M Schneider

26 New England L Rev 3, p 843

This article argues that violence against women is a crucial subject for legal education. It begins with a description of the background and structure of a course, *Battered Women and the Law*, taught by the author at Harvard Law School in 1991, which she deliberately designed to link theory and practice, scholarship and activism. She then uses material written by students during the course to assess its success in linking these concepts and to develop some ideas about the implications of the course for legal education. Finally, she describes a vision of legal education that institutionalises the lessons from this course within the law school curriculum and concludes that law schools should create interdisciplinary institutes, which by experimenting with public policy, can develop legislation, litigation strategy and social policy.

CROSS-REFERENCED SUBJECT HEADINGS

- Access to law school (see Enrolment Policies)
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 Administration
 Admission criteria (see Enrolment Policies)
 Admission to Practice
 Aim (see Purpose)
 Articles of clerkship (see Practical Training)
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 Career paths
 Changes (see Policy & Development)
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