

TEACHING NUTS AND BOLTS OUTLINE
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- I. Before Classes Begin
 - A. Find out if the AALS section has a list serve that you can join.
 - B. How to select a Casebook.
 - C. Contact the Casebook author.
 - D. Drafting a Syllabus.
 - E. Making sense of your institution's tenure standards.

- II. During the Semester
 - A. Finding a teaching style
 - B. How to handle classroom challenges
 - C. Exam discussions with your class
 - D. Drafting the Exam, Answer Key, and Instructions
 - E. Familiarize yourself with your school's examination policies

- III. After the Last Class
 - A. Grading Exams
 - B. Teaching Evaluations
 - C. CELEBRATE!!!!

SELECTED ARTICLES ON LAW TEACHING FOR THE NEW LAW TEACHER
PREPARED BY
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Susan J. Becker, *Advice for the New Law Professor: A View from the Trenches*, 42 J. Legal Educ. 432 (1992)

Derrick Bell, *A Pre-Memorial Message on Law School Teaching*, 23 N.Y.U. Rev. L. & Soc. Change 205 (1997)

Linda R. Crane, *Grading Law School Examinations: Making a Case for Objective Exams to Cure What Ails "Objectified" Exams*, 34 New Eng. L. Rev. 785 (2000)

Nancy S. Erickson and Mary Ann Lamanna, *Sex-Bias Topics in the Criminal Law Course: A Survey of Criminal Law Professors*, 24 U. Mich. J.L. Ref. 189 (1990)

Paula Franzese & C.M.A. McCauliff, *The Community of Law Teachers and Scholars Expands: Guideposts for New Faculty*, 22 Seton Hall L. Rev. 1375 (1992).

Steven Friedland, *A Critical Inquiry Into the Traditional Uses of Law School Evaluation*, 23 Pace L. Rev. 147 (2002)

Pearl Goldman, *Legal Education and Technology: An Annotated Bibliography*, 93 Law Libr. J. 423 (2001)

Mary Kate Kearney & Mary Jane Kearney, *Reflections on Good (Law) Teaching*, 2001 Det. C.L. Mich. St. U. L. Rev. 835 (2001)

Philip C. Kissam, *Law School Examinations*, 42 Vand. L. Rev. 433 (1989)

Rogelio Lasso, *From the Paper Chase to the Digital Chase: Technology and the Challenge of Teaching 21st Century Law Students*, 43 Santa Clara L. Rev. 1, (2002)

Eric L. Muller, *A New Law Teacher's Guide to Choosing a Casebook*, 45 J. Legal Educ. 557 (1995)

Douglas K. Newell, *Ten Survival Suggestions For Rookie Law Teachers*, 33 J. Legal Educ. 693 (1983)

Deborah Waire Post, *Power and the Morality of Grading -- a Case Study and a Few Critical Thoughts on Grade Normalization*, 65 UMKC L. Rev. 777 (1997)

William P. Quigley, *Introduction to Clinical Teaching for the New Clinical Law Professor: A View from the First Floor*, 28 Akron L. Rev. 463 (1995)

Michael Hunter Schwartz, *Teaching Law by Design: How Learning Theory and Instructional Design Can Inform and Reform Law Teaching*, 38 San Diego L. Rev. 347 (2001)

Kevin H. Smith, "X-File" *Law School Pedagogy: Keeping the Truth Out There*, 30 Loy. U. Chi. L.J. 27 (1998)

Kent D. Syverud, *Taking Students Seriously: A Guide for New Law Teachers*, 43 J. Legal Educ. 247 (1993)

Alice M. Thomas, *Laying the Foundation for Better Student Learning in the Twenty-First Century: Incorporating an Integrated Theory of legal Education into Doctrinal Pedagogy*, 6 Wid. L. Symp. J. 49 (2000)

Arturo Lopez Torres and Mary Kay Lundwall, *Bibliography: Moving Beyond Langdell II: An Annotated Bibliography of Current Methods for Law Teaching*, 35 Gonz. L. Rev. 1 (2000)

David D. Walter, *Student Evaluations--A Tool for Advancing Law Teacher Professionalism and Respect for Students*, 6 Legal Writing 177 (2000)

Douglas J. Whaley, *Teaching Law: Advice for the New Professor*, 43 Ohio St. L.J. 125 (1982).

SYMPOSIA ON CASEBOOKS

Symposium, *Casebook Review*, 26 Seattle U. L. Rev. 1 (2002). Casebook review of selected Commercial Law casebooks.

Symposium, *Casebook Review*, 25 Seattle Univ. L. R. 1, (2001). Casebook review of selected Torts casebooks.

Symposium, *Casebook Review*, 22 Seattle U. L. Rev. 867-1055 (1999). Casebook review of selected Property casebooks.

Symposium, *Casebook Review*, 21 Seattle U. L. Rev. 719-1038 (1998). Casebook review of selected Constitutional Law casebooks.

Symposium, *Casebook Review*, 20 Seattle U. L. Rev. 271-352 (1997). Casebook review of selected Contracts casebooks.

RACE AND LAW TEACHING

Anita Allen, *On Being a Role Model*, 6 Berkeley Women's L.J. 22 (1990-91).

Frances Lee Ansley, *Race and the Core Curriculum in Legal Education*, 79 Cal. L. Rev. 1511 (1991).

DOROTHY A. BROWN, *CRITICAL RACE THEORY: CASES, MATERIALS AND PROBLEMS* (2003) (uses the case method approach with a separate chapter for each first year course).

Stephen Carter, *Academic Tenure and White Male Standards*, 100 Yale L. J. 2065 (1991).

Pat K. Chew, *Asian Americans in the Legal Academy: An Empirical and Narrative Profile*, 3 Asian L.J. 7 (1996).

Okianer Christian Dark, *Just My 'Magination*, 10 Harv. BlackLetter L.J. 21 (1993).

Richard Delgado, *Affirmative Action as a Majoritarian Device: Or, Do You Really Want To Be a Role Model?*, 89 Mich. L. Rev. 1222 (1991).

Richard Delgado, *Minority Law Professors' Lives: The Bell-Delgado Survey*, 24 Harv. C.R.-C.L. L. Rev. 349 (1989)

Linda S. Greene, *Serving the Community: Aspiration and Abyss for the Law Professor of Color*, 10 St. Louis U. Pub. L. Rev. 297 (1991).

Linda S. Greene, *Tokens, Role Models, and Pedagogical Politics: Lamentations of an African American Female Law Professor*, 6 Berkeley Women's L.J. 81 (1990-91).

Angela P. Harris, *On Doing the Right Thing: Education Work in the Academy*, 15 Vt. L. Rev. 125, 135 (1990) (discussing the work of educating your colleagues on race issues).

Lisa Chiyemi Ikemto, *Some Tips on How to Endanger the White Male Privilege in Law Teaching*, 19 W. New Eng. L. Rev. 79, 83 (1997).

Amy H. Kastely, *Out of the Whiteness: On Raced Codes and White Race Consciousness in Some Tort, Criminal, and Contract Law*, 63 U. Cin. L. Rev. 269 (1994).

Elizabeth Mertz et al., *What Difference Does Difference Make? The Challenge for Legal Education*, 48 J. Legal Educ. 1 (1998) (discussing classroom environments that most encourage or hinder women and minorities from participating in class).

Rachel F. Moran, *The Implications of Being a Society of One*, 20 U.S.F. L. Rev. 503 (1986).

Vincene Verdun & Vernillia R. Randall, *The Hollow Piercing Scream: An Ode for Black Faculty in the Tenure Canal*, 7 Hastings Women's L.J. 133 (1996).

Cheryl L. Wade, *Attempting to Talk About Race in Business and Corporate Law Courses and Seminars*, 77 St. John's L. Rev. 901 (2003).

Donna E. Young, *Two Steps Removed: The Paradox of Diversity Discourse for Women of Color in Law Teaching*, 11 Berkeley Women's L.J. 270, 285-86 (1996).

GENDER AND LAW TEACHING

Christine Haight Farley, *Confronting Expectations: Women in the Legal Academy*, 8 Yale J.L. & Feminism 333 (1996)

Mary Joe Frug, *A Symposium of Critical Legal Study: Re-reading Contracts: A Feminist Analysis of A Contracts Casebook*, 34 Am. U.L. Rev. 1065 (1985)

Phyllis Goldfarb, *A Theory-Practice Spiral: The Ethics of Feminism and Clinical Education*, 75 Minn. L. Rev. 1599 (1991)

Melissa Harrison, *A Time of "Passionate Learning": Using Feminism, Law, and Literature to Create a Learning Community*, 60 Tenn. L. Rev. 393 (1993)

Carrie Menkel-Meadow, *Women as Law Teachers: Toward the "Feminization" of Legal Education*, in ESSAYS ON THE APPLICATION OF HUMANISTIC EDUCATION IN LAW (1980)

Carrie Menkel-Meadow, *Excluded Voices: New Voices in the Legal Profession Making New Voices in the Law*, 42 U. Miami L. Rev. 29 (1987)

Deborah Jones Merritt, *Are Women Stuck on the Academic Ladder? An Empirical Perspective*, 10 UCLA Women's L.J. 241 (2000)

Judith Resnik, *Visible on "Women's Issues,"* 77 Iowa L. Rev. 41 (1991)

Elizabeth M. Schneider, *Gendering and Engendering Process*, 61 U. Cin. L. Rev. 1223 (1993)