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Elucidating the Elephant: Interdisciplinary Law School Classes

Kim Diana Connolly*

INTRODUCTION

*It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation*

*Might satisfy his mind.
The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
“God Bless me! but the Elephant
Is very like a wall!”*

*The Second, feeling of the tusk,
Cried, “Ho! what have we here,
So very round and smooth and sharp?
To me ‘tis mighty clear
This wonder of an Elephant
Is very like a spear!”*

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*The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
“I see,” quoth he, “the Elephant
Is very like a snake!”
The Fourth reached out an eager hand,
And felt about the knee.
“What most this wondrous beast is like
Is mighty plain,” quoth he;
“Tis clear enough the Elephant
Is very like a tree!”*

*The Fifth, who chanced to touch the ear,
Said, “E’en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!”*

*The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
“I see,” quoth he, “the Elephant
Is very like a rope!”*

*And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!*

—John Godfrey Saxe (1816-1887)¹

1. JOHN GODFREY SAXE, *THE BLIND MEN AND THE ELEPHANT* (Whittlesey House 1963).

Legal problems are like elephants: examining them from only one perspective gives a distorted image of the whole.² In order to understand legal problems,³ lawyers often need to examine them from the perspective of multiple disciplines.⁴ Likewise, successful

2. During the completion of my research for this Article, I discovered, not surprisingly, that the elephant allegory has been used before in the context of describing the importance of interdisciplinary legal efforts. The first issue of the Southern California Interdisciplinary Law Journal in 1992 contained an introduction by Alexander Morgan Capron noting that “[w]hether the subject is schools or the environment, retirement policies and employee benefits or substance abuse and alcohol addiction, surrogate mothers or prison conditions, mental health or free markets, the combined knowledge and discernment of many disciplines are increasingly needed for a fully rounded picture of each particular elephant.” Alexander Morgan Capron, *The Blind Men and the Elephant: An Introduction to Multidisciplinary Legal Analysis*, 1 S. CAL. INTERDISC. L.J. 1 (1992).

3. Problem-solving as a conceptual framework is often built around the notion that “law is interdisciplinary and impacted by as many causes as there are solutions. For example, a client does not explain a problem in terms of different causes of action. Instead, a client tells a story that includes several variables, causes, and effects.” Andrea L. Johnson, *Teaching Creative Problem Solving and Applied Reasoning Skills: A Modular Approach*, 34 CAL. W. L. REV. 389, 391 (1998). For overviews and comments on problem-solving curricular methods, see Linda Morton, *Teaching Creative Problem Solving: A Paradigmatic Approach*, 34 CAL. W. L. REV. 375 (1998); Stephen Nathanson, *The Role of Problem-Solving in Legal Education*, 39 J. LEGAL EDUC. 167 (1989); Janet Reno, *Lawyers as Problem-Solvers: Keynote Address to the AALS*, 49 J. LEGAL EDUC. 5 (1999); Roy T. Stuckey, *Education For The Practice of Law: The Times They Are A-Changin’*, 75 NEB. L. REV. 648, 669 (1996) (article section entitled “Problem-Solving Skill As the Core Objective of Legal Education”). Problem-solving and “experimental” curricula often involve interdisciplinary approaches. See Susan Sturm, *Constructing the Practices of Accountability and Professionalism: A Comment on In the Interests of Justice*, 70 FORDHAM L. REV. 1903, 1908 (2002) (referring to experimental teaching sections at Harvard Law School and Georgetown Law School, as well as “the work of a group of academics at Columbia Law School, who have begun experimenting with new forms of teaching that are problem-oriented, interdisciplinary, collaborative, and grounded in inquiry about practice”). See also Filippa Marullo Anzalone, *It All Begins With You: Improving Law School Learning Through Professional Self-Awareness and Critical Reflection*, 24 HAMLINE L. REV. 324 (2001).

4. As Professors Harris and Rosenthal put it in discussing their Interdisciplinary Noise Pollution seminar:

the need to understand and work with experts from other fields applies not only to litigation but to almost all types of legal practice. Take the environmental lawyer, for example. Whether he is engaged in litigation, counseling a client (public or private), or drafting legislation or regulations, he works closely with professionals in one or perhaps several disciplines. Depending on the subject matter, he may find himself dealing with physicists, chemists, physicians, engineers, meteorologists, biologists, to name only some of the professions that may be relevant.

Cyril M. Harris & Albert J. Rosenthal, *The Interdisciplinary Course in the Legal Aspects of Noise Pollution at Columbia University*, 31 J. LEGAL EDUC. 128, 128-29 (1981). See also Barbara Bennett Woodhouse, *Mad Midwifery: Bringing Theory, Doctrine and Practice to Life*, 91 MICH. L. REV. 1977, 1991 (1993) (“[L]iteracy in a variety of disciplines is an inescapable

legal problem-solving sometimes means that lawyers need to be able to collaborate with other professionals in order to address a client's problems.⁵ Yet traditional legal education does little to provide law students with the skills relevant to working with non-legal ideas and the professionals who are trained in those ideas. The typical law school graduate is ill-prepared, in other words, to assess the elephant.

Interdisciplinary⁶ law school classes provide perspective and training that elucidates the elephants. Despite a common notion that “[l]awyers, for the most part, work with and against other lawyers rather than in teams comprised of people from different specialties,”⁷ the truth is that most of today's lawyers live in a more complex world that would benefit from interdisciplinary training.⁸ Not only does “[p]ractice as a lawyer often require[] some degree of conversance with other disciplines—at the least, an ability to know when to seek the assistance of other types of professionals or experts,”⁹ but the “[m]utual understanding between . . . professionals assists in eliminating the confusion, delays, and poor decisionmaking caused by professionals unprepared to interact with one another.”¹⁰

reality compelled by doctrinal developments, as well as by legal realism.”).

5. “[I]t is no easy task to achieve cooperation in a group of professional individuals with different educational backgrounds, value systems and problem solving methods to move toward a common goal or to solve a common problem.” Carolyn S. Bratt, *Beyond the Law School Classroom and Clinic—A Multidisciplinary Approach to Legal Education*, 13 NEW ENG. L. REV. 199, 212 (1977).

6. For the purposes of this Article, I shall use the term “interdisciplinary” to mean instruction that emphasizes the connection of “two or more academic disciplines that are usually considered distinct.” AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE (4th ed. 2000). In true interdisciplinary work, such connections benefit and contribute to the outcome. See THE OXFORD ENGLISH DICTIONARY 1098 (2d ed. 1989) (“[o]f or pertaining to two or more disciplines or branches of learning; contributing to or benefiting from two or more disciplines”).

7. Randy Frances Kandel, *Whither the Legal Whale: Interdisciplinarity and the Socialization of Professional Identity*, 27 LOY. L.A. L. REV. 9, 14 (1993).

8. As one dual degree J.D.-M.S.W. student stated, “[i]n our complex world, legal problems are often intertwined with problems in other areas, including social problems, medical problems, and economic problems.” Brigid Coleman, Note, *Lawyers Who Are Also Social Workers: How to Effectively Combine Two Different Disciplines to Better Serve Clients*, 7 WASH. U. J.L. & POL'Y 131 (2001) (discussing the challenges associated with dual degree programs).

9. Joan S. Meier, *Notes from the Underground: Integrating Psychological and Legal Perspectives on Domestic Violence in Theory and Practice*, 21 HOFSTRA L. REV. 1295, 1296-97 (1993).

10. Suellyn Scarnecchia, *An Interdisciplinary Seminar in Child Abuse and Neglect with a*

We should not expect students to develop these skills without training. Perhaps many of us as law professors have a difficult time expanding our view of what our teaching should entail. As one scholar put it:

Like Jonah—or perhaps more accurately Geppeto—we are inside the legal beast. We are both its slaves and its masters, having learned the professional techniques to tickle its soft belly from within to make it move in the directions we select. But ironically, we remain masters only so long as we also remain slaves. When we are disgorged and adrift—both free and naked of the manipulative and commanding power of our professional identity—we begin to see and sense the shape, power, and position of the legal whale and its course in the greater sea of society.¹¹

This Article explores the use of interdisciplinary law school classes as a fundamental way to connect law students with future colleagues who are receiving different professional training,¹² as well

Focus on Child Protection Practice, 31 U. MICH. J.L. REFORM 33, 34 (1997). Similarly, in the context of a workplace equity seminar another scholar acknowledges:

[T]here are professional associations, configurations of actors (some of them adversaries), mediating organizations, governmental agencies, advocacy organizations, and research groups, among others, that interact regularly with lawyers involved in workplace equity issues. Conducting a stakeholder and problem analysis within a context of sustained relationships and interaction would be a crucial first step in understanding the possibilities that exist within this configuration of relationships for developing systems of accountability, shifting incentives, and reforming the professional culture.

Sturm, *supra* note 3, at 1910.

11. Kandel, *supra* note 7, at 9-10. Kandel's article introduced a symposium entitled "Reweaving the Seamless Web: Interdisciplinary Perspectives on the Law." *Id.* at 10.

12. Although tangentially related, it is outside the scope of this article to explore the current debate about the ethics and propriety of multidisciplinary practice (lawyers partnering with non-lawyers in practice). For a sense of some of the current debate in this area, see Stacy L. Brustin, *Legal Services Provision Through Multidisciplinary Practice—Encouraging Holistic Advocacy While Protecting Ethical Interests*, 73 U. COLO. L. REV. 787 (2002); Greg Casey & Carol A. Needham, *Consensus Across Multiple Divides: An Empirical Study of Outlooks Underlying Lawyers' Attitudes on Multidisciplinary Practice*, 32 LOY. U. CHI. L.J. 617 (2001); Adam A. Shulenburger, *Would You Like Fries With That? The Future of Multidisciplinary Practices*, 87 IOWA L. REV. 327 (2001); Symposium, *The Future of the Profession: A Symposium on Multidisciplinary Practice*, 84 MINN. L. REV. 1083 (2000) (fourteen articles discussing the pros and cons of multidisciplinary practices and their role in the

as with concepts related to but outside of traditional doctrinal law. While these classes offer rich learning opportunities, their design and implementation present a host of different issues. Part I of this Article briefly explores the history and range of interdisciplinary class opportunities, looking both outside and within the law school context. Part II provides an overview of the benefits and barriers to successful interdisciplinary law school courses. Part III offers some ideas about effective interdisciplinary class design. Part IV provides a brief case study of the issues discussed in the previous parts by examining the interdisciplinary course that I teach, the Environmental Advocacy Seminar. The Article concludes that interdisciplinary courses are

future of the legal profession, and analyzing the ABA Commission on Multidisciplinary Practice's 1999 Report and Recommendations). There is also a Multidisciplinary Practice web page hosted by the Center for Professional Responsibility of the American Bar Association, at <http://www.abanet.org/cpr/multicom.html> (last visited Aug. 7, 2002).

I agree with commentators who believe that the multidisciplinary practice movement will lead to a shift in legal education to increase interdisciplinary educational offerings. See, e.g., Mary C. Daly, *Choosing Wise Men Wisely: The Risks and Rewards of Purchasing Legal Services From Lawyers in a Multidisciplinary Partnership*, 13 GEO. J. LEGAL ETHICS 217, 284-85 (2000). Daly states:

For law schools, the challenge will be to prepare their graduates to work in a new, evolving environment. All aspects of the curriculum will be affected. On the substantive law side, courses will need to take multidisciplinary material into some consideration. Just as law and economics and professional responsibility have stealthily crept into many courses, so too will room have to be made for multidisciplinary learning and materials. Law schools in the past have generally prided themselves on their intellectual isolation from the schools and divisions in the parent university. With the occasional exception of a philosophy professor teaching a jurisprudence course, an economics professor teaching a finance course, a business school professor teaching an accounting for lawyers course, or an English professor teaching a law and literature course, interdisciplinary teaching in law school has been ignored. As MDPs [multidisciplinary practices] become successful as alternative legal services providers and the number of lawyers they employ increase correspondingly, the marketplace will force law schools to modify their curriculum. Team teaching will be expanded to include courses taught by law professors and university faculty from different disciplines. Far more university faculty members than today will "fly solo," teaching courses in their own disciplines directly in law schools. Students will even physically leave the law schools, enrolling in courses in other disciplines offered by different schools of the university. A burst of entrepreneurial energy will undoubtedly seize some law schools, particularly those in the middle to lower tier in the law school rankings. It will prompt them to try to brand themselves as "interdisciplinary law schools" for the "interdisciplinary millennium."

See also Margaret Martin Barry et al., *Clinical Education for this Millennium: The Third Wave*, 7 CLINICAL L. REV. 1, 68 (2000) (discussing the potential impacts of multidisciplinary practice on future clinical education).

important insofar as they help students elucidate the “elephants” they will encounter in law practice. Moreover, it concludes that interdisciplinary study may well hold the key to truly understanding the nature of our entire profession, which, like the fabled blind men, we tend to experience from our own limited perspectives.

I. THE HISTORY AND RANGE OF INTERDISCIPLINARY CLASS OPPORTUNITIES

Law, by its very nature, is almost always interdisciplinary: the job of most lawyers is to assist others with the portion of the legal system that addresses a particular issue in that person’s life. In fact, most law classes are theoretically interdisciplinary, given that they provide instruction in the law “of” something.¹³ Moreover, because of the varied undergraduate backgrounds of those persons entering law school, virtually every first year law professor actually teaches an interdisciplinary set of students.¹⁴ Yet the actual “interdisciplinary”¹⁵

13. Professor Judy M. Cornett, an Associate Professor at the University of Tennessee College of Law, believes that “it is possible to teach any law course using an interdisciplinary approach, but it always helps [when] your school lets you do that or makes it easier for you to do that.” *Law, Literature, and the Humanities: Panel Discussion*, 63 U. CIN. L. REV. 387, 392 (1994).

14. In a thorough piece assessing what it really means to train students to “think like lawyers,” two scholars concluded that:

[I]t must be recognized that while first-year law students may be novices with respect to the content and method of the law, they are able to use their prior knowledge and expertise in other domains to understand the law. For example, a psychology student would be familiar with problem-solving issues and material related to reasoning; a philosophy student would be familiar with principles of formal logic and inductive and deductive proof; an engineer might apply reverse engineering strategies; and a scientist would understand the use of the scientific method to structure and solve a problem. Students, however, are often signaled that their previous experience is irrelevant, even though they can leverage what they already know by analogy in order to solve legal problems.

Kurt M. Saunders & Linda Levine, *Learning to Think Like a Lawyer*, 29 U.S.F. L. REV. 121, 185 (1994).

15. For the purposes of this Article, the term “interdisciplinary” means instruction that emphasizes the beneficial connection of two or more academic disciplines. *See supra* note 6. I do not intend to ignore the debate about the meaning of “interdisciplinary”; I merely choose to define it so that my analysis is not interpreted to extend to classes that simply incorporate one or two passing references to another discipline. Furthermore, I do not have the time and space as part of this Article to fully explore the fascinating area of potential meanings for the term “discipline.” I instead acknowledge that the edges of the legal discipline, like the edges of other

offerings at most law schools are limited.

While the selection of scholarly commentary about interdisciplinary law teaching (as opposed to interdisciplinary scholarship) is not extensive,¹⁶ the importance of both

disciplines, are somewhat blurry. In fact, the ultimate conclusions of this paper may depend upon the blurring of the concept of “disciplines.” As one commentator puts it:

[W]e have organized both curriculum and research by fragments called disciplines, sub-disciplines, and departments, each of which deals only with small pieces of the total picture. This is fine until we need to understand patterns and whole systems, which is the business of no single discipline, department, or specialized field.

David W. Orr, *Educating for the Environment: Higher Education's Challenge of the Next Century*, 27 CHANGE 43, 44 (1995).

Different disciplines often overlap, and their boundaries are defined by those within a particular discipline, rather than outside it. See Carol Sanger, *Feminism and Disciplinarity: The Curl of the Petals*, 27 LOY. L.A. L. REV. 225, 237 (1993) (defining disciplinarity as “those ‘traditional strategies by which disciplines stake out their territories . . . by claiming a domain of objects, by developing a unique set of methodological practices, and by carrying forward a founding tradition and lexicon’”) (quoting Cary Nelson et al., *Cultural Studies: An Introduction*, in CULTURAL STUDIES 1, 1 (1992)).

The discipline of “law” obviously has many sub-disciplines such as tax law, environmental law, intellectual property law and family law. Each of these sub-disciplines may be divided further. For example, in my discipline of environmental law, lawyers tend to specialize in certain sub-specialties. There is no definitive list of sub-specialties in environmental law, but based on how certain professional organizations are structured, and how certain materials are organized, one can observe some method of organization. For example, the American Bar Association Standing Committee on Environmental Law includes the following subcommittees: Air Quality; Climate Change and Sustainable Development; Endangered Species; Environmental Crimes and Enforcement; Environmental Transactions, Audits and Brownfields; International Environmental Law; Special Committee on Agricultural Management; Special Committee on Science and Technologies; Special Committee on Solid Waste; Superfund & Hazardous Waste; Toxic Torts and Environmental Litigation; and Water Quality and Wetlands, at <http://www.abanet.org/publicserv/environmental/mo/directory.html> (last visited Sept. 25, 2002).

16. Over the years, a few short articles have reported on particular interdisciplinary classes. These articles provide some insight into the underlying rationales for interdisciplinary classes and their benefits and challenges, but largely fail to assess the impact of such courses or provide guidance for their successful implementation. See, e.g., Harris & Rosenthal, *supra* note 4, at 128; Dale L. Moore, *An Interdisciplinary Seminar on Legal Issues in Medicine*, 39 J. LEGAL EDUC. 113 (1989); Jacqueline L. Weaver, *Teaching Energy Policy: An Interdisciplinary Approach*, 30 J. LEGAL EDUC. 574 (1980).

There has been a great deal written about interdisciplinary scholarship. See, e.g., *infra* note 18. It is likely because “teaching” articles are so often considered as second-class citizens when it comes to law journal publications that the subject has not garnered much interest from academics. See Erik M. Jensen, *Reflections on Editing a Journal for Law Teachers*, 2 WYO. L. REV. 119, 122 (2002) (“The primary reason for the dearth of pedagogical articles, I suspect, is that the American academy rewards writing articles about substantive legal matters (or about postmodernism and other flashy ‘interdisciplinary’ subjects), and not about teaching.”). See

interdisciplinary instruction and scholarship is generally accepted.¹⁷ Nevertheless, some commentators question whether legal academics can create competent interdisciplinary scholarship.¹⁸ In fact, there are

also Jean R. Sternlight, *Symbiotic Legal Theory and Legal Practice: Advocating a Common Sense Jurisprudence of Law and Practical Applications*, 50 U. MIAMI L. REV. 707, 712 (1996) (“Yet, persons who are in full possession of their common sense, such as nonlawyers and first year law students, know that ideally hostility should not exist between legal practice and legal academia or between theory and practice. Such sensible persons are generally quite surprised to learn that law schools are highly reluctant to hire ‘the practitioner,’ and that, particularly at elite schools, professors often sneer at books and articles oriented toward practice, doctrine, or (perhaps worst) teaching.”).

17. Some of our more important and influential past jurists, such as Justice Harlan Fiske Stone, have highlighted the importance of interdisciplinary study. See Miriam Galston, *Activism and Restraint: The Evolution of Harlan Fiske Stone’s Judicial Philosophy*, 70 TUL. L. REV. 137, 172-73 (1995) (“Stone considered the curriculum even in the better schools at that time to be seriously outmoded. Given his ideas about the need to integrate economics, statistics, and the social sciences into the study of law, he lamented the failure of law schools to pursue such interdisciplinary studies. Without broad training, graduates were likely to perpetuate narrow, conservative, or intolerant ideas in their professional lives as lawyers, officials, or judges.”).

See, e.g., Charles W. Collier, *The Use and Abuse of Humanistic Theory in Law: Reexamining the Assumptions of Interdisciplinary Legal Scholarship*, 41 DUKE L.J. 191, 193 (1991) (“Legal study, teaching, and scholarship have been immensely enriched by the outpouring of interdisciplinary legal work in the 1980s. In many ways, this work represents, in law, the intellectual development of our time. Interdisciplinary legal work has now attained a level of maturity and development comparable to that of other established subfields of law.”).

18. “[I]nterdisciplinary programming has received a mixed reception.” E. Gordon Gee & Donald W. Jackson, *Bridging the Gap: Legal Education and Lawyer Competency*, 1977 BYU L. REV. 695, 875 (summarizing a number of writings advocating and questioning interdisciplinary education in the section entitled “interdisciplinary training”). More of the commentary has revolved around interdisciplinary scholarship than teaching. See, e.g., Christopher Tomlins, *Framing the Field of Law’s Disciplinary Encounters: A Historical Narrative*, 34 LAW & SOC’Y. REV. 911, 965 (2000) (“The story of law’s disciplinary encounters to date has by and large been one of law’s successful appropriation of what it could use and its indifference to, and eventual discard of, what it could not.”). See also Larry I. Palmer, *Writing Law*, in WRITING AND REVISING THE DISCIPLINES 113, 125 (Jonathan Monroe ed., 2002). Professor Palmer writes:

Legal scholars today are engaged in acrimonious debate about how their knowledge should be conveyed. The new legal realists, almost all of whom employ some discipline other than law in their writing, are dominant, particularly among those law professors who write books for the general audience. Yet the realists’ opponents have not faded from the scene. Within the legal academy and among some judges, the formalists of various types seek to find the boundary of the law within legal cases, statutes and the Constitution.

Id.

Other commentators question the ability of law professors to conduct competent interdisciplinary scholarship. For example, Professor Graber states:

some concepts in this Article that draw on those commentators who have written about both the benefits and dangers of interdisciplinary scholarship.¹⁹ For example, Judge Posner argues that the future of interdisciplinary scholarship, “which is threatened by problems of quality arising from the peculiar and inadequate institutional structure of interdisciplinary legal scholarship, depends on the ability of the practitioners of this scholarship to influence practice, rather than merely to circulate their ideas within the sealed network of a purely academic discourse.”²⁰ Yet, as some other commentators argue, “[i]f legal scholarship requires a broad approach, then legal education requires no less.”²¹ The apparent link between interdisciplinary scholarship and teaching can benefit both instructors and students.

[R]eason exists for thinking that law professors who do interdisciplinary legal scholarship are particularly likely to do bad interdisciplinary legal scholarship. The refereeing process in law reviews is much less likely than the refereeing process in other academic journals to catch factual and conceptual mistakes. A law professor who submits an essay on law and anthropology to a law review is likely to have that essay reviewed by second and third year law students who may know nothing about anthropology. An anthropologist who submits an essay on law and anthropology to an anthropology journal is likely to have that essay reviewed either by other anthropologists recognized to know something about law or perhaps even by a law professor.

Mark A. Graber, *Law and Sports Officiating: A Misunderstood and Justly Neglected Relationship*, 16 CONST. COMMENT 293, 311 (1999). See also Martha L. Fineman, *Unmythological Procedure*, 63 S. CAL. L. REV. 141, 152 (1989) (“What I do caution against are superficial renditions of interdisciplinary insights that pick an item or two out of an extended and complex disciplinary discourse and debate and position it as capturing the knowledge in the field.”); George L. Priest, *Social Science Theory and Legal Education: The Law School as University*, 33 J. LEGAL EDUC. 437, 439 (1983) (“The demands of scientific theory create extraordinary internal conflict for the lawyer who develops an interest in social science. The lawyer-economist, –sociologist, –political scientist, –social theorist finds himself a modern-day Henry Adams, whose education teaches him that his training is obsolete and that the more he develops his scientific interest, the more obsolete his basic training–legal training–will become.”). Another scholar has suggested that law school professionalism has declined in light of interdisciplinary scholarship. See Philip C. Kissam, *The Decline of Law School Professionalism*, 134 U. PA. L. REV. 251, 297-98 (1986).

19. See, e.g., Harry T. Edwards, *The Growing Disjunction Between Legal Education and the Legal Profession*, 91 MICH. L. REV. 34 (1992); Symposium, *Legal Education*, 91 MICH. L. REV. 1921 (1993) (containing essays responding to Edwards’ 1992 article).

20. Richard A. Posner, *Legal Scholarship Today*, 115 HARV. L. REV. 1314, 1317 (2002).

21. Robert L. Bard & Lewis Kurlantzick, *Law and Society Perspectives in the Basic Law School Curriculum: Critique of an Interdisciplinary Experiment in Freshman Contracts*, 29 J. LEGAL EDUC. 66, 68 (1977).

A. Interdisciplinarity Outside of Law Schools

Interdisciplinary education has been a common approach at universities for many years.²² While an educator's comfort level with teaching interdisciplinary classes in non-legal graduate institutions may vary, it is generally higher than in law schools, as evidenced by the scholarly writing focusing on interdisciplinary efforts in other disciplines.²³ Perhaps, as one Article puts it, professors in other fields more often recognize that "students thirst for . . . inclusive approaches to learning, designed to transcend the hermeticism and competitiveness that have long characterized academic disciplines."²⁴

Interdisciplinary classes are popular in other disciplines for many of the same reasons that interdisciplinary education is beneficial to law students. For example, in a medical school context, professors note that "[t]he primary goal of interdisciplinary education is for students to develop an understanding and appreciation for the expertise and perspective that each discipline brings to patient

22. See, e.g., Craig E. Abrahamson & William D. Kinney, *General Education, Interdisciplinary Pedagogy, and the Process of Content Transformation*, 122 EDUC. 587 (2002) ("Interdisciplinary pedagogy for students is nothing new to academia, since the inception of universities in the United States much debate has focused on the merits of core curriculum integrating disciplines."). See also John B. Attanasio, *The Genetic Revolution: What Lawyers Don't Know*, 63 N.Y.U. L. REV. 662, 712 n.306 (1988) ("To address some of these deficiencies in expertise, the Massachusetts Institute of Technology (MIT) has altered its science curriculum to incorporate more interdisciplinary work. Recognizing the societal implications of scientific developments, MIT is introducing a substantial dose of humanities into its training of scientists."). Thomas Bartlett, *Students Become Curricular Guinea Pigs*, CHRON. OF HIGHER EDUC., May 10, 2002, at A12 (discussing a University of Pennsylvania undergraduate curriculum experiment including a series of "rigorous interdisciplinary courses, many of which are team-taught.").

23. As one group of scholars noted, "[d]iscussions about interdisciplinary curricula are regular features in the pages of *Phi Delta Kappan*, *Educational Leadership*, *Education Week*, and other publications with wide readerships." Pam Grossman et al., *When Theory Meets Practice in the World of School*, in INTERDISCIPLINARY CURRICULUM: CHALLENGES TO IMPLEMENTATION 1 (Sam Wineburg & Pam Grossman eds., 2000). For examples of articles from non-legal disciplines discussing interdisciplinary education, see Arlene L. Barry, *Visual Art Enhances the Learning of Shakespeare*, 117 Educ. 632 (1997); Marion Brady, *Beyond Interdisciplinary: Preparing Teachers for a New Curriculum*, 80 NASSP BULL., May 1996, at 1; Thomas M. Brewer, *Integrated Curriculum: What Benefit?* 103 ARTS EDUC. POL'Y REV., Mar.-Apr. 2002, at 31; Donald G. Deeds et al., *A New Paradigm in Integrated Math and Science Courses: Finding Common Ground Across Disciplines*, 30 J.C. SCI. TEACHING 178 (2000).

24. Trebbe Johnson, *Curriculum Vitae: Middlebury College Professor John Elder Bridges Nature and Literature*, AMICUS J., Fall 1996, at 12.

care.”²⁵ Similarly, in discussing an interdisciplinary class comprised of both law and medical students, one commentator observed that the “crisis in interprofessional relations can be alleviated by interdisciplinary education in professional schools.”²⁶ Noting in a dramatic fashion that “[a]s with the child, education should begin early, exposing medical student and law student to each other,”²⁷ the author indicated that “medicolegal education must demonstrate to medical students ‘the concept that the legal system is the result and manifestation of society’s needs and demands,’ and bring to law students ‘the recognition that medicine is a balance between art and science and cannot be delineated with arithmetic precision.’”²⁸

B. Interdisciplinarity in the Law School Setting

Like many of the graduate and professional programs discussed above, most law schools provide a number of “interdisciplinary” classes.²⁹ Although some commentators hold negative views of their value,³⁰ most recognize that law schools must “increase students’

25. Christopher Urbina et al., *Problem-Based Learning in an Interdisciplinary Setting*, 20 FAM. & CMTY. HEALTH 16, 20 (1997). This concept is shared by other disciplines within the health care profession. See, e.g., Carole M. Massey, *A Transdisciplinary Model for Curricular Revision*, 22 NURSING & HEALTH CARE PERSP., Mar.-Apr. 2001, at 85 (“Graduates of health professions programs need to be able to function in integrated health care delivery systems and demonstrate the ability to provide comprehensive, quality, and cost-effective care as members of an interdisciplinary team.”).

26. Benjamin J. Naitove, *Notes And Comment: Medicolegal Education and the Crisis in Interprofessional Relations*, 8 AM. J.L. & MED. 293 (1982). The author proposes a model course with a “mixed student body [that] will force the early exposure of young, developing professionals to each other.” *Id.* at 307. The author notes that “such exposure should begin early so that young professionals can begin to accommodate their differences. Therefore, this model course is designed for a mixed class of law and medical students, preferably with an equal number of each.” *Id.* The author also suggests the benefits of a problem-centered approach in “focus[ing] these cooperative efforts and get[ting] the students actively involved in a working relationship with other professionals.” *Id.* at 320.

27. *Id.* at 304 (citing Elliot D. Luby, *The Physician and the Lawyer: Conflicts in Conceptual and Professional Models*, in INTERSECTIONS OF LAW AND MEDICINE 1, 13 (1972)).

28. *Id.* at 305 (citing Norton, *Development of an Interdisciplinary Program of Instruction in Medicine and Law*, 46 J. MED. EDUC. 405 (1971)).

29. In introducing the new Southern California Interdisciplinary Law Journal, Professor Capron jokes about the proliferation of interdisciplinary law classes by remarking that “as interdisciplinary legal work first moved into a host of new fields, it was drolly summed up as ‘law and a banana.’” Capron, *supra* note 2, at 6.

30. See, e.g., Edwards, *supra* note 19, at 34-78.

exposure to substantive content and skills from other professions” in order to enhance interdisciplinary cooperation.³¹ To that end, many law schools have increased the number of interdisciplinary classes in the last two decades.³²

These new interdisciplinary law school classes seem to recognize that “[t]oday, at law schools engaged in interdisciplinary scholarship and teaching, students learn that broad-based learning increases a lawyer’s capacity to understand a client’s problems.”³³ Though many of the classes are structured as “Law and . . .” some of them call for a broader approach to interdisciplinary curriculum.³⁴

For some time, most law schools have had a core of traditional “interdisciplinary” classes—classes that by their very definition embrace other disciplines. For example, Law and Literature classes have become quite common at law schools nationwide.³⁵ Likewise, some subjects, including³⁶ law and economics,³⁷ children’s issues,³⁸

31. Naomi Lynch & Virginia Strand, *Symposium: Report of the Education Working Group*, 70 *FORDHAM L. REV.* 369, 370 (2001). The authors further observed that “[s]ocial work professionals identified the need for social work students to be knowledgeable about the legal framework within which child welfare practice is conducted. Lawyers identified the expert interviewing and assessment skills of social workers as practice skills that would benefit law students.” *Id.*

Professor Friedman also views interdisciplinary teaching as progress:

Law schools have opened their doors to more clinical training, more policy discussion, more economics, more history, even a tad more sociology. It is arguable whether this stuff is well done or whether there is enough of it (or in some cases, too much). But I cannot see that it or anything else represents a regression. The good old days in fact were terrible—narrow, mean-spirited, deliberately and defiantly ignorant of the world.

Lawrence M. Friedman, *Taking Law and Society Seriously*, 74 *CHI.-KENT L. REV.* 529, 541 (1999).

32. See Andrew J. Pirie, *Objectives in Legal Education: The Case for Systematic Instructional Design*, 37 *J. LEGAL EDUC.* 576, 584 (1987).

33. Colonel Donald L. Burnett, Jr., *Twenty-Second Edward H. Young Lecture in Legal Education: Professionalism: Restoring the Flame*, 158 *MIL. L. REV.* 109, 117 (1998).

34. See Sanger, *supra* note 15, at 265 (“There is no reason to limit ventures in ‘law and . . .’ only to pairs. That is, one can teach law *and* history and feminism, or law and feminism and economics.”).

35. In a survey of 199 law schools, 84 offer some variation of a Law and Literature course. Elizabeth Villiers Gemmette, *Law and Literature: Joining the Class Action*, 29 *VAL. U. L. REV.* 665, 666 (1995). See also Marijane Camilleri, *Lessons In Law From Literature: A Look at the Movement and a Peer at Her Jury*, 39 *CATH. U. L. REV.* 557 (1990).

36. This seems linked to the notion that interdisciplinarity is more appropriate for certain subjects. See William B. Stoebuck, *Back To The Crib?*, 69 *WASH. L. REV.* 665, 672-73 (1994) (“Interdisciplinary studies have made, and have the capacity to make, greater contributions in

elder issues,³⁹ domestic violence,⁴⁰ family law,⁴¹ jurisprudence,⁴²

some areas of law than in others and on some kinds of questions than on others.”).

37. See William H. Adams, III, *The George Mason Experience*, 50 CASE W. RES. L. REV. 431 (1999); Graham C. Lilly, *Law Schools Without Lawyers? Winds of Change in Legal Education*, 81 VA. L. REV. 1421 (1995).

38. See Martha Minow, *Children’s Studies: A Proposal*, 57 OHIO ST. L.J. 511, 517 (1996) (“The very aspiration of modeling a collaborative, interdisciplinary approach to children circles around the greatest obstacle to children’s studies within universities: The boundaries between disciplines, patrolled by monitors of expertise and defended by academics’ desires to control their own turf, create real barriers to an innovative curricular and research initiative.”). See also Frank C. Cervone & Linda M. Mauro, *Ethics, Cultures and Professions in the Representation of Children*, 64 FORDHAM L. REV. 1975, 1976 (1996); Jennifer R. Gavin, *Child Welfare Law Curricula in Legal Education: Massachusetts’ Untried Opportunity*, 7 B.U. PUB. INT. L.J. 9 (1998); Diane C. Geraghty, *The Role of Legal Education in the Emerging Legal Specialty of Pediatric Law*, 26 LOY. U. CHI. L.J. 131, 134 (1995); Chris A. Milne, *The Vermont Law Lead—An Opportunity to Serve as a Helping Professional*, VT. B.J. & L. DIG., Dec. 1996, at 17; Scarnecchia, *supra* note 10, at 33; Cynthia Diane Stephens & Donald Duquette, *Director’s Dialogue—Children’s Task Force Reports*, 74 MICH. B.J., Dec. 1995, at 1254; *The Wingspread Report and Action Plan: High-Conflict Custody Cases: Reforming the System for Children*, 39 FAM. CT. REV. 146 (2001).

39. See Joel A. Mendler, *Legal Practice in 2020: Predictions: Elder Law: Elder Law in the 21st Century*, 47 LA. B.J., Feb. 2000, at 402 (“The elder lawyer, together with litigation, retirement, health law and tax and estate specialists, creates a coordinated elder client hub for an interdisciplinary team, including accountants, financial planners, geriatric care managers and long-term care insurance professionals.”); Heather A. Wydra, Note, *Keeping Secrets Within the Team: Maintaining Client Confidentiality While Offering Interdisciplinary Services to the Elderly Client*, 62 FORDHAM L. REV. 1517 (1994).

40. See, e.g., Sharon G. Portwood et al., *Social Science Contributions to the Study of Domestic Violence Within the Law School Curriculum*, 47 LOY. L. REV. 137 (2001); Jacqueline St. Joan, *Building Bridges, Building Walls: Collaboration Between Lawyers and Social Workers in a Domestic Violence Clinic and Issues of Client Confidentiality*, 7 CLINICAL L. REV. 403, 405 (2001) (“Without the instincts and expertise of scholars and practitioners from other fields, clients in domestic violence legal clinics might never obtain the extra layers of protection and services that they need.”). See also Naomi Cahn and Joan Meier, *Domestic Violence and Feminist Jurisprudence: Towards a New Agenda*, 4 B.U. PUB. INT. L.J. 339, 345 (1995); Meier, *supra* note 9, at 1297 (“The need for an interdisciplinary approach is especially compelling in the field of domestic violence, an issue which cuts across psychology, sociology, public policy, criminology, medicine, public health, and law.”).

41. See Barbara Babb, *An Interdisciplinary Approach to Family Law Jurisprudence: Application of an Ecological and Therapeutic Perspective*, 72 IND. L.J. 775 (1997); Patricia Riley et al., *Beyond Law and Ethics: An Interdisciplinary Course in Family Law and Family Therapy*, 23 J. MARITAL & FAM. THERAPY 461 (1997); Woodhouse, *supra* note 4, at 1991. Woodhouse notes that:

It would be futile to isolate legal doctrine and practice from psychology, economics, sociology, religion, and history because family law doctrine itself speaks in terms of children’s “best interest,” the “primary caretaker” presumption, the “psychological parent,” “equitable distribution” of assets at divorce, and it identifies historic “tradition” as the constitutional touchstone.

therapeutic jurisprudence,⁴³ and patent law⁴⁴ now almost inevitably include interdisciplinary approaches.

Interdisciplinary approaches outside of these “logical” areas are not universally accepted, perhaps out of fear that such acceptance could call the quality and depth of legal education into question.⁴⁵ Nevertheless, various scholars and teachers identify many additional subject areas as appropriate for an interdisciplinary approach, including environmental law,⁴⁶ agricultural law,⁴⁷ construction law,⁴⁸

Id. See also Marshall S. Zolla, *An Interdisciplinary Approach to Modern Family Law Practice*, L.A. Law., July-Aug. 2000, at 19.

42. Brian Leiter, *The Law School Observer*, 5 GREEN BAG 101, 103 (2001) (“Almost every scholar interested in jurisprudence hired at a major law school in recent years also has a PhD in philosophy, and from legitimate departments as well . . .”).

43. See PRACTICING THERAPEUTIC JURISPRUDENCE (Dennis P. Stolle et al. eds., 2000); David Wexler, *Therapeutic Jurisprudence: An Overview*, 17 T.M. COOLEY L. REV. 125 (2000). See also <http://www.therapeuticjurisprudence.org> (last visited Sept. 25, 2002) (containing a comprehensive bibliography regarding therapeutic jurisprudence). One of the founders of the Therapeutic Jurisprudence movement suggests that “with a subject matter as interdisciplinary as therapeutic jurisprudence, it makes sense to explore the possibility of teaching it not only in law schools, but in other schools and departments as well, such as departments or schools of psychology, social work, and public health.” David B. Wexler, *Some Thoughts and Observations on the Teaching of Therapeutic Jurisprudence*, 35 REV. DER. P.R. 273, 286 (1996).

44. Indeed, in order to sit for the patent bar, one must either have a scientific degree or significant scientific/technical training. See <http://www.uspto.gov/web/offices/dcom/olia/oed/grb0210.pdf>. (last visited Aug. 7, 2002). “Arguably, the most important function of any patent attorney is being able to understand the invention whether preparing a patent application, conducting due diligence, advising clients, or litigating an infringement suit. Indeed, this is the reason the USPTO requires attorneys practicing before it to have a scientific or engineering background.” Charles Vorndran & Robert L. Florence, *Bioinformatics: Patenting the Bridge Between Information Technology and The Life Sciences*, 42 J.L. & TECH. 93, 127 (2002).

45. See Laurie Rose Kepros, *Queer Theory: Weed or Seed in the Garden of Legal Theory?*, 9 L. & Sexuality 279, 300-301 (1999-2000) (“An additional hurdle is that law schools rarely embrace interdisciplinary approaches outside the “logical” and “concrete” abstractions of economics and philosophy. Although law schools marginalize literature, they put economics on a curricular pedestal. Perhaps law schools fear the legitimacy of their legal curricula may be endangered if they broaden their approach. Or maybe they are simply unable to acquire professors capable of bringing a sophisticated approach to legal subjects informed by other knowledge.”).

46. In 1998, Professor Robertson provided an excellent overview of interdisciplinary approaches that can be used in the environmental law context. See Heidi Gorovitz Robertson, *Methods for Teaching Environmental Law: Some Thoughts on Providing Access to the Environmental Law System*, 23 COLUM. J. ENVTL. L. 237, 257-60 (1998). See also Robert F. Blomquist, *Government’s Role Regarding Industrial Pollution Prevention in the United States*, 29 GA. L. REV. 349, 447-48 (1995); William Funk, *Recent Environmental Law Casebooks: Searching for a Pedagogical Principle*, 15 ENVTL. L. 201, 203 (1984) (asking whether environmental law “[s]hould be styled like “Law and Etc.” courses—interdisciplinary and

sports law,⁴⁹ housing/community development,⁵⁰ tax law,⁵¹ criminal law,⁵² administrative law,⁵³ trial practice,⁵⁴ antitrust,⁵⁵ international law,⁵⁶ election law,⁵⁷ human rights,⁵⁸ negotiation,⁵⁹ poverty law,⁶⁰

focused at least as much on the “Etc.” as on the law?”).

47. See Donald E. Buckingham, *The Law of the Land: Agricultural Law and its Place in the Languages of Agriculture and Law*, 62 SASKATCHEWAN L. REV. 363, 377 (1999).

48. See Christopher L. Noble, *The Robert Kratovil Memorial Seminar in Construction Law: Multidisciplinary Practice: A Construction Law Perspective*, 33 J. MARSHALL L. REV. 413 (2000); Thomas J. Stipanowich, *Reconstructing Construction Law: Reality And Reform in a Transactional System*, 1998 WIS. L. REV. 463.

49. See Timothy Davis, *Teaching Sports and the Law: The Relevance of Race*, 1 VA. J. SPORTS & L. 250, 254 (1999).

50. See Peter Pitegoff, *Law School Initiatives in Housing and Community Development*, 4 B.U. PUB. INT. L.J. 275, 285 (1995).

51. See Michael A. Livingston, *Reinventing Tax Scholarship: Lawyers, Economists, and the Role of the Legal Academy*, 83 CORNELL L. REV. 365 (1998).

52. For example, in her article, *Problem-Solving Defenders in the Community: Expanding the Conceptual and Institutional Boundaries of Providing Counsel to the Poor*, 14 GEO. J. LEGAL ETHICS 401 (2001), Professor Cait Clarke states:

In a multi-disciplinary practice, defenders work regularly with trained social workers who assist in problem-solving for the defense at all stages from initial client interviews to securing appropriate sentencing alternatives. In the problem-solving mode, a defender views a case in the context of a client’s life and larger community problems that resulted in criminal justice intervention. In the contemporary idiom, this approach to lawyering is called “holistic representation.”

Id. at 429. See also Barry Scheck and Peter Neufeld, *Building an Innocence Network and an Innocence Agenda*, 24 CHAMPION 23, 33 (2000) (“[T]o gain a deeper understanding of the strengths and weaknesses of the criminal justice system one needs to adopt an interdisciplinary approach.”).

53. See Sidney A. Shapiro, *The Top Ten Reasons That Law Students Dislike Administrative Law and What Can (Or Should) Be Done About Them?*, 38 BRANDEIS L.J. 351, 354 (2000).

54. See Allan M. Tow, *Teaching Trial Practice and Dramatic Technique*, 13 J. PARALEGAL EDUC. & PRAC. 59, 75 (1997) (linking trial practice education to acting, the author notes that “[a]cting class techniques are holistic. (In an academic setting, this teaching style might be viewed as interdisciplinary.)”).

55. See Eleanor M. Fox, *Teaching and Learning Antitrust—Politics, Politics, Casebooks, and Teachers*, 66 N.Y.U. L. REV. 225, 237 (1991) (identifying antitrust as “the original interdisciplinary subject”).

56. See Robert J. Beck, *International Law and International Relations: The Prospects for Interdisciplinary Collaboration*, 1 J. INT’L LEGAL STUD. 119 (1995); Spencer Weber Waller, *Teaching Linkages*, 19 U. PA. J. INT’L ECON. L. 697, 703 (1998) (identifying “interdisciplinary and practice oriented simulation classes which force students naturally into” discussion of the linkages between international economic law and related areas, such as the environment, competition, intellectual property and human rights).

57. See Pamela S. Karlan, *Election Law as Its Own Field of Study: Constitutional Law, the Political Process, and the Bondage of Discipline*, 32 LOY. L.A. L. REV. 1185, 1197 (1999).

58. See Henry J. Steiner, *The University’s Critical Role in the Human Rights Movement*,

some business issues,⁶¹ HIV care,⁶² energy law,⁶³ operational law,⁶⁴ and others.⁶⁵

As a testament to the proliferation of interdisciplinary scholarship,⁶⁶ many legal journals are devoted to publishing law professors' interdisciplinary work.⁶⁷ Discussions in these journals rarely focus, however, on how we should weave interdisciplinary issues into our teaching.⁶⁸

One notable exception is the scholarship related to interdisciplinary clinical work.⁶⁹ For example, in a helpful article

15 HARV. HUM. RTS. J. 317, 318 (2002).

59. See Chris Guthrie, *Using BARGAINING FOR ADVANTAGE in Law School Negotiation Courses*, 16 OHIO ST. J. ON DISP. RESOL. 219, 221 (2000) (reviewing G. RICHARD SHELL, *BARGAINING FOR ADVANTAGE: NEGOTIATION STRATEGIES FOR REASONABLE PEOPLE* (1999) ("Negotiation is an inherently interdisciplinary enterprise. No negotiation teacher can teach the course without relying, even if only implicitly, on such disciplines as Economics and Psychology.")).

60. See Howard S. Erlanger & Gabrielle Lessard, *Mobilizing Law Schools in Response to Poverty: A Report on Experiments in Progress*, 43 J. LEGAL EDUC. 199 (1993); Alan W. Houseman, *Political Lessons: Legal Services for the Poor—A Commentary*, 83 GEO. L.J. 1669 (1995); Gerald P. Lopez, *The Work We Know So Little About*, 42 STAN. L. REV. 1 (1989).

61. See, e.g., HUMAN RIGHTS PROGRAM OF HARVARD LAW SCHOOL & THE LAWYERS COMMITTEE FOR HUMAN RIGHTS, *BUSINESS AND HUMAN RIGHTS: AN INTERDISCIPLINARY DISCUSSION HELD AT HARVARD LAW SCHOOL IN DECEMBER 1997* (1999).

62. See Randy Retkin et al., *Attorneys and Social Workers Collaborating in HIV care: Breaking New Ground*, 24 FORDHAM URB. L.J. 533 (1997).

63. See Weaver, *supra* note 16.

64. Lieutenant Colonel David E. Graham, *Operational Law—A Concept Comes of Age*, 1987 ARMY LAW. 9, 10 (1987) (defining operational law as "that body of law, both domestic and international, affecting legal issues associated with the deployment of U.S. forces overseas in peacetime and combat environments").

65. See, e.g., Daniel T. Murphy and Jack M. Epps, *Riverboat Gaming Development in Missouri*, 53 J. MO. B. 15 (1997) ("Riverboat gaming projects are very interdisciplinary matters that touch on several areas of law, including real estate acquisition and development, municipal law, environmental law and federal administrative law.").

66. See *supra* notes 17-23 and accompanying text.

67. For example, the *Southern California Interdisciplinary Law Journal*, the *Antitrust Law and Economics Review*, the *American Journal of Law & Medicine*, the *Columbia-VLA Journal of Law & the Arts*, the *Brigham Young University Education and Law Journal*, the *Canadian Journal of Law & Society*, the *Cardozo Studies in Law and Literature*, and the *Columbia Journal of Law and Social Problems*.

68. In part, this is likely due to the refusal of many to view writing about teaching as serious scholarly work. See *supra* note 16.

69. "Feminists and clinicians resist the compartmentalization of ideas that impedes awareness of their interconnection, and view wide-ranging thought as essential to truth-seeking. Consequently, both have adopted interdisciplinary methods. Each movement engages the services of many disciplines to further understanding of their own and others' concrete

about collaborations between lawyers and social workers, Professor Galowitz remarks that “[l]aw students need opportunities to learn how to collaborate with other lawyers and to work in an interdisciplinary team. The law school curriculum should incorporate methods and methodology for interprofessional collaboration.”⁷⁰ A number of clinical programs traditionally include interdisciplinary approaches.⁷¹ In fact, as Professor Duquette of the University of Michigan Child Advocacy Law Clinic notes, “[l]aw students benefit from these interdisciplinary collaborations by realizing that they need more than good legal and analytical skills to be a good lawyer.”⁷² Scholars similarly acknowledge that interdisciplinary clinics “offer many opportunities for the acquisition of valuable skills by means of

observations and experiences.” Phyllis Goldfarb, *A Theory-Practice Spiral: The Ethics of Feminism and Clinical Education*, 75 MINN. L. REV. 1599, 1671 (1991).

70. Paula Galowitz, *Collaboration Between Lawyers and Social Workers: Re-Examining the Nature and Potential of the Relationship*, 67 FORDHAM L. REV. 2123, 2143 (1999).

71. See, e.g., M. Isabel Medina, *Justifying Integration of Domestic Violence Throughout the Law School Curriculum: An Introduction to the Symposium*, 47 LOY. L. REV. 1, 15 (2001) (discussing a Denver-based Domestic Violence Civil Justice project that “funds development of interdisciplinary efforts to strengthen clinical teaching about domestic violence and to conduct empirical research about the effectiveness of interdisciplinary clinical teaching”); Jacqueline St. Joan & Stacy Salomonsen-Sautel, *The Clinic as Laboratory: Lessons from the First Year of Conducting Social Research in an Interdisciplinary Domestic Violence Clinic*, 47 LOY. L. REV. 317 (2001). In Washington University School of Law’s Interdisciplinary Environmental Clinic

teams of Student Attorneys (second and third year law students) and Student Consultants (graduate students and upper-level undergraduates in environmental engineering and environmental studies programs), working with faculty supervision, offer pro bono legal and technical assistance on environmental and community health problems to individuals and organizations that cannot afford to pay for such services.

Washington University School of Law, at <http://law.wustl.edu/Clinics/Intenv> (last visited Aug. 28, 2002). Similarly, the Yale Environmental Protection Clinic

is designed to introduce students to what it means to be an environmental analyst and policymaker by introducing them to basic environmental policy questions and methods by which these questions can be addressed by environmental professionals. While the Clinic supplements students’ hands-on experience with seminars on aspects of environmental law and policy, the core of the program is the work students do for their clients: Teams of three to four students work with client organizations on ‘real-world’ projects, with the goal of producing a major work product for the client by the end of the semester.

Yale University School of Law, at <http://www.yale.edu/envirocenter/clinic/clinic.htm> (last visited Aug. 28, 2002).

72. Donald N. Duquette, *Developing a Child Advocacy Law Clinic: A Law School Clinical Legal Education Opportunity*, 31 U. MICH. J.L. REFORM 1, 7 (1997).

collaboration with and exposure to the culture, professional strengths, and limitations of other disciplines in a group setting.”⁷³ Various scholars also identify professional skills courses as appropriate avenues for interdisciplinary training.⁷⁴

Despite these clinical opportunities, the inclusion of non-law students in legal “interdisciplinary” training is rare. The majority of “interdisciplinary” courses merely incorporate non-law ideas. Some joint-degree classes⁷⁵ and a few isolated classes, along with some pre-law programs,⁷⁶ provide exceptions⁷⁷ by connecting law students with students or instructors from other departments.⁷⁸

What can be learned by looking at the current universe of interdisciplinary offerings within and outside the law school setting? First, there are models to be drawn upon. Second, the increasing number and variety of interdisciplinary classes are evidence of their importance in the world of legal education.

73. Barry et al., *supra* note 12, at 69.

74. See, e.g., Michelle S. Jacobs, *People from the Footnotes: The Missing Element in Client-Centered Counseling*, 27 GOLDEN GATE U. L. REV. 345, 349 (1997) (discussing a combination of “client-centered counseling skills” with a module on “Cross-Cultural Lawyer and Student Self-Awareness Training in [order to] take advantage of interdisciplinary work . . . to teach effective interviewing and counseling in clinics and other courses); Robert F. Seibel et al., *An Integrated Training Program for Law and Counseling*, 35 J. LEGAL EDUC. 208 (1985); Abbe Smith, *Rosie O’Neill Goes to Law School: The Clinical Education of the Sensitive New Age Public Defender*, 28 HARV. C.R.-C.L. L. REV. 1 (1993).

75. See *infra* note 93.

76. Some pre-law preparatory courses recognize the importance of interdisciplinary training as well. Professors Bannai and Eaton describe an undergraduate program at Western Washington University designed to help prepare non-traditional students for the study of law, specifically noting that “[t]he program’s interdisciplinary curriculum is designed so that students can learn to see problems from a myriad of perspectives and to see their underlying historical, social, political, and economic contexts. To that extent, the curriculum has drawn on courses in history, economics, literature, philosophy, and political science.” Lorraine K. Bannai & Marie Eaton, *Fostering Diversity in the Legal Profession: A Model for Preparing Minority and Other Non-Traditional Students for Law School*, 31 U.S.F. L. REV. 821, 830 (1997).

77. See *supra* note 16 and accompanying text.

78. “[I]nterdisciplinary programs that join legal studies with other departments at the university offer opportunities to transcend not simply course boundaries but disciplinary boundaries as well.” Daan Braveman, *A Cubist Vision of Legal Education*, 43 SYRACUSE L. REV. 997, 1024 (1992).

II. INTERDISCIPLINARY LAW SCHOOL COURSES: BARRIERS AND BENEFITS

As previously described, interdisciplinary law school courses not only exist but will likely proliferate. To guide individuals and institutions in considering or assessing interdisciplinary courses, this part of the Article highlights some of their associated barriers and benefits.

A. Barriers to Successful Interdisciplinary Courses

Educators who plan interdisciplinary law school classes face a unique set of challenges. For example, in describing the success of his course, “Ethical Dilemmas in Clinical Practice: Physicians and Lawyers in Dialogue,” a class that brings law students and medical students together to explore professionalism,⁷⁹ Professor Wilkins notes a number of barriers, including cost,⁸⁰ logistical problems,⁸¹ and insufficient knowledge about the institutions and practices of professionals.⁸²

Similarly, in discussing an interdisciplinary energy policy class, Professor Weaver notes the following problem areas:

(1) that sections of the course would not be comprehensible to certain students untrained in particular disciplines, (2) that the lectures would be too unco-ordinated [sic] to give an integrated view of energy policy, and (3) that the breadth of the material covered would result in superficial analysis of issues (the bugaboo of any survey course).⁸³

In addition to these short lists developed by law professors with experience in teaching interdisciplinary courses, those designing and

79. See David B. Wilkins, *Redefining the “Professional” in Professional Ethics: An Interdisciplinary Approach to Teaching Professionalism*, 58 L. & CONTEMP. PROBS. 241 (1995).

80. *Id.* at 257 (noting that the course received “generous support” from the Keck Foundation).

81. *Id.* at 258 (identifying competing academic calendars as a chief complaint).

82. *Id.* (noting, in particular, the problem of conceptualizing professionalism in the day-to-day lives of practitioners).

83. Weaver, *supra* note 16, at 579.

teaching interdisciplinary courses may also encounter the following barriers and challenges: physical and psychological isolation; faculty marginalization; overly simplistic instruction in a discipline; potential overreaching; views that dual degree or specialized programs offer sufficient interdisciplinary opportunities; different ethical norms between disciplines; bar passage pressure; different student expectations; parochialism; cost; and logistics.

Physical and psychological isolation: Law schools tend to congregate students and professors in one building or set of buildings.⁸⁴ For the first year, most law schools pre-ordain the classes that students take.⁸⁵ Studies show that the first year of law school has a dramatic impact on students' world views.⁸⁶ Many times, students

84. Kandel, *supra* note 7, at 11-12. Noting that law school buildings are often "isolated from the mainstream of campus life," Professor Kandel surmises:

The physical isolation of law schools is both symbolic and causative of a more profound intellectual separation that affects both faculty and students. Law students and nonlaw students rarely take classes together or bump into one another on campus or in the library. Similarly, law professors are unlikely to have informal daily encounters with faculty from other disciplines.

Id. See also Gerald N. Rosenberg, *Across the Great Divide (Between Law & Political Science)*, 3 GREEN BAG 267, 270 (2000), noting:

The geographic setting of many major law schools reinforces the intellectual isolation of legal academics This means that Law School faculty (and students) tend not to have many opportunities to interact with faculty and graduate students from the rest of the university. They need to make an effort to do so and they seldom see the need.

85. A few law schools have integrated interdisciplinary approaches into novel first year curricula. For example, Georgetown University Law Center has an alternative first year curriculum, named "Curriculum B." This curriculum includes "eight courses different in emphasis from those in the 'A' curriculum: Bargain, Exchange, and Liability; Democracy and Coercion; Government Processes; Legal Justice Seminar; Legal Practice: Writing and Analysis; Process; and Property in Time. The 'B' section emphasizes the sources of law in history, philosophy, political theory, and economics." Georgetown University Law Center, at <http://data.law.georgetown.edu/curriculum/jdprog.cfm#Curriculum%20B> (last visited Aug. 28, 2002).

86. G. Andrew H. Benjamin et al., *The Role of Legal Education in Producing Psychological Distress Among Law Students and Lawyers*, 1986 AM. B. FOUND. RES. J. 225 (1986); Ann L. Iijima, *Lessons Learned: Legal Education and Law Student Dysfunction*, 48 J. LEGAL EDUC. 524 (1998); Lawrence S. Krieger, *What We're Not Telling Law Students—and Lawyers—That They Really Need to Know: Some Thoughts-in-Action Toward Revitalizing the Profession From its Roots*, 13 J.L. & HEALTH 1 (1998); Patrick J. Schiltz, *On Being a Happy, Healthy, and Ethical Member of an Unhappy, Unhealthy, and Unethical Profession*, 52 VAND. L. REV. 871 (1999); Stephen B. Shanfield & G. Andrew H. Benjamin, *Psychiatric Distress in Law Students*, 35 J. LEGAL EDUC. 65 (1985).

lack the context for understanding the abstract notions that they are learning.⁸⁷ These factors can combine to make it difficult to connect law students with the interdisciplinary work that is necessary for a successful interdisciplinary class.

Faculty marginalization: Interdisciplinary work can make instructors feel marginalized and separated from the rest of the law faculty. “Faculty who teach interdisciplinary courses . . . find themselves in a minority and complain of little understanding of the competing pulls of their disciplines.”⁸⁸ Commentators have noted similar separation in other fields, raising the question of whether “the growth of interdisciplinary work [will] lead to increased specialization and intellectual balkanization within the legal academy of the sort that has accompanied the interdisciplinary trends in other disciplines.”⁸⁹

Overly simplistic instruction in a discipline: In general, the level of instruction in an interdisciplinary class is often overly simplified for some of the class members, and is perhaps at the same time over the heads of other class members.⁹⁰

Potential overreaching: Interdisciplinary matters cannot be approached with the sense that the law professor has all the answers. The dangers of being an “interloper” in a non-legal field are well-explained by Professor Graber, who notes:

The most obvious lesson is that persons who write articles having only a casual acquaintance with their subject-matter are likely to make claims that are wrong, claims that no suitably certified expert in the field would take seriously. The more

87. See Paula Lustbader, *Construction Sites, Building Types, and Bridging Gaps: A Cognitive Theory of the Learning Progression of Law Students*, 33 WILLAMETTE L. REV. 315, 319-20 (1997) (“Learning theories suggest that law school pedagogy may be a major reason for the lack of correlation between student effort and performance because it does not explicitly provide a context for understanding, analyzing, and applying legal concepts.”).

88. Jerome McCristal Culp, Jr., *Posner on Duncan Kennedy and Racial Difference: White Authority in the Legal Academy*, 41 DUKE L.J. 1095, 1111 n.57 (1992) (citing Thomas B. Morgan, *President’s Message: The Challenge to Maintain Diversity in Legal Education*, ASS’N AM. L. SCH. NEWSL., Nov. 1990, at 1).

89. David O. Brink, Book Review, 47 J. LEGAL EDUC. 270, 273 (1997). Professor Brink opines that “[w]hereas interdisciplinary work operates to decrease interdepartmental balkanization . . . it often operates to increase intradepartmental balkanization.” *Id.* at n.2.

90. See Harris & Rosenthal, *supra* note 4, at 132-33.

subtle lesson is that lawyers who write on interdisciplinary subjects will miss those unique features of their non-legal subject that might actually teach them something about the law, if all their work does is impose legal categories on non-legal subjects.

The probability of error is particularly high when law professors write on non-legal subjects. Their works are usually reviewed only by other law professors or law students.⁹¹

This danger can extend to the interdisciplinary class, especially when students lack the background to notice gaps in the instructor's knowledge.

Views that dual degree or specialized programs offer sufficient interdisciplinary opportunities: Some commentators assert that specialized⁹² or dual degree⁹³ programs meet the need for

91. Graber, *supra* note 18, at 304. Professor Graber also remarks:

Casual legal interlopers into other disciplines risk making bald assertions that serious scholars in the non-legal field recognize as flatly wrong, if not downright silly. Scholarly mechanisms for identifying error, weak in academic law to begin with, are particularly weak when law reviews consider the merits of non-legal scholarly assertions. Casual legal interlopers into other disciplines also tend to rely uncritically on legal models to describe non-legal phenomena. Legal writing frequently assumes that debates in other disciplines can be understood in terms of the categories that best describe legal debates. Relying exclusively on categories derived from the study of legal phenomena, law professors may miss the most interesting features of their interdisciplinary subject, features which generate entirely different models of interpretation, evaluation, and decision making.

Id. at 295. See also Rosenberg, *supra* note 84, at 267-72.

92. See Karen L. Tokarz, *A Manual for Law Schools on Adjunct Faculty*, 76 WASH. U. L.Q. 293, 297 (1998). Professor Tokarz notes:

[T]he range of topics taught in law school courses continues to broaden to include greater emphasis on skills, ethics, and interdisciplinary issues. At the same time, schools are beginning to develop specialized course progressions within the curriculum, such as in environmental law, public policy, litigation, intellectual property, and international law.

Id.

93. See, e.g., Linda R. Crane, *Interdisciplinary Combined-Degree and Graduate Law Degree Programs: History and Trends*, 33 J. MARSHALL L. REV. 47, 52 (1999). Yet such programs offer their own challenges. Professor Graber explains:

As controversial as it is challenging, interdisciplinary education is particularly difficult to facilitate when it requires a merger of the institutional missions of academic departments with those of professional departments such as United States law schools.

interdisciplinary education. These programs, however, reach a limited number of students.

Different ethical norms between disciplines: Professional ethics are discipline-specific, meaning that an interdisciplinary class should take specificity into account when trying to address ethical issues in the classroom.⁹⁴ As Professor Karen Tokarz notes:

Law school courses increasingly have an interdisciplinary focus and an interdisciplinary student enrollment, and the ethical concerns of different fields are not necessarily consistent. For instance, social workers have a code of professional responsibility quite different from that of lawyers. In some courses, it may be necessary to highlight some of the different ways that the different fields approach ethical issues.⁹⁵

Such significant differences are particularly challenging if a professor has limited experience with the ethical principles of another field.

Bar passage pressure: There is a great deal of pressure on students to take courses that will help them pass the bar examination. As one scholar notes, the J.D. experience “is a period not only of content mastery and skill development, but also of the formation of a professional identity. Historically, law students have avoided anything that is not seen as preparation for the bar examination or a traditional step in a defined career path.”⁹⁶ Other scholars are more

Administrative nightmares aside, interdepartmental graduate level academic programs are inherently complex due to the scope of knowledge and the mystery of methods that the student must master. Professional school education is arguably even more difficult to merge with graduate school education, however, because it insists on superimposing upon an already potentially schizophrenic set of idiosyncratic performance skills, the demands of an intense personal commitment, and an uncompromising professional ethic. Students who are enrolled in both graduate school and law school at the same time must balance academic and professional regimes that sometimes compete to impose different perspectives.

Id. at 64.

94. See St. Joan, *supra* note 40, at 426 (“The development of interdisciplinary practice has spawned a body of literature that addresses the ethical and practical issues that may arise in collaborations between lawyers and social workers.”).

95. Tokarz, *supra* note 92, at 302.

96. Carl N. Edwards, *In Search of Legal Scholarship: Strategies for the Integration of Science into the Practice of Law*, 8 S. CAL. INTERDISC. L.J. 1, 32 (1998).

blunt: “particularly in a tight job market, hostile student reaction, particularly among first-year students, becomes a severe problem. ‘Teach us the kind of law we need to get good grades and pass the Bar rather than irrelevant “social slush.”’⁹⁷ Such student apathy can marginalize interdisciplinary courses.⁹⁸

Different student expectations: Law students expect different classroom experiences than most other graduate or professional students. For example:

[T]he humanities graduate student has a sense of participating in a shared and ennobling enterprise that gives coherence and meaning to the rigors of graduate school. Law students, by contrast, have no such sense of shared purpose. Instead, they are implicitly encouraged to have one aim - to outperform their colleagues. It is this morally vacuous struggle for supremacy that gives legal education its narrow and nasty character.⁹⁹

Parochialism: The difficulty of completing a professional degree may itself present significant barriers because one of the reasons that students seek professional education is to learn a unique set of skills. This necessary focus on acquiring uniqueness may limit the drive to do interdisciplinary work.¹⁰⁰

97. Bard & Kurlantzick, *supra* note 21, at 68.

98. See Alvin J. Esau, *Competition, Cooperation, or Cartel: A National Law School Accreditation Process for Canada?*, 23 DALHOUSIE L.J. 183, 207 (2000) (“[T]he movement of the profession to test students on substantive and procedural doctrine right after law school obviously feeds into the existing pressure to marginalize the more theoretical and contextual and interdisciplinary teaching of law.”).

99. William Prewitt Kralovec, *Contemporary Legal Education: A Critique and Proposal for Reform*, 32 WILLAMETTE L. REV. 577, 583 (1996).

100. Paul T. Wangerin, *The Problem of Parochialism in Legal Education*, 5 S. CAL. INTERDISC. L.J. 441, 447 (1997). Professor Wangerin states:

[O]ne of the most important things that professions and academic disciplines do involves the education of newcomers. Obviously, that education must teach newcomers particular skills and particular bodies of knowledge. More importantly, however, that education must instill in newcomers the notion of uniqueness. Newcomers must be taught supposedly unique skills and bodies of knowledge. Further, and more importantly, newcomers must be acculturated to generally accepted professional and academic norms. These facts suggest, in turn, that the people charged with responsibility for educating newcomers to the professions and academic disciplines will be unlikely to look outside of their own fields for ideas about education itself. This is so, of course, because teachers who look outside of a particular

Cost: Interdisciplinary classes take time to design and implement. If non-law students are included, the number of slots for law students is reduced. Participation is further limited by the fact that many interdisciplinary classes are problem-based,¹⁰¹ and thus require smaller class sizes for optimal operation. As a result, such classes are more costly than most traditional law school courses.¹⁰²

Logistics: When bringing together students and, potentially, instructors from two or more schools, the organizational issues can be enormous.¹⁰³ Different class schedules, different tuition amounts, different academic years, and different grading systems must all be taken into account when planning to integrate non-law students into an interdisciplinary law class.

B. Benefits of Interdisciplinary Courses

Despite some difficulties, interdisciplinary classes offer significant benefits to both instructors and students. As expanded upon below, these benefits include: necessary analytical skills; necessary practical skills; teamwork training; future marketability; recognition of the increasing client desire for one-stop-shopping; understanding of the important roles of non-lawyer actors; knowledge of the limitations of legal training; and adding fun to the classroom.

Necessary analytical skills: As previously discussed,¹⁰⁴ lawyers need to be able to analyze problems beyond the one-dimensional level taught in doctrinal classes. As one scholar puts it, “the typical J.D. curriculum provides no preparation in the skills needed to

profession or academic discipline for ideas about teaching itself convey to their students the idea that the profession or academic discipline at issue is *not* a repository of unique skills and knowledge. But, the idea of such uniqueness is at the heart of education for these professions and disciplines.

Id.

101. See, e.g., Harris & Rosenthal, *supra* note 4 and accompanying text. For an interesting Article on the basics of developing a problem-based course, see Myron Moskovitz, *Beyond the Case Method: It's Time to Teach with Problems*, 42 J. LEGAL EDUC. 241, 245 (1992).

102. See Weaver, *supra* note 16, at 574-81.

103. Some of these issues are discussed in the context of joint degree programs. See, e.g., Katherine S. Mangan, *Professional Schools Seek Degrees of Cooperation: Demand for Cross-Disciplinary Training Leads Law, Medical and Other Programs to Combine Forces*, CHRON. OF HIGHER EDUC., Sept. 14, 2001, at A14.

104. See *supra* notes 3-4 and accompanying text.

determine substantive facts beyond legal doctrine, nor in the scientific content and analytic methods necessary to assess and support factual conclusions.”¹⁰⁵ For instance, in dealing with scientific intersections with law, interdisciplinary training helps students to “integrate information from a broad range of scientific disciplines and to select information efficiently from a variety of resources.”¹⁰⁶ In short, interdisciplinary classes can help fill the analytic gaps left by immersion in strict legal analysis.

Necessary practical skills: Interdisciplinary approaches prepare future lawyers to deal with the real-world situations that they will encounter in practice.¹⁰⁷ Clients do not present problems with the cut-and-dried fact patterns of appellate cases. Recognizing this, “rebellious lawyer” Gerald P. Lopez¹⁰⁸ suggests that legal education should “be grounded in the situated lives and work of particular people, lay and professional, and of particular institutions, small and large,” as well as to “regularly include both interdisciplinary theoretical ideas and attention to a range of practical knowledge.”¹⁰⁹

Teamwork training: Lawyers often work with others, including non-lawyers, to accomplish client goals.¹¹⁰ Accordingly, many interdisciplinary classes are structured around group-based work and opportunities for collaboration. One scholar summarizes the success of this approach in an interdisciplinary health law context in the following manner:

[T]he reality of the teamwork component of the seminar conforms to the ideal. All of the law students have had the opportunity to work with a resident and to learn a great deal about the work of health law lawyers. They all have an

105. Edwards, *supra* note 96, at 2-3.

106. Jos C. Moust & Herman J. Nuy, *Preparing Teachers for a Problem-Based, Student-Centered Law Course*, 5 J. PROF. LEGAL EDUC. 16, 19 (1987).

107. See *infra* note 140 and accompanying text.

108. See GERALD P. LÓPEZ, *REBELLIOUS LAWYERING: ONE CHICANO’S VISION OF PROGRESSIVE LAW PRACTICE* (1992).

109. Gerald P. López, *Training Future Lawyers to Work with the Politically and Socially Subordinated: Anti-Generic Legal Education*, 91 W. VA. L. REV. 305, 359 (1988-89).

110. See Scarnecchia, *supra* note 10, at 33.

appreciation of the level of expertise that health law lawyers must develop in areas quite outside their own discipline and training.¹¹¹

Future marketability: Legal jobs requiring interdisciplinary skills are increasing.¹¹² As one scholar observes, “[t]here is also much to be said for the interdisciplinary approach from a vocational perspective. As lawyers become more specialized and professional boundaries become more porous, the relevance of an auxiliary training is more obvious.”¹¹³ Thus, interdisciplinary classes, it seems, are good for the job search.

Recognition of the increasing client desire for one-stop-shopping: Clients are increasingly looking for groups of practitioners who can address all of their problems at once.¹¹⁴ The resulting “consolidation of lawyers and other practitioners into common enterprises offering clients one-stop service”¹¹⁵ has made interdisciplinary classes more relevant than ever.

An understanding of the important roles of non-lawyer actors: In practice, legal matters will often engage lawyers with non-lawyers. Sometimes, the tensions of different training and different approaches can limit effective cooperation. Interdisciplinary classes can avoid some of that problem by sensitizing lawyers to the roles and responsibilities of professionals from other fields.¹¹⁶

Knowledge of the limitations of legal training: Lawyers do not have all the answers for every client problem. Their training, however, can sometimes lead them to believe otherwise. “The lawyer must, of course, be aware of his or her limitations. He or she should know, for example, when to refer a client to experts in other fields of law, or to nonlawyer specialists, such as accountants or marriage counselors.”¹¹⁷ Through exposure to other ideas and other graduate or

111. Moore, *supra* note 16, at 116.

112. See *infra* note 197.

113. Julie Bedard, *Transsystemic Teaching of Law at McGill: “Radical Changes, Old and New Hats,”* 27 QUEEN’S L.J. 237, 252 (2001).

114. See *supra* note 12 and accompanying text.

115. John E. Sexton, “*Out of the Box*” *Thinking About the Training of Lawyers in the Next Millennium*, 33 U. TOL. L. REV. 189, 191 (2001).

116. See, e.g., Massey, *supra* note 25 and accompanying text.

117. Bruce R. Jacob, *Developing Lawyering Skills and the Nurturing of Inherent Traits and*

professional students, law students will learn to recognize when it is appropriate to include other specialists.

Adding fun to the classroom: Interdisciplinary approaches can be fun for students.¹¹⁸ As one tax professor notes, “an interdisciplinary, process-oriented approach would result in a livelier classroom and would reduce the distance between scholarly and teaching activities, so that professors’ various activities would complement rather than conflict with one another.”¹¹⁹ Lively classrooms increase not only the student’s course enjoyment, but also their long-term learning.¹²⁰

III. DESIGNING AN EFFECTIVE INTERDISCIPLINARY LAW COURSE

What makes an interdisciplinary law course “successful”? The answer to this question varies, of course, depending on whom you ask.¹²¹ While there is no universal checklist, some important factors to consider include: instructors; goals; design; appropriate materials; and institutional support.

A. Good Instructors

Good instructors are usually the foundation of good law school courses. But the question becomes: what makes a good instructor (or instructors) in an interdisciplinary setting? Although a successful instructor does not need an advanced degree in every area taught in the class, he or she must have sufficient knowledge to work in depth with the relevant subject matter.¹²² The instructor needs to be

Abilities, 29 STETSON L. REV. 1057, 1065 (2000).

118. See Harris & Rosenthal, *supra* note 4, at 133 (“The projects tend to be more fun for the students, and where they bring in the real world and offer the possibility of influencing legislative or administrative action they share some of the attraction that clinical offerings have for law students.”).

119. Michael A. Livingston, *supra* note 51, at 431.

120. See R. Lawrence Dessem, *All We Really Need to Know About Teaching We Learned in Kindergarten*, 62 TENN. L. REV. 1073, 1074-77 (1995) (recommending that law professors use many of the same techniques that kindergarten teachers use to enliven their classrooms).

121. For example, a group of medical school instructors called for the following prerequisites for success of their interdisciplinary endeavor: (1) Leadership (including Deans and other influential or affected individuals); (2) Resources; (3) Faculty Commitment; and (4) Curriculum Development. Urbina et al., *supra* note 25, at 27.

122. See Bard & Kurlantzick, *supra* note 21, at 75 (asking “[h]ow interdisciplinary should a law professor be? Enough to undertake interdisciplinary scholarship and teaching? Or would

comfortable with identifying and teaching abstract ideas, and should be able to see the “big picture” in order to help students “see the patterns, connections and transferability of knowledge.”¹²³

One scholar suggests that the birth of most modern interdisciplinary courses comes primarily from the “initiative of scholar-teachers” who have “taken advantage of the greater freedom that enlarged curricula and more qualified student bodies now afford to achieve enrollments in their courses that, measured by the experience of the not distant past, would seem extraordinary.”¹²⁴ In fact, the increasing number of interdisciplinary classes may reflect a large number of law professors who originally studied other fields and later migrated into the legal realm just to get a job.¹²⁵ This line of reasoning might suggest that only an interdisciplinary scholar could appropriately teach an interdisciplinary course. From another scholar’s perspective, however, the ability to do quality scholarship in an interdisciplinary area is not a pre-requisite to teaching an

we be satisfied with sufficient independent expertise to use interdisciplinary materials prepared by others?”).

123. H. LYNN ERICKSON, *CONCEPT-BASED CURRICULUM AND INSTRUCTION, TEACHING BEYOND THE FACTS* 155-56 (1998). Although this book focuses primarily on K-12 education, its teaching with respect to concepts over facts translates well to the law school setting.

124. David F. Cavers, *Signs of Progress: Legal Education, 1982*, 33 J. LEGAL EDUC. 33, 42 (1983).

125. Harry T. Edwards, *The Growing Disjunction Between Legal Education and the Legal Profession: A Postscript*, 91 MICH. L. REV. 2191, 2198 (1993). Judge Edwards cites to a letter from a dean, which states:

In my judgment, the problem began in the late 60’s when an increasing number of individuals who aspired to become history professors or economics professors or philosophy professors or political science professors or literature professors discovered that there were few, if any, opportunities in those fields. After spending several years doing graduate work, they finally faced reality and attended law school. Most of these individuals had no real interest in law or in becoming a lawyer, but many were excellent students. As a result, they were hired by law faculties, particularly in the elite schools, in increasing numbers. After obtaining tenure, many of them began moving back towards their real academic interests—philosophy, political science, economics, history, literature, etc. This led to an explosion of interdisciplinary work in law, as well as to an increasing rejection of the importance of doctrinal analysis even in mainstream courses. Today, this generation of scholars is dominant in legal education, and their priorities hold sway.

Id. (quoting an unidentified law school dean).

interdisciplinary course.¹²⁶ I agree with this second school of thought, as explained by Professor Lubet:

In any field, most serious academics follow a research agenda that goes far beyond what their students need or can readily assimilate. Whether pure science or pure metaphysics, scholars should be working at a level that exceeds the grasp of most of their students. Even in a university department of mathematics or religion it is likely that only a few of the most sophisticated graduate students, those who have already begun to develop their own research programs, will be at a level that enables them to participate in the advanced work of the most engaged professors.¹²⁷

Of course, there might be a tendency by some professors to reach into interdisciplinary subjects beyond the capacity of their legal training. As Professor Bergin once asked and answered, “[w]hy do we incompetents teach these bizarre courses for which we have no training? Because we imagine that we are, in some essential and undiscovered way, authentic academics.”¹²⁸ Should this translate into caution with respect to teaching assignments? According to Professor Crane, the answer probably depends on the professor:

There is . . . some concern that many law professors have limited competency in teaching interdisciplinary perspectives. Even among some supporters of interdisciplinary legal education, there is a crisis of confidence in what law professors can do. On the one hand, law professors realize that they are not sociologists, philosophers, psychiatrists, political scientists, research scientists, nor economists. On the other hand, law professors are in the best position to recognize the insufficiency of legal doctrine when isolated from the wisdom

126. See Carol Weisbrod, *Building Community in Sarastro's Dungeon*, 9 YALE J.L. & HUMAN. 443, 453 (1997) (stating that “A law teacher in 1952, when confronting interdisciplinary materials in a casebook, wrote: ‘I am a lawyer—not an anthropologist, nor a theologian, nor an economist nor a historian And the very heart and core of my pedagogy is that I teach *how* to use knowledge and not merely knowledge itself”).

127. Steven Lubet, *Is Legal Theory Good for Anything?*, 1997 U. ILL. L. REV. 193, 213.

128. Thomas F. Bergin, *The Law Teacher: A Man Divided Against Himself*, 54 VA. L. REV. 637, 647 (1968).

of other important disciplines. Some law schools adopt a university style of curriculum to provide greater professionalism in collateral fields. In addition, law professors often have training in other disciplines.¹²⁹

Perhaps law schools should endeavor to hire professors with additional advanced degrees in non-law areas to teach interdisciplinary courses. Such hiring already occurs, as “[t]he top law schools increasingly operate on a graduate model in hiring. Their faculty increasingly includes graduates of academic programs with Ph.D. degrees in economics, political science, history, sociology, and philosophy.”¹³⁰ Although specialized hiring is one approach, some scholars may argue that interdisciplinary scholarship (as opposed to traditional scholarship) actually detracts from quality law teaching.¹³¹

129. Crane, *supra* note 93, at 66.

130. Jonathan Simon, *Law After Society*, 24 LAW & SOC. INQUIRY 143, 180 (1999). Professor Simon wonders, however, whether such a hiring approach will benefit the academy in the long run: “To an extent this has brought interdisciplinary interests into the very heart of law teaching, but in the same measure it has blurred the lines between academic law as a discipline and interdisciplinary movements seeking to transform law.” *Id.* See also Jon W. Bruce & Michael I. Swygert, *The Law Faculty Hiring Process*, 18 Hous. L. Rev. 215, 256 (1981) (noting that law faculty hiring committees often seek candidates with non-law advanced degrees).

131. See Roger C. Cramton, *Demystifying Legal Scholarship*, 75 Geo. L.J. 1, 8-9 (1986). Professor Crampton states:

Trends in legal scholarship away from traditional doctrinal work written for a general legal audience and toward specialized interdisciplinary or theoretical work written for narrow academic audiences increase the conflict between teaching and scholarship. Seavey’s essays analyzing major torts cases, for example, are much more compatible with teaching the torts course than are the kinds of torts scholarship (whether economic, historical, or philosophical) that are most fashionable today.

Id. See also Philip C. Kissam, *The Ideology of the Case Method/Final Examination Law School*, 70 U. CIN. L. REV. 137, 168-69 (2001). Kissam writes:

Much, if not all, of the interdisciplinary work of law and economics, critical legal studies, feminist jurisprudence and critical race theory has tended to produce new theoretical scholarship and theoretical law teaching. This work has also helped to diversify teaching and the evaluation of law students, particularly in the form of small writing-oriented classes or seminars, but on balance, this interdisciplinary work appears to confirm the University Law School ideology. In particular, most of the participants in these movements seem committed to the priority of scholarship over teaching, a priority that limits their attention to diversifying the teaching and evaluation practices in the case method/final examination law school.

Id.

An additional approach to increasing interdisciplinary course offerings in a law school is to hire specialized adjuncts.¹³² As one scholar aptly states, “[a]djuncts can provide not only additional courses, but also courses in highly specialized areas where there is significant student interest and where the full-time faculty lack either interest or expertise.”¹³³ Use of adjunct faculty can be a cost-effective method of hiring necessary expertise.¹³⁴ Moreover, as one Dean remarked, “[a]djuncts are not just cheaper than regular faculty. At some things they are better.”¹³⁵ Of course, the use of adjuncts has been criticized.¹³⁶ If used, they should be effectively observed and supervised,¹³⁷ and any potential ethical issues should be closely monitored.¹³⁸

As is the case with all interdisciplinary instructors, including those who are specialized or are serving as adjuncts, they must put in the time and energy to design and implement a good course. “Teachers must become active curriculum designers who shape and edit the curriculum according to students’ needs.”¹³⁹ If that is the case, the course will almost always be a success.

132. The American Bar Association accreditation standards promote the use of adjunct faculty, noting that the inclusion of experienced practicing lawyers and judges as a teaching resource will “enrich the educational program.” American Bar Association, at <http://www.abanet.org/legaled/standards/chapter4.html> (last visited Aug. 8, 2002).

133. Tokarz, *supra* note 92, at 296.

134. Some scholars estimate that hiring adjuncts is at least ten times less expensive than hiring faculty with the rank of full professor. See Barry et al., *supra* note 12, at 25.

135. John H. Garvey, *The Business of Running a Law School*, 33 U. TOLEDO L. REV. 37, 41 (2001).

136. See, e.g., John C. Duncan, Jr., *The Indentured Servants of Academia: The Adjunct Faculty Dilemma and Their Limited Legal Remedies*, 74 IND. L.J. 513 (1999); Marcia Gelpe, *Professional Training, Diversity in Legal Education, and Cost Control: Selection, Training and Peer Review for Adjunct Professors*, 25 WM. MITCHELL L. REV. 193 (1999).

137. For some ideas on how adjuncts may be observed and supervised, see generally Tokarz, *supra* note 92, at 293-309.

138. For a discussion of the ethical issues that often arise as a result of employing adjunct faculty, see David Hricik, *Life in Dark Waters: A Survey of Ethical and Malpractice Issues Confronting Adjunct Law Professors*, 42 S. TEXAS L. REV. 379 (2001).

139. Jean J. McGehee, *Developing Interdisciplinary Units: A Strategy Based on Problem Solving*, 101 SCH. SCI. MATHEMATICS 380 (2001) (discussing the impact that different learning methods and philosophies of knowledge have on curriculum design).

B. Explicit Goals

When designing an interdisciplinary course, the instructor(s) should make the course's goals explicit. In particular, the reason for interweaving a non-law curriculum into the course should be made clear. For example, in the child care context, the goals of one course were articulated as follows:

1) recognition of each discipline's ethical boundaries and conflicts; 2) understanding which professionals have the power to act at different stages of the [applicable legal] process and learning to coordinate efforts with the appropriate actors in the process; 3) learning to communicate effectively in court as an advocate or witness; 4) developing 'meeting practice skills' to maximize each professional's effectiveness at interdisciplinary meetings; and 5) identification of biases in the system, specifically stereotypes associated with each profession that create barriers to effective practice.¹⁴⁰

In a non-law context the primary learning objectives for the students at East Tennessee State University, who enrolled in a rural health interdisciplinary research and demonstration program, were:

1. To engage in interdisciplinary team building exercises designed to enhance group process skills. 2. To describe the major functions and roles of health care providers in a rural area. 3. To understand the social, political, and economic structure of a rural community. 4. To articulate a view of Appalachian culture, health care beliefs, and health care utilization patterns.¹⁴¹

Similar sets of goals can be articulated for law school interdisciplinary courses.¹⁴²

140. Scarnecchia, *supra* note 10, at 37.

141. Sheila E. Virgin & Bruce Goodrow, *A Community Crossword Puzzle: An Interdisciplinary Approach to Community-Based Learning*, 18 NURSING & HEALTH CARE PERSP. 302, 305 (1997).

142. The Association of American Colleges' "sub-themes for connected learning" are a good example: (1) constructed relations between various modes of knowledge and experience, (2) relation of academic learning to the larger world, (3) translation of learning beyond the

The goals need not be lofty. On the other hand, it is important to articulate an intent to train students for meaningful integration of work on behalf of clients or a cause.¹⁴³ Either instructors or institutions should also incorporate evaluation devices capable of ensuring that the goals of the course are achieved.¹⁴⁴

C. Good Plans

Once the instructor is designated, and the goals for the class articulated, the actual course design becomes crucial to the success of the interdisciplinary class. While there are a myriad of ways to approach a law school classroom experience,¹⁴⁵ instructors should bear in mind the need to integrate “outsiders” into the class and level the playing field without boring the law students or going too far off topic. Though “linked” courses may work well in undergraduate settings,¹⁴⁶ given how rarely law students take non-law courses, this

limits of a course or program, (4) synthesis of ideas, principles and concepts, and (5) testing of the proposals of a field against one’s own experience. Lisa R. Lattuca & Joan S. Stark, *Will Disciplinary Perspectives Impede Curricular Reform?*, 65 J. Higher Ed. 401, 405 (1994).

143. See Lee C. Bollinger, *The Mind in the Major American Law School*, 91 MICH. L. REV. 2167, 2173 (1993) (“I do not mean to say that the interdisciplinary movement has left the classroom experience untouched. There are many courses in today’s law school curriculum that introduce the students to other fields of knowledge. The number of courses entitled ‘law and . . .’ testifies convincingly to that.”).

144. Many of my “fundamentals” track a model put forth by Professor Pirie when summarizing Ralph W. Tyler’s *Basic Principles of Curriculum and Design*: “1. Aims and objectives; 2. Content; 3. Organization; 4. Evaluation.” Pirie, *supra* note 32, at 588.

145. For one list of ideas regarding assorted teaching methods, see generally Arturo Lopez Torres & Mary Kay Lundwall, *Moving Beyond Langdell II: An Annotated Bibliography of Current Methods for Law Teaching*, 35 GONZ. L. REV. 1 (spec. ed. 2000). The Teaching Methods Section of the Association of American Law Schools also publishes a periodic newsletter with ideas and cites regarding teaching methods. See <http://www.aals.org/sections/tm.html> (last visited Aug. 29, 2002).

146. A linked course is an individually taught course that is slightly modified to enhance connections with other courses that students may be taking in the same semester. See Maureen Murphy Nutting, *The Linked Course: A Viable Option for Teaching and Learning History*, TEACHING HISTORY: A JOURNAL OF METHODS, Spring 2001, at 3. Professor Nutting notes:

[H]istorians do not think about a subject, nor do they research it or teach it, the same way as scholars in other disciplines do. Second, historical and anthropological documentation is different from documentation for writing in other disciplines (psychology, political science, language and literature, law, etc.) do. As we say “MLA is not the only way.” Third, the more approaches one takes to a subject, the better one understands its complexities and its connections to other subjects in other places and times.

option would likely not work in most legal education settings.

One small way to include interdisciplinary training in a series of related courses might be to develop “mobile” lectures that will work in multiple class settings.¹⁴⁷ A broader alternative is to integrate interdisciplinarity throughout more of the law school’s curriculum.

Integrated curriculum is based on a holistic view . . . for learners to see the big picture rather than to require learning to be divided into small pieces. Integrative curriculum ignores traditional subject lines while exploring questions that are most relevant to students Integrated curricula attempted to dissolve boundaries, to assist students in making connections between disciplines, and to help students solve problems in their own world through research and critical reasoning.¹⁴⁸

With respect to planning, the smaller decisions are important as well. For example, a small class size is often crucial to meaningful integration of students from multiple professions.¹⁴⁹ The ratio of group work to individual work is another important consideration. “All work should not be done in groups. Teachers need to use judgment in designing instruction that provides opportunities for collaboration, individual work, and reflection.”¹⁵⁰

D. Appropriate Materials

The choice of materials will strongly influence any interdisciplinary class. “Course materials, whether called readers,

Id. See also Glenn R. West, *Faculty Renewal Through Interdisciplinary Collaboration*, 70 JOURNAL OF PHYSICAL EDUCATION, RECREATION & DANCE 84 (1999) (explaining how linked courses may be used to overcome faculty boredom or burnout).

147. See generally Brien N. Smith et al., *Broadening the Business Curriculum Via a Cross-Disciplinary Approach: A Mobile Unit on Cultural Diversity*, 120 EDUC. 713 (2000) (noting that the mobile unit consists of three lectures designed to be portable between a number of business and liberal arts classes).

148. ANNE L. MALLERY, *CREATING A CATALYST FOR THINKING: THE INTEGRATED CURRICULUM* 8 (2000).

149. Class size is crucial in a variety of situations. See, e.g., Alain Lempereur, *Negotiation and Mediation in France: The Challenge of Skill-Based Learning and Interdisciplinary Research in Legal Education*, 3 HARV. NEGOT. L. REV. 151, 165 (1998) (noting the importance of class size in international negotiation and mediation training).

150. See Mallery, *supra* note 149, at 20.

casebooks or textbooks, play a significant role in the construction of any academic discipline or field.”¹⁵¹ Modern law school texts increasingly integrate interdisciplinary topics.¹⁵² Yet most interdisciplinary classes would benefit from some individualized readings appropriate to that particular class.

Web-based course sites are particularly useful for providing interdisciplinary readings.¹⁵³ Both LEXIS¹⁵⁴ and Westlaw¹⁵⁵ support the creation of course-specific law school websites. However, because providing access to non-law students through these portals can be difficult, university or law-school hosted sites are likely better options for classes with non-law students.

151. Simon, *supra* note 130, at 157.

152. Jacqueline L. Weaver, *Teaching Energy Policy: An Interdisciplinary Approach*, 30 J. Leg. Educ. 574, 580-81 (1980). Weaver notes:

In the past, many textbooks and courses in law schools have focused narrowly on case after case of finely drawn legal analysis. More recent casebooks have eschewed this narrow approach and have added readings in welfare economics, excerpts from scientific documents, scholarly works from legal journals, and empirical studies of the policy effects of the law. This is especially true in areas such as environmental and natural resources law where both the law and the real world are in such constant flux. Despite this trend, few courses or textbooks attempt a truly interdisciplinary approach to law and policy for the obvious reason that law professors are usually not trained in other disciplines. We are often uncomfortable with cost/benefit analysis, statistical studies, technical material, political theory, and economist’s graphs. Yet an increasing number of areas of law and policy demand an integration of just this type of material.

Id.

Interdisciplinary approaches have brought comment and praise from reviewers. *See also* Lenora Ledwon, *Storytelling and Contracts*, 13 YALE J.L. & FEMINISM 117 (2001) (reviewing AMY HILSMAN KATELY ET AL., *CONTRACTING LAW* (2d ed. 2000) (commending a “highly teachable casebook that is the most interdisciplinary and multicultural contracts casebook” she has seen); Andrew E. Taslitz, *Exorcising Langdell’s Ghost: Structuring a Criminal Procedure Casebook for How Lawyers Really Think*, 43 HASTINGS L.J. 143, 149-50 (1991) (“[T]raditional casebooks generally are devoid of the simulations, writing exercises, studies in values, interdisciplinary analyses, and role-playing now so prevalent in the upper-level curriculum outside the traditional courses.”).

153. Web-based instruction is increasingly prevalent in legal education. *See, e.g.*, Stephen M. Johnson, *www.lawschool.edu: Legal Education in the Digital Age*, 2000 WIS. L. REV. 85; Richard Warner et al., *Teaching Law with Computers*, 24 RUTGERS COMPUTER & TECH. L.J. 107 (1998).

154. LEXIS has adopted the Blackboard system, which is available to law school professors. *See* LexisNexis Research System, at [http://webcourses.lexisnexis.com/bin common/courses.pl](http://webcourses.lexisnexis.com/bin/common/courses.pl) (last visited Aug. 29, 2002).

155. The West Educational Network (TWEN) is accessible via the internet, at <http://lawschool.westlaw.com> (last visited Aug. 29, 2002).

E. Institutional Support

Interdisciplinary classes require institutional law school support. In general, the level of support will depend on the level of offerings. Resistance has been encountered, however, in efforts to broaden interdisciplinary offerings.¹⁵⁶ Professor Kandel summarizes the types of attitudes that must be overcome as follows:

The basis of legal education has traditionally been the progressive refinement of a student's professional skills, honed through the successive study of various substantive areas of law Other types of learning—those that seem to be peripheral to both the work of substantive legal analysis and the business of legal training—are regarded as occupying some separate and discrete place in legal education, even by those who consider them important.¹⁵⁷

Yet the growing number of interdisciplinary courses indicates that institutions increasingly support them. The increasing number of classes may provoke a query as to whether the entire curriculum be reformed to embrace multidisciplinary perspectives?¹⁵⁸ Suffice it to

156. See Catherine Valcke, *Legal Education in a "Mixed Jurisdiction": The Quebec Experience*, 10 TUL. EUR. & CIV. L.F. 61, 84-85 (1995). Professor Valcke notes:

Some serious attempts to promote a broader interdisciplinary and theoretical perspective on law have been made in recent years. On the whole, nonetheless, the curriculum of Quebec's five law faculties has consistently, and particularly since the 1960s, been filled with doctrinal courses proper. This heavy emphasis on legal doctrine over more theoretical and interdisciplinary courses has brought Quebec's law curriculum in line with the traditional, specialized and professionally-oriented curriculum of North American schools of common law.

Id.

157. Kandel, *supra* note 7, at 17-18.

158. For an invigorating explanation of how to weave multidisciplinary into a law curriculum, see Bailey Kuklin & Jeffrey W. Stempel, *Continuing Classroom Conversation Beyond the Well-Placed "Whys?"*, 29 U. TOL. L. REV. 59 (1997). Professors Kuklin and Stempel explain:

[L]aw today is dramatically molded by our learning regarding ethics, economics, political theory, American government structure, the adversary system, and (not surprisingly) jurisprudential movements. Therefore, we argue, most legal subjects can be effectively analyzed by reference to this broader learning. Because it reveals the pervasive forces molding the law, making the law more explicable, predictable and

say that many other scholars persuasively argue the value of interlineating other disciplines into a legal education.¹⁵⁹ Such debate is part and parcel of the larger debate as to whether “law school classes [should] cultivate professional skills or should . . . advance a broad intellectual agenda.”¹⁶⁰

Planning and assessing a good design depends on the particular institution that offers a specific interdisciplinary course. Such analysis should be performed regularly for all classes, and given the special nature of interdisciplinary work, the factors listed above should help in these planning and assessment efforts.

IV. CASE STUDY: THE ENVIRONMENTAL ADVOCACY SEMINAR AT THE UNIVERSITY OF SOUTH CAROLINA SCHOOL OF LAW

I began my exploration of interdisciplinary teaching, which ultimately lead to this Article, while organizing an interdisciplinary course at the University of South Carolina School of Law entitled Environmental Advocacy Seminar.¹⁶¹ In preparing for my first time teaching the course, I only had time to do limited research,¹⁶² but over time discovered that many other scholars’ ideas (both legal and non-legal), reflected approaches that I incorporated intuitively (or at least

coherently moldable, we believe that law schools owe it to their students to ensure that they all are exposed to these basic foundational concepts.”

Id. at 60.

159. See, e.g., Kralovec, *supra* note 99, at 577 (“[T]here is virtually no area of intellectual inquiry that cannot make significant contributions to legal study and practice. History, sociology, philosophy, economics, literary criticism; these and myriad other disciplines enrich our descriptive and normative inquiries about law. Law school, therefore, offers an unusually rich context for interdisciplinary work.”).

160. Goldfarb, *supra* note 69, at 1600.

161. This seminar is designated as a “perspective” course by the University of South Carolina Law School. The student handbook defines a perspective course as providing law students’ with the opportunity to “understand the law in its broader social context, have some sense of its history, and appreciate the philosophical underpinnings of its operation.” Additionally, it requires each student to take at least one perspective course. See University of South Carolina Law School, at <http://www.law.sc.edu/handbook/hdbk.htm> (last visited Aug. 29, 2002). Such perspective course requirements also exist at other law schools. See, e.g., <http://law.ubalt.edu/academics/requirements/perspective.html> (last visited Aug. 29, 2002); <http://www.law.mercer.edu/resources/blockdesc.cfm?blockid=6> (last visited Aug. 29, 2002).

162. When invited to prepare this article, I significantly expanded my earlier research.

considered) as part of my course.¹⁶³

I approached the course's design with the suspicion that "[w]ithin the law school context, environmental law classes often do not provide an interdisciplinary approach to environmental issues."¹⁶⁴ For many of the beneficial reasons discussed in previous parts of this Article, I wanted law students to have the opportunity for interdisciplinary work.¹⁶⁵ I anticipated equal benefits from such an interdisciplinary class for scholars of science, policy, and management interested in environmental advocacy. For example, one commentator noted that environmental scientists often have difficulties penetrating the legal framework of environmental law, yet they are frequently required to participate as actors within that framework.¹⁶⁶

163. The course is designed as a direct result of my environmental practice experience. Having worked with environmental practice groups in a number of law firms in Washington D.C., I routinely worked with non-lawyers to achieve client goals in the environmental arena.

164. Michael Sawyer, *Foreword to Environment 2000—New Issues for a New Century*, 27 *ECOLOGY L.Q.* 909, 910 (2001). Mr. Sawyer further notes:

Law students spend a lot of time talking about things such as standing, administrative remedies, and causation linkages. We often assume that the students, or the lawyers, either know the science or that an expert will be available to help the lawyers understand the science. In principle, this is probably the way environmental law classes should be taught. After all, clients pay environmental lawyers to resolve legal questions. However, one of the goals of this conference is to bring to light the importance of working together with the scientific and the policy disciplines, and the importance of taking an interdisciplinary approach to solving environmental problems.

Id.

165. A number of other basic environmental courses are offered at the University of South Carolina School of Law, including Federal Environmental Law, Introduction to Environmental Law and Policy, and Environmental Law of South Carolina. See University of South Carolina School of Law, at <http://www.law.sc.edu/registrar/course2.html> (last visited Aug. 29, 2002). These courses are not generally interdisciplinary, though from time to time, with special permission, non-law students may enroll in them.

166. See Mark Sagoff, *Ethics, Ecology and the Environment: Integrating, Science and Law*, 56 *TENN. L. REV.* 77 (1988). In his article exploring "the difficulties that scientists have confronted in attempting to provide the facts, insights, and predictions called for by NEPA and other environmental legislation," Professor Sagoff notes that many environmental laws specifically call for scientific work. *Id.* at 80. For example, Professor Sagoff states that

[t]he National Environmental Policy Act of 1969 (NEPA) directs all federal agencies to "utilize a systematic, interdisciplinary approach which will insure the integrated use of the natural and social sciences and the environmental design arts in planning and in decisionmaking which may have an impact on man's environment" Section 102

In order to understand why the interdisciplinary nature of the course is important, it helps to understand the goals for the seminar. As I tell students in my syllabus, the course is

designed to help you explore and develop practical advocacy skills in the area of environmental representation. [The course should provide] an understanding of what it means to be an advocate on environmental issues in the administrative, legislative, litigation and other arenas. It is not a substantive environmental law course, though [it] will indirectly [teach] some substantive environmental law.¹⁶⁷

I also specifically discuss my concept of the seminar as “a formative, collaborative class.”¹⁶⁸

The Environmental Advocacy Seminar meets once per week for two hours. Designed for sixteen students,¹⁶⁹ the course is officially described in the law school catalog as follows:

This course explores and develops practical advocacy skills in the area of environmental representation. Topics include: case planning; administrative, legislative, and litigation practice; policy development; settlement/negotiation; remedies; ethical considerations and effective communication between lawyers

of NEPA further directs federal agencies to “initiate and utilize ecological information” in planning and developing projects involving natural resources.

Id. at 78.

167. Course syllabus is on file with the author.

168. I discuss this concept in class by elaborating on a footnote in the syllabus regarding “formative and collaborative”:

You will be co-creating this experience both in the class and during the simulations (in other words, unless you take responsibility for your own learning, you will not get much out of this course). To have flexibility to accommodate (to the extent possible) student interests and feedback, the reading assignments in the latter portions of the course are often designated TBD, which means ‘to be determined.’ I also reserve the right to adapt other requirements set forth in this syllabus in light of developments in the class. An updated syllabus will be provided a number of weeks into the semester, and any changes in requirements will be made only with sufficient advance written warning to you.

169. Theoretically, eight more students could be added—two more teams of four. However, with respect to a teaching load, when this is one of two courses being taught in a semester, such an addition may be too demanding from an instructional perspective.

and environmental scientists, engineers, and other professionals. In order to facilitate meaningful learning regarding all aspects of advocacy, the course relies heavily on simulations, guest lecturers from lawyers and non-lawyers, and collaborative work. This course is required for students participating in the Environmental Law Clinic, but is open to non-clinical law students as well as graduate students from other schools in the university-wide School of the Environment.¹⁷⁰

Typically, one-quarter of the class are non-law students, many coming through the School of the Environment.¹⁷¹ Basic environmental law is not a pre-requisite, though more than half the law students have typically taken the course.

I take four specific steps to provide a level playing field for non-law class members: (1) Assignment of supplemental reading on the basics of environmental law and policy;¹⁷² (2) designation of non-law students as “consultants” for purposes of simulations, thereby eliminating, or at least limiting, any feelings that they “should” know or be able to find “the law”; (3) designation of a substantive topic for the simulations that (a) is likely an area that is unfamiliar in any depth to law students and (b) has a limited body of applicable law;¹⁷³ and (4) requiring flexible and discipline-specific paper citation and format requirements so that students can draft their final paper in the

170. See University of South Carolina School of Law, at <http://www.law.sc.edu/registrar/course2.html> (last visited Aug. 29, 2002).

171. The University of South Carolina has an interdisciplinary “virtual” School of the Environment that brings together faculty in affiliated departments, centers and institutes in fields such as “business, engineering, law, liberal arts, public health, journalism, physical and natural sciences, computational science, and social science.” See University of South Carolina, at <http://www.environ.sc.edu/> (last visited Aug. 29, 2002). Designed to “foster[] and facilitate[] environmental education across the University while also stimulating service activities for the public and private sectors,” the School’s web site notes that affiliated “faculty conduct research and at the same time educate students and professionals on dealing with complex environmental issues and their fundamental importance to present and future generations.” *Id.*

172. In order to make up for the lack of earlier legal training, I ask non-law students to read excerpts from CELIA CAMPBELL-MOHR ET AL., ENVIRONMENTAL LAW: FROM RESOURCES TO RECOVERY (1993). I also offer the same readings to law students, particularly those who have not taken an environmental law course.

173. See *infra* note 177 for a more detailed discussion of the simulation framework.

disciplinary manner with which they are already familiar.¹⁷⁴

The course progresses through a combined methodology that provides for student learning through interrelated readings, lectures (including guest lectures), class discussion, interdisciplinary team simulations, and an eighteen to twenty page paper with an accompanying presentation.

For materials, I use an “interdisciplinary” reader to supplement the general lecture component of the course.¹⁷⁵ I also have subject-specific readings for various components of the course,¹⁷⁶ along with background reading materials for each of the simulations.¹⁷⁷

174. Of course, allowing formats that are outside of my area of expertise as an instructor presents interesting questions in terms of equitable evaluation. I try to account for this by being slightly less rigorous than I normally would on the “bluebooking” by law students.

175. The coursebook for this class is *LAW AND THE ENVIRONMENT: A MULTIDISCIPLINARY READER* (Robert V. Percival & Dorothy C. Alevizatos eds., 1997). Another similarly excellent anthology is *AN ENVIRONMENTAL LAW ANTHOLOGY* (Robert L. Fischman et al. eds., 1996). Similar interdisciplinary anthologies are also available for other subjects. See, e.g., *A HEALTH LAW READER: AN INTERDISCIPLINARY APPROACH* (John H. Robinson et al. eds., 1999); *NEW PATHS IN CRIMINOLOGY* (Sarnoff A. Mednick & Sigiora Shoham eds., 1979); *THE SOCIOLOGY OF LAW: INTERDISCIPLINARY READINGS* (Rita James Simon ed., 1968).

176. For each component, students are asked to read certain materials. Materials on administrative advocacy include: excerpts from ELIZABETH D. MULLIN, *THE ART OF COMMENTING: HOW TO INFLUENCE ENVIRONMENTAL DECISIONMAKING WITH EFFECTIVE COMMENTS* (2000), excerpts from ENVIRONMENTAL PROTECTION AGENCY, *PUBLIC INVOLVEMENT IN ENVIRONMENTAL PERMITS: A REFERENCE GUIDE* (2000), and excerpts from ENVIRONMENTAL LAW INSTITUTE, *BUILDING CAPACITY TO PARTICIPATE IN ENVIRONMENTAL PROTECTION AGENCY ACTIVITIES: A NEEDS ASSESSMENT AND ANALYSIS* (1999). Materials on legislative advocacy include: ABNER J. MIKVA & ERIC LANE, *AN INTRODUCTION TO STATUTORY INTERPRETATION AND THE LEGISLATIVE PROCESS* (1997) and United States Library of Congress, *How Our Laws Are Made* (Jan. 31, 2000), available at <http://thomas.loc.gov/home/lawsmade.toc.html>. Materials on advocacy through litigation include excerpts from JERRY L. ANDERSON & DENNIS D. HIRSCH, *ENVIRONMENTAL LAW PRACTICE: PROBLEMS AND EXERCISES FOR SKILLS DEVELOPMENT* (1999), excerpts from Kim K. Burke, *The Use of Experts in Environmental Litigation: A Practitioner's Guide*, 25 N. KY. L. REV. 111 (1997), and excerpts from ROGER S. HAYDOCK ET AL., *FUNDAMENTALS OF PRETRIAL LITIGATION* (3d ed. 1994).

177. The substantive subject matter of the simulation is environmental justice. Both summary and original materials on the subject as provided, including the relevant executive order and some guidance documents. See Exec. Or. 12898, 3 C.F.R., 1994 Comp., 859 (1994), reprinted at 42 U.S.C. § 4321; Memorandum from William Clinton to the Heads of All Departments and Agencies, available at http://www.epa.gov/compliance/resources/policies/ej/clinton_memo_12898.pdf (memorandum entitled: “Executive Order on Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations”), COUNCIL ON ENVIRONMENTAL QUALITY, *ENVIRONMENTAL JUSTICE: GUIDANCE UNDER THE NATIONAL ENVIRONMENTAL POLICY ACT* (Dec. 1997); COUNCIL ON ENVIRONMENTAL

To bring a touch of “reality” to the course, five percent of each student’s grade comes from an “Advocacy in Action” component. Once during the semester, students must attend an environmental “advocacy” event outside the law school and submit a paper of at least 1,000 words (approximately two single-spaced pages) describing their experience and reflecting on the event based on what they learned in class. Advocacy in Action may include any number of events, including administrative law judge hearings, arguments in court, legislative hearings, environmental or other stakeholder group gatherings, town council meetings, and training sessions. Over the course of the semester, I suggest possible events for this exercise, but students are also permitted to identify their own events with advance approval. These events are often interdisciplinary as well as practical.¹⁷⁸

The course covers the following subjects in approximately this order: Course Introduction, Concepts of Advocacy, Introduction to Simulation Fact Pattern, Introduction to Administrative Advocacy, Mock Public Hearing, Introduction to Legislative Advocacy, Mock Legislative Committee Hearing, Introduction to Litigative Advocacy, Mock Litigation Strategy Session, Working with Non-Lawyers, Science Aspects of Advocacy, Paper Presentations, Planning an Advocacy Strategy, and Reflections on the Semester. Course grades are based on simulations, which count as forty-five percent (fifteen percent for each of three simulations); a final paper and presentation, which count as forty percent; class participation, which counts as ten

QUALITY, FINAL GUIDANCE FOR INCORPORATING ENVIRONMENTAL JUSTICE CONCERNS IN EPA’S NEPA COMPLIANCE ANALYSES (Apr. 1998).

In the past, the simulation has been based on a proposed harbor expansion in the Charleston, South Carolina, area. The original environmental documents are made available to students. For a portion of materials on the harbor expansion, see <http://www.sac.usace.army.mil/permits/studies.html> (last visited Aug. 8, 2002). During Spring 2003, I will be basing the simulation on the facts and documents associated with the proposed James E. Clyburn Connector, a two-lane 9.6-mile roadway, including a 2.8-mile bridge across Lake Marion between Lone Star and Rimini South Carolina. For a portion of materials on the proposed roadway, see <http://www.dot.state.sc.us/Projects/Clyburn/default.html> (accessed Nov. 10, 2002).

178. For example, students have attended town council meetings where experts are presenting comments on particular land use issues and legislative hearings where experts are presenting testimony on environmental legislation pending before the South Carolina General Assembly.

percent; and an Advocacy in Action write-up, which counts as five percent.

The simulations are a focal point of the interdisciplinary aspect of the course. Working in interdisciplinary teams, students must complete three “simulation” assignments, which require them to represent mock clients based on a version of an actual environmental scenario in South Carolina.¹⁷⁹ The first simulation involves administrative advocacy, requiring students to draft administrative comments and participate in a mock administrative hearing.¹⁸⁰ The second simulation involves legislative advocacy, requiring students to prepare and present legislative testimony. The final simulation involves litigative advocacy, wherein students prepare a litigation planning memorandum and meet in a litigation strategy session (as associates and consultants) with “senior partners” in their “law firm”. Students work in teams of four—usually with three law students and one non-law student in a “consultant” role—on each simulation. All three simulations are based on the same fact pattern.

Interesting interdisciplinary exchange also occurs during paper presentations. The fifteen to twenty minute presentation typically generates questions and discussions among the students and helps shape the final written product to include interdisciplinary perspectives. In addition to the group work described in the previous paragraph, each student must write an eighteen to twenty page paper.¹⁸¹ These papers may be traditional scholarship or “applied research.”¹⁸² “Applied research” is an option for seminar students

179. *See supra* note 177.

180. Actual experts, including interdisciplinary colleagues, are invited to observe the mock hearings and the mock strategy session.

181. All students must read materials concerning inadvertent plagiarism, as indicated by the following text in the syllabus:

All writers have a duty to produce original work and give credit to others when drawing on their ideas. I assume that no one in this class would deliberately commit plagiarism in this or any other course. However, to avoid inadvertent plagiarism, I would like you to read a brief LEXIS article on this topic at <http://lspod.mtcib.com/writing/plagiarism/html>.

182. The Association of American Law Schools (AALS) Equal Justice Project (spearheaded by the then-AALS president Elliot Milstein) inspired the concept of “applied research” to broaden the writing option beyond typical student papers that are simply graded and forgotten. *See* AALS, <http://www.aals.org/equaljustice/index.html> (last visited Sept. 10,

who do not wish to write a traditional scholarly paper. When they choose “applied research,” students produce a document of a more “practical” nature, such as a memorandum, white paper, proposal, etc. This applied research can be performed in conjunction with volunteer work for a group or entity involved in environmental advocacy as broadly defined in the class.¹⁸³ The applied research may also be independent work, wherein a student learns of a situation related to environmental advocacy and wishes to independently draft a paper on the topic. There are specific limits to applied research topics to avoid unauthorized practice of law, such as “double-dipping” and the submission of something for which a student receives payment.¹⁸⁴ Over half of the students typically elect to produce “applied research” for their final product.

This course is subject to the benefits and barriers identified in Part II of this Article. With respect to barriers, I attempt to avoid overly simplistic instruction by providing additional readings and making myself available to non-law students outside of class. I avoid feeling marginalized as an instructor by connecting with colleagues who teach other interdisciplinary courses. I do my best to avoid overreaching beyond my expertise by including guest lecturers to cover specific topics. I cover some ethical issues and tensions in classroom discussion, and attempt to address head-on student expectations with frank discussions throughout the semester. I do have to deal with logistics issues, the biggest one being that the law school calendar does not track the University calendar, and I thus contact non-law enrolled students in advance to make sure they attend the first class and make arrangements for end-of-the-semester deadlines that fit with non-law student schedules.

With respect to benefits, I feel they far outweigh the barriers. The

2002).

183. For suggestions regarding potential topics or local groups working on environmental advocacy issues, students were invited not only to ask me, but also to contact the Director of USC Law School’s Pro Bono Program, Pam Robinson, who generously offered to provide assistance.

184. The syllabus states that students “may not provide legal advice or otherwise engage in the practice of law while doing applied research. Likewise, this project may not be something you would produce for an employer in the normal course of your duties, and you may *not* be compensated for your work on this project.”

course design provides ample opportunity for absorption of necessary skills (both analytical and practical). The simulations provide multiple exposures to teamwork training and understanding of the important roles of lawyers and non-lawyers in the environmental advocacy arena. Additionally, the interdisciplinary students and design make the course a lot of fun to teach (and, if student evaluations are any judge, to take). Law graduates have been in touch to tell me how helpful the course was to their legal work.

The design of the course remains a bit of a work in progress, but I think any good law school or graduate course does. I attribute much of the success of the course to setting explicit goals, engaging in good planning, choosing appropriate and timely materials, and strong institutional support. Yet a good deal of the credit also goes to the students who enroll in the course with enthusiasm and willingness to learn from one another.

CONCLUSION: INTERDISCIPLINARY LAW SCHOOL CLASSES
CAN ENABLE FUTURE LAYWERS TO TRULY COMPREHEND THE
“ELEPHANTS” THEY WILL ENCOUNTER IN PRACTICE AND IN
THE PROFESSION

Interdisciplinary classes are particularly valuable, and law schools should increase the opportunities for such beneficial educational experiences. In order to do so, we need to open the minds of both students and professors to the benefits that these classes provide.¹⁸⁵ First and foremost, interdisciplinary education has tangible benefits that to future clients.¹⁸⁶ “[B]ecause the law is not always clear, lawyers must understand that the practice and the development of law

185. See Amnanta Kumar Giri, *The Calling of a Creative Transdisciplinarity*, 34 FUTURES 103, 109 (2002) (stating that the discourse and practice of interdisciplinary studies requires a “transdisciplinary interrogation, opening and enrichment which transforms the pious hopes and waiting for interdisciplinarity into a calling of transdisciplinary striving”). Giri distinguishes interdisciplinarity from transdisciplinarity as follows: “[t]he practice of creative transdisciplinarity [] is different from interdisciplinarity as in the later there is very little scope for a deep interpenetration of disciplinary perspectives, overcoming one’s disciplinary chauvinism and an openness to the perspectives of other disciplines.” *Id.* at 105.

186. Bratt, *supra* note 5, at 213 (“[T]he goal of any professional group must be to deal effectively with the client’s needs, not to minister to the self-perpetuation of the profession.”).

require close attention to other disciplines.”¹⁸⁷ On a larger scale, however, as one scholar notes, “[i]nterdisciplinary nourishment vitally engages students in the continuous reconceptualization of the relationships among themselves, the profession, the law, its users, and the broader social and moral order.”¹⁸⁸ As another scholar suggests, “the best path to sensible law reform in the future may lie in exposing students today to effective interdisciplinary teaching.”¹⁸⁹

The necessity of interdisciplinary work must be emphasized to all students (and professors) of law. Professor Barkan comments:

Many legal decisions cannot be made apart from their economic, social, historical, and political contexts, and are often dependent upon business, scientific, medical, psychological, and technological information. Nonlegal but legally relevant information is commonly used, among other reasons, to generate inferential support for factual premises, to support policy arguments, and to support or challenge legal rules. Secondary, interdisciplinary, and nonlegal sources can suggest how cases and statutes should be used and why particular legal arguments should win. They can bring some coherence to legal thinking.¹⁹⁰

Interdisciplinary classes may one day be required for all students.¹⁹¹ As noted scholar Rhode has commented:

187. Crane, *supra* note 93, at 65.

188. Kandel, *supra* note 7, at 19.

189. Wexler, *supra* note 43, at 287.

190. Steven M. Barkan, *Response to Schanck: On the Need for Critical Law Librarianship, or Are We All Legal Realists Now?*, 82 LAW LIBR. J. 23, 34-35 (1990). See also George L. Priest, *The Growth of Interdisciplinary Research and the Industrial Structure of the Production of Legal Ideas: A Reply to Judge Edwards*, 91 MICH. L. REV. 1929, 1936 (1993) (“In the postrealist world, effects, values, or the public interest somehow defined must be called upon for a resolution. It follows necessarily that students as well as faculty must increasingly resort to interdisciplinary research and study.”).

191. At least one scholar has called for curricular reform that would require third year law students to take “related courses in both the law school and other graduate departments (business school, public health, social work)” as part of a problem solving curriculum “designed to increase the multi-disciplinary nature of law training.” Carrie Menkel-Meadow, *Aha? Is Creativity Possible in Legal Problem Solving and Teachable in Legal Education?*, 6 HARV. NEGOT. L. REV. 97, 143 (2001).

Law schools committed to more cooperative, collaborative, and empathetic lawyering would recast academic priorities along several dimensions Interdisciplinary and ethical materials would become integral parts of a sequential program, rather than occasional unsystematic digressions from the core curriculum.¹⁹²

At the very least, opportunities should be increased. This takes time and energy, however, and if the recent past is any indication, the minor efforts by individuals to interdisciplinary methods will be insufficient for the needed change.¹⁹³

Many fields of law are integrally entangled with other disciplines.¹⁹⁴ This fact alone may call for a wholesale overhaul of our legal education.¹⁹⁵ Even practitioners are recognizing the

192. Deborah L. Rhode, *Missing Questions: Feminist Perspectives on Legal Education*, 45 STANFORD L. REV. 1547, 1563 (1993).

193. See Clark Byse, *Fifty Years of Legal Education*, 71 IOWA L. REV. 1063, 1086 (1986) (remarking that “although a number of changes in the methodology, approach, and content of law school instruction have tended in the direction of more personalized instruction that utilizes both interdisciplinary and practical, clinical materials, the changes have been incremental and episodic, not basic and continuous. I anticipate that for the near-term at least this incremental, episodic process will continue”).

194. Richard A. Posner, *The Decline of Law as an Autonomous Discipline: 1962-1987*, 100 HARV. L. REV. 761 (1987). Judge Posner remarks:

Many fields of law today are deeply entangled with political questions. In part, this entanglement is due to the aggressiveness with which the Supreme Court has created constitutional rights in politically controversial areas, such as abortion (and other matters involving sex), reapportionment, political patronage, and school and prison conditions. In part, it is due to the expansion of government generally, which has brought more and more subjects, often intensely political ones, into the courts—subjects such as poverty, campaign financing, environmental protection, and the plight of disabled people. Moreover, the Supreme Court has pioneered an aggressive style of judicial activism that, imitated by state courts and by lower federal courts in diversity cases, has led to politically controversial extensions of rights in such nonfederal fields as tort and contract law.

Id. at 767.

195. *Id.* at 778-79. As stated by Judge Posner:

Recognition that the law is increasingly an interdisciplinary field has many implications The law schools need to encourage the branch of academic law that I call “Legal Theory,” viewed as an endeavor distinct from doctrinal analysis, clinical education, and the other traditional, practice-oriented branches of legal training and scholarship. By Legal Theory, I mean the study of the law not as a means of acquiring conventional professional competence but “from the outside,” using the methods of scientific and humanistic inquiry to enlarge our knowledge of the legal system. There

increasing importance of interdisciplinary efforts.¹⁹⁶ Emerging job opportunities for law graduates call for significantly increased interdisciplinary competence.¹⁹⁷ Perhaps it is time to stop falsely envisioning that the “law” can exist separate and apart from other disciplines.¹⁹⁸

In any event, law schools must prepare their students for the “elephants” that they will encounter in a life of practice. To that end, the opponents of interdisciplinary legal education¹⁹⁹ should not

should be departments of law, where students can pursue doctoral programs in Legal Theory, or alternatively programs that meld college, law school, and doctoral training in another discipline into an integrated course of study taking less than the minimum of ten years after high school that such a program would currently require. Three years of college, two years of law school, and three years of doctoral study should, if these stages of training are integrated, equip a student to contribute creatively to the understanding and improvement of the legal system of the twenty-first century. I hope I will not be understood to be suggesting either that instruction and research in Legal Theory replace doctrinal analysis, or that Legal Theory be equated with, or even be thought to include, the advocacy of new constitutional rights.

Id.

196. See, e.g., Ann L. MacNaughton & Gary A. Munneke, *Unauthorized Practice of Law: An In-Depth Look at the Issue: Practicing Law Across Geographic and Professional Borders: What Does the Future Hold?*, 65 TEX. B.J. 436, 437 (May 2002) (“Commercial and regulatory complexities often require interdisciplinary solutions from teams of professionals with an appropriate blend of business, legal, and relevant technical training and experience.”); Patricia A. Zapf & Ronald Roesch, *Mental Competency Evaluations: Guidelines for Judges and Attorneys*, in COURT REVIEW 28, 35 (Summer 2000) (contending that providing necessary non-legal information “in sources that are easily accessed by legal professionals, and in a format familiar to legal professionals, will facilitate a better understanding of psychology as it pertains to the legal system”). Likewise, for over a decade Shaw Pittman has worked on the “Cuban Project,” an interdisciplinary effort “designed to assess the legal and business issues that will arise when Cuba moves to a free market economy.” Matias F. Travieso-Diaz, *So, Your Client Wants to Go To Havana . . .*, 6 NAFTA L. & BUS. REV. AM. 277 (2000). The 1997 President of the Boston Bar Association acknowledged increasing interdisciplinary opportunities when he noted that “another trend toward more interdisciplinary specialization is emerging” and calling for new interdisciplinary committees within the Bar Association. Joel M. Reck, *President’s Page*, 41 B.B. J. 2 (1997).

197. See, for example, Evan A. Davis, *President’s Address: Annual Meeting of the Association*, 56 THE RECORD 142, 144, wherein the President of the Association of The Bar of the City of New York indicated that “[c]onsulting firms, which have become leading recruiters at law schools, offer an interdisciplinary approach to addressing a client’s needs.”

198. James Boyd White, *Law as Rhetoric, Rhetoric as Law: The Arts of Cultural and Communal Life*, 52 CHI. L. REV. 684, 699 (1985) (calling for “an interdisciplinary curriculum rather different from current models: not law and sociology or history or economics or literature, but law as each of these things”).

199. For an interesting discussion of the debate over the direction of legal education in the United States,” see Sternlight, *supra* note 16.

prevail in their efforts to slow a vital change to our profession, and thus to our educational goals. Perhaps more importantly, schools must support and expand interdisciplinary legal education to nurture the kind of alternative visions that can enrich the future of the entire profession.²⁰⁰

200. Derrick Bell & Erin Edmonds, *Students as Teachers, Teachers as Learners*, 91 MICH. L. REV. 2025, 2051-52 (1993). Professors Bell and Edmonds state:

Fortunately, there are alternative visions There is the environmental law's vision of a country who takes her resources and her unborn citizens seriously enough to take good care of the earth. There is the feminist vision of a country whose laws do not allow women to be beaten with impunity, whose laws enforce the idea that traditional 'women's' work should be compensated, whose laws ensure that women make one dollar for every man's dollar doing identical work, and not seventy cents. There is the critical race scholars' vision of a country whose laws enforce the substantive imperatives—and not just the facial machinations—of racial equality; whose laws guarantee voting rights, a jury of peers, housing, and education to Blacks, Latinos, Asian Americans, and Native Americans. There is, in short, no shortage of alternative visions, many of which are progressive and humanitarian.

Id. See also Alfred C. Aman, Jr., *Protecting a Space for Creativity: The Role of a Law School Dean in a Research University*, 31 U. TOLEDO L. REV. 557, 565 (2000). Professor Aman states:

In the end, it is often the ability to integrate different disciplinary strands of thought that give the best chance of contributing to the advancement of new knowledge and the creation of new frameworks and perspectives. Lawyers are law schools' best known product, but it takes a university to create the environment necessary to truly "train" lawyers by *educating* them.

Id.