

From the Editors

We are proud to begin this February 2015 issue with an emphasis on “Nurturing Professionalism,” by which we mean paying attention to our students’ well-being in developing personal as well as intellectual growth. We turn next to three articles on the related topic of critical skills law students should acquire and how faculty members can develop synergies between scholarship and teaching. We complete the volume with a “Legends of the Legal Academy” tribute to John Paul Miller and three book reviews.

Five distinct pieces share the theme of “Nurturing Professionalism.” In their article “*Psychology and Effective Lawyering: Insights for Legal Educators*,” Professors Jean R. Sternlight and Jennifer K. Robbennolt argue persuasively how learning aspects of psychology (how people perceive the world, interact with each other and make decisions) will help law students become more well-rounded and effective lawyers. Both have taught stand-alone “psychology and lawyering” courses to law students, but both also stress how psychological concepts can be integrated into any law school class. Professor Eric L. Muller, with his article “*Fellowships at Auschwitz for the Study of Professional Ethics (FASPE) and the Moral Formation of Lawyers*,” details his fellowship experience at FASPE and urges the selected incorporation of that methodology to a law student’s ethical training. Muller argues that we must not simply teach about the rules but about the contexts in which these rules are played out, with “special attention to when role morality deviates from other moral structures, including an individual’s own moral code.” This lesson can only be learned from studying not only the “good” but also the “harm” that lawyers can perpetrate—as in drafting laws that perpetuate genocide, segregation, and discrimination.

Professor Brian S. Clarke, in his piece, “*Coming Out in the Classroom: Law Professors, Law Students and Depression*,” challenges each of us to tackle issues of our students’ mental health and help students make more conscious and meaningful choices in the practice of law. With the startling statistic that 40 percent of law students could face depression by the time of graduation, Clarke shares his own personal battles with depression both to remove the stigma and to open up conversations about a student’s emotional wellbeing. In “*Law Student Plagiarism: Contemporary Challenges and Responses*,” Professors Robin F. Hansen and Alexandra Anderson revisit the perennial problem of student plagiarism (but one that is heightened by today’s e-commerce) and the sometimes blurred line between student and professional conduct. After detailing the different motivations for plagiarism, Professors Hansen and Anderson give sage advice on how to structure assignments to avoid opportunities for plagiarism, how to create a culture that does not condone plagiarism, and how to develop a system of institutional response that identifies repeat offenders and

appropriate sanctions. Finally, in “*Reforming the Law School Curriculum from the Top Down*,” Professor R. Michael Cassidy describes an innovative capstone course developed at his law school in which each 3L must take a course in a particular area of practice that is co-taught by a law faculty member and a practicing attorney. It is an excellent way of transitioning the student from law student to legal professional.

Three other articles complete the body of this issue: Professors John C. Coates IV, Jesse M. Fried and Kathryn E. Spier in “*What Courses Should Law Students Take? Lessons from Harvard’s BigLaw Survey*,” share results from Harvard’s 2013 survey of 124 practicing attorneys at major law firms. According to their survey results, knowledge in accounting practice, financial statement analysis, and corporate finance is what big law firms look for in their attorneys in litigation as well as in transactional practice. Professor Tahirih Lee’s piece “*Technology-Based Experiential Learning: A Transnational Experiment*,” next details how business methods skills can be taught through an innovative transactional business simulation that she and a professor from China developed for upper level students. Finally, Professor Ruthann Robson outlines strategies on how to “*Enhanc[e] Reciprocal Synergies Between Teaching and Scholarship*” and in so doing, reaffirms the possibility that one can be both a great scholar and stellar teacher.

Of course, we would not have a full issue without our book reviews and for this issue, our “Legends of the Legal Academy” column. Michael Waterstone presents a fitting and beautiful tribute to the late Professor Paul Steven Miller. Professor Mae Kuykendall reviews *For Discrimination: Race, Affirmative Action and the Law* by Randall Kennedy. Professors Lisa Marshall Manheim and Elizabeth G. Porter offer reflections on *My Beloved World* by Sonia Sotomayor, and Professor Marshall Goldberg reviews *Storytelling for Lawyers* by Philip N. Meyer. Enjoy.

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 Jeremy Paul
 Molly Selvin
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