

would receive from an attorney not encumbered by such practice restrictions.

Identifying the ethical concerns raised by interference in law school clinic case and client selection and discussing the consequences of such actions are essential to discouraging such interference. Although any lawyer may potentially face interference in client or case selection and representation, interference is most often an issue for lawyers representing poor or unpopular clients or causes as other lawyers, opposing parties, or individuals seek to limit access to the courts, and thereby access to justice, for poor and disadvantaged people.

Vindicating the rights of individuals and groups often depends upon the availability of a lawyer. Without an attorney, most individuals and groups are denied their right to be heard or are excluded from legal proceedings. Given the importance of ensuring that all persons have access to legal representation to protect their rights and the importance that law school clinics play in providing legal representation to persons and causes who would otherwise go unrepresented and in modeling ethical behavior, it is crucial for law schools to resist interference. Indeed, all members of the legal profession must be sensitive to these issues and fulfill their ethical obligations both by refusing to interfere with other lawyers' case and client representation decisions and by working to dissuade others from engaging in such actions.

CURRICULUM

Promoting justice through interdisciplinary teaching, practice and scholarship: Elucidating the elephant — interdisciplinary law school classes

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11 *Wash U J L & Pol'y* 2003, pp 11–62

Legal problems are like elephants: examining them from only one perspective gives a distorted image of the whole. In order to understand legal problems, lawyers often need to examine them from the perspective of multiple disciplines. Likewise, successful legal problem-solving sometimes means that lawyers need to be able to collaborate with other professionals in order to address a client's problems. 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.

Interdisciplinary law school classes provide perspective and training that elucidates the elephants. Today's lawyers live in a more complex world that would benefit from interdisciplinary training. We should not expect students to develop these skills without training. This article explores the use of interdisciplinary law school classes as a fundamental way of connecting law students with future colleagues who are receiving different professional training, as well as with concepts related to but outside traditional doctrinal law. While these classes offer rich learning opportunities, their design and implementation present a host of different issues.

Like many of the graduate and professional programs discussed above, most law schools provide a number of 'interdisciplinary' classes. Although some commentators hold negative views of their value, most recognise that law schools must increase students' exposure to substantive content and skills from other professions in order to enhance interdisciplinary co-operation.

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 com-

mon at law schools nationwide. Likewise, some subjects, including law and economics, children's issues, elder issues, domestic violence, family law, jurisprudence, therapeutic jurisprudence, and patent law now almost inevitably include interdisciplinary approaches.

One notable exception is the scholarship related to interdisciplinary clinical work. Scholars acknowledge that interdisciplinary clinics offer many opportunities for the acquisition of valuable skills by means of collaboration with and exposure to the culture, professional strengths and limitations of other disciplines in a group setting. Various scholars also identify professional skills courses as appropriate avenues for interdisciplinary training.

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 classes and a few isolated classes, along with some pre-law programs, provide exceptions by connecting law students with students or instructors from other departments.

Interdisciplinary classes offer significant benefits to both instructors and students. 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.

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

Good instructors are usually the foundation of good law school courses. But the question becomes: what makes

a good instructor 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. The instructor needs to be 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.

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. 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. Either instructors or institutions should also incorporate evaluation devices capable of ensuring that the goals of the course are achieved.

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. 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.

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, to efforts to broaden interdisciplinary offerings. Yet the growing number of interdisciplinary courses indicates that institutions increasingly support them.

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.

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. First and foremost, interdisciplinary education has tangible benefits which attach to future clients. On a larger scale, however, interdisciplinary nourishment vitally engages students in the continuous reconceptualisation of the relationships among themselves, the profession, the law, its users, and the broader social and moral order.

Many fields of law are integrally entangled with other disciplines. This fact alone may call for a wholesale overhaul of our legal education. Even practitioners are recognising the increasing importance of interdisciplinary efforts. Emerging job opportunities for law graduates call for significantly increased interdisciplinary competence. Perhaps it is time to stop falsely envisioning that the 'law' can exist separate and apart from other disciplines.

In any event, law schools must prepare their students for the 'elephants' that they will encounter in a life of practice. 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.

Promoting justice through interdisciplinary teaching, practice and scholarship: An examination of transactional law clinics and interdisciplinary education

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11 *Wash U J L & Polic*, 2003, pp 195–238

The mission of the Small Business Clinic (SBC) at the University of Pennsylvania Law School is twofold: (1)

to educate students through practice so they may acquire the skills and ethical consciousness necessary to become highly competent transactional law practitioners; and (2) to provide legal services to small businesses and nonprofit organisations that cannot afford to purchase these services in the commercial market. By all accounts the SBC meets these goals. Students repeatedly extol their participation in the SBC as the most relevant and valuable part of their law school experience. Similarly, clients regularly inform both the students and faculty supervisors that they are satisfied with the service they receive. Finally, the Dean and other administrative leaders of the law school appreciate the SBC's work, as well as the importance of the SBC's role in the education of students.

The SBC's legal services and student education are worthy of merit. Yet the SBC might better serve its mission if the school were to redesign its program and integrate its legal services and educational opportunities with other academic programs or professional services. In the author's experience as a transactional law attorney, collaboration with other professionals to work as a team in furthering the goals of clients sharpens the skills as an attorney and the understanding of the ethical obligations of the profession.

Contemporary law school education offers many opportunities for interdisciplinary education. Many law schools offer courses that reflect an interdisciplinary approach to either a substantive area of law or theory of law. In addition, a number of law schools offer dual degree programs. Interdisciplinary clinical education is also well established. Clinical programs in diverse practice areas, ranging from family and domestic violence to environmental advocacy, have developed models of interdisciplinary teaching and delivery of client services. Despite this growing interest in interdisciplinary pedagogy and schol-