Probability and Statistics in the Legal Curriculum: A Case Study in Disciplinary Aspects of Interdisciplinarity

Mike Townsend and Thomas Richardson

This Article provides a general taxonomy for various types of educational interdisciplinarity. The discussion focuses, however, on what is called crossdisciplinary education, using a particular mathematics-based example to illustrate how crossdisciplinary education can be used to ask law students to (re)examine law as a discipline. The Article considers interdisciplinarity and the legal curriculum in the context of probability and statistics, using the well-known jury discrimination case of Castaneda v. Partida as a case study. The Article concludes with some brief observations on the importance of thinking about law as a discipline. This is the third installment of a work in progress, the goal of which is not so much to construct a definitive portrait of law, as it is to examine what such a construction entails.

Law Talk: Speaking, Writing, and Entering the Discourse of Law

Susan L. DeJarnatt

The author suggests talking about the legal writing process with first-year legal research and writing students, as they are learning and actively writing, and advocates for students’ experiencing “being the audience” of legal writing, as part of their education. This Article reviews three academic schools of thought regarding the relationship between speech...
and writing. This Article argues for change in the typical legal writing pedagogy, meaning more student interaction and teacher intervention, to effectively enable students to engage in discourse communities of law.

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