HAMLINE UNIVERSITY SCHOOL OF LAW

FROM RULES TO ETHICS:
Identity, Responsibility & Integrity in the Legal Profession

Seminar in Ethics: Weekend Section – Three Credits
Fall 2011

S Y L L A B U S
Preliminary Draft – June 16, 2011

Saturdays	Professor Vogel
8:15 a.m. – 11:15 a.m.	Room 221W
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Scope and Purpose: This course will study the values, professional identity and responsibility of lawyers. The central question in our study will be: **"What are you claiming about yourself when you tell someone you are a lawyer?"** Variations on this core question are: "What might it look like for you to live an undivided life in the law?"; and "Where and how does one find the courage to practice law with integrity?" In addressing these questions, the course will provide an opportunity for students (a) to develop and defend a constructive statement on their chosen professional identity through extended conversation that relies primarily on metaphor and narrative, rather than rules, as an approach to this task; and (b) to reflect on whether and how their professional responsibility and identity may be viewed as a vocation in the sense of a calling. In a nutshell, this course offers students an opportunity to explore the character and content of the consciousness they bring to their study and practice of law through extended consideration of what the task of moral discernment involves and demands in the life of a lawyer.

The course does not examine codes or the law of professional responsibility in the depth of the regular Professional Responsibility course. Students desiring detailed, in-depth examination of the codes or law of professional responsibility should take the course in Professional Responsibility.

The course satisfies the (1) Professional Responsibility, (2) Seminar, and (3) Legal Perspective graduation requirements of the Law School. This course does not satisfy the Professional Responsibility prerequisite for clinics or practicums.

A Seminar Paper, with two drafts, is required. There is no prerequisite for the course. Registration is limited to 14 students.

Seminar Method: The approach to ethics taken in the seminar is guided by a concern for images of the lawyer raised by the questions of "Who are you in your work as a lawyer ?" and "What is the character, source and content of the consciousness that you bring to

your work as a lawyer?" – rather than simply on the typical narrow question of quandary ethics: "What should you do?" – in addressing the ethical challenges that arise in the lawyer's work. Under this approach, the question of what action might be taken in ethically challenging situations will focus first on our foundational concern to examine the identity and consciousness of the actor who takes action, and how that identity and consciousness shapes and informs action that might be taken. Our study will also provide an opportunity to examine the meaning of the contemporary crisis of dissatisfaction in the legal profession.

The course employs a unique set of resources to evoke the conversation around the central question of the course set out above. These resources include (1) two anthologies of readings chosen to provoke conversation in the weekly sessions, (2) video presentations including a dramatic rendition of four closing speeches to the jury by Clarence Darrow, one of the most famous trial lawyers of the 20th Century that we shall consider over several weeks; (3) case study exercises that present moral challenges in the everyday practice of lawyers, and (4) experiential exercises designed to foster reflection on each student's emerging understanding of his or her professional role and responsibility, especially as it intersects with their personal identity, their personal values, and their ambition for seeking a life in the law.

The anchor text for eight of our thirteen weekly conversations is the remarkable anthology of readings compiled and annotated by Howard Lesnick entitled *Religion in Legal Thought and Practice* (Cambridge 2010). It might seem odd that we shall deeply engage an anthology of readings about law and moral issues that includes the word "religion" in the title. On reflection, however, this is not odd at all for at least three reasons: First, contemporary American culture and social discourse is awash in religious references and imagery. Thus, for example, candidates for the highest offices of the land rarely, if ever, fail to close out a political speech without uttering the words " . . . and May God Bless the United States of America." Eighty percent of Americans claim to be religious believers according to a widely cited poll, while for Europeans the percentage is far, far less. This makes the United States the most "religious" of the western industrialized nations despite the fact that the actual attendance at weekly religious services is far below the 80 % figure of the poll.

Secondly, today many individuals publicly declare that they are "spiritual" but not "religious." This raises the important question of what is meant by the term "religion" and what its role is or should be in public life. Furthermore there is the question of why the definition of "religion" is even a question.

Third, and most importantly, as noted by Professor Lesnick in his preface, the volume sets out resources for addressing a series of five questions that are relevant to the moral challenges that emerge in the life of a lawyer: "[1]Where do moral imperatives come from, and how do the answers found in religion and in law affect one another? [2] What is the significance of the religiously grounded character of a moral norm for our thinking about moral obligation and disputed issues of public policy? [3]What are the differences (and similarities) between religious and secular sources of moral norms? [4] How can

religion's importance to our legal thinking, and its grounding in (differing) claims of revelation, be honored in a manner that honors too our commitments to pluralism and freedom of conscience and our self-concepts as morally and intellectually responsible agents? [5] How can we integrate our religious commitments with our choices in our work lives?"

Professor Lesnick's anthology consists of dozens of selections organized in 18 chapters grouped around the six parts of the volume. Five of the six parts are briefly introduced by Professor Lesnick, as are 17 of the 18 chapters. Of special interest and importance are the 68 original "Notes on . . ." written by Professor Lesnick embedded throughout the 18 chapters. These "Notes on . . ." contain comments, expositions and questions related to the readings after which they appear. Professor Lesnick's comments help us address these readings in a way that can aid us in our effort to understand our own professional identity, ambition, and responsibility as lawyers. His notes, and especially the questions and conclusions he sets out in them, offer us an invitation to take our conversation forward from week to week with a concern for how these materials and the conversation they provoke might shed light on the central question of the course ("What are you claiming about yourself when you tell someone you are a lawyer?"). Thus, these notes, plus our emerging conversation, will provide the core material for the weekly performing roles by members of the seminar described more fully below at pp. 6-8 under the heading "***3. Class Discussion Preparation & Attendance.***"

Classroom Activity: In our meetings we seek to establish and maintain an extended conversation with each other concerning the responsibility and professional identity of lawyers. This means that each meeting of the seminar will be devoted to the effort of *fostering a conversation* within the classroom around the set of readings and the case study exercise for each week. To say that the primary effort of each session is to foster a conversation may seem odd. Yet, as our very first meetings will demonstrate, the establishment and maintenance of a public conversation concerning the ethical challenges which those in the legal profession can expect to encounter in practice, in which the conversation partners actually *engage* each other in *committed argument*, rather than simply "giving their opinion," or "sharing their view," is one of the most difficult tasks in modern American public life. Acquiring skill in doing this, however, is critical for those who lay claim to a "professional life" and intend to work at the heart of our public life as lawyers and citizens. Further details on the character and structure of this conversation are set forth below.

Character of the Conversation: To establish and maintain a *disciplined exploratory conversation.*

A. *Conversation:* Engaged with the Other in a shared activity - speaking in one's own voice and listening with an attentiveness and openness to the other in a way that includes a willingness to being changed by what one hears. This involves risking change in one's self and views while remaining committed to the value of this process. This is a collaborative rather than an adversarial process. It departs from the typical law school version of the Socratic model.

B. *Exploratory:* A journey, not a destination - searching the avenues of inquiry open to us without demanding "answers" that are necessarily "right" or even "plausible," yet open to the emergence of novelty both within the conversation and within ourselves. This involves entering the conversation with an air of expectancy but remaining open to leaving it with continuing doubts.

C. *Disciplined:* Pursuing purposeful continuity - not simply and casually declaring our views but engaging others in their response to our views. The purpose here is to move the conversation forward, moving from where it has been and toward where it seems to be going, by contributing to the determination of where it goes. We are seeking freedom within discipline in our conversation like a concert pianist who works within the limits of the instrument and the composition and tries to realize them in a new way that speaks to the experience of both the performer and the audience.

KEY ASSUMPTION: The conversation on which we are about to embark is one in which the activity of conversation is viewed as valuable in and of itself - it is how we constitute a community among ourselves. We may come to some settled judgments along the way, some of which are surprising to us in terms of who we have been, but that is not the primary purpose of our activity.

Course Requirements: The requirements for this course include (1) reading, (2) regular visits to the course website, (3) class discussion, (4) classroom presentations, (5) observance of the technology policy for the course, and (6) preparation of a seminar term paper with two drafts, the first of which will be discussed in a one-on-one session with the instructor. Details for each of these six requirements are set forth below.

1. Required Reading: Students are expected to ***prepare the required reading materials for discussion in advance of the class session for which they are scheduled.*** Required readings for the course are drawn from five sources listed below, all of which are available in the law school bookstore. The order of reading assignments for each of the fourteen sessions of the course is set forth in the "Schedule of Required Reading Assignments" at the end of this syllabus. These readings will serve as the common texts for our discussion in the weekly meetings of the seminar. They should not, however, be viewed as limiting the range of our discussion. Instead they will provide us with a

common set of resources and a starting point for our exploration of the central themes of the seminar.

1. American Bar Association, *Model Rules of Professional Conduct, 2011 Edition* (pbk) (hereinafter "*Model Rules*").

2. Howard J. Vogel, *From Rules to Ethics: Readings on Identity, Responsibility & Integrity in the Legal Profession* (Unpublished, Duplicated Copy, 2011 edition) (hereinafter "Supplement") This volume contains a set of readings drawn from a variety of sources, all of which are designed to provide you with an opportunity to reflect on the lawyer's professional identity, responsibility and consciousness.

3. Duane L. Cady, *Moral Vision: How Everyday Life Shapes Ethical Thinking* (Rowan & Littlefield Publishers, Inc. 2005) ISBN 0-7425-4494-X (pbk).

4. Brian J. Mahan, *Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition* (Jossey-Bass 2002) ISBN 0787956333.

5. Howard Lesnick, *Religion in Legal Thought and Practice* (Cambridge U. Press 2010) ISBN 978-0-521-13448-4

For Further Reading: For those students wishing to consult descriptions and commentary on the law and formal rules pertaining to the lawyer's professional responsibility, the following works are recommended: For a brief survey of the issues that arise in considering the lawyer's professional responsibility *see* Deborah L. Rhode & Geoffrey C. Hazard, Jr., *Professional Responsibility and Regulation* (Foundation Press 2002). For further discussion of these issues with extended attention on the *ABA Model Rules of Professional Conduct, see* three works using familiar review and study aid formats authored by Professor Ronald Rotunda: Ronald D. Rotunda & Michael I. Krauss, *Legal Ethics in a Nutshell* (West Group 2003) & Ronald D. Rotunda, *Professional Responsibility, Sixth Edition-Black Letter Series* (West Group 2001); as well as his lengthy commentary and guide to the *Model Rules of Professional Conduct,* Ronald D. Rotunda, *Professional Responsibility: A Student's Guide* (West Group 2002).

2. Web Pages/On-Line Virtual Classroom: A special website on the internet, using TWEN technology of the West Group, has been established for this course. The website is open 24 hours a day, seven days a week. The virtual classroom will be used for a variety of purposes during the course, including (1) posting each week of the "Seminar Discussion Focus" for upcoming seminar sessions (see "Seminar Discussion Focus" under "3. Class Discussion Preparation & Attendance" below), (2) announcements regarding any changes to the calendar or assignments required for the course, (3) on-line distribution of supplemental course materials, including *Case Study Problems* and *Reflective Exercises* for discussion in class, and (4) discussion with the instructor and other members of the course on topics and themes of the course.

STUDENTS IN THIS COURSE ARE REQUIRED TO LOG ON AND REGISTER AT THE WEB ADDRESS FOR THE COURSE. Students should register for the website by going to http://lawschool.westlaw.com with their Westlaw password. If you have not already received your Westlaw password, or have forgotten it, please contact the Computer Services/Reference Librarian at the Hamline Law Library. There is also a password for the course site that will be sent to each student by the instructor via e-mail.

It is particularly important for students to ***check the website no less than weekly***, to receive additional course materials, any updates needed to the reading and discussion schedule for the course, as well as to monitor the on-line discussion at the website which provides a forum for conversation about themes that emerge in the classroom throughout the semester.

3. Class Discussion Preparation & Attendance: Students are expected to *prepare for and actively participate in class discussion.* "Preparation," in the context of this course, means that the student has read the reading assigned for the day, including the *Seminar Discussion Focus* posted each week at the website for the course, in advance of class, and is ready to actively participate in class discussion.

The seminar will meet thirteen times, for 3 hours, once each week, over a fifteen week period. One 15 minute break will be given during each weekly session. The class will not meet on the following Saturdays: September 3rd (Labor Day Holiday); October 22nd (Fall Break); and November 26th (Thanksgiving Holiday). The first session of the course will be held Saturday, August 13th and the last will be held Saturday November 19th.

Students are expected to attend the full session of each class session scheduled for the course. Students should review the full text of the Attendance Policy as set forth in Rule AR-108 of the *Hamline University School of Law Academic Rules* posted on the Registrar's page of the Hamline University School of Law website. In compliance with that policy, the instructor will keep a weekly record of attendance. Students who accumulate absences totaling SIX SEMESTER HOURS (e.g. three two-hour seminar sessions) are expected to MEET WITH THE INSTRUCTOR to discuss the problems they have encountered in attending class. Note that in this course MORE THAN SIX SEMESTER HOUR ABSENCES are considered EXCESSIVE and constitute grounds for withdrawal from the course, unless extenuating circumstances exist and arrangements are made to address the missed work.

Classroom Presentations: Two weekly performing roles rotated among members of the seminar will occupy the first twenty minutes of each two-hour class session, with the exception of the first session.

1. Journalist - 5 minutes from typed text (approx. 1 page)
2. Presenter - 10 minutes from typed text (approx. 2 pages)

The purpose of performing these roles is to provide (1) disciplined continuity, (2) a record of the conversation from week to week, and (3) experience in drawing the threads of the conversation together in an effort to move it forward by adding to it. Typewritten texts will be prepared by each person performing each role for distribution to other seminar members each week in class.

Journalist: This person reports at the next session on the conversation of the previous session and where it next seems heading. This recapitulates the session, but through the eyes of the Journalist's evaluation. The report should be faithful to what occurred but it is also a creative recapitulation that adds to the conversation. The Journalist may see or hear things that not all of us see or hear.

Presenter: This person describes and critiques, in light of the on-going conversation that emerges over time in the classroom, a portion of reading assigned for the week. In this connection, the presenter should take careful note of the reading assigned for the week., with special emphasis on the relevant "Note on . . ." portions in the readings from the anthology compiled by Professor Lesnick. Readings should be approached from the point of view of reflecting on how it sheds light on the theme of our emerging conversation. This requires a style of reading not unlike what you do as lawyers when you read cases, but it is also somewhat different from that. It is like it because you are reading to see what you can make of the text in light of a problem or set of circumstances. In this case you are trying to see what you can make of it in light of our ongoing conversation. This also involves deciding and disclosing how you stand in relation to the material. It is unlike what lawyers do since you are assessing potential resources for continuing the conversation (remember we view the activity of conversation as valuable in and of itself - it is how we constitute a community among ourselves) rather than for resolving a problem through an argument seeking to persuade a decision maker such as a judge.

Each week following the presentations by the *Journalist & Presenter,* the members of the class will enter the conversation, focusing first on what the *Presenter & Journalist* have said, in an effort to directly engage their work in our discussion.

5. Classroom Technology Policy: You may use laptop computers or other electronic devices in class to take notes and access course related materials. You should not use your laptop or electronic devices for other purposes.

In addition to the usual courtesies and respect due to your classmates, please refrain from text-messaging and email, using cell phones, pagers, or any other communication device. Refrain also from displaying wallpaper, screen savers, or other material on your computer screen that can reasonably be expected to distract your classmates.

6. Seminar Paper: Students shall write a seminar paper that presents a comprehensive statement and exploration of their ***Professional Identity & Action Plan*** devoted to an elaboration of the student's response to the professional identity question: "What are you claiming about yourself when you tell someone that you are a lawyer?," illustrated within

the context of a particular work setting which the student envisions entering upon graduation from law school. This work setting may or may not include work as a lawyer in a law firm. The *Statement of Professional Identity* should identify both the key features of the professional identity and the operative values that the student is drawing on for the statement of that identity together with a discussion of the connection, between these value commitments and the professional identity. This statement shall be accompanied by a detailed *Action Plan* for articulating and maintaining the professional identity described, and the values in which it is rooted, within the context of the specific work setting which the student has envisioned entering upon graduation from law school.

Since this is a course that satisfies the graduation writing requirement, the paper will be drafted twice. The one-on-one critique to be provided by the instructor on the first draft will be most helpful if the first draft is a well-developed effort on the way to the final draft. Only the final draft will be graded.

Beyond the foregoing requirements, students are encouraged to meet from time to time with the instructor for further guidance in writing the paper.

First Drafts must be completed and delivered to Professor Vogel electronically via the TWEN site for the course not later than 3:30 P.M. on MONDAY, OCTOBER 24th. Instructions for how to do this will be distributed in class prior to that time. A schedule of one-to-one meetings with the instructor will be established for discussion of the first draft. **The final draft of the paper shall be submitted electronically via the TWEN site for the course and is is due by 3:30 p.m. on MONDAY, DECEMBER 19th**. Papers shall be typed, double-spaced of 20-25 pages in length.

Failure to turn in the first draft and/or final draft of the seminar paper by the deadlines noted above will result in a ***penalty of one-half grade per day****, for each deadline missed, on the final grade for the course.*

Evaluation: The grade for the course will be based entirely on the final draft of the *Seminar Term Paper*.

Evaluation of the *Seminar Term Paper* will include the following factors: (1) description of the subject and issues discussed, (2) analysis and argument in support of the position taken on the issues, (3) organization, and (4) clarity of expression.

Grade Reports: Grade reports are released to students by the Registrar only.

SCHEDULE OF REQUIRED READING ASSIGNMENTS

General Note: Readings for each week are set out in the schedule of sessions below. In addition, *Case Study Problems* and *Reflective Exercises* for discussion in class will be distributed on the TWEN site for the course from time to time. Scheduled readings should be completed before the session for which they are assigned.

I. *"WHAT ARE YOU CLAIMING ABOUT YOURSELF WHEN YOU TELL SOMEONE YOU ARE A LAWYER?"* : The Lure and Challenge of Living an Undivided Life in the Law – An Introduction to the Core Question of the Course

AUGUST 13 - SESSION 1.

Advance Writing Task: When you applied for admission to law school, you included in your application a "personal statement" which was read by the admissions committee in making its recommendation on your application. Please go to the Registrar's Office prior to the first meeting and make a copy of the *"Personal Statement"* that you included in your application to Hamline Law School. Read that statement and then, based solely on that statement, go on to ***write a 250 word summation of the reasons for why you went to law school that you are willing to share with others.*** (250 words will fill an approximately one side of a one-page sheet of 8 1/2 x 11 paper, double-spaced, typed in Times New Roman 12 point text) The first sentence could start, for example, with the following words: "I went to law school because . . . . Bring both this 250 word summary and your full *Personal Statement* to class so you can refer to both of them in class discussion. *Your 250 word summary will be read aloud by one of your classmates in the first session of class.* Then go on to read the following materials for discussion in class.

Read: An Excerpt from Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* 31-33 (Jossey-Bass 2000) (see Supplement Tab 1); *Chapters One & Two* from Steven Keeva, *Transforming Practices: Finding Joy and Satisfaction in the Legal Life* 3-33 (Contemporary Books 1999) (see Supplement Tab 2); Roger Cramton, *The Ordinary Religion of the Law School Classroom*, 29 J. Legal Educ. 247-263 (1978) (see Supplement Tab 3); Howard J. Vogel, *The Terrible Bind of the Lawyer in the Modern World*, 32 Seton Hall L. Rev. 152-189 (2001) (see Supplement Tab 4); *ABA Model Rules of Professional Conduct* Preamble; Howard J. Vogel, *Four Ways of Doing Ethics* (Unpublished) (see Supplement Tab 5).

AUGUST 20 - SESSION 2.

Read: *ABA Model Rules of Professional Conduct* Rules 1.1, 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.14, 1.16, 2.1, 2.4, 3.4, 4.4, 5.4, 6.1, 6.4; Howard Lesnick, *Religion in Legal Thought and Practice* preface & selection nos. 1 &2 (pp. xix-xx; 3-28 - *Nota Bene* the Introductory Notes at 3; 12, and the "Notes on . . ." at pp. 11; 18; 27-28)

II. FROM RULES TO ETHICS

AUGUST 27 - SESSION 3.

Read: *ABA Model Rules of Professional Conduct* Preamble, & Rules 1.1, 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.14, 1.16, 2.1, 2.4, 3.4, 4.4, 5.4, 6.1, 6.4; Duane L. Cady, *Moral Vision: How Everyday Life Shapes Ethical Thinking* ix-44; 61-102. (Rowman & Littlefield Publishers, Inc. 2005)

SEPTEMBER 3 – NO CLASS - LABOR DAY HOLIDAY

SEPTEMBER 10 - SESSION 4.

Read: Brian Mahan, *Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition* xiii-xxiv; 1-65 (Jossey-Bass 2002).

III. THE JOURNEY TOWARD AN UNDIVIDED LIFE IN THE LEGAL PROFESSION: REFLECTING ON THE INTERSECTION AND INTERACTION OF PERSONAL AND PROFESSIONAL IDENTITY AND RESPONSIBILITY

SEPTEMBER 17 - SESSION 5.

Read: Brian Mahan, *Forgetting Ourselves on Purpose* 66-125.

FRIDAY SEPTEMBER 23 – SESSION 6 – JOURNAL OF LAW AND RELIGION SYMPOSIUM ON *WHEN FAITH AND LAW COLLIDE:* "MARTIN LUTHER KING, JR.'S *LETTER FROM A BIRMINGHAM JAIL*"

Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 12 (pp. 357-365 - *Nota Bene* the Introductory Note at p. 367 and the "Notes on . . ." at pp. 365-366);

SYMPOSIUM PROGRAM

2:00 P.M. – 3:30 P.M. MODERATED DIALOGUE ON *"One may well ask: How can you advocate breaking some laws and obeying others? The answer lies in the fact that there are two types of laws…"*

3:45 P.M. – 5:00 P.M. THREE PANEL DISCUSSIONS ON SOURCES FOR DEALING WUTH THE COLLISION OF FAITH AND LAW: *Ancient Sources; Late Antiquity & Medieval Sources; and Twentieth Century Sources*

7:30 P.M. – 9:00 P.M. KEYNOTE ADDRESS *The Letter From Birmingham Jail: From Whom, To Whom?*
Carlton Waterhouse (University of Indiana School of Law)

SEPTEMBER 24 – NO CLASS

OCTOBER 1 - SESSION 7.

Read: Brian Mahan, *Forgetting Ourselves on Purpose* 126-182

IV. MORAL OBLIGATION AND RELIGIOUS BELIEF: What Is the Relation between the Moral Dimension of Obligation and Religious Belief?; Does Religious Belief Necessarily Have Moral Content? - Does Religious Belief Have any Necessary Moral Content?; What Are the Bases of Resistance to Religiously Grounded Morality?; Concepts of God, Scripture, and Revelation: The Meanings of "Divine Inspiration"; Modes of Religiously Grounded Moral Discernment

OCTOBER 8 - SESSION 8.
Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 3 (pp. 29-65 - *Nota Bene* the Introductory Notes at pp. 29; 31 and the "Notes on . . ." at pp. 35-36; 44-45; 51-52; 56-57; 62-63; 65)

OCTOBER 15 - SESSION 9.

Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 4 (pp. 66-104; - *Nota Bene* the Introductory Note at pp. 66-67 and the "Notes on . . ." at pp.72; 84-87; 91-92; 104)

OCTOBER 22 – NO CLASS - FALL BREAK

OCTOBER 29 - SESSION 10.

Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 5 (pp. 105-141 - *Nota Bene* the "Notes on . . ." at pp. 108-110; 122-124; 129-131; 134-135; 141)

NOVEMBER 5 - SESSION 11.

READ: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 6 (pp. 142-176 - *Nota Bene* the Introductory Note at p. 142 and the "Notes on . . ." at pp. 144-145;153-155;159-160;165-166;173-174)

NOVEMBER 12 - SESSION 12.

Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 7 (pp. 177-215 - *Nota Bene* the Introductory Note at p. 177 and the "Notes on . . ." at pp. 186-188; 200-202; 205; 215)

V. RELIGIOUSLY GROUNDED MORAL DECISION-MAKING IN PROFESSIONAL LIFE: Religiously Grounded Decision-Making in Law Practice

NOVEMBER 19 - SESSION 13.

Read: Howard Lesnick, *Religion in Legal Thought and Practice* selection no. 18 (pp. 571-606 - *Nota Bene* the Introductory Notes at pp. 571; 573 and the "Notes on . . ." at pp. 588-590)

NOVEMBER 26 – NO CLASS – THANKSGIVING HOLIDAY BREAK

MONDAY DECEMBER 19th – Final Draft of *Seminar Term Papers* due via TWEN by 3:30 p.m.