
FOUNDATIONS OF LAWYERING SYLLABUS

LW7613 COURSE GOALS:

By the end of the course you will:

1. Understand that the legal profession is a vocation, identify your gifts and talents, and analyze the places where you likely fit into the legal profession based on your own talents and passion.
2. Understand the characteristics and traits that make up an excellent law student and lawyer, and analyze how you can improve in those areas.
3. Identify the ethical and moral dilemmas that you may face as a lawyer, and continue to develop your own moral compasses by analyzing how you would respond to those dilemmas.
4. Identify the key aspects of the Marianist origin and traditions, as well as your own faith tradition, and analyze how you can incorporate aspects of the Marianist origin and traditions and your own faith tradition into your life and career.
5. Understand the Catholic and Marianist traditions, particularly the Catholic Intellectual Tradition and Catholic Social Teachings, and apply those traditions and other faith traditions to your practice of law and to a current legal issue today such as women's rights, LGBTQIA+ issues, environmental justice, the death penalty, immigrant justice, racial injustice, and social justice.

COURSE STRUCTURE:

The required text for this class is *THE FORMATION OF PROFESSIONAL IDENTITY: THE PATH FROM STUDENT TO LAWYER* by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd. Moreover, there will be classroom handouts and materials (many are listed below in the Assignments section) made available on Canvas that will supplement the source material.

READING ASSIGNMENTS AND PREPARATION:

Assignments

Unit I: Vocation and Professional Identity Formation

Class: Vocation

Readings: Susan J. Stabile, *The Practice of Law as Response to God's Call*, 32 Seattle U. L. Rev. 389 (2009);

Pages 365-371, 391-395, and 400-403 from Jerry Organ, *From Those to Whom Much Has Been Given, Much Is Expected: Vocation, Catholic Social Teaching, and the Culture of a Catholic Law School*, 1 J. Cath. Soc. Thought 361 (2004)

Class: Exploring Vocation and Exemplary Law Student and Lawyer Characteristics

Reading: Neil Hamilton, *Connecting Prospective Law Students' Goals To The Competencies That Clients And Legal Employers Need To Achieve More Competent Graduates And Stronger Applicant Pools And Employment Outcomes*, 9 St. Mary's J. Legal Mal. & Ethics 260 (2019)

Class: Exploring Vocation and Exemplary Law Student and Lawyer Characteristics Continued

Readings: Lawrence S. Krieger & Kennon M. Sheldon, *What Makes Lawyers Happy? A Data-Driven Prescription to Redefine Professional Success*, 83 Geo. Wash. L. Rev. 554 (2015); 14 Questions from Neil W. Hamilton's *Roadmap: The Law Student's Guide to Meaningful Employment*, 2d ed., American Bar Association, 2018

Class: Professional Identity Formation, Introduction and Overview, Motivation

Reading: Excerpts from *The Formation of Professional Identity: The Path from Student to Lawyer* by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd, 2020

Class: Professional Identity Formation, Competence, Fidelity to the Client

Reading: Excerpts from *The Formation of Professional Identity: The Path from Student to Lawyer* by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd, 2020

Class: Professional Identity Formation, Fidelity to the Law, Public Spiritedness

Reading: Excerpts from *The Formation of Professional Identity: The Path from Student to Lawyer* by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd, 2020

Class: Professional Identity Formation, Civility, Practical Wisdom, Future of Legal Profession

Reading: Excerpts from *The Formation of Professional Identity: The Path from Student to Lawyer* by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd, 2020

Class: Interview with a Practicing Lawyer

Assignment: outside of class students will interview a lawyer or individual who has one of the law student's dream jobs

Unit II: Learning From the Wisdom Traditions

Class: Jewish Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Class: Christian Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Class: Muslim Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Class: Hindu Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Class: Buddhist Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Class: Secular Spirituality

Reading: *Spirituality: A Guide for the Perplexed* by Philip Sheldrake

Unit III: Catholic & Marianist Traditions

Class: Introduction to the Catholic Intellectual Tradition

Readings: The Catholic Intellectual Tradition: Core Principles for the College or University, Association of Catholic Colleges and Universities, 2017;
The Catholic Intellectual Tradition: A Conversation at Boston College, 2010;
Pages 403-412 from John M. Breen, *Justice and Legal Education: A Critique*, 36 Loy. U. Chi. L.J. 383 (2005)

Class: Catholic Social Teaching

Reading: Pages 113-165 from SJ Thomas Massaro, *Living Justice: Catholic Social Teaching in Action*, 2000

Class: Introduction to the Marianist Tradition

Reading: Excerpts from John Habjan, S.M., *Society of Mary: Marianists*, Catholic Education: A Journal of Inquiry and Practice, Vol. 11, No. 2, December 2007, 198-217, University of Notre Dame

Class: Marianists and Higher Education

Reading: *Characteristics of Marianist Universities*, Association of Marianist Universities, Chaminade University, St. Mary's University, University of Dayton, 2019;

Reading: David A. Grenardo, *Marianist Law Schools: Demonstrating the Courage to be Catholic*, 60 J. Cath. Legal Stud. (2022 Forthcoming)

Class: Retreat

Reading: Excerpts from William L. Droel, *The Spirituality of Work: Lawyers*, 1989

GRADES:

Final grades will be based on the completion of journal entries (70%), a short paper regarding a current legal topic analyzed through faith tradition (15%), and a eulogy (15%). Grades can also be increased or decreased as set forth above.

Journal Entries (70%):

Students are required to submit journal entries throughout the semester as requested by the professor. I will give you ample time to submit each entry. These journal entries will be treated confidentially.

Purpose. Journal entries are neither research assignments nor reports on the reading or what speakers said. They are designed to help each student reflect upon and integrate assigned readings and class discussions on a topic with her or his own faith and ethics. The impact of the presentation, readings, and discussions on the student's pre-class view of the topic is important.

Content. Throughout the semester, the student will be responsible for journal entries that answer specific questions relating to the assigned readings, speaker presentations, and class discussions. Be sure to mention at least some of the readings in your journal entries.

One of the journal entries will be based on an interview you set up and conduct with an attorney or individual who currently has one of your dream jobs. Your journal entry will answer the following questions: How they reached their current position? What advice do they have for you to do the same? What is your plan to reach that position? **The interview, which you must arrange and schedule, will take the place of a class period.**

Grading. Journal entries must be between 600 and 750 words, typed and double spaced. Indicate word count on each journal entry. **Even if you are absent for a class covering a particular journal topic, you still must submit a journal entry for that topic.**

Short Paper Using Faith Traditions (15%):

This paper will include analysis of a current legal topic through the lens of multiple (2 or more) faith traditions. You must examine a current legal topic and analyze how it would be resolved through the lens of two or more faith traditions. Areas where current legal topics can be found are listed below, but this list is certainly not exhaustive.

- A. Social Justice
- B. Women and Justice
- C. Economic Justice
- D. Racial Justice
- E. Environmental Justice
- F. Orientation and Justice
- G. “Consistent Life Ethic” Issues: Abortion, War, Death Penalty, Euthanasia

The paper must be between 750 and 1,000 words, typed and double spaced. This paper is **due April 28th**.

Eulogy Assignment (15%):

Purpose. Stephen Covey, author of *7 Habits of Highly Effective People*, advises each of us “to begin with the end in mind.” One method of doing so is to think through what you hope your eulogy might be. I hope you do not see this exercise as morbid. For a spiritual person, thinking about dying is simply thinking about what we must transcend with God’s help. If the eulogy exercise is too difficult for you, see the alternative below under Content.

Content. First, reflect on the eulogies you have heard in your lifetime. Which ones had the most profound impact on you? Why? Then ask yourself, “What I most want people to remember about me is _____. “ Or “At the end of my life, what I would like to know about myself is _____.” Next, does your eulogy reflect your values and principles? Is it clear to what you have given your heart in life?

If the eulogy exercise is too difficult for you, you can do this exercise by thinking about your life as a book, and you are writing chapters as you live your life. What is the theme of your book? What is the theme of the particular chapter you are living now? Write down the likely topics of the chapters you see ahead of you.

Also, **speak with at least two people** to discuss this assignment. One of them should be over 60 and retired. Ask them about their life in terms of how they would have answered the question above at your stage in life, and how they answer the question now at their stage of life. Have they changed their minds about what the “end” of their life should be? How do they describe “to what have I given my heart?” What is their legacy? What advice do they have about your

legacy? You must include some reflection on what you find out from these interviews in your written eulogy.

Grading. The eulogy must be between 750 and 1,000 words, typed and double spaced. It will be treated confidentially. You will receive full credit for completing the assignment as stated above. Unsatisfactory work must be revised and resubmitted until it is acceptable to the professor. Indicate word count on the eulogy.

The Eulogy is also due April 28th.