

COMPILED BY DONALD J. DUNN

*Donald J. Dunn is a Law Librarian and Professor of Law at Western New England College in Springfield, Mass. He is a member of the Perspectives Editorial Board. This bibliography includes references to books, articles, bibliographies, and research guides that could potentially prove useful to both instructors and students and includes sources noted since the previous issue of Perspectives.*

George Anastaplo, *George Anastaplo: An Autobiographical Bibliography (1947–2001)*, 20 N. Ill. U. L. Rev. 581 (2000).

A bibliography, compiled by the author, listing his public papers, books, other publications, talks and papers, and selected letters to editors.

Ken Bresler, *Kissing Legalese Goodbye/Legal Practitioner's Abecedarian Manual of Legalese, Jargon, and Multisyllabic Words to Make Aforesaid Lawyers, Attorneys, and Counselors-at-Law Feel and Sound the Same*, 2001 [Littleton, CO: Fred B. Rothman Pubs., 1 vol.]

Two titles in one volume, the first stressing the importance of writing succinctly and concisely, and the second describing the legalese, jargon, and multisyllabic words that lawyers frequently use to make their writing seem important.

Teresa Brostoff et al., *English for Lawyers: A Preparatory Course for International Lawyers*, 7 Legal Writing 137 (2001).

Discusses an LL.M. preparatory course for international law students offered at the University of Pittsburgh School of Law.

Charles R. Calleros, *Using Classroom Demonstrations in Familiar Nonlegal Contexts to Introduce New Students to Unfamiliar Concepts of Legal Method and Analysis*, 7 Legal Writing 37 (2001).

Discusses two classroom demonstrations used to introduce first-semester law students to uncertainty in the law and prepare them for case synthesis.

Morris L. Cohen, *Training Law Librarians in the Use of Rare Legal Materials*, Legal Reference Services Q., Nos. 1/2, 2001, at 29.

Includes a model curriculum (with bibliographic references) for law librarians in the use of rare materials.

Lucia Diamond, *Roman and Canon Law Research*, Legal Reference Services Q., Nos. 1/2, 2001, at 99.

"[D]escribes the types of researchers who consult Roman and canon law sources, discusses the research needs of these researchers, and explains the varying citation formats that have been used for these works." *Id.*

Joseph F.C. DiMento et al., *Corporate Criminal Liability: A Bibliography*, 28 W. St. U. L. Rev. 1 (2000–01).

An extensive bibliography of books and articles covering more than 100 years that is intended "to point scholars, lawmakers, and policymakers to the extensive English language literature on corporate criminal liability." *Id.* at 3.

Jo Anne Durako, *2000 Survey Results, Association of Legal Writing Directors/Legal Writing Institute*, 7 Legal Writing 155 (2001).

A summary of the ALWD/LWI responses from 137 law schools.

Pamela Edwards & Sheilah Vance, *Teaching Social Justice Through Legal Writing*, 7 Legal Writing 63 (2001).

An examination of "the parameters of social justice and the goals advanced by incorporating social justice issues into legal writing curricula," followed by "suggestions for fact patterns that contain social justice issues either as the background to the assignment or as the body of substantive law." *Id.*

Melissa S. Fry, *Dormant Statutes and the Legal Concept of Desuetude*, Legal Reference Services Q., No. 4, 2001, at 67.

An annotated bibliography of sources that consider dormant or desuetudinal statutes (those that outlive their use and their original purpose).

Bryan A. Garner, *Clearing the Cobwebs from Judicial Opinions*, Ct. Rev., Summer 2001, at 4.

A strong argument is made that judges should put citations in footnotes (not in the text of the opinion) and generally not use substantive footnotes. *But see* Posner entry *infra*.

Jules Gleicher, *The Bard at the Bar: Some Citations of Shakespeare by the United States Supreme Court*, 50 Okla. City U. L. Rev. 327 (2001).

A discussion of 36 cases in which the Supreme Court of the United States has referred to Shakespeare in its opinions.

Joseph Kimble, *First Things First: The Lost Art of Summarizing*, Ct. Rev., Summer 2001, at 30.

Discusses the importance of summarizing and the value of putting these summary statements at the front of any piece of legal writing.

Sheryl Summers Kramer, *A Research Guide to Medical Malpractice and the Law: Revisited*, Legal Reference Services Q., No. 4, 2001, at 111.

An update of an article published in 16 LRSQ., No. 1, 1995, at 31, with the purpose of assisting personal injury attorneys litigating medical malpractice claims.

Mark W. Lambert & Michael Widener, *Bibliography on Rare and Archival Law Materials*, Legal Reference Services Q., Nos. 1/2, 2001, at 79.

A bibliography of all the existing literature on the administration and use of rare law book collections and legal archives, in institutional settings. *Id.*

Jan M. Levine & Kathryn M. Stanchi, *Women, Writing & Wages: Breaking the Last Taboo*, 7 Wm. & Mary J. Women & L. 551 (2001).

An article that has as its goals “(1) to expose just how shamefully low some legal writing salaries are, (2) to demonstrate the links between the existence of the field of legal writing, the low salaries paid and the predominant gender of writing teachers and (3) to empower legal writing professors to negotiate for (and receive) salaries that more closely reflect their work and merit.” *Id.* at 552.

James B. Levy, *Better Research Instruction Through “Point of Need” Library Exercises*, 7 Legal Writing 87 (2001).

The author describes how a library map, flowchart, and research log can be used in connection with an “open memo” assignment to teach legal research in a way that closes the gap between classroom lectures and in-library exercises.

James B. Levy, *The Cobbler Wears No Shoes: A Lesson for Research Instruction*, 51 J. Legal Educ. 39 (2001).

“[D]iscusses the important relationship between a teacher’s passion for the material being taught and the student’s ability to learn.” *Id.* at 40.

Laurel Currie Oates, *I Know That I Taught Them How to Do That*, 7 Legal Writing 1 (2001).

Discusses the role that “transfer,” i.e., realizing that something learned in one class can be used in another class, can play in the research and writing processes.

Rosemarie Ostler, *The Joys of Plain English*, Student Law., Sept. 2001, at 32.

Provides a discussion of the basics of using plain language rather than legal jargon.

Richard A. Posner, *Against Footnotes*, Ct. Rev., Summer 2001, at 24.

A response to the Garner article *supra*, arguing that while there is some merit to putting citations in footnotes (rather than in the texts of opinions) there is not enough to offset the negatives.

Carole Prietto, *Rare and Archival Law Materials on the World Wide Web: An Evaluation of Selected Sites*, Legal Reference Services Q., Nos. 1/2, 2001, at 67.

"[O]utlines some of the author's criteria for good web sites ... and discusses selected legal studies web sites in terms of their usefulness as public service tools." *Id.*

Kimberly Pruet, *Sexual Harassment in the Workplace: A Legal Research Guide*, 2001 [Buffalo: William S. Hein & Co., Inc., 28 p.]

Discusses federal statutes, federal regulations, case law, texts and treatises, legal encyclopedias, practice guides, and government publications that are concerned with sexual harassment in the workplace.

Eugene R. Quinn Jr. & Kathleen A. Portuan Miller, *Understanding Patents: A Legal Overview and Research Bibliography*, Legal Reference Services Q., No. 4, 2001, at 85.

"[P]rovides an overview of patents, with background information on the U.S. Patent and Trademark Office and includes what can be patented, the requirements of utility, novelty, and nonobviousness, who may apply for a patent, what the patent application must include, and prior art searches." *Id.*

Mary Rumsey, *Electronic Media Discovery (EMD): Issues in Electronic Records, Discovery and Evidence*, Legal Reference Services Q., No. 4, 2001, at 19.

A bibliography of materials on electronic media discovery (EMD), including articles on "discoverability, evidencing issues, data management costs and sanctions, as well as citations to sample documents," with a focus on "civil litigation and corporate data management." *Id.*

Michael Schau, *Animal Law Research Guide*, 2 Barry L. Rev. 147 (2001).

An annotated bibliographic guide to books, articles, cases, and Web sites related to animal law.

Craig T. Smith, *Synergy and Synthesis: Teaming "Socratic Method" with Computers and Data Projectors to Teach Synthesis to Beginning Law Students*, 7 Legal Writing 113 (2001).

Discusses how the Socratic method of instruction can be enhanced by simultaneous use of a computer and a LCD (liquid crystal display) data projector.

Nishan Swais, *Putting It in Writing: Drafting Faust's Contract with the Devil*, 14 Can. J. L. & Juris. 227 (2001).

Faust's pact with the devil is reduced to writing in the form of a humorous, legally binding agreement for purchase and sale.

David Warrington, *Helping Historians Write Legal History "From Below": Collecting New Sources, Teaching New Strategies*, Legal Reference Services Q., Nos. 1/2, 2001, at 17.

"[O]utlines the information sources that a librarian may use to become familiar with the literature in legal historiography and ... suggests ways that a library can form collections in non-traditional genres of research materials that support these new approaches to legal history." *Id.*