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Mary Beth Beazley

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The Process and the Product: A Bibliography of Scholarship About Legal Scholarship

by Mary Beth Beazley* and Linda H. Edwards**

This bibliography of scholarship about legal scholarship was originally prepared for the 1997 Conference of the Association of Legal Writing Directors.¹ The Conference explored the rapidly developing area of scholarship by legal writing professors² and the ways in which this important scholarship³ can be encouraged. Characteristically, when writing teachers turn their attention to a particular kind of writing

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* Director of Legal Writing, the Ohio State University College of Law. Bowling Green State University (B.A., 1979); Notre Dame Law School (J.D., 1983).
** Professor of Law and Director of Legal Writing, Mercer University, Walter F. George School of Law. Florida State University (B.A., 1970); University of Tennessee (J.D., 1976).

1. The authors are grateful for the capable research assistance of Elizabeth Norman and for the able and cheerful secretarial support of Patricia Schirtzinger.
2. Until recent years, legal writing was taught primarily by students, adjunct faculty, doctrinal faculty paying their curricular dues, or recent law graduates in revolving-door positions. Lack of training, conflicting responsibilities elsewhere, or lack of interest precluded members of these groups from undertaking legal writing scholarship. Now, however, most legal writing teachers are professionals—outstanding law graduates who have significant legal practice experience and who have made a career commitment to the teaching of legal writing. The result has been a rapidly developing body of scholarship in the area of legal writing pedagogy and the beginning of a distinct legal writing voice in the exciting scholarly exploration of the theoretical underpinnings of legal discourse.
3. Like other scholars, legal writing professors explore the substance of their discipline by writing about it. Therefore, legal writing scholarship is important because the “product” plays a fundamental role in defining both the discourse and the pedagogy through which that discourse can be taught. However, for legal writing professors, the “process” of producing scholarship carries a unique value. All scholars learn by writing, but writing teachers learn twice as much, because when we write, we are practicing the very process that we teach.
project, they begin by examining both the genre and the creative activity the genre employs—that is, the process and the product. This bibliography is one result of that study. We hope that it will prove helpful to anyone interested in legal scholarship, especially to law faculty in the early stages of their scholarly careers.

Some may criticize this “meta-scholarship” as just so much pointless navel-gazing. However, serious examination of the genre of legal scholarship serves at least two important functions: it renders the scholarly life more accessible to newcomers to the academy, and it sustains a conversation that can identify and question assumptions that might otherwise hold the academy captive. If the academy is to remain open to new ideas, we must critically examine what makes scholarship valuable and how best to produce that valuable scholarship.

The product and the process of legal scholarship have spawned a large body of written comment. Consequently, we did not attempt an exhaustive list of sources. Rather, to keep the bibliography at a workable length, we selected sources that should be most useful to the largest number of readers. We did not include the many comments on the scholarship of particular doctrinal areas. However, we did include representative articles discussing the value of newly-emerging forms of scholarship. The implications of these new scholarly schools transcend doctrinal boundaries, potentially questioning the unstated and unexamined values preferred in traditional doctrinal scholarship. Thus, these rapidly developing varieties of scholarship merit the attention of any serious legal scholar.

The first category identifies important text on the subject of scholarly writing. While it is written primarily for law students, it has much to offer to faculty scholars as well. The second category lists citations to relevant websites, while the third lists leading symposia on the subject of legal scholarship. Some articles included in a symposium are also listed individually under the appropriate subject category; however, space would not allow us to list all symposium articles separately.

Categories of individual articles follow the list of symposia. Many articles could reasonably be listed under several categories, but we have resisted the temptation to maximize the number of listings for each article. Instead, we listed most articles under only the most appropriate category so that each category would better direct a reader to articles that are most on point. A few articles were sufficiently relevant to several categories to justify multiple listings. In some cases, articles in response to other articles are listed both individually and as part of the listing for the article generating the response.

The first subject category, “How and Why To Do Scholarship,” covers articles whose content is primarily practical, offering suggestions about
how to select a topic, carve out time for writing, solicit feedback, market
the finished product, and develop a long-range plan for scholarship over
the length of a career. Some of these articles also comment on the value
of scholarship to the writers themselves.

The next category, "The Broader Value of Scholarship," identifies
articles examining the value of scholarship to the substantive develop-
ment of law, to law practice, and to law teaching. Many of these articles
argue that legal scholarship serves an important function, while some
dare to question the assumption that all law teachers should be
encouraged to generate article after article for the duration of their
careers. In the third subject category, "Comments on Scholarship in
General," we list articles that comment on the genre of legal scholarship
and on the nature of the enterprise itself. Many of these articles also
criticize one or more aspects of current legal scholarship.

The fourth subject category contains articles primarily commenting on
the development of emerging forms of scholarship, including interdisci-
plinary scholarship, clinical scholarship, and empirical scholarship. This
category also includes comments on those varieties of scholarship
intimately related to particular political positions, such as feminist
scholarship, the scholarship of race, critical legal studies, and law and
economics.4

Finally, the last category lists articles that critique the publication
process. The subjects of these articles range from the recurring
complaints about the domination of student-run journals to the more
recent explorations of the implications of electronic publishing.

BOOKS

ELIZABETH FAJANS & MARY R. FALK, SCHOLARLY WRITING FOR LAW
STUDENTS (1995). Though written primarily for law students, this
wonderful book can teach us all a great deal about how to undertake a
scholarly writing project.

WEBSITE INFORMATION

Wake Forest University Professional Center Library for Law &
Management <http://www.law.wsu.edu/library/copyright/> (a website

4. We include law and economics under this category because we view it as both a
variety of interdisciplinary scholarship and a variety of scholarship intimately linked with
a particular political perspective. While a reasoned argument can be made that law and
economics is free of political affiliation, we are not persuaded.
SYMPOSIA ON LAW REVIEWS OR LEGAL SCHOLARSHIP

The citations below list symposia, projects, colloquia, and forums relevant to legal scholarship. Citations to articles from many of these issues are listed also in various other categories below. The citations are listed in reverse chronological order and alphabetically by title within each year. The page number listed is the first page of the introduction, if any, or of the first article in the symposium.


*Colloquy on United States Legal Scholarship*, 81 IOWA L. REV. 1467 (1996).


Symposium, *Legal Education*, 91 MICH. L. REV. 1921 (1993) (Although the theme of this symposium is legal education generally, many of the authors are responding to Judge Harry Edwards's article *The Growing Disjunction Between Legal Education and the Legal Profession*, published at 91 MICH. L. REV. 34 (1992), and discuss the place of legal scholarship as part of that response).


Project, Symposium on Race Consciousness and Legal Scholarship, 1992 U. ILL. L. REV. 945.


Project, Legal Scholarship, 39 J. LEGAL EDUC. 313 (1989).


Project, Legal Scholarship, 37 J. LEGAL EDUC. 1 (1987).

Project, American Legal Scholarship: Directions and Dilemmas, 33 J. LEGAL EDUC. 403 (1983).


ARTICLES

How and Why To Do Scholarship


Comment, Originality (Writing an Original Law Review Article), 6 CONST. COMMENT 1 (1989).


Elizabeth Fajans & Mary R. Falk, Comments Worth Making: Supervising Scholarly Writing in Law School, 46 J. LEGAL EDUC. 342 (1996) (Though written primarily for law teachers supervising student writing, this article is helpful to authors as well.).


Mary Kay Kane, Some Thoughts on Scholarship for Beginning Teachers, 37 J. LEGAL EDUC. 14 (1987).


Heather Meeker, Stalking the Golden Topic: A Guide to Locating and Selecting Topics for Legal Research Papers, 1996 UTAH L. REV. 917 (primarily for students, but helpful for faculty authors as well; includes representative pre-emption policies).
BIBLIOGRAPHY OF SCHOLARSHIP


The Broader Value of Scholarship


John S. Elson, *The Case Against Legal Scholarship or, If the Professor Must Publish, Must the Profession Perish?*, 39 J. Legal Educ. 343 (1989).


Comments on Scholarship in General


Paul F. Campos, Advocacy and Scholarship, 81 CAL. L. REV. 817 (1993).


Roger C. Cramton, Demystifying Legal Scholarship, 75 GEO. L.J. 1 (1986).


John P. Dawson, Legal Realism and Legal Scholarship, 33 J. LEGAL EDUC. 406 (1983).

Rebecca S. Eisenberg, The Scholar as Advocate, 43 J. LEGAL EDUC. 391 (1993).


Robert Pitofsky, Comment on Rebecca Eisenberg's "The Scholar as Advocate," 43 J. LEGAL EDUC. 412 (1993).

John S. Elson, *The Case Against Legal Scholarship or, If the Professor Must Publish, Must the Profession Perish?*, 39 J. Legal Educ. 343 (1989).


Comments on Emerging Forms of Scholarship


Alex M. Johnson, Jr., *Defending the Use of Narrative and Giving Content to the Voice of Color: Rejecting the Imposition of Process Theory in Legal Scholarship,* 79 Iowa L. Rev. 803 (1994).


**Critiques of the Publication and Editorial Process**


Chris Goodrich, Professor, Edit Thyself; Faculty-Edited Law Reviews Are Threatening to Take Legal Scholarship Out of the Hands of Babes, 6 CAL. LAW. 48 (July 1986).


