

## Integrity

**Instruct the Instructor: Materials selected to inform instruction and research.**

Leah Teague, *Civility Matters: Why Law Schools Must Teach Students to Disagree Without Being Disagreeable*, 76 *Baylor L. Rev.* 1 (2024),

[https://www.westlaw.com/Document/I06c61e7a1fd11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I06c61e7a1fd11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article posits that for the system of justice to function, those representing clients must be able to negotiate, debate, and disagree without being disagreeable. Civility fosters a respectful and collaborative atmosphere, enhances the administration of justice, and upholds the integrity of the legal profession.

Michele N. Struffolino, *Can They Handle the Truth? Teaching Law Students Ethics During A Time of A Societal and Generational Divide*, 13 *St. Mary's J. Legal Mal. & Ethics* 108 (2023),

[https://www.westlaw.com/Document/I6815e94895ec11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I6815e94895ec11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article explores the meaning of the truth and the legal professional's and profession's role in the search for the truth, revealing a current inherent ambiguity in the definition of the truth. This Article then exposes the gap between the current public perception of a lawyer's obligation to be truthful and the goal of legal education in guiding law students toward a professional identity that values the truth. This is accomplished by using recent examples of lawyer dishonesty and the effects their actions have had on their careers, the legal system, and the public; and contrasting these examples with professional identity formation efforts within the legal education community.

Leah Teague, *Growing Number of Leadership Programs and Courses Supports Professional Identity Formation*, 62 *Santa Clara L. Rev.* 149 (2022),

[https://www.westlaw.com/Document/I53bb29d8fc2f11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I53bb29d8fc2f11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article evaluates the leadership programs that have been instituted in law schools that provide support to professional identity formation. The article dedicates a section to explaining that leadership development better equips students for service with integrity and honor.

Linda McGuire, *Lawyering or Lying? When Law School Applicants Hide their Criminal Histories and Other Misconduct*, 45 *S. TEX. L. REV.* 709 (2004),

[https://www.westlaw.com/Document/I67712e514a6311db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I67712e514a6311db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This paper suggests that misrepresentations on law school applications are far more numerous than one might think. It also describes a process for dealing with them: inviting new students to come forward during the orientation program to amend their applications. It argues that, in most cases, a modified amnesty approach, rather than

revoking admission or proceeding with misconduct, strikes the right balance in favor of teaching important professional values.

Julia E. Vaughan, *Addressing Law Student Dishonesty: The View of One Bar Admissions Official*, 45 S. TEX. L. REV. 1009 (2004),

[https://www.westlaw.com/Document/I699d84314a6311db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I699d84314a6311db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This essay describes the importance of honesty in applications to law school and provides one way of addressing dishonesty in law school applications while considering applicants to the bar.

Robert Granfield, Thomas Koenig, “*It’s Hard to Be a Human Being and a Lawyer*”: *Young Attorneys and the Confrontation with Ethical Ambiguity in Legal Practice*, 105 W. VA. L. REV. 495 (2003),

[https://www.westlaw.com/Document/I63c2ae914b0e11db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I63c2ae914b0e11db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

Anguish over being both a good human being and a lawyer is not a rare occurrence. This article discusses the boundaries between being a morally upright human being and member of society and complying with the ethical requirements of legal practice.

Reed Elizabeth Loder, *Integrity and Epistemic Passion*, 77 NOTRE DAME L. REV. 841 (2002),

[https://www.westlaw.com/Document/Icc2575815a1d11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Icc2575815a1d11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article attempts to define moral integrity and suggests that the design of the legal system tends not to nurture integrity among lawyers.

Elizabeth Gepford McCulley, *School of Sharks? Bar Fitness Requirements of Good Moral Character and the Role of Law Schools*, 14 GEO. J. LEGAL ETHICS 839 (2001), [https://www.westlaw.com/Document/I54ccba5149d011db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I54ccba5149d011db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This note will explore whether law schools adequately admit, advise, and prepare students to become ethical lawyers. Specifically, what obligation does a law school have, upon admitting students to law school, to inform students of ethics requirements to sit for and be admitted to the state bar? Additionally, what responsibility do law schools owe to the legal profession to educate and prepare students for the practice of law in light of the general requirements of character and fitness for bar admission.

Barry Sullivan, Ellen S. Podger, *Respect, Responsibility, and the Virtue of Introspection: An Essay on Professionalism in the Law School Environment*, 15 NOTRE DAME J.L. ETHICS & PUB. POL'Y 117 (2001), [https://www.westlaw.com/Document/Id0cc2c215a1b11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Id0cc2c215a1b11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

It is not enough to know the law. Practicing lawyers need numerous soft skills, such as translating the law to clients, respecting client autonomy, and separating the lawyer's own interests from those best for the client.

This article suggests that law schools need to go further in teaching the soft skills required to practice law.

Stephen Wizner, *Beyond Skills Training*, 7 CLINICAL L. REV. 327 (2001), [https://www.westlaw.com/Document/Id0cc2c215a1b11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Id0cc2c215a1b11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article uses the Yale clinical program to illustrate some of the ways in which clinical legal educators can use client-centered legal services work to teach students to reflect on and recognize the lawyer's responsibility to seek social justice.

Jason Ostrom, *The Competing Roles of Law Professors*, 42 S. TEX. L. REV. 539 (2001), [https://www.westlaw.com/Document/Ib46cf5414a4511db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ib46cf5414a4511db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article discusses the role of law professors in imparting ethical integrity upon their students and suggests that law professors must take care in how they choose to regulate the ethical conduct of each other in order to set an appropriate example for their students.

Gary Bakke, *Ethics: The Third Rail of Bar Politics?*, 740-Feb. WIS. LAW. 5 (2001), <https://perma.cc/9YP2-TGFL>.

Clients are increasingly turning to non-lawyers to assist in matters that were once the exclusive domain of lawyers. This article suggests that revamping the Rules of Professional Conduct would help lawyers remain relevant in the 21st century.

Paul R. Tremblay, *Practiced Moral Activism*, 8 ST. THOMAS L. REV. 9 (1995),  
[https://www.westlaw.com/Document/I8930da415a0811dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I8930da415a0811dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

In this article, the author describes a lawyer/client experience taken directly from clinical teaching and uses it to describe and evaluate the tension that exists between a philosophical view of legal ethics and the practical reality that lawyers face in their day-to-day.

Edward D. Re, *The Causes of Popular Dissatisfaction with the Legal Profession*, 68 ST. JOHN'S L. REV. 85 (1994),  
[https://www.westlaw.com/Document/Iee201b114a6711dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Iee201b114a6711dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article addresses the common criticisms of lawyers from the legal layman. It pinpoints such criticisms as the “hired gun” approach to litigation, abuses of billable hours, the commercialization of the law, the increase in litigation, and lawyer incompetence. It offers solutions to these common problems, such placing responsibility with law schools to integrate education on ethics into every course in the law school curriculum. The discussion of ethics should be woven into every course, not just left until the second or third year when the student is required to take a professional ethics course.

Stephan A. Landsman, *Satanic Cases: A Means of Confronting the Law's Immorality*, 66 NOTRE DAME L. REV. 785 (1991),  
[https://www.westlaw.com/Document/Iebc3e6c164ee11db8a54a698991202fa/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Iebc3e6c164ee11db8a54a698991202fa/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article confronts the void of ethical discussion in legal curriculum, particularly in core doctrinal classes. This gap is necessary to address in order to recognize two critical propositions: (1) that law students do not need to become “agents in a terrible destructive process” by not having the ability to question authority, and (2) that the law holds “intrinsically hurtful” and violent potential, and so a thoughtful practice of the law means that the people practicing it must be conscious and connected to the impacts of their actions. To create thoughtful practitioners of the law, law schools should be conscientious of maintaining “normal inhibitions” in their students.

Nancy Lewis, *Lawyer's Liability to Third Parties: The Ideology of Advocacy Reframed*, 66 OR. L. REV. 801 (1987),  
[https://www.westlaw.com/Document/I5e0436f15ad511dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I5e0436f15ad511dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

This article addresses the ethical question of whether lawyers are responsible to individuals other than their clients and suggests that Canon 7 of the Model Code of Professional Responsibility should be interpreted to impose a responsibility on lawyers to protect the rights of all individuals, and of society at large, while keeping the interests of their clients at heart.

The article describes the “ideology of advocacy” which is the ethical framework that allows attorneys to accept, in the interest of their professional duties as zealous advocates, distasteful strategies and tactics that they might never approve for use in their personal dealings.

For the Students: Articles tailored to the law student that can be assigned as reading material prior to class.

Lauren E. Bartlett, *Human Rights and Lawyer's Oaths*, 36 *Geo. J. Legal Ethics* 411 (2023), [https://www.westlaw.com/Document/Ibfc968ff67ea11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ibfc968ff67ea11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article provides a primer for students to understand the gravity of the oath a lawyer takes upon admittance to the Bar. Amongst varying ways to view the oath taken, one of which is that an oath is a contract which binds the lawyer's conscience by putting their integrity on the line.

Mary C. Daly, *Teaching Integrity in the Professional Responsibility Curriculum: A Modest Proposal for Change*, 72 *FORDHAM L. REV.* 261 (2003),

[https://www.westlaw.com/Document/I4d44636149d911dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I4d44636149d911dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This essay pays homage to John Fereek through the lens of integrity, describes challenges to maintaining integrity in the law, and suggests that exposing students to management theory, behavioral psychology, and cognitive science increase the likelihood that they will act with greater integrity as lawyers.

Charles J. Ogletree, Jr., *Personal and Professional Integrity in the Legal Profession: Lessons from President Clinton and Kenneth Starr*, 56 *WASH. & LEE L. REV.* 851, 852 (1999),

[https://www.westlaw.com/Document/I78354651382e11db8382aef8d8e33c97/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I78354651382e11db8382aef8d8e33c97/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Throughout 1997 and early 1998, public debate about the legal system centered on two competing and troubling figures: President Bill Clinton and Independent Counsel Kenneth Starr.
- This essay examines the story of Bill Clinton and Kenneth Star and their impact on the perception of the legal profession. It serves as a case study on professional ethics and integrity.

David W. Robinson, *Integrity and the Lawyer*, 9 *SOUTH CAROLINA L.R.* 191 (1957), <https://perma.cc/TR89-F64W>.

This article describes the importance of integrity in the legal profession and provides an introductory overview of the lawyer's specific duties to the client, the legal system, and society.

**Classroom Focus: Lesson plans and curriculum for use in doctrinal courses or experiential learning.**

- *Oh no! We haven't found any materials focused on the law school classroom. If you have suggestions or would like to volunteer resources from your own lesson plans, we would love to hear from you! Please contact Jerry Organ at [jmorgan@stthomas.edu](mailto:jmorgan@stthomas.edu)*