

Case Studies in Undergraduate Law Classes

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Classic Use of Cases in a Law Classroom

- ▶ Read actual court opinions that illustrate principles of law
- ▶ Use “Socratic Method” - probing questions to elicit salient points from the decision, challenge assumptions, and lead students to insights:
 - ▶ The relevant facts of the dispute between the parties
 - ▶ The primary issue with which the court was grappling as it decided the case
 - ▶ The current rule or rules of law that govern that issue
 - ▶ The application of that rule to the facts of the case
 - ▶ The conclusion that the court reached and its rationale
 - ▶ Policy implications
- ▶ Hypotheticals: Would the outcome be different with different facts?

Use of Simple Case as an Ice-Breaker

- ▶ Exercise for first day of class - instead of reading the syllabus, etc.
- ▶ Students read one-page scenario that describes a series of mishaps, then brainstorm in groups to understand and prioritize each mishap.
- ▶ Goals:
 - ▶ Excite students about the intellectual experience to come
 - ▶ Students connect with the material on a personal level from start
 - ▶ Students to realize what they may already know or assume about the law
 - ▶ Reduce anxiety that some students experience going into the course
 - ▶ Promote desirable behaviors for the course (i.e., respectful participation)

Use of *Leonard v. Pepsi-Co* to Integrate Several Days of Learning

- ▶ Examine the case using the Socratic Method.
- ▶ Watch the [1996 Pepsi ad.](#)
- ▶ Divide into groups to brainstorm ways to change ad to avoid legal challenges.



Case Studies in BUS 349

“Negotiation and Dispute Resolution”

- ▶ Experiential learning
- ▶ Harvard Business Publishing case studies
- ▶ Confidential instructions for two to six roles
- ▶ Time to:
 - ▶ Read and prepare
 - ▶ Negotiate
 - ▶ Compare results, reflect, and discuss

