

## **Incorporating Race into Your Legal Research Class**

By Shamika Dalton. 109 Law Libr. J. 703 (2017).

**Article Categories:** Course Creation & Design; Diversity; Legal Research Instruction for 1Ls

**Keywords:** Course Design; Diversity; Gender; Hypos; Implicit Bias; Legal Research Instruction, Race; Religion; Sexual Orientation

### **Reviewer's Summary:**

In this article, Dalton encourages law librarians to include diversity-related issues like race, sexual orientation, religion, gender, and immigration status in our classrooms. She specifically focuses on race, as it is a highly “emotionally charged” subject and is, in her opinion the topic “educators are most hesitant to discuss in the classroom” (p. 704). Dalton argues law librarians should design their curriculum to “challenge students’ perceptions” and help them “understand how the construction and application of certain laws are racially discriminatory” (p. 706). The article closes with three example hypotheticals and how Dalton plans to use each to challenge her students’ skills and assumptions.

Note: Dalton and others explored this topic further at the “Diverse Interactions” panel at AALL’s 2018 Annual Meeting. A recording of that panel and additional materials for creating hypotheticals with diversity elements can be found here:

<https://www.aallnet.org/recording/aall2018-diverseinteractions/>

**Summarized by:** Savanna Nolan, Georgetown University, in 2019.