

RE: Presentation for “Doing Justice without Doing Harm” Conference, March 11-12, 2016,
Pepperdine University School of Law
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After identifying a working definition of “doing justice,” we intend to identify and examine particular methods legal educators can employ, both in the classroom and programmatically, to foster students’ appreciation for lawyers’ special responsibility to promote justice. We will address this appreciation of justice in the context of instruction in professional responsibility (as discussed in [The Emperor Has No Clothes, But Does Anyone Really Care? How Law Schools are Failing to Develop Students' Professional Identity and Practical Judgment](#)) and family law (with state costs of family breakdown discussed in [A Fifty-State Survey of the Cost of Family Fragmentation](#)).

Encouraging this appreciation for justice is particularly challenging in the context of a millennium generation of law students who are less likely than previous generations to view religion as important and who have often been raised in an era of family breakdown and parental dysfunction. We encourage conference attendees to take a look at the “marriage and family” section of Jonathan E. Monroe’s [Millennials: Hard to Pin Down, Yet Ripe for Conversion](#). Moore writes:

As Millennials become more prominent in the workforce, companies are spending small fortunes researching their interests, from specific jobs to new products. The results of this research provide conflicting answers that typically are reducible to one conclusion: We don’t know.

Social science studies, however, have achieved more conclusive results regarding Millennials’ views on family, marriage, and religion. Tragically, these studies reveal that the Millennial generation is drifting away from traditional family values towards acceptance of all views as equally intrinsically valuable. Even so, the strong sense of justice that most Millennials possess provides a glimmer of hope.¹

From this understanding of the Millennial context, we will discuss how the law can best be taught to promote the ideals of justice and empower students as healers of future client relationships, while also recognizing that many of those same students have faced the greatest harm from the law in their own personal experience through situations such as divorce, family breakdown, or racial injustice.

¹ Jonathan E. Monroe, *Millennials: Hard to Pin Down, Yet Ripe for Conversion*, <http://www.frc.org/millennials> (last visited February 29, 2016).