

ESSAYS

REFLECTIONS ON TEACHING LAW & MEDICINE*

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In responding to the question, "What comes under the rubric of a law and medicine course?" I intend to draw on my experiences—now twenty-nine years long—in the world of law and medicine. Some of my reflections, I hope, will prove instructive to you.

Teaching, communicating with students, is a very personal experience. It is shaped by a teacher's personality, philosophy, socialization, and commitment as well as by the environment in which he or she works. The environment is of crucial importance, and the institution in which I work has decisively influenced my socialization as a teacher of law and medicine.

Yale Law School and I turned out to be a good fit. The school allowed me to pursue my interests without any restrictions on subject matter. I had the freedom to move from the study of criminal responsibility, to family law, human experimentation, professional responsibility in medicine and law, and, most recently, the social and legal control of reproductive technologies. To this day I consider myself fortunate for having been able to spend most of my professional life at Yale Law School. The school permitted me to create my own structure, and there was no scarcity of colleagues and students to join me in my scholarly pursuits. Had I gone elsewhere, my professional life would have turned out differently, for it is one thing to teach law-medicine courses in a law school (and in

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