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Nota di contenuto	Intro -- Contents -- Notes on Transcription -- I: INTRODUCTION -- 1. Entering the World of U.S. Law -- 2. Law, Language, and the Law School Classroom -- 3. Study Design, Methodology, and Profile -- II: SIMILARITY: LEGAL EPISTEMOLOGY -- 4. Learning to Read Like a Lawyer: Text, Context, and Linguistic Ideology -- 5. Epistemology and Teaching Styles: Different Forms, Same Message -- 6. On Becoming a Legal Person: Identity and the Social Context of Legal Epistemology -- III: DIFFERENCE: SOCIAL STRUCTURE IN LEGAL PEDAGOGY -- 7. Professorial Style in Context -- 8. Student Participation and Social Difference: Race, Gender, Status, and Context in Law School Classes -- IV: CONCLUSION: READING, TALKING, AND THINKING LIKE A LAWYER -- 9. Legal Language and American Law: Authority, Morality, and Linguistic Ideology -- Notes -- Bibliography -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W -- Y -- Z.
Sommario/riassunto	Anyone who has attended law school knows that it invokes an important intellectual transformation, frequently referred to as "learning to think like a lawyer". This process, which forces students to

think and talk in radically new and toward different ways about conflicts, is directed by professors in the course of their lectures and examinations, and conducted via spoken and written language. Beth Mertz's book delves into that language to reveal the complexities of how this process takes place.
