Summer 2020 Course Descriptions
4/21/2020

# #: indicates courses that satisfy the advanced writing requirement (Academic Regulations 2.1 (2))
** #: indicates courses that satisfy the research requirement (Academic Regulations 2.1 (3))
^^: indicates courses that meet the skills requirement (Academic Regulations 2.1 (5))

B508 Legal Operations: How Innovation Diffuses in the Legal Industry ^^ (1) – Henderson, B.
This course provides students with a solid theoretical and practical grounding on the current state of the legal industry and where it’s likely headed over the next ten to twenty years. Students will acquire a strong working knowledge of innovation diffusion theory, which is an interdisciplinary field that draws upon decades of research from sociology, anthropology, marketing, communications, geography, public health, education, and various other disciplines. Approximately 50% of the course will be carefully curated guest lecturers who work on the cutting edge of legal innovation. Students who take this course and do all of the requisite work will see a wider array of career opportunities and be better positioned to weigh their professional options. This class relies upon team-based learning, which closely resembles the work environment of many new emerging businesses. Assessment is based on weekly class preparation, active class engagement, individual contributions to team performance, and a final team-based capstone presentation based on a current legal industry innovation. No final exam. No final paper.
Meets weekly on Wednesday, 6:30 to 9 pm ET, for five weeks, June 3 – July 1.
Updated 4/20

B608 Family Law (3) – Sanders, S.
This course examines legal and policy issues that arise from the government’s regulation of family and other intimate relationships. Topics covered include marriage, divorce, adoption, child custody and child welfare, family privacy, and assisted reproductive technology. The course is primarily doctrinal, intended to provide necessary grounding in principles and case law for students planning to do family law work – as a primary concentration or part of a larger practice – in any state. Many students also take the course simply because they find the subject interesting or expect it to be helpful for the bar exam.

Family law also involves many policy choices and social dilemmas which lend themselves to spirited discussion. We will confront questions such as: How should we balance the need for fixed, predictable rules which reflect longstanding social norms, against the values of human autonomy and the need for flexibility to accommodate increasingly diverse family forms? Should government require employers to better accommodate their employees’ family and caregiving responsibilities? How has family law – a traditional area of state regulation – become increasingly subject to constitutional requirements of equal protection and due process? Should government privilege traditional family settings like marriage over other forms of caregiving and family arrangements? What new challenges has family law had to confront as a result of same-sex couples raising children?

This is not an experiential or practice-simulation class, and so students who enroll in it would also be eligible to take the 2-credit Family Law: Practicum, an experiential course scheduled to be offered in the fall semester.

The class will meet via Zoom. Most, if not all, meetings will be synchronous, though a few classes may be recorded in advance. Cold-calling and preparation/participation expectations
will be the same as for an in-person class. Grades will be based primarily on an open-book, take-home final exam, though participation also will be taken into consideration.


Tuesdays and Thursdays, noon-2:15pm ET
May 19-July 9, 2020
Six hour take-home final exam distributed Tues. July 14 at noon ET, due at 6:00pm ET
Updated 4/20

B616 Modern Law Practice I ^^ (2) – Henderson, B.
This course introduces students to the tools and methodologies used to drive efficiency, predictability, and quality within the legal industry’s most advanced legal departments and service providers. Topics covered include an introduction to in-house legal departments, metrics for measuring performance and ROI, fundamentals of accounting and finance, project management, budgeting, best practices in legal sourcing, effective inter-office communications, and obtaining knowledge and proficiency with advanced features of standard office technology (Word, Excel, Acrobat, etc.). In addition to in-class learning, students work on realistic teams-based simulations designed to develop key modern law practice skills. Admission to this course is run through the Institute for the Future of Law Practice (IFLP). Students admitted to the course are matched with an employer for a 10-week paid summer internship. Although this course is normally offered through bootcamps in Boulder, Chicago and Toronto, due to the coronavirus, it will be run as an online synchronous course. Modern Law Practice I is a prerequisite to Modern Law Practice II and Modern Law Practice Field Placement.
Updated 3/20

B639 Advanced Legal Research ^^ (1-3) – Ahlbrand, A.
Advanced Legal Research offers students an opportunity to gain in-depth knowledge of legal research methods and resources. The course reviews the complete range of federal and state primary sources, legislative history, administrative materials, all major secondary resources and practice aids, as well as specialized topical resources. Upon completion of this course students will be able to evaluate research options and make choices that best suit the widest possible variety of modern legal research situations.

This 8-week online course is divided into topical modules, structured to reflect the research process. Each module focuses on a specific category of resources or steps in the research process (e.g. case law and the organization of the courts, conducting administrative law research, etc.), and includes selected readings, CALI lessons, and recorded online lectures with research demonstrations. Additionally, each module contains brief research exercises to both measure and enhance the student’s expertise with using the resources.

In addition to the research exercises that accompany each module, students will work throughout the summer on an ongoing written research problem that will develop as the course progresses. This takes the place of a capstone final written research problem, while still reinforcing the skills of conveying your research in a written format.

Students have the option of enrolling in a 2-credit or 3-credit version of this course. The two courses will be substantively similar to each other, with a few differences: Students in the two-credit course will complete one less module (specialized topics in legal research) than those in the three-credit course; in addition, assessments will vary slightly. Each student’s
course grade will be based on a combination of (1) weekly research exercises; (2) completion of the ongoing written research problem; (3) creation of an annotated research guide in a specialized area of law (3-credit course only); (4) final course reflection assignment; and (5) online class participation through weekly discussion boards.

To accommodate students’ varying work schedules and locations, this course will be taught asynchronously, meaning there will be no set online class sessions. Rather, class participation will be measured through active participation in the weekly discussion boards and the timeliness with which assignments are submitted. In addition, the instructor will announce at the start of the course a time for weekly online “office hours” that will be provided via chat for anyone who has questions on that week’s course materials; transcripts of these chats will be available to the entire class.

Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours.

Updated 3/20

B639 ALR: Legislative & Regulatory Research ^^ (1) – Morgan, J.
Online (asynchronous) course; Graded; no prerequisite

The goals of this course are:

1. U.S. Congressional Documents and Legislative History
   a. To understand the federal legislative process
   b. To learn about the publication of U.S. Congressional documents
   c. To learn what the major sources of federal legislative history are
   d. To understand the relative hierarchical values of different sources of legislative history

2. Federal Administrative Regulations and Regulatory History
   a. To understand the federal rulemaking process
   b. To learn about the construction and publication of federal regulations in all forms: proposed rules and final rules in the *Federal Register* (FR) and the codification of final rules in the *Code of Federal Regulations* (CFR)
   c. To learn how to utilize preambles and dockets for regulatory history research

3. Research Methods and Databases
   a. To track and maintain awareness of federal legislative and regulatory planning and action, utilizing a variety of electronic and print tools
   b. Emphasis will be placed on appropriate and effective research strategies and evaluation of sources, both print and electronic.

Evaluation: There will be no final examination, grades will be based on course assignments.

Updated 4/20

B658 Law & Education: Legal Perspectives on Education (3) – Decker, J. or Rippner, J.

This course will prepare students to 1) identify legal issues occurring in public PK-12 schools; 2) appreciate the importance of legal literacy for administrators, educators, policymakers, and others; 3) understand legal principles and apply them to real life scenarios; 4) describe and analyze key principles of school/district policy as well as federal and state law; 5) conduct legal research to stay abreast of evolving law; 6) collaborate with others to solve complex legal issues, and 7) legally advocate for parents, students, schools, and districts. This is a School of Education course (EDUC-A608) which will be taught entirely online. Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. This course qualifies as one of the School of Education cross-listed courses that is required for the Minor
in Education Policy (see https://www.law.indiana.edu/academics/jd-degree/joint-degrees/outside.shtml). Because there are limited spots available for law students, instructor permission to enroll is required. No later than one week prior to enrollment, please send an email expressing why you are interested in the course to Janet Decker deckerjr@indiana.edu
Updated 3/20

**B658 Law & Education: Leadership in Special Education (3) - TBA**
Special education is the most commonly litigated area in public schools today. Students will analyze legal, political, cultural, and leadership issues surrounding these disputes, as well as federal and state legislation and case law. Topics will include: student harassment based on disability; litigation surrounding discipline of students with disabilities; the evolution of the U.S. special education system; special education and school choice; alternative dispute resolution in special education; the Individuals with Disabilities Education Act’s due process procedures; eligibility of students with disabilities; school-family relationships in special education; and other special student populations (e.g., LGBT, gifted and talented, homeless students). This course is a School of Education course (EDUC-A675) taught entirely online. Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. This course qualifies as one of the School of Education cross-listed courses required for the Minor in Education Policy (see http://www.law.indiana.edu/what/professional-careers/joint-degrees/outside.shtml). Because there are limited spots available for law students, instructor permission to enroll is required. No later than one week prior to enrollment, please send an email expressing why you are interested in the course to Janet Decker deckerjr@indiana.edu
Updated 3/20

**B658 Law & Education: Advanced School Law (3) – Rippner, J.**
This course analyzes current school legal issues from a district-level perspective. School leaders and policy makers need an in-depth understanding of several legal and ethical issues that impact schools. The Prerequisite for this course is: *Legal Perspectives in Education* (B658 Education Law/A608) or equivalent with consent from instructor. In *Legal Perspectives in Education* (B658/A608), students explore legal issues from a building-level perspective. Specifically within B658/A608, students discussed legal scenarios focused on teachers and principals. *Advanced School Law* (B658/A615) goes beyond *Legal Perspectives in Education* to examine other complex school legal issues at the district-level, including public employment law, evaluation and other issues that affect superintendents and other district-level leaders. This is a School of Education course (EDUC-A615) which will be taught entirely online. Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. The course also qualifies as one of the School of Education cross-listed courses that is required for the Minor in Education Policy (see https://www.law.indiana.edu/academics/jd-degree/joint-degrees/outside.shtml). Because there are limited spots available for law students, instructor permission to enroll is required. No later than one week prior to enrollment, please send an email expressing why you are interested in the course to Janet Decker deckerjr@indiana.edu
Updated 3/20

**B723 Evidence (3) – Tanford, A.**
The law of evidence regulates the proof of facts at trial. The Evidence course focuses on the Federal Rules of Evidence (which have been adopted in most states), how they are typically
Evidence is a core course and is a subject tested on all bar exams. It is the introductory course to the litigation curriculum, usually taken in the second year, and is a prerequisite for Trial Advocacy and the advanced trial practice courses. Evidence is not recommended for accelerated first-semester international students because it assumes that students understand the basics of criminal law, torts and civil procedure.

All course materials are online. There is no textbook. Classes are self-contained, self-scheduled, and conducted in written form. This is not a Zoom class - you will not see my face or hear my voice, and you may take a class any time you want. I monitor attendance by requiring you to submit answers to questions posed at random throughout the electronic classes. The syllabus will provide links to reading materials, reference materials, cases, explanatory text, and to a series of problems that simulate the hypothetical questions you might be asked in a live class. There will be an email address for me that you can use to ask questions, provide comments, and speak up as you would in class. Your questions and comments if important will get included in the online text and thereby shared with the class. The text already reflects the questions of comments from prior students.

Updated 4/20

**B791 Advanced Legal Writing**

This course offers students the opportunity to improve and hone their legal writing skills with a particular focus on the sorts of writing students may expect to do in summer or beginning employment. Assignments may include letters, discovery, memos, briefs, pleadings, and contracts.

This four-week online course is divided into four modules, each reinforcing and improving upon previously learned writing skills (including first-year legal research and writing) and introducing new ones.

Given the condensed nature of the class, students should expect to spend significant time each day on coursework. There will be multiple assignments (drafts and revisions) due in each module.

Students will be required to attend a synchronous online class session with the instructor once per module. Grades will be based on the evaluation of written work, attendance at the four weekly class sessions, and online participation.

Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. Enrollment is limited.

Updated 4/20