

##: 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 experiential/skills requirement (Academic Regulations 2.1 (5))

B514 Private Practice Externship ^^ (1-3) – TBA

The Private Practice Externship provides an opportunity for second- and third-year students to receive academic credit for their work in a law firm, corporate, or other private practice setting.

- COURSE GOALS

The student will work with attorneys in a law firm, corporate, or other private practice setting, and gain insight into how the organization runs as a business and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in meetings, depositions, court hearings, and/or transactional meetings.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact [Dean McFadden \(anmcfadd@iu.edu\)](mailto:anmcfadd@iu.edu)

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- **ADDITIONAL INFORMATION**

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact [Dean](#) McFadden at anmcfadd@iu.edu

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship in the first week of classes.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B528 Adv App Advocacy: Moot Court Executive Board (2) – L. McFadden

This course provides academic credit for the work of the Sherman Minton Executive Advocacy Board. Enrollment is limited to students on the Moot Court Executive Advocacy Board. 3L members of the "Competition Board" may instead enroll in B734: Advocacy (Moot Court) in Spring 2025.

Executive Board responsibilities in the spring semester primarily focus on administration of the Sherman Minton Moot Court Competition. Additionally, Executive Board members will help moot members of our external competition teams as they prepare for spring competitions. Advance approval is required; Professor McFadden will transmit the names of all Executive Board members to the registrar. (Pass/Fail.)

B534 Civil Procedure II (3) – Geyh

This course explores personal jurisdiction, subject matter jurisdiction, venue, removal, the Erie doctrine, service of process and appeals, among other topics. Civil Procedure II is a bar course that may fairly be characterized as "foundational," not just for prospective litigators, but also for aspiring non-litigators who, as corporate lawyers, tax lawyers, trusts and estates lawyers, real estate lawyers, intellectual property lawyers, and others, practice law in the shadow of civil litigation.

B536 Health Privacy Law (2) – Crosley

Background

Health Privacy Law is a fast-growing area of law that has seen significant recent regulatory and enforcement activity globally. This course addresses information privacy laws and regulations that have been enacted around the world, including the Health Insurance Portability and Accountability Act's (HIPAA) Privacy, Security, and Data Breach Rules, health research laws and principles, the EU General Data Protection Regulation (GDPR), the California Privacy Protection Act (CPPA), other US State laws – as they relate to and impact health data. In addition, new laws governing Artificial Intelligence, such as those proposed in the EU and Canada, as well as the broader impact of AI on health privacy, will be considered

Approach

The course will be taught in a phase-like approach. Phase one will involve basic understanding of health privacy principles and a review of several of the more significant laws and regulations that impact the health ecosystem, including reading and interpreting HIPAA, GDPR and U.S. State Laws (California, Virginia, Colorado), and the EU AI Act, among others. Phase two will focus on application of our interpretation of the privacy legal

requirements/obligations arising from these laws and principles to traditional health-related activities, incorporating new issues like risks and benefits of artificial intelligence.

The course will be taught from my practitioner's perspective, based on 20+ years of experience working with some of the largest multinational companies in tech, health, pharma, and medical device industries. The class will take more of a manufacturer's (medical device, pharma, personal tech) perspective than a traditional healthcare provider perspective. Although we will cover both. The course will thus have a strong emphasis on critical decision-making and relevant application of the law necessary to provide meaningful guidance in a real world, highly dynamic, client setting. The course will use a diverse range of materials, including tools designed to aid in risk analysis and decision-making for counseling and advocacy work and will utilize case studies developed directly from actual client issues. The overall intent is for the course to have the character of a law firm partner teaching an associate or client how to, in turn, counsel their clients on health privacy issues.

Classes will be in-person, except when I have an unavoidable travel conflict, in which case we will convene virtually. I'm looking forward to discussions on current events involving privacy and data protection – we will not have a shortage of topics to discuss!

Materials

There will be suggested prep reading for most classes; I will distribute it when relevant. I will generally teach from an outline. There is no textbook. If I use visuals or a PowerPoint deck, they will be available for download after the class.

Assessment

Grading will be based on a single take-home exam using formats of multiple-choice, short answer, and essay/tool development. Exam will be time-bounded in accordance with law school rules and student exam answers are blinded, however, consideration may be given to classroom participation and engagement when determining final grades.

Contact Information

You are welcome to schedule a time to meet with me virtually or contact me by e-mail (stan@crosleylawoffices.com) or at my mobile (317.753.9023) at any time.
<https://iu.zoom.us/j/85861890072>

B539 Lawyering in the Public Interest ^^ (3) – Hughes

This course is a variation of the three-credit course originally designed for the D.C. Semester Program. For Spring 2025, it will be offered on Thursday mornings 9:50-11:50am at the law school as an experiential writing course for 2L, 3L, and graduate students. The course is designed to improve practical skills for students who intend or may wish to practice in the public interest. This course is limited to 18 students.

Objectives: This course introduces new forms of research and writing that public interest lawyers encounter – whether they are newly admitted or more seasoned lawyers. A main objective of this course is to allow students to gain familiarity with these forms of research and writing and to polish their writing skills to enable their supervisors and clients, individual and organizational, to size up new issues and proposed solutions through shorter forms of writing and executive summaries.

Course Topics: The subjects covered in class sessions will include how to

- prepare talking points on pending federal legislation,
- draft prepared statements for testifying before a Congressional committee or subcommittee,

- prepare to deliver oral testimony on the same piece of legislation and to answer Committee members' questions,
- draft a Freedom of Information Act request directed to a federal department or agency,
- draft a comment on one proposed federal regulation, and
- draft a rule challenge to a final agency regulation or draft a complaint that satisfies requirements for challenges to federal regulations.

Students will have the opportunity to meet with Maurer graduates whose careers have included public-interest work in DC in one or more settings.

Schedule of Written Assignments for Spring 2025: Students should expect that the six written assignments will be due roughly every two weeks. These written assignments will be due by 10 am on Wednesdays before Thursday morning class meetings and students should be prepared to give presentations of their work during class meetings. Plan your work so that you will not need extensions of due dates. Extensions in this type of course with multiple deliverables really complicate the week-to-week organization of this course.

The Value of a Writing Portfolio: At the conclusion of this course, students will have assembled a portfolio of short written pieces that can be used in connection with job applications and interviews. Students who enroll should also become better at making short presentations to supervisors in government, Congressional, trade associations or other public-interest settings.

No Prerequisites or Co-requisites for this Semester, but students are encouraged to read Professor Fred Aman's short treatise on Administrative Law in advance of the semester's start (inexpensive used copies often are available on Amazon.com or from the SBA bookstore).

Students are also encouraged to start reading newspapers or trade or specialty, topical newsletters and blogs that focus on federal legislation or federal agency practice to get more "flavor" of how lawyers serve the public interest in federal legislative, lobbying, or regulatory practices. These include *The Washington Post*, *The Washington Times*, *Politico*, or *The Hill*.

Professor Hughes will be available during the semester by email (sjhughes@iu.edu) and by phone (812-855-6318) or (812-327-2083). She will hold "office hours" by arrangement and prior to or following class sessions and, as needed, via Zoom. Please contact her if you would like more information about the design of the course or the types of writing assignments that are planned.

B536 Health Law (3) – Oliva

The American health care "system" is a vast enterprise that is subjected to a wide array of regulatory inputs, including common law rules, administrative regulations, statutes, constitutional provisions, federalism principles, market forces, traditions, and professional norms, just to name a few. This course will focus on issues concerning professional licensing and the accreditation of health care institutions, medical malpractice law, informed consent and the nature of the provider-patient relationship, legal obligations to provide care, discrimination and unequal treatment in health care, and confidentiality of healthcare information as well as introduce you to the many of the areas of law that relate to the regulation and structure of, access to, and quality and financing of health care delivery systems in the United States. This course will include a take-home examination.

B545 Criminal Law Externship ^^ (1-3) – TBA

The Private Practice Externship provides an opportunity for second- and third-year students to receive academic credit for their work at a prosecutor's or public defender's office.

- COURSE GOALS

The student will work with attorneys in a prosecutor's office, public defender's office, or other criminal law setting, and gain insight into how the organization runs and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

Some of these positions may require that a student be eligible for certification as a Certified Legal Intern (CLI) per Indiana Supreme Court Admission and Discipline Rule 2.1, which requires completion of half of the hours required for graduation and enrollment in or completion of the Legal Profession course. [Information regarding certified legal interns](#) and the [relevant forms](#) can be found on the Indiana Board of Law Examiners website. (Note: Other states have different requirements – e.g. Illinois Supreme Court Rule 711 allowing similar certification – so please make sure to look into whatever may be relevant for your externship depending on its location.)

- PARTICIPATING OFFICES

While a criminal law externship may be completed in numerous counties and offices, below is a list of employers with whom students have completed externships in the past: Bartholomew County Prosecutor, Brown County Prosecutor, Hamilton County Prosecutor, Greene County Prosecutor, Johnson County Prosecutor, Lawrence County Prosecutor, Marion County Prosecutor, Monroe County Prosecutor, Morgan County Prosecutor, Owen County Prosecutor, Lawrence County Public Defender, Marion County Public Defender Agency, and Monroe County Public Defender.

Some – but not all – of these offices post regularly on CareerNet. Please reach out to CSO if you are interested in or have questions about other employers.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in hearings, trials, and conferences.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact Dean McFadden (anmcfadd@iu.edu).

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which

can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS
The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.
- ADDITIONAL INFORMATION
Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact Dean McFadden (anmcfadd@iu.edu)

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B547 Public Interest Externship Program ^^ (1-3) – TBA

The Public Interest Externship provides an opportunity for second- and third-year students to receive academic credit for their work in a non-profit, legal service, local/state/federal government, or other public interest setting.

- COURSE GOALS
The student will work with attorneys in a non-profit, legal service, local/state/federal government, or other public interest setting, and gain insight into how the organization runs and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.
- PREREQUISITE(S)
Successful completion of the 1L curriculum.
- STUDENT ROLE
The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in meetings, depositions, court hearings, and/or transactional meetings.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact Dean McFadden (anmcfadd@iu.edu)

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- ADDITIONAL INFORMATION

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact Dean McFadden (anmcfadd@iu.edu)

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B550 Wildlife Law: Rights, Responsibilities & Conservation (3) – Fischman

Should animals other than humans have rights? If so, how would that work? Should humans have rights to own animals? Does a right in real property include the animals that dwell on the land? What responsibility do states have to conserve biodiversity? How have trust doctrines and statutes facilitated government-led preservation efforts? Should law focus on saving the last remnants of rare animals or keeping common animals, like geese, common? If I find an eagle feather, may I keep it? May I sell it? How does the Endangered Species Act limit government agencies? Most imperiled animals are driven to the brink of extinction by habitat modification: should we constrain private landowners to preserve remaining habitat? How does climate change shape legal conservation challenges?

Wildlife law answers these questions. The course begins with the ethical foundations for wildlife law and how they inform distinctions among humans, pets, livestock, research/display animals, game, and other wild organisms. We contrast laws prohibiting animal cruelty with efforts to abolish property rights to animals (animal rights). The ethical issues recur in the class, from the first case we read (denying personhood to an elephant) to the last (an opinion of the International Court of Justice criticizing Japanese whaling). In between we spend considerable time on the acquisition (*e.g.*, through hunting & fishing) and extent of *property rights* in animals and the *responsibilities* they entail. About half of the course is devoted to federal wildlife statutes that aim to prevent extinction or restore abundance of wildlife. We spend most of that time examining the complex *regulatory framework* of the Endangered Species Act. We consider the effectiveness of extinction prevention policies and the ethics of "rewilding," or reviving extinct species through genetic engineering.

In dealing with these subjects, students will apply the ethics, common law, statutes, and regulations to problems (both hypothetical and real). The class also discusses the role of the natural and social sciences in public policy related to animals as individuals and as collectives (biodiversity).

Most class sessions will be discussion-oriented. Law students will work on problems with graduate students studying public administration and environmental science (future agency officials and expert consultants). The graduate students take the same class under a different, cross-listed number.

Class grades will be based principally on substantive class contributions and a take-home final exam. All required readings for the class will be provided through Canvas.

B551 IP Externship ^^ (1-3) – TBA

developed and administered by the law school in connection with the Center for Intellectual Property Research. The number and type of externships will vary from semester to semester, and some may be available during the summer. Intellectual Property externship opportunities will be posted at designated times during the fall and spring semesters. Students will ordinarily apply directly to the externship hosts, who will be responsible for selecting externs. Student externs will then enroll in the Intellectual Property Externship course. Prerequisites will vary, depending upon the externship.

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required.

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B554 Legislation ## (2) – Popkin

Most law today is found in statutes and it is therefore important to understand how courts deal with statutory law. The major emphasis in this course is statutory interpretation.

Part I deals with the history of statutory interpretation, from the early period when judge-made law dominated to the current period, when statutes dominate.

Part II discusses both the theory and technique of statutory interpretation, focusing on text, external context, and change. We want to know what the modern textualists are trying to tell us and whether their efforts at controlling judicial discretion are successful. Textualism is contrasted with purposivism (the dominant approach during much of the 20th Century). We also consider canons of construction, which is the technique by which judges bring substantive values to interpretation. An important question is how modern textualists with these canons. Finally, a separate chapter deals with "Change" and how different judges adapt a statute to changing circumstances.

Part III deals with administrative interpretation and legislative history. It dwells on the shift from judicial enthusiasm for considering such history in the mid-20th Century to current suspicion about its use. It also considers the effectiveness of rules about statutory interpretation adopted by courts and legislatures.

Part IV discusses statutes as a source of law -- how statutes interact with the common law and with each other to create law. Now that most law is statutory, working out the interaction of statutes has become more important than the older problem of working out the relationship of statutes to traditional common law.

On a broader note, the course takes two approaches -- the practical side of helping lawyers tell judges how to interpret legislation and the jurisprudential perspective of worrying about what approach is best in our constitutional democracy.

B558 Conservation Law Clinic ^^ (3) – Freitag

The Conservation Law Clinic provides an opportunity for second- and third-year law students to serve as interns in the Conservation Law Center, a public interest law firm that represents non-profits, community groups, and government clients who need legal assistance with natural resource conservation and environmental protection matters. In particular, the clinic provides representation in matters related to land conservation, freshwater ecosystems, water quality, endangered species and environmental justice. Conservation Law Clinic interns work closely with Clinic Attorneys and participate directly in the representation of Conservation Law Center clients. Clinical work is supplemented with readings and discussion that focus on practice skills including analysis of environmental and conservation laws; development of and commenting on new administrative rules; drafting legislation; and all aspects of litigation at the administrative, trial and appellate levels. Clinic interns report that they value the experience of representing real-world clients and working in a law firm setting on matters of broad importance. During the Fall semester only, a seminar component on emerging topics related to the practice of conservation and environmental law is included with the clinical work. Students interested in registering for two consecutive semesters are preferred. Independent study students are also considered. To apply, please send a statement of interest, a copy of your resume, and your law school transcript to Christian Freitag (cfreitag@iu.edu) prior to registration.

B561 Elmore Entrepreneurship Law Clinic ^^ (3) – Need

The Elmore Entrepreneurship Law Clinic is designed to provide students the unique opportunity to work on actual business formation, planning, and strategy issues in a multidisciplinary setting. Students interested in general transactional law practice, advising entrepreneurs, or becoming entrepreneurs are typical candidates for participation in the Clinic.

The Clinic operates like a small law firm that extends its services into advice at the intersection of law and business, with Clinic interns working under the supervision of the Clinic Director, providing legal and business consulting to a variety of early-stage companies. Client projects vary widely, but frequently include advising clients on appropriate business form; drafting necessary formation documents; obtaining permits and licenses; negotiating contracts and leases; and providing business planning advice. Students often have opportunities to review and provide feedback on the business plans of actual startups.

Clinic interns meet with the Director in groups or individually to review project status and to discuss experiences and concerns. Clinic interns also attend a two-hour class each week. The course surveys typical legal issues affecting entrepreneurial enterprises, including

choice of entity issues; ownership and governance issues; employment issues; operational liabilities and insurance issues; financing issues; and employment issues.

Strongly suggested prerequisites for participation in the Clinic include Corporations, Corporate Taxation, and Business Planning, or equivalent preparations as determined by the Director. The course is open to 3Ls and to JD+MBAs in their final year. Enrollment in the clinic is limited, so students must, prior to the start of registration, submit a current resume and a brief statement of interest to the Director by email. The Director will approve those students that will be enrolled in the clinic before registration begins. Failure to provide the resume and statement of interest prior to the start of registration may prevent eligibility for the course.

B564 Pretrial Litigation ^^ (2) – Price

In modern civil litigation, only a miniscule percentage of cases actually go to trial, so litigators devote the vast bulk of their time and effort to pretrial proceedings. This course will address those aspects of civil litigation – from the pleadings through depositions and summary judgment. We will look in detail at the real-world issues that arise in pretrial litigation, with the goal of understanding best litigation practices to achieve the most favorable outcome for the client.

The framework of the course will be a close examination of the meaning and use in practice of the relevant Federal Rules of Civil Procedure, along with cases and articles dealing with specific litigation issues. We will also discuss some of the applicable Rules of Professional Conduct.

In addition to the lectures, the course will have a series of practical assignments designed to replicate pre-trial proceedings. The first set of assignments will be team writing exercises involving a complaint, answer, and discovery based around a movie chosen by each pair of teams. The second will be individual exercises centered around a mock deposition, with review of the students' performance by experienced lawyers.

The course will be graded based on class participation and the out-of-class assignments. There will be no final exam.

Evidence is a prerequisite.

B565 International Criminal Law (3) – Waters

War and violence haven't been banished from our world, but the way we respond to them has changed. Increasingly, that response involves formal mechanisms – courts and truth commissions that combine human rights, the laws of war, and criminal law. But why have we chosen this path? And what does it mean for criminal law to be international?

The course surveys the development of legal responses to war and atrocities, especially through principal international tribunals of the modern era, including courts for the Yugoslav conflicts, World War II, Central and West Africa, and others. Students will examine the institutions, processes, rules, and practices of international criminal law, in its broader context as one response (among many) to mass violence, and as a mechanism for the expression and control of values.

No prerequisites. Exam is take-home.

B567 IP Practicum: Entertainment Law ^^ (2) – Meitus

This course will involve working in a quasi-clinical mode for actual entertainment law clients and compliments Entertainment Law, Copyright Law and other intellectual property offerings. A prerequisite for this course will be Entertainment Law (or permission of the instructor). Enrollment will be limited to 12 students.

Methods for this course will include readings, legal research, contract drafting, classroom role enactments, client presentations and meeting and discussions. The class will work much in

the way a small law firm or legal clinic would work, where the professor will play the role of firm partner or clinic director, and the students will turn in their work product to me. Students will be evaluated on legal writing exercises—either legal memoranda or contracts—and in client presentations and meetings. There will not be a final exam.

Students will be assigned a variety of readings, including from Donald Passman's "Everything You Need to Know About the Music Business" and will work on a wide number of actual entertainment and IP representations and issues (e.g., recording and music publishing agreements, literary publishing agreements, copyright/trademark registrations and disputes) for several types of clients, such as recording artists, authors, visual artists, and creative companies.

B568 Gender & the Law ## (3) - Beety

Gender and the Law is a guide to varied theoretical systems in order to analyze and understand the relationship between law and gender. These systems are: Formal Equality, Substantive Equality, Anti-Subordination, Autonomy, and Difference. Each system has its own assumptions about gender and about social change, as well as its own goals and strategies. Learning the different systems helps us think more thoroughly and systematically about gender issues and how the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality. The course uses case law and readings in a wide variety of subject matter areas in order to develop the theoretical frameworks, including constitutional law, employment discrimination law, family law, criminal law, education law, reproductive rights, poverty law, and immigration. We will test the applicability of these frameworks in real-life situations, ranging from the military to the Affordable Care Act, rent control, sexual assault, single-sex schools, parenting, and law firm practice. Finally, the course complicates the study of gender by incorporating critical approaches such as queer theory, intersectionality analysis, and masculinities theory.

B572 Intellectual Property Clinic ^^ (1-4) – Hedges

The IP Clinic provides students the opportunity to work directly with clients on actual intellectual property law matters (e.g. patent, trademark, and copyright applications, interaction with the United States Patent & Trademark Office (USPTO), NIL (name, image, and likeness) and other IP licenses, due diligence, and non-infringement and/or invalidity opinions). Students interested in IP law and advising individuals, start-ups, and small business are candidates for the Clinic. Because the Clinic is certified by the USPTO, students are eligible to receive temporary registration to practice before the USPTO. The Clinic is organized much like a law firm, with students working with other students and adjunct professors under the supervision of the Clinic Director. Students meet with the Director to review project status and to discuss experiences and concerns and attend one to three hours of class each week.

NEW IP CLINIC STUDENTS elect to participate in either (1) the patent section of the Clinic (3 credits); (2) the non-patent section of the Clinic (trademark and other non-patent IP matters) (3 credits); or (3) both sections (4 credits). Class sessions survey practical IP legal issues, including ethics, ownership, protection strategies, infringement avoidance, and client counseling.

Enrollment in the Clinic for NEW students is limited, so students must submit a resume and an interest statement to the Director to obtain permission to enroll. Strongly suggested prerequisites or co-requisites include at least one of Patent Law, Trademark Law, or Survey of IP or equivalent experience. 3-4 credits, professional skills.

RETURNING/ADVANCED IP CLINIC STUDENTS elect to participate in either (1) the patent section of the Clinic; (2) the non-patent section of the Clinic (trademark and other non-patent IP matters); or (3) both sections. Advanced IP Clinic class sessions survey materials

requested by Advanced IP Students at the beginning of the semester and/or supervision, advanced client counselling, and advanced project management. Advanced IP Clinic students elect 1-4 credits.

Enrollment in the Clinic for RETURNING/ADVANCED students is limited, so students must contact the Director to obtain permission to enroll. Students must have participated in IP Clinic in a prior semester to enroll in Advanced IP Clinic. 1-4 credits, professional skills. Students may enroll in multiple semesters of Advanced IP Clinic. However, total credits for the Advanced IP Clinic will be limited to 8 total credits, not including any credits obtained in their first semester of IP Clinic.

B582 M&A: Entrepreneurship & the Small Deal (2) – Moore

This course is designed to expose you to an area of business and law that is not often seen in business/law school. It is geared towards a practical understanding of Entrepreneurship through acquisition. This class uses real world examples to uncover a different way to engage in entrepreneurship – by acquiring and operating small business.

The material in this course will incorporate aspects of finance, entrepreneurship, and management and build on the principles you have learned in other courses. While using underlying principles from other courses, this course will expose you to the nuances, challenges, and excitement of the small business deal and small business management. The class follows the life cycle of a small deal: 1. Search, 2. Valuation & Offer, 3. Due Diligence, 4. Legal Documents, 5. Financing & Closing, and 6. Transition. You will also hear from guest speakers that have been or are currently search funders and those who have made the transition from corporate life to small business operator.

This class differs from other finance and entrepreneurship classes that you may take in business school. Instead of focusing on coming up with a business plan and raising money, this class focuses on searching for and evaluating current operating businesses. Traditional Mergers and Acquisitions classes focus on large deals with many expensive advisors. This class focuses on the unique challenges and opportunities of small deals, doing the due diligence and negotiations yourself, and managing the challenges of operating your own small to medium sized business.

Throughout the course you will evaluate real examples of potential deals that the faculty teaching the course have participated in as principals. You will be tasked with evaluating potential deals, valuing companies, coming up with offers, and structuring a deal.

Note: This course meets according to Kelley School regulations and calendar.

B582 Mergers & Acquisitions (2) – Greene

7-weeks (offered only in the first 7-weeks of the spring semester...note this course is NOT on Law School schedule, classes start on Tuesday, January 14 and all students are expected to be present for the first class)

Notwithstanding the official course title, this course is a survey of “M&A”. The classes follow the life cycle of a deal: from strategy to deal search to valuation to due diligence to structuring to negotiating to post-merger integration.

The following topics are covered in B582/A570

Subject	# of class periods
Strategy, Deal Search/Origination	2
Valuation	3
Due Diligence	1
Structuring: Financing, Earn-outs, Tax and Accounting	2
Legal issues (including documentation)	2

Negotiation	1
Post-merger integration	1

Course Learning Objectives

As a cross-listed course (with Kelley), the learning objectives for Maurer students differs slightly from those which apply to business school students. Here is an edited version, of the Kelley "LOs"...Maurer edits are italicized/underlined.

After taking this course, you should be able to:

1. Assess M&A as a means to achieving an organization's strategy
2. Understand the M&A life cycle/process
3. Understand the concepts "normalized TTM EBITDA" and a "working capital peg", and how to draft legal documents reflecting these (and other) financial/accounting concepts.
4. Understand how a company is valued
5. Incorporate uncertainty (risk and synergies; operating, financial, tax, legal) into pricing
6. Develop a transaction structure that mitigates/allocates risk
7. Assess legal risks associated with a transaction, especially those relating to corporate governance
8. Navigate legal agreements relating to an M&A transaction (LOI, "definitive" agreement) and understand key concepts included therein (representations and warranties, covenants and conditions)
9. Negotiate a transaction in a competitive environment
10. Recognize the "human element" in an M&A transaction

This course is cross-listed with the Kelley School of Business (and the majority of the students are from the Kelley graduate programs). B582 should be particularly useful for students seeking careers in corporate transactional work, whether as a corporate lawyer, tax lawyer or investment banker. Some background/knowledge of corporate finance/accounting is strongly recommended. A key element of the course is a week-long team-based negotiation of an acquisition (including price, structure and conditions).

A significant amount of work in this class is done in teams. There are two sections (one meeting from 1:10 to 2:40 and the second from 3:05 to 4:35). Each section will have have four teams. Enrollment of JD candidates is limited to one student per team.

The degree (depth, not issues) to which I will share a "legal lens" in class will be influenced by the number of JD candidates who enroll. If there is a JD on each team, I will spend more time on legal concepts than if that is not the case. As you will have noted, legal issues comprise about 15-20% of the course.

The final exam will be in class. It cannot be taken early.

While I do not require instructor permission to enroll, I think it would be useful for us to connect in advance to make sure that your objectives for taking the course will be satisfied.

A brief bio might help you understand the course. I am a Maurer graduate. I started my career in tax, but eventually morphed into broader roles, concluding my career as the CFO of a privately-owned, \$1.5B revenue company. During my 24 years in the real world, I was involved in perhaps 400 M&A transactions. At Young & Rubicam (where I was CFO), we averaged an acquisition every two weeks. Reflecting this background, the focus of the course is holistic and practical, not academic.

Note: This course meets according to Kelley School regulations and calendar.

B591 Child Representation Practicum ^^ (3) – Vilensky / Marsh

The Child Representation Practicum provides law students an opportunity to represent youth aged 10 and older in the Indiana child welfare system. Supervising attorneys from Child Advocates, Inc. will work with law students to explain court proceedings, client rights, and case options to youth clients. Law students will gain experience researching issues regarding the CHINS (Child in Need of Services) or TPR (Termination of Parental Rights) case, investigating placement options at the client's direction, and advocating for the youth's wishes in case meetings. Alongside the supervising attorney, law students will prepare for hearings and zealously advocate in court for the wishes of the youth.

During the first 6 weeks of the semester, students will meet with adjunct faculty one time a week for 3 hours reviewing Indiana's child welfare system and best practices for representing youth. For the rest of the semester, the focus will be on clients and the class will only meet one time a week for 90 minutes.

Students who are not certified legal interns will be assigned clients and will attend meetings and communicate with their clients as non-attorney advocates. Certified legal interns will be able to make arguments in court; therefore, certification is preferred but not required. Students are encouraged to continue work with their clients after the semester ends and may earn 1 credit for continued work on cases in subsequent semesters. Students can email rachel@childadvocates.net with questions.

B601 Crim Pro: Investigation (3) – Thusi

The primary objective of this course is for you to understand and apply the general concepts underlying federal constitutional criminal procedure as derived from the Fourth, Fifth, and Sixth Amendments to the United States Constitution. This class is highly interactive and will require some group exercises to reinforce student learning. We will cover the relevant doctrines and legal rules, but we will also cover the social and cultural contexts in which these legal rules operate. This course embraces a contextualized understanding of criminal procedure law and will examine issues pertaining to justice, equity, and inequality within criminal procedure law.

B608 Family Law (3) – Madeira

This course examines legal and policy issues that arise from the government's regulation of family and other intimate relationships. Topics to be 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. We'll also have some guest speakers – practitioners and judges – who can talk about how practice sometimes differs from theory.

Family law inevitably involves many policy choices and social dilemmas, and so along the way 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 is the significance of changing gender roles within marriage and society as a whole? What new challenges has family law had to confront as a result of same-sex couples raising children?

Grades will be based primarily on an in-class, open-book final exam, though in-class participation will be taken into consideration as well.

B608 Family Law Trial Practice ^^ (2) – Stafford

Very few cases end in a jury trial; many more cases end in a bench trial—a case tried in front of the judge. This is a bench trial advocacy class with pragmatic assignments focusing on the practice of law. We will take a family law scenario and work our way through the initial client consultation, discovery, negotiation, mediation, and litigation. We will learn about paternity, divorce, allocation of assets and debts, business valuation, negotiation, mediation, and litigation. We will address issues of racism, homophobia, domestic violence, and assisted reproduction such as surrogacy and IVF. Grading will be based on frequent role plays in the classroom and other written assignments. There will be no final exam.

B613 Consumer Law ^^ (3) – Pieples

An introduction to federal and state regulation of the consumer market including unfair and deceptive practices; consumer credit regulation including truth in lending, usury, and predatory finance; debt collection; warranties; credit reporting and identity theft.

Consumer law encompasses many things from broad and basic state consumer protection laws to extremely technical federal regulations related to the disclosure of interest rates. We will cover all aspects of a consumer's interaction with the market from the advertising of the product, through the financing of the purchase, performance and the collection of the debt. We will also explore how a federal fee-shifting statutes create opportunities for entrepreneurial law graduates.

This is an experiential learning course. The course grade will be based several practice-oriented "projects." Students will review and analyze consumer contracts and statutes, and then draft legal documents such as privacy policies and advice letters. Examples of the projects include conducting a community legal education program, drafting an opinion letter to a small business client whether a certain proposed business practice violates consumer protection laws or drafting a comment on a new regulation proposed by the Consumer Financial Protection Bureau.

B615 Land Use Controls (3) – Stake

This course examines issues of equity and efficiency that arise when private and public actors regulate land use and development. The principal topics covered include the common law of nuisance, servitudes, zoning, and the Takings Clause. The course should be useful to lawyers engaged in real estate practice or local government law, perhaps helpful on the bar exam, and interesting to anyone who cares about the ramifications of democratic decision making.

The course applies principles from such areas as property, constitutional law, administrative law, and economics. There are, however, no prerequisites for the course other than the first-year curriculum at IU Maurer School of Law.

Students are expected to participate frequently on a voluntary basis. Students should note that computers may be used in the classroom only for the purpose of taking notes in a word processing program. The closed-book exam will certainly include multiple-choice questions, perhaps nothing else.

This course will not be offered during the 2025-2026 school year.

B616 Modern Law Practice: Strategies for Success ^^ (3) - Kubicki

The legal landscape is evolving rapidly, driven by advancements in technology and shifting client expectations. For 2nd and 3rd-year law students aiming to thrive in private practice, this course provides essential knowledge and skills for building and sustaining a successful legal career in the modern era.

This dynamic course explores the critical elements of establishing and growing a legal practice, with a strong emphasis on integrating cutting-edge technologies such as Generative AI (GenAI), automation, and legal productization. Students will learn how these innovations can be strategically leveraged to enhance efficiency, improve client outcomes, and increase profitability.

Key topics covered in the course include:

- **Innovating Legal Services:** Discover how to modernize traditional legal practice by incorporating AI tools, automating routine tasks, and developing legal products that address client needs in new and efficient ways.
- **Strategic Practice Development:** Learn the core components of building a sustainable legal practice, including client acquisition, value creation, and revenue generation, with a focus on how technology can amplify these efforts.
- **Practical Applications of AI and Automation:** Gain hands-on experience with GenAI and other technologies, exploring their real-world applications in areas such as legal research, document drafting, and case management.
- **Ethical and Legal Challenges:** Critically examine the ethical considerations and legal implications of using advanced technologies in legal practice, including issues related to data privacy, intellectual property, and the responsible use of AI.
- **Case Studies and Real-World Examples:** Analyze successful examples of modern legal practices that have integrated technology, learning from both their triumphs and challenges.

By the end of this course, students will be equipped with a deep understanding of how to build a forward-thinking legal practice that is responsive to the demands of the modern market. They will leave with practical skills and strategies to harness the power of AI, automation, and other technologies, positioning themselves as innovative leaders in the legal profession.

B620 Negotiations ^^ (2) – Ardery

NEGOTIATE BETTER...ENJOY IT MORE

Negotiation occurs when human beings collide over the division of limited resources of time, talent or treasure. We negotiate to get what we want or keep what we have.

The class

We negotiate for ourselves and others to get what we want and to avoid losing what we have. This class is designed for you to ask the large and small questions about how human beings go about the process of having the hard conversations. We will address priorities, develop skills, consider styles and strategies and become aware of internal and external conflicts. We will talk about what it is to listen radically, pay attention to physical cues, and practice what it is to integrate skills to become a highly effective negotiator.

You will share your own personal negotiation experiences and learn from your classmates, whose experiences and approaches may vary from your own.

You will negotiate most classes of the eleven class periods.

Class participation is 60% of the grade, but will include what you post on a Discussion link on Canvas that will include comments on: readings and takeaways.

We will consider various readings on negotiation, neuroscience, philosophy, and sociology. We will look wherever we can to learn to negotiate in a principled and effective way.

GOAL: NEGOTIATE BETTER...ENJOY IT MORE...MAKE GOOD DECISIONS.

This is a class where we will consider a number of different topics, but all under the umbrella of negotiation. We will consider who does it best, specific tactics, ethics, and the conflict that underlies all negotiating, even our own internal conflicts.

Negotiation is a full body experience—intellectual, emotional and physical. We want to explore all facets of negotiation.

We will discuss theory and engage in practice each week. This will allow you to do different kinds of negotiations and de-brief them in class.

There is no text. I will distribute readings each week that will encompass what we will be doing the following week. These will include essays, book chapters, my own thoughts and fact patterns for negotiations in and out of class.

Because we do not have a text, you will be asked each week to post an observation of that week's reading and an observation or takeaway from the class. These posts will be part of your participation grade, which is 60% of the grade.

The time to post each week will open after the class that week and close at noon the day of the next class.

Conduct of the class. This is a participation class, but I understand that some people participate better in class discussions and others in writing. The weekly posts will count toward your class participation, but neither the posts nor the in-class participation are substitutes for one another. They are different ways for people who are inclined one way or the other to share.

Contact information:

e-mail sardery@lawbr.com (*I DO NOT CHECK MY IU E-MAIL ADDRESS*)

Phone: C 812-322-8008 My cell number and texting is fine if there is an emergency or last-minute class absence issue. Normally email is best.

If you have trouble reaching me call (812) 332-9295 and ask for one of my legal assistants, Andrea Boruff or Robin Schapker

Hours: I will plan to be at class most weeks by 6:30 p.m. and will be happy to stay after class or meet at other times if needed. The best way to schedule a time to meet would be to email me, but you may call any of my phone numbers as well.

CLASS ORGANIZATION

NO LAPTOPS PLEASE. This is a participation and discussion class. Engagement with classmates and the professor will be more important than any note taking. There will be no test of particular subject matter except with a written paper and a final negotiation project. Class meets on Wednesdays from 6:40 until 9:00 p.m. This is longer than the basic two hour class so that we can complete the class in eleven sessions.

EXERCISES AND MEDIA

We will do exercises inside and outside of class. We may also review movie clips, portions of TED talks, podcasts, and other kinds of media to analyze and review negotiations that have already taken place, or consider ideas that affect how we think, act and negotiate.

You likely will do at least one video negotiation with a partner, and I will give each of you individual feedback on that negotiation. You will sign up in class to do these negotiations on a schedule.

ATTENDANCE

This is a concentrated skills class where participation is a vital part of the learning process and the grade. ATTENDANCE IS MANDATORY. *Failure to attend without excuse will have a substantial negative effect on the grade.* If you need to miss class, it is expected that you will contact the professor *before* the meeting time and include the reason for the absence.

READINGS AND DATES

The readings and dates can change, so please touch base with me before you read ahead.

Grades

Attendance and Participation	60%
Midterm (reviewed but not graded)	N/A
Final negotiation	25% (15% result/10% skills)

B628 Applied Research Practicum II: Legal Systems in Indiana (3) – Henderson / Raymond

The primary purpose of this course, which is a continuation of Applied Research Practicum I, is to complete the first phase of an applied research project for the Indiana Supreme Court. The Indiana Supreme Court is evaluating several reforms designed to improve the health and functioning of the Indiana court system and the Indiana legal profession. The Court seeks to strengthen its reform efforts through systematic data collection and analysis. Thus, the primary focus of Applied Research Practicum II is to complete an intensive series of structured interviews, focus groups, and courtroom observations in the seven-county area centered on Bloomington (Monroe plus Brown, Jackson, Lawrence, Greene, Owen, and Morgan counties) and commence the process of data analysis and identifying project findings and recommendations. Students taking this course will learn applied research skills and obtain in-depth knowledge of law practice in Indiana.

The course is part of a strategic initiative by the Law School and the University. As such, it is organized using team-based project management. Undergraduate students from various majors may be utilized as fieldworkers, with law students in the dual role of fieldworker and team manager. The fieldwork for this course will likely require travel to adjacent counties. Students are reimbursed for mileage.

Enrollment is capped at 10 law students. This class has no prerequisites, but students enrolled in Applied Research Practicum I will be given priority. Please email Professor Henderson for permission to enroll.

B632 Business Planning ^^ ## (2) – Woody

This course will focus on issues that arise in business formation, financing, and operation. Students will be required to complete at least three separate writing assignments including business formation documents, financing documents, and employment documents. Grades will be based upon class participation, group work, and written documents. Enrollment is limited. This course will meet once per week for two hours.

B639 Advanced Legal Research ^^ (2) – Ahlbrand

Advanced Legal Research offers students an opportunity to gain in-depth working knowledge of legal research methods and resources. The course will emphasize use and comparison of a broad range of legal research tools, with a focus on electronic materials. The course will review the complete range of federal and state primary sources, diving deeper to cover topics critical to practical legal research, such as how to work with court dockets and how to track down superseded statutes; in addition, we'll introduce two other critical areas of legal research: legislative history and administrative materials (covered in greater detail in a separate 1-credit ALR course offered in the Fall). Special attention will be paid to effective and efficient research strategies, such as making smart use of secondary sources and practice aids when tackling unfamiliar areas of law. During the span of this course, students will become expert in the use of Lexis and Westlaw, but will also be introduced to a number of other subscription-based and free resources for conducting quality legal research. Upon completion of this course, students should be able to evaluate research options and make choices that best suit the widest possible variety of modern legal research situations.

This section will be offered in an asynchronous online format, meaning that the class will not meet at regular intervals for live instruction. Instead, instruction will take the form of course readings, recorded lectures, and other online resources, as assigned. Students will have several opportunities to assess their progress in the course, through a combination of shorter and more in-depth research assignments that will allow them to develop their skills not only at finding the best answers to research questions, but also at conveying the fruits of their research to others. In keeping with ABA regulations requiring substantive and meaningful interaction between instructor and student and among students, students will have the opportunity to participate in discussion board prompts on Canvas covering timely topics in law, such as the usefulness of generative AI in legal research. These discussion boards will form a substantial portion of their participation grade for the course.

Each student's course grade will be based on (1) research quizzes accompanying each module of the course, (2) a lengthier written research exercise, and (4) class participation.

B639 Advanced Legal Research ^^ (2) – Kiel-Morse

Advanced Legal Research offers students an opportunity to gain in-depth working knowledge of legal research methods and resources. The course will emphasize use and comparison of a broad range of legal research tools, with a focus on electronic materials. The course will review the complete range of federal and state primary and secondary sources, and emphasize efficient and effective research strategies. We will then dive deeper to cover topics critical to practical legal research, such as how to work with court dockets and how to track down superseded statutes. Additionally, we'll introduce two other critical areas of legal research, legislative history and administrative materials. In tackling each of these areas, students will become expert in the use of Lexis and Westlaw, but will also be introduced to a number of other subscription-based and free resources for conducting quality legal research. Upon completion of this course, students should be able to evaluate research options and make choices that best suit the widest possible variety of modern legal research situations.

This course will be offered in an asynchronous online format, meaning that the class will not meet at regular intervals for live instruction. Instead, instruction will take the form of course readings, recorded lectures, and other online resources, as assigned. Students will have several opportunities to assess their progress in the course, through a combination of shorter and more in-depth research assignments. The process of researching these hypotheticals will provide students with an opportunity to review all the studied resources

within the context of discreet substantive questions, and develop their skills at conveying the fruits of their research to others. In keeping with ABA regulations requiring substantive and meaningful interaction between instructor and student and among students, students will actively participate in weekly discussion board prompts in Canvas, as a substantial portion of their participation grade for the course.

Each student's course grade will be based on (1) brief, topical research quizzes, (2) research exercises distributed for each subject or module, and (3) class participation. This course is organized for a compressed format and will be conducted over the first nine weeks of the semester.

B639 Adv Legal Research: Business & Tax ^^ (1) - Ahlbrand

Business and tax law are highly specialized fields requiring research skills that go beyond standard legal research sources and strategies. In this 1-credit specialized legal research course, students will become acquainted with a vast array of business- and tax-related legal materials and get ample training and experience conducting business- and tax-specific research using a combination of specialized business and tax research platforms and agency websites. Topics covered may include business forms and filings, company information, SEC research, primary and secondary sources for tax research, using practitioner-focused tax research platforms, staying current on tax law developments, and ethical issues related to business and tax research contexts. By the end of the course, students will have a strong foundation for approaching any business or tax law research question.

This course will be offered in an asynchronous online format, meaning that the class will not meet at regular intervals for live instruction. Instead, instruction will take the form of course readings, recorded lectures, and other online resources, as assigned. Grades will be determined through a variety of assignments throughout the semester, ranging from quizzes to online discussions to lengthier research exercises. Due to the high degree of specialization of this course, the 2-credit Advanced Legal Research course is strongly encouraged as a pre- or co-requisite. Prior experience with tax law or business courses is likewise beneficial, but not a requirement.

B639 Adv Legal Research: Foreign, Comparative & Int'l Research ^^ (1) - Dabney

Online (asynchronous) course; graded; no prerequisite (Advanced Legal Research recommended)

In this 1-credit specialized research course, students will learn how to find and use foreign and international legal materials. Topics will include different types of legal systems, locating resources for particular jurisdictions, international governmental organizations, and treaties. By the end of the course, students will know how to locate international treaties, primary and secondary sources for foreign jurisdictions, and how to use a variety of governmental websites, both international and national.

This course will be delivered asynchronously online and in a condensed timeframe during the first 8 weeks of the semester. Students will have access to a variety of instructional content including video lectures, readings, and tutorials. There will be no final exam for this course. Students will be assessed through discussions, assignments, and a capstone project.

B645 Trusts & Estates (3) – Gjerdingen

This course covers transfer of property at death. This includes probate transfers, such as wills and intestate succession, as well as nonprobate transfers such as gifts, trusts, POD accounts, and other will substitutes.

Topics include:

- Intestate succession.
 - Execution of formal and holographic wills, as well as revocation and revival of wills.
 - Interpretation and construction of wills, and will contests.
 - Will substitutes, such as multi-party accounts, POD provisions, and gifts causa mortis.
 - Creation, modification, and termination of public and charitable trusts, and other specialized trusts; trust construction and interpretation.
 - Powers of appointment.
 - Restrictions on gifts, including the Rule against Perpetuities.
 - Fiduciary administration, including investing for trustees (and lawyers) under the Prudent Investor Rule as guided by Modern Portfolio Theory.
 - A brief introduction to the importance of retirement accounts in estates.
- This is an introductory survey course. Students with a serious interest in practicing estate planning are encouraged to take additional courses, if offered, in Estate Planning (B740) as well as Gift & Estate Tax if offered.

B650 Intro to Income Tax (3) – Ryan

It has been said that two things are certain in life: death and taxes. This course focuses on the latter eventuality and its legal implications for individuals. In short, this course introduces students to the principles and policies of federal income taxation, providing you with a framework for recognizing and dealing with tax issues and with tax-related transactions encountered in legal practice. You will leave the course with an understanding of the major theoretical and structural issues posed by an income tax, the policy considerations involved in resolving those issues, and the planning function provided by tax attorneys, as well as knowledge of the individual income tax treatment of various types of business and personal transactions and events, including: taxation of compensation and fringe benefits; taxation of various types of investment vehicles and debt-financed property transactions; issues related to capitalization and cost recovery; timing issues; and selected issues regarding taxation of the family. Above all, you will develop the skills necessary to engage competently in complex statutory interpretation, providing you with a necessary foundation for further legal studies—including in a tax law program. Grades will be based on your class participation, and your performance on problem sets and a final examination.

B652 Accounting for Lawyers (2) - Metz

This course introduces the field of accounting with an emphasis on financial accounting and reporting. Students will learn basic accounting terminology, evaluate business transactions for small and large businesses, and interpret the four financial statements required by U.S. Generally Accepted Accounting Principles to explore how they are used to make business decisions. In addition to learning technical skills, students will learn about real world applications of accounting by studying real company annual reports, scholarly publications, and news articles. Learning will be assessed in this class via a take-home midterm exam, weekly participation during class, and a comprehensive final exam.

B653 Corporations (3) – Kovvali

This course surveys the legal rules governing modern American corporations, with a focus on the publicly traded corporations that dominate much of the U.S. business environment. Topics include agency law, business formation, limited liability, corporate governance, fiduciary duties, shareholder voting, derivative suits, corporate control transactions, and the purpose of the firm. A key theme will be the role of mandatory and voluntary arrangements in regulating the relationships of a firm's shareholders, directors, managers, employees, creditors, customers, and suppliers. There are no prerequisites or assumed business background for the course. Major aims for the course will include preparing students to undertake more detailed study in specialized business law courses, and to assist business clients in practice.

B655 Data Privacy Practicum ^^ (2) – Werling

Today's attorney will encounter data privacy in many contexts: compliance, litigation, and contract negotiations. Personalized data is rapidly becoming more complex, with biometrics, surveillance, and predictive analytics frequently in the news. This course will address these concepts by integrating your studies with an active privacy program.

Your instructor will be IU's Chief Privacy Officer (CPO), an attorney who has also served as Lead Privacy Counsel in a large multi-national corporation. You will be exposed to privacy regulations across several data domains (e.g., financial, health, and law enforcement), as well as international data transfers. You will work with the CPO in client meetings, presentations, and program management. Guest speakers from both the U.S. and abroad will join the class to share insights from law firm and corporate perspectives. Grades will be based primarily on written assignments relating to client matters as well as a written examination covering material from the course readings and class discussions.

B655 Information Privacy Practicum: Capstone (3) – Shackelford

Enhancing cybersecurity and protecting privacy are critical issues impacting all of us, and are forces increasingly shaping the competitiveness of firms and the security of governments. This course takes an interdisciplinary, global, and hands-on approach to introduce students to the practice of privacy and cybersecurity law and policy. Specifically, this course focuses on the management of information privacy and security within organizations. While it includes key legal issues in these fields—including U.S. and international cybersecurity law and policy—it is more concerned with the challenges of addressing those issues effectively within public- and private-sector institutions. Those challenges include, for example, managing compliance across multinational organizations, best practices for mitigating cyber risk, communicating effectively with executive leadership, motivating employees while managing insider threats, responding to data breaches and government investigations, and thinking strategically about how best to conduct cybersecurity due diligence in a given transaction or venture. Ultimately, we will analyze regulatory solutions as part of a larger universe of reforms needed to enhance cybersecurity and safeguard both intellectual property and civil rights, while applying the skills you have gained throughout your academic program for real-world clients, which in the past have included Microsoft, Consumer Reports, Eli Lilly, and NATO.

**Note that this course meets online, though there will likely be one or more in-person client visits. It is primarily intended for students pursuing IU's M.S. in Cybersecurity Risk Management, but Maurer students with sufficient background in cybersecurity and information privacy law and policy can enroll with special permission of the instructor.*

B656 Corporate Finance (3) – Kovvali

This course explores a fundamental question for business organizations: how does a firm raise money to finance its operations? Topics include the time value of money, valuation of bonds and stocks, portfolio theory, market efficiency, and theories of capital structure. Particular attention will be given to understanding a firm's choice of capital structure (i.e. the mix of common stock, preferred stock, debt, options, and other convertible instruments) and the legal rights these financial instruments create. We will spend a significant portion of the class working through the contractual provisions and other legal rights associated with debt and equity investments.

Prerequisite: Corporations (B653) or permission of the instructor. No prior background in finance is required. However, a willingness to work through numerical problems will be valuable.

B658 Higher Ed & the Law ^^^# (2) – Gaines

Colleges and universities are like micro-cities. Many have their own police force, transportation, facilities, housing, dining and health care systems. Institutions of higher learning are governed by an overlapping, broad system of internal rules and policies as well as federal, state, local law, and administrative law. A wide variety of practice areas and subjects are applicable in the higher education setting such as: alternative dispute resolution; labor and employment law; contract law; constitutional law; civil rights law; risk management; and agency law. The Legal Aspects of Higher Education Course will introduce students to the legal and ethical issues American colleges and universities face.

By engaging in interactive exercises, readings, and class discussions, students will learn to: (1) identify legal issues and formulate solutions to the same orally and in writing; (2) describe key principles of higher education policy and apply the same to legal issues; (3) access and apply applicable federal and state law to solve legal problems; and (4) help university faculty and staff reduce legal exposure for themselves, their departments, and the university. A central theme of the course is how to navigate the tension between the competing rights and responsibilities of the institution, its employees, and its students. Students will complete three short writing assignments throughout the semester that are practical in nature (i.e., demand letter and an opinion letter).

This course helps fulfill the requirements for the JD Minor in Education Policy but is also open to all upper-level JD students. The class will meet virtually on Wednesdays from 5:35-7:35 pm.

B658 Law & Education: Legal Perspectives on Education (3) – TBA

This course prepares students to: 1) identify legal and ethical issues occurring in public PK-12 schools; 2) apply school/district policy and federal/state law to current legal/ethical dilemmas to formulate, articulate, and defend alternative solutions; 3) increase awareness about the importance of legal literacy for administrators, educators, policymakers, and others; 4) locate primary sources of law (i.e., federal/state statutes, regulations, and case law) needed to solve legal/ethical dilemmas and to stay abreast of evolving law; 5) collaborate with others to solve complex legal/ethical dilemmas; 6) communicate persuasively in oral and written form to advocate for themselves, colleagues, students, schools, and district; and 7) analyze diversity, equity, inclusion, and social justice issues related to socio-economic status, race, ethnicity, national origin, language proficiency, disability, gender, sexual orientation, and gender identity. 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. The course also qualifies as one of the School of Education cross-listed courses that is required for the [J.D. Minor in Education Policy](#). Any law student may enroll in this course, but preference is given to Minor in Education Policy students. Therefore, students who are interested in enrolling or interested in declaring the minor must contact [Dr. Janet Decker](#) by Nov. 4 for spring semester, March 20 for summer semester. and April 1 for fall semester enrollment permission.

Note: This course meets according to School of Ed regulations and calendar.

B658 Law & Education: Advanced School Law (3) – TBA

This course analyzes current school legal, ethical, and policy 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 contracts; collective bargaining and unions; conditions of employment; school choice, governance, and employment discrimination. 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 [J.D. Minor in Education Policy](#). Any law student may enroll in this course, but preference is given to Minor in Education Policy students. Therefore, students who are interested in enrolling or interested in declaring the minor must contact [Dr. Janet Decker](#) by Nov. 4 for spring semester, March 20 for summer semester. and April 1 for fall semester enrollment permission.

Note: This course meets according to School of Ed regulations and calendar.

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., LGBTQ, gifted and talented, homeless students). This is a School of Education course (EDUC-A675) 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 [J.D. Minor in Education Policy](#). Any law student may enroll in this course, but preference is given to Minor in Education Policy students. Therefore, students who are interested in enrolling or interested in declaring the minor must contact [Dr. Janet Decker](#) by Nov. 4 for spring semester, March 20 for summer semester. and April 1 for fall semester enrollment permission.

Note: This course meets according to School of Ed regulations and calendar.

B661 Law & Biomedical Advance (3) – Cripps

This course will examine the ways in which law relates to latest advances in biomedicine, including precision medicine; CRISPR technology; and bioinformatics: DNA and mRNA as carriers of encoded information. The sequencing of the human genome has brought us sophisticated genetic testing, screening and the possibility of human genetic modification. These are relatively new arrivals in doctors' and pharmaceutical companies' array of offerings. Genetic modification and the cloning of genes, and indeed whole organisms, raise new questions for lawyers, whether they specialize in HIPAA or other aspects of privacy law; health insurance; or intellectual property law. Fascinating questions of constitutional law must also be addressed, as is illustrated by litigation instigated by the Association for Molecular Pathology, the ACLU and others against a company holding patents on human genes. The new synthetic biology, which involves the creation of organisms in laboratories, will also be considered, in terms of the novel legal questions that it raises. The several intersections between biotechnology and digital technology will be examined, as will three-parent embryos; chimeras and other related technologies which spark legal and ethical issues. No prior knowledge of either biotechnology or intellectual property law is necessary for this class, which will be conducted in an open discussion classroom format, with an online take-home exam.

B662 Copyright (3) – deMaine

This course investigates U.S. copyright law, beginning with an historical overview and leading to current developments. Coverage includes rationalizations for copyright, the nature of protected subject matter, the idea-expression dichotomy, the bundle of rights conferred by copyright, duration of rights, works made for hire, fair use, first sale doctrine, and remedies for infringement. We will also consider critiques of the current state of copyright law and its ramifications.

B665 International Law (3) – Waters

International law regulates global order – sort of. It is a field whose ‘lawness’ is radically different from other types of law; a field whose rapid growth has made its contradictions more, not less, relevant; a field whose marginality makes it instructive for understanding world order and how law works.

This survey course has two parts. The first examines the concepts and structures that make up the field – its history, sources (such as treaty and customary law), relevant actors (like states and organizations), and interpretative methods. In the second half, the course explores how law addresses specific problems, such as use of force, environmental concerns, and regulation of the seas.

Throughout, the course considers the nature and function of law in the flat, anarchic environment of the inter-state system. The course includes lots of cases, but also perspectives from international relations, history, and political philosophy, to enrich students’ understanding of a body of rules that is both essential to world order and on the frontiers of what we understand as law.

No prerequisites. Exam is take-home.

B668 Con Law II (3) – Conkle

This course will focus on the First Amendment. We will spend the first two thirds of the semester examining freedom of speech, including issues that arise from attempts to prohibit or regulate incitement to violence, “fighting words,” defamation, racist speech, obscenity, pornography, offensive expression, and commercial speech. We also will discuss the regulation of symbolic conduct such as flag burning, the use of injunctions to restrict speech, and the constitutionality of permit requirements and other limitations on speakers’ access to public property, including parks and streets. The remainder of the course will focus on the Supreme Court’s rapidly evolving doctrine under the First Amendment’s religion clauses, which forbid laws “respecting an establishment of religion, or prohibiting the free exercise thereof.” Among other cases, we will consider the Court’s decisions concerning prayer and religion in the public schools, legislative prayer, governmental sponsorship of religiously themed public displays or monuments, and the inclusion of religious schools and organizations in grant and voucher programs. We also will address the increasingly controversial issue of whether religious objectors should be exempted from otherwise applicable laws.

We will be using Noah R. Feldman and Kathleen M. Sullivan, *Constitutional Law, Twenty-First Edition* (Foundation Press, 2022). (There will be no need to purchase a separate supplement from the publisher.) The course will include both lecture and discussion. Constitutional Law I (first-year Constitutional Law) is a prerequisite, although there is no direct connection between this course and any particular section of Constitutional Law I, and it does not matter who you had as your professor for that course.

This course covers issues that are important for any lawyer. Indeed, the First Amendment is a required subject at many law schools.

B670 Sales (2) – Sullivan

Why study sales? "Sales" are the fundamental building block of economic life. Apple had sales of \$383 billion last year. Eli Lilly's sales were \$34 billion. Given the sheer volume of sales in our economy, sophisticated systems have developed to expedite the transfer of the products sold and payment for them. Lawyers play a critical role in respect of the legal rules that regulate these systems.

The corporate lawyer (often called a "transactions lawyer") helps his or her client structure a business plan that adheres to the legal rules governing such matters as warranties and risk of loss. The litigator is called upon when a sales transaction fails; we will study a great deal of litigation generated by such failures. If you go to work (or are already working) in business in a non-lawyer position, understanding this subject matter will help you understand the legal rules that most affect the top line of your enterprise's income statement. And even if you don't fall into any of these categories, this course should help you prepare for sales law and contracts questions on the bar exam!

This course will operate on two levels. First, we will study legal rules applicable to (1) the sale of goods, (2) the leasing of goods, (3) the international sale of goods, and (4) (to a limited extent) the sale of real estate. Second, we will compare these four sales "systems" with each other, examining where their rules correspond and where they differ. I think that you will find this comparative analysis will add a richness and depth not only to your understanding of the subject matter but to the way in which different legal "systems" interrelate.

Along the way, we will learn some other things as well. First, the sale and leasing of goods is largely regulated by state laws that, while adopted by each respective state, are uniform – they follow the Uniform Commercial Code (UCC). However, much of the law of real estate sales is governed by judge-made common law that can and does differ from state to state. And the international sales we will study are regulated by a treaty. So we will have a chance to compare the way in which statutory, common, and treaty law address similar issues. Second, enormous effort has been expended to make the UCC simple and clear. Even so, courts are still called upon to interpret its meaning. This gives us a particularly straightforward opportunity to study the way in which principles of statutory construction operate. And third, I plan to give some attention to the law of sales in the digital age: the sale (or licensing) of software and on-line commerce, including major changes to the Uniform Commercial Code just now being adopted by the states dealing with electronic assets like crypto and other emerging technologies.

This class will be taught using the extensive problem sets contained in the text with particular students assigned in advance to lead the discussion in class.

This is probably my favorite of all the classes I teach – and many students who have taken a number of my courses tell me that it was their favorite as well.

I would really like to have you in class. Let me know if you have any questions.

Text: Daniel Keating, "Sales: A Systems Approach" (Seventh Edition) (Wolters Kluwer) (ISBN: 978-1-5438-0448-5)

B671 Appellate Practice & Procedure ^^## (2) – Castanias / Fisher

Appellate Practice and Procedure, co-taught by two experienced appellate and U.S. Supreme Court practitioners and scholars, will teach the substance, procedure, and strategies peculiar to appellate and U.S. Supreme Court litigation. Few law students leave

school with much exposure to Federal Appellate Procedure, and this course is designed to fill that gap in traditional legal education. It is an ideal capstone for students who plan to embark on a career in litigation, as well as students going on to appellate clerkships. The class is open to 2Ls and 3Ls. Grades will be based on a combination of single seminar paper due at the end of the semester as well as class participation.

B678 Sports Law (2) – Meyer / Bearby

The purpose of this course is to gain a fundamental understanding of the variety of issues that arise in Sports Law. The class will focus on understanding precedent, current cases, and policy implications and developing policy solutions.

We will touch on issues involving professional sports, interscholastic and intercollegiate athletics and the Olympics, with much of the course focusing on Division I intercollegiate athletics where big changes are occurring. Legal and policy issues concern competitive balance, due process, “pay for play” payments, name, image and likeness (NIL) payments, revenue sharing payments, health issues, gambling, illegal doping, employee status and unionization for college athletes, and conference realignments. These issues have erupted in courts, sports associations, legislatures, and labor unions throughout the country. The battlefield is crowded and includes antitrust, tax, labor, contract, torts, employment, gender equity, constitutional, and intellectual property legal issues. Some of these same issues also will be discussed in the context of the interscholastic and Olympic arenas.

For professional sports, we will cover the evolution of professional sports and the internal league governance structures. We will discuss labor law issues related to the development of free agency, the role of agents and players’ associations, the scope of collective bargaining agreements, precedent regarding drug testing and violations, and rules and liability regarding concussions.

Final grades will be based on at least one project that involves a class presentation, class participation, and a scheduled final examination. Students are expected to attend every class, barring illness or an unavoidable conflict. Attendance will be taken.

B686 Civil Protection Order Clinic ^^ (3) – A. Applegate

Summary: The Civil Protection Order Clinic (“B686”) (“CPOC” or “the Clinic”) is a public interest-based clinic that provides students with hands-on legal experience representing clients who need legal assistance obtaining or renewing civil protection orders (“CPO’s”). CPOC, offered for three (3) credit hours in the spring 2025 semester, will meet in person for class on *Wednesdays from 3:25 to 5:25 p.m.* The Clinic is available to eight (8) students in this semester. Students interested in enrolling should follow the instructions in last section of this course description entitled “Approval to Enroll.”

Prerequisite: The Protective Order Litigation Course (B564) (“Course”) is the prerequisite to the Clinic.

Coordination with POP: There will be close coordination and collaboration between CPOC and the Protective Order Project (“POP”). Students may continue for B710 credit in the summer or the following fall semester to work on CPO cases assigned to them that are not resolved in the spring semester.

Case Work: During the semester in the Clinic, the students will work in teams of 2 on each case accepted into the clinic. The goal is for each student to work on 2-4 cases during the semester. Student teams will have weekly supervision meetings with the Clinic director to review case progress and questions. Students will meet with clients and prepare their cases,

assist with settlement negotiations (if appropriate), and attend court proceedings. Students who are qualified to serve as Certified Legal Interns ("CLI's) under Ind. Adm. & Disc. R. 2.1(1)(a) (generally 3Ls, and 2Ls in the second semester of their second year) may register to serve as CLI's. Certification will give the students the chance to represent clients in court when their cases go to hearing. Students who are not CLI's are also expected to attend court hearings, both to assist and as part of their education in the Clinic. Students staffing a particular case will be expected to ask to be excused from any conflicting class for court hearings, regardless of whether they are CLI's.

Trauma-Informed Practice: Students participating in the Clinic will work supportively with survivors of intimate partner violence and abuse (commonly referred to as domestic violence and referred to as "DV") and family violence.

Case Referrals: Cases will mostly be referred to CPOC through POP, although CPOC will also occasionally accept cases referred by social service agencies and courts. CPOC will represent litigants in Monroe County and surrounding counties. CPOC will prioritize representation of petitioners in CPO cases involving DV and family violence, and other high conflict family situations. Other types of cases will also be accepted as referred and as our schedule permits.

Conflicts: As many CPOC cases will be in Monroe County, CPOC students may not clerk for or intern with the Monroe County judges who regularly handle CPO cases during the semester(s) of their participation in the clinic. Any conflicts will be identified and addressed as they arise.

Weekly Classes: Class will meet for two hours once a week in a seminar format to discuss legal issues in our cases and "case rounds", in which students will discuss the CPO cases they are handling.

Weekly Supervision Meeting: Student teams will meet weekly with the Clinic director to review case progress; typically, these meetings will take place before the weekly class. Additional supervision meetings will be scheduled as needed.

Writing Assignments:

1. Beginning the second week of class, students will submit written *weekly case updates* 24 hours in advance of their weekly supervision meeting, along with their time log reflecting the time spent working on each of their cases.
2. Beginning the second week of class and continuing every other week, students will also submit *reflective essays* (2-4 pages, double-spaced) with their case updates. The essays should address more difficult or interesting issues with the students' cases or some aspect of the clinic. These essays will be a chance for the students to reflect on and synthesize their experiences in the course, both in case work and in the classroom.
3. Students will submit a *final reflective essay* due at the end of the semester that will include an overall reflection on their work and progress over the semester. This final reflection will also address whether (and if so, then how) the students' experiences over the semester (in and outside the classroom) have affected their ideas about how the civil justice system protects those affected by stalking, sexual abuse, and family violence.
4. At the end of the semester, students will also submit their *final portfolio* consisting of their written documents—including memos, pleadings, client communications, summaries of interviews, substantive emails, motions, outlines of testimony, and other written materials prepared for their case work—that they would like to be considered in grading.

Grading and Evaluation: There is no final exam, nor is there a curve in the clinic. Grades will be based on, among other things, the attentiveness, timeliness, and overall quality of each student's written assignments; case management; and preparation for class and participation in class discussions. More detailed criteria will be set out in the syllabus.

Additional Requirement: As children may at times be involved in CPOC cases, all students who enroll in CPOC must consent to a criminal background check and sex offender registry check required by the Indiana University Policy for Programs Involving Children. More information about the policy and use of information obtained through these checks is at: <https://policies.iu.edu/policies/ps-01-programs-involving-children/index.html>. CPOC students will also be required to follow the IU Maurer School of Law Clinics' Policy and Protocols relating to Children.

Approval to Enroll: Interested students should contact Professor Applegate by e-mail (aga@iu.edu) in advance of 3L registration to request approval to enroll. Students should email their resume and a brief statement of interest in the Clinic. Students may enroll in the Clinic after receiving advance approval from Professor Applegate.

B698 Judicial Field Placements ^^ (1-3) – TBA

The Judicial Field Placement provides an opportunity for second- and third-year students to receive academic credit for their work with a judge in chambers.

- COURSE GOALS

The student will work with judges, clerks, and court staff in a judicial setting, and gain insight into how a chambers runs and how the judge and their staff work together to serve the court. The student will gain a behind-the-scenes view of what happens in a courtroom from the judge's perspective and how cases are discussed and decided. The student will also learn to discern what written and oral advocacy techniques are effective (and ineffective) from the judicial perspective. The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their court. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing hearings, trials, and conferences.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact Dean McFadden (anmcfadd@iu.edu).

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS
The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.
- ADDITIONAL INFORMATION
Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact Dean McFadden (anmcfadd@iu.edu)

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B709 Transactional Drafting ## ^^ (3) – Need

In this course, students start with the “nuts and bolts” of contract drafting and proceed through the process of incorporating deal terms into contract provisions. Students will study both stylistic and legal conventions and their relationship to one another, focused primarily on a business acquisition contract, though the skills are applicable in a range of transactional contexts. Through the lectures, in-class exercises, and homework assignments, students will learn how to identify risks and draft clear contract provisions that minimize ambiguity and control those risks. The course will also offer opportunities to experiment with the use of AI in problem solving and drafting. The course is designed for students who are interested in corporate or commercial law, but it is useful to any student who will be drafting and negotiating contracts after law school.

B709 Transactional Drafting ## ^^ (3) – Lloyd

Welcome to B709, Transactional Drafting. I further describe the course as the art and anatomy of legal agreements. I believe a good transactional lawyer doesn't draft in a vacuum—but is able to employ good negotiating skills, legal analysis, and artful/technical writing on a case-by-case basis to best represent the client's needs. There is no doubt that experience matters in transactional drafting, but this comes by doing and continually exploring the enormous body of work many lawyers before you have produced—good and bad. In practice, it is advisable to have a mentor and/or seasoned transactional lawyer(s) to go to for advice. In this course, students will gain comprehensive knowledge and practical skills in transactional drafting, with a particular focus on commercial real estate transactions. The course aims to provide a solid foundation in drafting legal documents, understanding key legal concepts, and applying these principles in real-world scenarios. Students will engage in various drafting exercises, analyze critical case law, and discuss ethical considerations pertinent to transactional law. Moreover, the course will explore the emerging role of AI in legal drafting, preparing students for the evolving dynamics of the legal profession. Through a combination of theoretical learning and hands-on practice,

students will develop the competence and confidence required for effective transactional drafting.

B709 Transactional Drafting ## ^^ (2) – Becker

Knowing the elements of a binding contract and actually writing an enforceable agreement that achieves a client's business objectives are two very different things. This course attempts to bridge that gap. It takes a structured approach to drafting contracts, beginning with the basic building blocks of commercial agreements and finishing with an asset purchase agreement to purchase a small business. Along the way, students will learn various stylistic conventions used by business lawyers, how to translate the terms of a business deal into a written agreement, and how to add value to a transaction. They will be exposed to several types of contracts, including purchase contracts, employment agreements, loan agreements, escrow agreements and license agreements. In-class exercises and drafting homework will give students practice drafting clear contract terms that unambiguously describe a client's proposed business deal. Students should make sure they can allocate time outside of class to complete the drafting and editing homework. Grading is based on two or three graded drafting projects and on class preparation and participation. The final graded exercise (in lieu of a final exam) will consist of a business purchase agreement to be edited at home using techniques learned during the semester. It is probably helpful for understanding some of the material in this course to have taken or be taking Corporations or a similar business associations course, but that is not a prerequisite. The course is designed for students who are interested in a business transactions practice, but it is also useful for other students who plan to negotiate and draft contracts in any type of practice.

B710 Ind. Clinical Project: Cybersecurity Clinic ^^ (3) – Bose / Nti Asare / Shackelford

Description not yet available

B713 Administrative Law (3) – Almendares

"Bureaucratic policymaking is the hallmark of modern American government." This course studies the law related to government agencies like the Environmental Protection Agency (EPA), Federal Trade Commission (FTC), and so forth. The course focuses on what is legally and constitutionally permissible; administrative law sets the boundaries on what agencies can and can't do. Key issues in the course are the separation of powers, due process, judicial review of agency action, and standing. We will also address the recent major changes in this area of law. Assessment will be through an in-class exam.

B719 Employment Law (3) – Dau-Schmidt

This course provides an introduction to the law that governs the employment relationship and that is unrelated to either the law on employee organization or the law on employment discrimination. Topics to be covered include: the hiring and firing of employees; the employment-at-will doctrine; the erosion of the employment-at-will doctrine; covenants not to compete; the protection of trade secrets; the employee's duty of loyalty; the use of lie-detectors, drug testing, and HIV-testing in hiring and discharge decisions; Workers' Compensation; the Occupational Safety and Health Act; and the Employee Retirement Income Security Act (ERISA). Employment law is a fundamental legal topic important to the running of all major organizations. There are no prerequisites.

B720 Advanced Trial Practice ^^ (3) – Diekhoff

Advanced Trial Practice is a limited enrollment course for third-year students who are especially interested in litigation. It provides students with an opportunity to refine their basic trial skills, as well as an opportunity to practice jury selection, presentation and cross-

examination of expert witnesses, and impeachment. The development and improvement of advocacy skills and techniques are the focus of this class. Written assignments are designed to complement specific advocacy skills and to assist the student in identifying and addressing litigation issues. The class utilizes a criminal case problem that presents a guilt-innocence question and challenges students to consider issues including witness and juror bias and the presentation of non-traditional experts. The final exam is a mock trial.

Evidence and Trial Advocacy are prerequisites.

Students enrolled in the class are encouraged to participate in trial advocacy competition.

B722 Trial Advocacy ^^ (3) – Diekhoff / Orenstein / White

Trial Advocacy is one of the core courses in the litigation curriculum. It covers the techniques, tactics and performance aspects of the trial; including opening statements, direct and cross-examination, exhibits, and closing arguments. There is also discussion of courtroom demeanor, relationships with judges and court officials, and ethical guidelines for courtroom practice. Students learn by doing, with every student performing in smaller practical sections most weeks. The final exam will be a mock trial.

Trial Advocacy is the second course in the trial practice sequence. Evidence is taken first, and is a prerequisite to Trial Advocacy. Trial Advocacy is taken second, and is a prerequisite to Advanced Trial Practice and Trial Competition. Trial Advocacy is also useful as preparation for clinical courses that involve litigation, such as Community Legal Clinic. Trial advocacy is taught by experienced trial lawyers and judges.

Please note that in addition to the sections managed by each of the respective instructors, the students from all sections meet at a separate time for a forty-five minute lecture.

B723 Evidence (3) – Orenstein

Evidence law regulates the proof of facts at trial and reflects the construction of courtroom "truth." In this course we will examine the rules of evidence and explore some aspects of their practical application. The course will cover: relevancy, hearsay, character, and impeachment (less than the 4-credit version). We will look at the rules and cases to analyze how evidence law may perpetuate and influence the cultural values, legal rules, and social norms that our society uses to assess credibility. The class is taught with a coursebook and case supplements on Canvas but will emphasize problems and a close reading of the rules. Students occasionally submit written answers to problems and other short assignments in advance of class.

B725 Bankruptcy (3) – Velazquez

The course examines the nature of the legal relationship between debtors and creditors under the Bankruptcy Code as well as under relevant non-bankruptcy law. The teacher will primarily teach students by presenting a series of client centered problems for them to solve using the bankruptcy code. At times, the teacher may assign group work such as applying what they learned in bankruptcy by playing a round of their favorite financed focused game such as Monopoly. Bankruptcy law provides an interesting synergy between transactional and litigation practices and provides something of interest to both audiences. The course will be a survey course that provides a basis for advising debtors who seek bankruptcy protection on the one hand, and creditors who want to avoid it on the other. Subjects covered include debt collection procedures under state law, the underlying purposes and policies of bankruptcy law, liquidation under chapter 7 of the Bankruptcy Code, individual debt adjustment under chapter 13 of the Bankruptcy Code, business reorganization under chapter 11 of the Bankruptcy Code, recovery of fraudulent transfers and preferential transfers, and the jurisdiction of bankruptcy courts. The course will touch upon governmental bankruptcies including Puerto Rico and Detroit under Chapter 9 and PROMESA, recent "crypto" bankruptcies, the increase in small business reorganizations

under subchapter V of chapter 11, and the "third party release" issues raised by Purdue Pharma.

The course is taught using ELIZABETH WARREN ET AL., *THE LAW OF DEBTORS AND CREDITORS*, Rachel E. Barkow et al. eds., 8th ed. 2021. Professor Velazquez served as chair of the Unsecured Creditors Committee during Puerto Rico's bankruptcy for several years and is committed to teaching the course from a practical perspective. The course grade is based primarily on a scheduled final examination, but will have opportunities for group work as well.

There are no prerequisites for this course.

B729 Antitrust Law (3) – Knebel

The "antitrust laws" are statutes enacted with the goal of promoting free and unrestrained competition among businesses in order to assure the lowest prices and highest quality to consumers. Although the basic goals of the antitrust laws are reasonably clear, their application to specific situations is often much less so because the statutes themselves are short and written in cryptic language that has required a great amount of interpretation by courts. That interpretation has been affected by political and economic considerations that have changed over time. Every attorney with business clients needs to know about the antitrust laws to help those clients avoid the often draconian penalties for violating them. Attorneys representing consumers need to know how to use the antitrust laws on behalf of those consumers. Consequently, the course will seek to develop an understanding not only of the specific rules applicable to business activities but also to understanding the legal and economic principles that underlie those rules so that practitioners, even if they do not concentrate their practices in this area, are able to identify possible antitrust issues. This course will also look at the application of the antitrust laws to specific business activities, including horizontal and vertical price fixing, mergers and joint ventures, monopolies and predatory practices, price discrimination, tying arrangements, restrictions on customers and anti-competitive litigation.

B733 Federal Jurisdiction (3) – Scott

This course is about the power of federal courts. It examines how that power is shaped and limited by the Constitution, by Congress, and by the courts themselves. We will examine two broad themes related to the authority of federal courts: (1) the apportionment of power between federal courts and coordinate branches of the federal government (separation of powers); and (2) the power of federal courts relative to states, state officials, and state courts (federalism). Among the topics to be considered are the "case" and "controversy" requirements of Article III, state immunity from federal suit under the Eleventh Amendment, the authority of Congress under Article III to regulate the original jurisdiction of lower federal courts and the appellate jurisdiction of the Supreme Court, the authority of federal courts to exercise either less or more subject matter jurisdiction than Congress has enacted, and the responsibility of federal courts to supervise state criminal judgments under habeas corpus.

Note: this course involves a take-home final examination.

B734 Advocacy: Moot Court Competition Board (1) – L. McFadden

This course is the for-credit component of 3L students' work on the Sherman Minton Competition Boards. Members of the Executive Board should instead enroll in course number B528. Competition Board members in the spring semester will grade briefs written by competitors in the Sherman Minton Moot Court Competition. Competition Board Members

will also have responsibilities for the administration of the Competition itself and may also assist in mooting our external competition teams.

B734 Advocacy: External Moot Court Teams ^^ (1) – L. McFadden

This course is the for-credit component of students' participation on one of the Law School's external (interscholastic) appellate moot court competition teams. This course is eligible for experiential learning ("skills") credit. Registration for this course is limited to students whose participation in an appellate moot court competition has already been approved by Prof. McFadden or the relevant faculty advisor for that competition. Do not register for spring semester if you were enrolled in this same course in the fall. Credit is awarded on a pass/fail basis. For more information, please contact Prof. Lane McFadden (lanemcfa@iu.edu).

B734 Advocacy: IP Moot Court ^^ (1) – Janis

This course is the for-credit component of students' participation on one of the IP Moot Court teams, which include AIPLA, INTA, Oxford International IP Moot, IP LawMeets, and the International Patent Drafting Competition. Enrollment is by permission of the instructor only. Before enrolling under this course number, please confirm your participation on the IP Moot Court Team with the CIPR Administrative Director, Melissa Berry (berryam@indiana.edu).

B734 Advocacy: Int'l Patent Drafting (1) – Hedges

This course is the for-credit component of students' participation on the National Patent Drafting Competition teams. Enrollment is by permission of the instructor only. Before enrolling under this course number, please confirm your participation with the CIPR Administrative Director, (cipr@indiana.edu).

B734 Advocacy: VIS ^^ (1) – Raymond

This course is the for-credit component of students participating in the Vis (International Commercial Law) Moot Court Team. Enrollment is by permission of the instructor only; before enrolling under this course number, please confirm your participation on the Vis Moot Court Team with Professor Raymond by e-mail (angraymo@iu.edu).

The Willem C. Vis International Commercial Arbitration Moot is a competition for law students to foster the study and practice of international commercial sales law and arbitration. The Moot involves a dispute arising from a contract of sale between two countries that are party to the United Nations Convention on Contracts for the International Sale of Goods. This course is specific to the advocacy portion, which entails students preparing and participating in several oral submissions.

We meet at times convenient for the team, there are no pre-requests (except to be on the team), and there is no final exam.

B738 Cybersecurity Law II (3) – Lubin

Cyber insecurities affect the whole of society: from consumers who suffer cybercrimes on their internet connected devices, to media outlets whose websites are hacked or taken offline, to businesses whose intellectual property is plundered, all the way to states that undertake to defend against espionage and uses of force in cyberspace. Enhancing cybersecurity is thus a policy issue of critical importance. Policymakers are fashioning regulatory schemes around the world that promise to shape not only the day-to-day realities of operating information systems, but also cyberspace itself.

This course is an introductory survey course and is open to all students interested in the intersection of law and technology policy, regardless of prior experience. There is also no requirement to take *Cybersecurity Law I* before enrolling in this class, as the two courses are independent and unrelated.

This course explores the national and international legal frameworks that govern malicious and defensive actions in cyberspace, including laws related to data breaches, cybercrime, cyberespionage, and cyberwar. The course will consider legal questions and broader debates concerning such topics as:

- (1) Governance of cyberspace and the Internet and conflicts of laws in the information society.
- (2) Corporate risk assessment and incident response, the NIST framework, and other compliance mechanisms for cybersecurity enhancement.
- (3) The roles of governmental and non-governmental actors such as multinational corporations and cybersecurity firms in the regulation of cyberspace.
- (4) The role of the administrative state (FTC, SEC, CISA) in enhancing cybersecurity hygiene within society.
- (5) The international law rules that control cyber armed attacks, election interferences, cyber attribution, and cyber espionage.
- (6) The anatomy of data breaches and tort law and property law responses to them (including both statutory and common law frameworks).
- (7) The role of private ordering through contract and code and the limits of such tools as industry self-regulation and cyber insurance.
- (8) The Computer Fraud and Abuse Act (CFAA) and other state and federal laws prohibiting and addressing hacking.
- (9) The ethical dimensions of hoarding of zero-day vulnerabilities by law enforcement and the permissibility of lawful hacking and spyware trade.
- (10) New frontiers of cyber defenses, including in the context of malicious cyber-attacks on artificial intelligence and machine learning, botnet takedowns, and corporate hack backs.

The objective of the course is to contextualize cybersecurity threats and responses within corporate, national security, and international law frameworks, while also recognizing the limits of current laws and debates. Students will thus be called to consider the need for further evolution of policy and the real-world impacts of different regulatory solutions.

Assessment: Grades will be based on three short experiential assignments (SEC lab, cyber insurance lab, and cyber diplomacy lab), and one 3-hour open-book proctored exam.

No technical knowledge is required. Background or familiarity with public international law, national security law, privacy law, cybersecurity law, computer science, and/or international relations is helpful, but not necessary.

B739 White Collar Crime (3) - Woody

This course serves as an introduction and overview of corporate and financial crime. Topics covered will include: theories of corporate criminal liability, mail and wire fraud, insider trading, foreign bribery, securities fraud, settlements and sentencing. Also discussed in this class will be the role and authority of government agencies in curbing corporate crime, the status of victims in non-trial settlements, and the process of large internal investigations into corporate malfeasance. This course will include a take-home final.

B740 Estate Planning (2) – Retzner

This course will explore the various estate planning laws, tools and options available to individuals to plan for the transition of wealth from one generation to the next while minimizing transfer taxation. The goal of the course is to provide practical knowledge and to enable students, once they become licensed attorneys, to assist clients in achieving their objectives with respect to the transition of wealth, including the transition of interests in closely-held business, as well as charitable giving. The planning discussed will range from the basic planning needed by most individuals and then expand into the advance planning techniques used by families of considerable wealth. The course will include an introduction into the Federal Gift, Estate and Generation Skipping Transfer Taxes as a necessary prelude to, and driver of, more advanced planning techniques. The course will also delve into estate and trust litigation, as well as a limited introduction to the field of "Elder Law."

The emphasis of the course will be on practical, real-life situations and positive steps available to the lawyer to deal with various situations involving estate planning and business succession planning. One outcome of the course is the practical opportunity for students to utilize a standard set of documents for client intake and the experience of drafting of a full complement of estate planning documents for an individual.

Suggested prerequisites or co-requisites for the course include Income Tax and Wills and Trusts. Each student will be expected to have a working knowledge of Wills and Trusts prior to taking the course but by no means any expertise.

Note: Grades in the course will be determined, in a large part, by a final exam at the end of the course. The final exam will not be a take-home exam but will be a combination of open book essay and closed-book short answer.

B757 Asylum Law ^^## (2) – Popp

This course will introduce students to United States' Asylum & Refugee Law and Policy and how it relates to or is affected by international refugee conventions and agreements. The course will introduce the laws, policies, and concepts of asylum law, in which students will have the opportunity to work through asylum cases with fellow classmates. Through exercises and simulations, the students will learn how to counsel and work with clients who not only have language and cultural barriers but who also may have experienced trauma; how to research and write client declarations and legal briefs in both the affirmative asylum process (before United States Citizenship and Immigration Services) and the defensive asylum process (before the Immigration Court); and how to present an asylum case before each administrative agency. By the end of the class, the students will understand the fundamentals of asylum law, know how to prepare asylum cases from start to finish, learn about working with clients in a culturally aware and compassionate way, and be familiar with new and cross-cutting areas of refugee law. This course will be graded in large part on written assignments including a final legal brief. Students may enroll in Asylum Law after completing the course in Immigration Law, or with instructor permission.

B758 Trademarks (3) – Janis

This course will introduce students to U.S. trademark law, the law of unfair competition, and related common law doctrines that protect against consumer confusion and the appropriation of commercial goodwill. The course will explore how the government recognizes trademark rights (including the registration process), trademark infringement (including defenses and remedies), and the loss of trademark rights. In addition to focusing on statutory law and doctrine, the course will examine the economic foundations of trademark protection and evaluate current trends in trademark law.

B764 Law & Tech: Artificial Intelligence (3) – Cate

This course explores the legal and ethical implications of artificial intelligence (AI) technologies that are rapidly transforming our economy, society, and daily lives. We will examine a wide range of AI applications, from familiar uses like facial recognition and autonomous vehicles to cutting-edge developments in generative AI for creating art, music, text, and more. Key topics include:

- Overview of AI technologies and their capabilities
- Legal challenges posed by AI in areas such as privacy, intellectual property, liability, and discrimination
- Existing laws and regulations governing AI development and deployment
- Proposed policy approaches for managing AI risks and promoting responsible innovation
- Ethical considerations around AI decision-making, transparency, and human oversight
- Potential future measures to address AI's societal impacts while fostering beneficial innovation

Through readings, case studies, presentations, and discussion, students will gain a nuanced understanding of how AI is outpacing current legal frameworks. No technical background is required and there are no prerequisites. This course is designed for law students interested in technology policy as well as graduate students from other disciplines seeking to understand the legal and policy dimensions of AI.

B771 Mediation ^^ (2) – Merkel

This course offers an in-depth exploration of mediation as a key method of dispute resolution, emphasizing the development of essential negotiation and advocacy skills. Students will engage with mediation from various perspectives, including those of the client, the attorney, and the mediator. Throughout the course, we will examine the decision-making process around whether and when to mediate, how to effectively prepare clients for mediation, and how to draft binding mediated agreements. Relevant legal authority, rules governing mediation, and the ethical considerations unique to this practice will also be covered.

Students will complete six written assignments: three Confidential Mediation Statements and three Mediated Agreements, which will account for 60% of the final grade. The remaining 40% will be based on active participation in class discussions and mediation role-playing exercises. Regular role-playing activities will help reinforce practical mediation skills, with students taking on the roles of mediator, client, or attorney. Participation will be evaluated based on preparation, contribution to discussions, and engagement in class exercises.

Enrollment is capped at 20 students to ensure a hands-on, interactive learning environment. By the end of the course, participants will have a solid understanding of the role of mediation within the legal system and the skills necessary to represent clients in mediation effectively. *No final exam will be given.*

B782 Intro to Environmental Law (3) – J. Applegate

This course surveys three pillars of U.S. environmental law: assessment of environmental impacts, air and water pollution control (including climate change), and the management of toxic substances and hazardous wastes. (A fourth pillar, which includes wildlife protection, endangered species, and conservation, is covered in other courses.) Introduction to Environmental Law will touch on common law approaches, the primary focus will be on key concepts and issues in the design and implementation, and reformation of the major federal

environmental statutes – the National Environmental Policy Act, Clean Air Act, Clean Water Act, Toxic Substances Control Act, Resource Conservation and Recovery Act, and the Comprehensive Environmental Response, Compensation and Recovery Act ("Superfund").

Students will be assessed on the basis of a final exam and class presentations and participation. There is no prerequisite for this course, though Administrative Law (even taken concurrently) is very helpful. The required casebook is Farber & Boyd, Cases and Materials on Environmental Law, 11th edition (2024).

B791 Advanced Legal Writing ## (2) – Goodman

This course explores the core principles that underlie the most effective legal writing. Students learn to apply a systematic approach to their writing—regardless of document type—by analyzing actual legal writing and by completing short, weekly drafting and revision assignments, both with and without generative A.I. The assignments involve a wide range of document types, which may include letters, emails, contracts, statutes, jury instructions, judicial opinions, and briefs. The main part of each class session follows a workshop format, in which students draft or present their work and the group critiques it. Grades are based on the short weekly assignments, a few longer assignments, class presentations, and in-class work. Enrollment is limited. Offered fall and spring semesters. Prerequisites: LRW I and II (B542 and B543).

B793 Human Rights (3) – Istrabadi

The idea of human rights has become one of the dominant organizing principles of the modern international system – and in particular, the idea that human rights are a legal construct. Though its provisions are often ignored and its content contested, the claim that humans have certain rights which law protects has proved a powerful rhetorical and political device, which has been accepted and appropriated by actors around the world.

In this course, students will examine the foundations and practice of international human rights law. The first part of the course introduces basic concepts: sources, assumptions, justifications, aspirations and challenges for human rights. Then, through a small number of focused themes, students will explore the practical operation of those concepts as a legal-political system, agent of change, and instrument of power. In addition, the readings provide examples of the rhetorical, legal and institutional modes in which rights are discussed and implemented.

Current issues will be considered in historical and comparative perspective, with emphasis on the competing claims about the meaning and function of human rights in an international legal system, from both mainstream and critical perspectives, including post-colonial and feminist critiques. Two major themes will be explored throughout: challenges to the human rights orthodoxy, especially its notions of universalism and legitimacy; and the role of the inter-state system in defining and enforcing human rights.

L637 Seminar in Intro to Biotech Innovation ** (3) – Cripps

This seminar will focus on the ways in which biotechnological developments, including RNA vaccines and precision medicine, are affecting traditional notions of property, intellectual property and information. In addition to patent law, other forms of protection, such as copyright, will be examined in relation to biotechnology and compared with the way in which they operate, for example, with regard to the internet and digital technology. Consider, for example, whether genetically engineered organisms, clones and other biotechnological products should, if at all, be granted intellectual property protection either within the existing frameworks of intellectual property law or under a new regime designed specifically for that purpose.

No prior knowledge of either biotechnology or intellectual property law is necessary for this class which will be conducted in an open discussion seminar format.

L684 Seminar in Constitutional Design: Rights, Gender & States of Emergency ** (3) – Macia

This seminar will consider several topics in constitutional design. Readings will consist of scholarship and commentary, as well as cases and constitutions from a range of countries. This year, the course will focus on the following areas of law:

- I. Rights -- the structure of individual rights, including positive rights and horizontal application of rights; a comparative look at some core fundamental rights, such as freedom of speech and religion; types of equality rights and the constitutional provisions that implement them; and models of judicial review for protecting rights.
- II. Gender – constitutional mechanisms for assuring political representation for women; gender “mainstreaming”; conflicts between religious or cultural rights and gender equality; the incorporation of international law into constitutions and its use to promote gender equality.
- III. States of Emergency –the conditions under which the constitution authorizes actions or powers that would otherwise be unconstitutional; the concerns raised by such provisions and the limitations that can be used to cabin them.

Each student will write one long research paper on a topic of his or her choice related to the subjects of the course. Work on the paper will be due at stages during the semester. The final grade for the course will be based on the paper and on class participation. There are no prerequisites for this course and students who have taken the other course on Constitutional Design are welcome to take this class, as there is little overlap in coverage.

L710 Seminar in Collective Liberation ** (3) – Butler

Collective Liberation emphasizes the interlocking and interdependent nature of systems of subjugation. By acknowledging the interconnectedness of the various challenges facing marginalized communities, Collective Liberation aims to foster creative and transformative interventions without pitting vulnerable groups against one another for short-term gains. These tensions are evident in the following examples:

Scenario 1: A law school focuses its minority recruitment on Black students to address a history of oppression at that specific school. Latin American students want an increased emphasis on recruiting more Latin American students to increase diversity overall. Additionally, affirmative action policies, which seek to be intentional about recruiting and enrolling a well-qualified, diverse group of students, face many challenges. One of these challenges alleges that Asian American and Pacific Islander (AAPI) students are harmed by affirmative action policies and that Black and Latin students benefit at the expense of AAPI students.

Scenario 2: Whether one is discussing access to bathrooms, athletics, or the workplace, cisgender and transgender women and girls and gender nonconforming individuals are often perceived to be at odds. For example, in the 2020 Supreme Court case, *Bostock v. Clayton County*, held that Title VII’s prohibition of discrimination “on the basis of...sex,” is inclusive of sexual orientation and gender identity. Some groups have alleged that recognizing “gender identity” under Title VII is harmful to the broader fight for women’s equality, in part, because it enshrines harmful gender stereotypes into the law. Others argue that it does the exact opposite.

Scenario 3: Since the COVID 19 pandemic and the 2020 murder of George Floyd, there is a renewed energy for penal abolitionist strategies in the United States. Many groups have called for a number of systemic reforms and transformative changes. These changes include

advocacy to “defund the police” and invest in other forms of service provision. While many of these calls are driven by intersectional coalitions (black, brown, indigenous, immigrant, cis and trans women, and gender nonconforming people, among others), other intersectional coalitions also resist the complete abolition of police. Those against abolishing or defunding the police cite the fact that communities of color and other “outsiders” are often not public safety priorities. Thus, they claim that efforts to abolish the police continue to deprioritize the safety of communities of color.

Scenario 4: In the battle against sex trafficking, some feminists refer to sex workers who advocate for the full decriminalization of prostitution as members of the “pimp lobby,” say they are too traumatized to know better, or otherwise argue that their efforts are harmful to the violence against women movement. Sex workers and their allies argue that they do not suffer from “false consciousness,” they are not members of a fictional “pimp lobby,” and they are key members of the violence against women movement. Sex workers argue that the anti-trafficking movement, with its carceral focus, has led to a variety of tangible harms.

This course considers how the law, the legal profession, and legal system actors can work toward our “collective liberation.” Collective liberation considers how a variety of struggles (including the above scenarios) are inextricably interconnected. Students will learn about several theoretical frameworks that analyze power, prejudice, dominance, and subordination from the perspectives of race, ethnicity, nationality, language, gender, class, sexual orientation, dis/ability, and more. Students will also learn how those frameworks advance or detract from the goal of pursuing justice for marginalized groups without sacrificing the wellbeing of any individual group. After leaving this course, students will understand how to reframe a perceived conflict between two or more groups that seem to be at a socio-legal impasse.

L713 Seminar in Law & Economics ** (3) – Dau-Schmidt

This seminar explores recent and classic books and articles on the economic analysis of law. The seminar includes readings and discussions on: the method of economic analysis; the Coase Theorem, its assumptions and implications; and a survey of the law and economics literature on property, torts, contract and criminal law. The seminar concludes by examining the question of whether the law does or should promote efficiency. This seminar satisfies the research paper requirement for graduation. Students will be expected to write a research paper on a subject of the student's choice. Original research is expected. The seminar is designed so that even those with no previous background in economics can fully participate. There are no prerequisites.

L764 Seminar in Law & Technology ** (3) – Marinotti

This seminar explores cutting edge legal issues in the context of emerging technologies. We will cover topics including: artificial intelligence and intellectual property, digital assets and data governance, privacy and digital trespass, right-to-repair and corporate surveillance, and cyberattacks and cyber attribution, among others. Students taking the course will develop a broad understanding of the questions, policies, and technologies that are shaping our daily lives. As a seminar, course assessment is based on short response papers, a final research project, and in-class participation.

L799 Seminar in Law & Democracy ** (3) – Almendares

Through judicial review, unelected judges can overrule choices made by the elected branches of the government. This “countermajoritarian difficulty,” has been a key issue in constitutional jurisprudence. This seminar examines the role of courts in a democracy. We will also look at the way law affects democracy and participation in government through things like campaign financing and political protest. Readings will consist of articles, book

selections, and cases. Course requirements include active class participation and a writing assignment.

WINTERSESSION (all courses are Satisfactory/Fail)

B536 Health-Care Law Practice: Representing Clients in Legal & Compliance Matters ^^ (1) – DuBose

This experiential course will introduce law students to healthcare law as it relates to representing clients in legal and compliance matters before state agencies and the court system. This 4-day course will combine components of administrative law, regulatory compliance, and civil litigation. Throughout the course, students will assume the role of counsel and advise clients on the legal and/or compliance issues presented by their cases and/or represent them in legal actions.

B564 Pretrial Litigation: Criminal Practice ^^ (1) – McCoskey

This course will introduce law students to the special legal and practical issues involved in developing and litigating a criminal case. This course is designed to expose the students to the fundamental skills necessary for pretrial advocacy in criminal litigation. Through exercises and simulations, the students will work through many of the major aspects of pretrial practice including witness interviewing, counseling, drafting of legal documents and argument of pretrial motions.

B564 Pretrial Litigation: Depositions ^^ (1) – Vaidik

Taking depositions is an essential discovery technique. Whatever area of law you choose, most of you, at some time, will take a deposition. In this learning-by-doing course, you will learn the techniques to take and defend a deposition from experienced lawyers in a fun, non-threatening atmosphere.

B564 Pretrial Litigation: Courtroom Procedure ^^ (1) – Rodriguez

The goal of this course is to provide an opportunity to learn and practice basic courtroom skills in the context of simulated problems in both a civil and criminal context. Each class session will focus on the skills used before, during and after any court appearance, with heavy emphasis on motion practice but, as time permits, into procedures utilized at trial. Students will be exposed to practical lessons on everything from how to file pleadings through getting the Judge's signature on a Proposed Order. The benefits students derive from this course will be strongly correlated to their level of investment. Each course session will include classroom discussions and student-run simulations of typical courtroom scenarios. Upon completion of this course, students will have confidence in their ability to prepare and present themselves effectively in Court.

B616 Modern Law Practice: Document Automation - From Creation to Control ^^ (1) – Thoreson

Clients expect quick, efficient, and accurate services from their attorneys while pressuring them to control costs. Lawyers proficient in document automation have a significant advantage when striving to meet these expectations. This course will concentrate on instructing students in the practical aspects of document automation, including determining what to automate, selecting the appropriate platform for automation, preparing documents for automation, and managing a document automation program. You will gain insight into document automation and have hands-on experience creating your own automated templates.