

Spring 2026 Course Descriptions

11/19/2025

##: indicates courses in which writing constitutes the principal assessment

**: indicates courses that satisfy the research requirement (Academic Regulations 2.1 (2))

^^: indicates courses that meet the experiential/skills requirement (Academic Regulations 2.1 (3))

UPPER-LEVEL COURSES:

B517 Advanced Patent Law ## (3) – Janis

Advanced Patent Law is the follow-on course to Patent Law B743. Advanced Patent Law typically builds on Patent Law B743 in three ways. First, it covers topics that are omitted from Patent Law B743. Second, it presents some topics in much greater depth, sometimes by engaging more deeply in the application of patent law to particular technology areas (such as biotechnology and pharmaceuticals), sometimes by more thoroughly exploring the edges of substantive patent law and their interfaces with other areas of law (such as antitrust law, administrative law or civil procedure). Third, it involves intensive study of very recent case decisions, usually those emanating from the Court of Appeals for the Federal Circuit, along with current scholarly writings. There will be no final examination. Instead, students will produce one or more graded writing assignments and will periodically organize and lead class discussions.

Typically offered every other year Patent Law B743 is a prerequisite, but no technical background is required or expected.

B519 State Con Law ## (2) – Fisher

Nowadays, stiff challenges to state laws come not only from federal lawsuits but from claims arising under state constitutions. From abortion regulation to school vouchers and more, much of the interesting doctrinal development in constitutional law is happening at the state level. *State Constitutional Law* will explore constitutional history, texts, principles and precedents from various states, especially including but not limited to Indiana. For students interested in constitutional law generally or state government specifically, this two-credit-hour course will provide important tools for future practice. Writing and class participation constitute the principal forms of assessment.

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).

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, US health research laws and principles, the EU General Data Protection Regulation (GDPR), the California Privacy Protection Act (CPPA), and other US State privacy laws – as they relate to and impact health data. In addition, laws governing Artificial Intelligence, such as those in the EU and California, Colorado, and Texas, as well as the broader impact of AI on health privacy, will be discussed.

Approach

The course will be taught in two separate phases. Phase one will involve basic understanding of health privacy principles and a review of the significant laws and regulations impacting health data (see above). Phase two will focus on application of the legal requirements/obligations arising from these laws and principles to traditional health-related activities, such as sales and marketing, research, and patient-facing platforms, and incorporating new issues like risks and benefits of artificial intelligence.

The course will be taught from a practitioner's perspective, based on my 25+ years of experience working with some of the largest multinational companies in tech, health, pharma, retail, and medical device industries. The class will take more of a manufacturer's (medical device, pharma, personal tech) paradigm rather than that of a traditional healthcare provider -- 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. Each class will begin with a discussion of privacy events in the news and interrogating the issues based on the laws impacting those issues. 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 generally distribute it when relevant. There is no textbook since this area is moving too quickly. If I use visuals or a PowerPoint deck, they will be available for download after the class where they are used.

Assessment

Grading will be based on a single take-home exam using formats of multiple-choice, short answer, and essay. Exam will be time-bounded in accordance with law school rules. 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).

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.

B544 IP Transactions (2) – Mattioli

Through case studies, class exercises, and in-class discussions, this course introduces students to the theory and practices of IP transactions. In addition, agreements adapted from practice and copies of publicly available deal papers will be used as the basis for in-class exercises. As the course progresses, the complexity and depth of these exercises will expand from discrete topics to fact patterns that take several sessions to work through.

Pre- or co-requisites: IP seminar, IP survey, or any foundational course in IP (copyright, trademark, patent)

B544 Legislation (3) - Widiss

Statutory law has replaced common law as the principal source of many legal rights and obligations. Almost any area of law (e.g., bankruptcy, employment law, tax, intellectual property, commercial law, family law) is governed at least in part, and often in large part, by statutory law. Accordingly, it is essential for lawyers to be able to interpret statutory provisions and to be able to use the conventions of statutory interpretation to argue on behalf of clients.

This course will provide a systematic introduction to the legislative process and to the rules and customs judges use to interpret statutes. The course provides practical training in the process of statutory interpretation and a deeper exploration of what theories of interpretation best serve our constitutional democracy. Students will be required to engage in a legislative drafting exercise and to complete other credit/fail assignments during the course of the semester. Grades will be based primarily on performance on an in-class open-book examination, but performance on the assignments and class participation may also be taken into consideration.

B565 International Criminal Law: Legal Responses to Mass Atrocity and War Crimes (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.

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

An examination of the historical and modern treatment of gender under the law, this course will provide an introduction to the concrete legal contexts in which issues of gender have been articulated and challenged, and a discussion of the extent to which these issues have been resolved. This course aims to provide students with an understanding of the strategies used to undermine and recreate women's legal status in the United States. The goal of the course is to think broadly regarding the interaction of law, society, and gender while exploring the potential and the limitations of law and litigation. Although this course will use different legal theories as a framework for discussion and analysis, this course is not a survey of feminist jurisprudence. Topics may include education, the legal profession, issues in the workplace and in the family, and the role of power and difference.

Students will be evaluated on participation in class discussion, short reflective assignments, analytical papers, and oral presentations in class. As such, this course satisfies the advanced writing requirement for graduation.

B574 National Security Law: Intelligence Collection & the Int'l System (3) – Lubin

Examples of the impact of national security intelligence on foreign policy abound across generations. Compare the U-2 spy planes that uncovered Soviet missile sites in Cuba during the Cold War to modern-day Iranian exiled dissidents claiming proof of hidden nuclear facilities in Tehran. Or consider the Chinese spy balloon discovered traversing missile sites in Montana, alongside the use of commercial satellites and user-generated evidence on social media to document Russian violations of the laws of war in its aggression against Ukraine. In the age of cyber warfare, electronic surveillance and reconnaissance operations are only likely to intensify, alongside the growing diversification of actors engaged in such activities. Overall, these episodes underscore intelligence's dual function: as an indispensable tool of statecraft and as a recurring locus of legal ambiguity and diplomatic controversy.

Intelligence plays such a cardinal role in our public world order that one would have presumed there to be well-established rules of international law, undergirded by a vibrant academic and jurisprudential discourse, that would govern the ways states compile, analyze, verify, and promulgate intelligence. Instead, many believe intelligence law exists in a "legal penumbra, lying at the margins of diverse legal regimes, and at the edge of international legitimacy." This course will examine the accuracy and broader implications of this proposition. In doing so, we will not only study existing rules and case law, but also the significance of their absence: how law can regulate in the register of shadows.

The course offers an introduction to international law and national security law as applied to intelligence communities and their technologies of espionage. Throughout the course students will be exposed to the breadth and depth of the field across its varied intelligence disciplines: HUMINT (Human Intelligence), SIGINT (Signals Intelligence), VISINT (Visual Intelligence), and OSINT (Open-Source Intelligence). They will further examine the legal authorities and processes underpinning these disciplines and will consider how intelligence oversight and accountability mechanisms operate in a democratic society.

The course will cover such topics as: the legality of interstate spying in peacetime and its effects on friendly relations; the evolution of law in the face of secret treaties and clandestine state practice; the privatization of espionage and the rise of surveillance capitalism; the laws of armed conflict and intelligence gathering in wartime; human rights

law and its application to cases of mass surveillance, government hacking, and intelligence sharing; and the legal, ethical, and technical issues raised by the proliferation of artificial intelligence in the field of national security decision-making.

Assessment and Structure:

- *Assessment:* closed-book midterm and a final research paper.
- *Prerequisites:* No prerequisites.
- *Readings:* No casebook; materials will be drawn from primary sources, case extracts, and scholarly articles provided on the course website.

B580 Civil Rights Statutes ## (3) – Fuentes-Rohwer

This writing-intensive course provides a critical analysis of the First and Second Reconstructions and the landmark legal statutes defining these eras, focusing specifically on the Voting Rights Act of 1965 (VRA). We will examine the VRA, often considered the most effective federal civil rights legislation in U.S. history, as both a crucial historical artifact and a contemporary legal tool, evaluating its political context, its historical impact, and the legal and political forces now driving its decline. Discussion will be anchored by three core inquiries: the defining roles of the federal courts and political branches in establishing political rights; the influence of social movements in this narrative; and the persistent role of race and systemic racism in the VRA's rise and fall. As a writing course, expect to draft extensively, participate actively in peer editing exercises, and regularly share your work in class discussions.

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

Description not yet available

B582 Mergers & Acquisitions: Structuring Acquisitions: Accounting Advisory Services (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 13 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

The learning objectives and expectations for Maurer students differ 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

Why Take This Course and Class Format

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. Both sections meet on Tuesday and Thursday afternoons. Section 12138 meets from 12:45 to 2:10 and Section 12139 meets from 3:05 to 4:35. Both sections will 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 in any event.

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

If you are interested in enrolling, let’s talk

Enrollment is by permission of the professor. I want to meet with those who would like to enroll in order to understand a) your career objectives, and b) your academic and experiential background with M&A. That doesn’t mean you need to have a business/accounting/finance background or prior work experience in M&A, but I am looking for students who are pretty sure they will be working in M&A and are pursuing a path to get them “there”.

This is not an exploratory class. I do not want any “drops”. JD enrollment is limited to 4 students per section: one for each team of students. If a JD drops the class after enrollment closes, that leaves their team without a lawyer.

I plan to hold one or more “call-out” meetings over the next two weeks to enable interested students to learn more about the course and assess whether the course is career-beneficial for you. Anyone who is interested in taking the course will then need to set up a 1:1 meeting before officially enrolling.

Professor Bio

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.

B587 Cybersecurity Law I (3) - Lubin

Cyber insecurities touch every corner of modern life. A hospital's network is paralyzed by ransomware, leaving doctors unable to access patient records in the middle of emergency surgeries. A Fortune 500 company discovers that its crown-jewel source code have been siphoned away by corporate spies and are already being manufactured abroad. And entire governments face the daily reality of foreign adversaries probing their power grids, manipulating elections, and deploying cyber weapons capable of shutting down critical infrastructure at the click of a key. Cyberspace is a contested domain and the stakes could not be higher. How societies respond to these threats is one of the defining policy challenges of our time. Around the world, regulators, courts, corporations, and international organizations are racing to craft rules that will shape not only the security of information systems, but the very character of the digital world itself. This course offers an introduction into this dynamic and fast-moving field. Designed as an accessible survey course, it welcomes students from every background, regardless of prior experience or understanding of technology and national security. Together we will survey the legal and policy frameworks that govern offensive and defensive actions in cyberspace, from data breaches and cybercrime to espionage and cyberwar. Along the way, we will wrestle with some of the field's most pressing and fascinating questions:

- (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 botnet takedowns, corporate hack backs, and the spyware trade.
- (10) New frontiers in cyber defenses and offenses, including in the context of the employment of artificial intelligence to launch malicious cyberattacks and to defend against them.

Course Assessment and Structure:

- **Assessment:** Grades will be based on two short experiential assignments (FTC lab and cyber diplomacy lab), and a one-day take home open book exam.

- *Requisites:* No requisites. Background or familiarity with public international law, national security law, privacy law, and/or computer science is helpful, but not necessary.
- *Course Casebook:* CHRIS JAY HOOFNAGLE & GOLDEN G. RICHARD III, CYBERSECURITY IN CONTEXT: TECHNOLOGY, POLICY, AND LAW (AUG. 2024). You may buy either the digital or physical copies, both will be fine for the purposes of this course. Additional primary sources will be uploaded on the course website.

B600 Directed Reading (1) –

- (1) A directed reading is an independent project in which a student, in consultation with a supervising faculty member, reads a collection of materials in an area of interest. The list of materials will be generated by the student in consultation with and subject to the approval of the supervising faculty member;
- (2) J.D. candidates will be permitted to enroll for a directed reading only once for a maximum of one credit;
- (3) A directed reading will require no substantial writing nor generate any writing credit; and
- (4) A directed reading will be graded on a "Pass/Fail (F or C-)" basis.

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) – Widiss

This course examines legal issues that arise from the government's regulation of the family. It focuses on the definition, creation, and dissolution of the family. Topics covered include who may marry, divorce, property distribution, child custody, and assisted reproductive technology. Among the themes we will explore are the tension between the need for fixed, predictable rules and the need for flexibility to accommodate increasingly diverse family forms; the significance of changing gender roles within marriage and within society as a whole; and the appropriate balance between the judicial and legislative branches in resolving public policy issues. Students are required to complete several credit/fail assignments, including participation in a simulated client intake and in a simulated divorce negotiation, during the course of the semester. Grades will be based primarily on performance on an in-class open book final exam, but performance on the assignments and in-class discussion may also be taken into consideration.

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 included are the common law of nuisance, servitudes, governmental regulation, 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 2026-2027 school year.

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

In 2024, through the Commission on Indiana's Legal Future, the Indiana Supreme Court decided that allied legal professionals could help address legal deserts and unmet legal needs among low- and middle-income Hoosiers. Additionally, the Court has shown readiness to fund a pilot grant for a nonprofit law firm model that would employ ALPs as part of its operational structure (similar to a nonprofit hospital or college that generates revenue to cover some or all of its operating costs). This is a potentially promising idea. However, someone must turn it from theory into practice. Fortunately, this is the role of applied research.

During the first iteration of this course (2024-25), undergraduates and law students successfully completed a detailed stakeholder analysis for the seven-county legal market surrounding Bloomington. The second iteration of the course (2025-26) is laying the foundation for a pilot nonprofit law firm to provide low-complexity, high-volume legal services in the same geographic area. This semester's work includes process maps, practice manuals, electronically enabled workflows, and document automation in family law and consumer debt, two high-need areas of law. With the assistance of a federal bankruptcy judge, we will also develop an advisory protocol to help clients determine whether they may benefit from either Chapter 7 or Chapter 13 consumer bankruptcy. The goal is to create resources and materials for use by ALPs and supervising lawyers in the pilot nonprofit operating business.

The Applied Research Practicum is supported by a small grant from the Indiana Supreme Court's Innovation Committee. Enrollment is limited to ten JD students.

B634 Advanced Con Law ## (3) – Butler

This course examines constitutional law as a contest over competing narratives and epistemologies—rival stories about rights, equality, and governmental power, and conflicting methods for determining constitutional truth. We will interrogate whose knowledge and experiences count in constitutional interpretation. Building on core constitutional law topics—judicial review, separation of powers, federalism, rights, and liberties—we will explore how these doctrines emerged through dynamic engagement between courts, legislatures, and social change movements. The course investigates epistemological questions at the heart of constitutional law: What sources of knowledge should inform constitutional meaning? Whose history matters? How do interpretive methodologies privilege certain narratives while silencing others? How do social movements deploy counter-narratives to destabilize or entrench settled doctrine? Course readings will draw from a wide range of historical, sociological, and legal sources. Students will be evaluated on a combination of discussion, participation in class activities, and written response/reflection assignments based on the reading and limited external research.

Pre-Requisite: In 200 words, explain why you want to take this course and what you hope to gain from examining constitutional law through the lens of competing narratives and

epistemologies. What draws you to exploring how different perspectives, histories, and ways of knowing shape constitutional meaning?

B644 Energy & Climate Law (3) – J. Applegate

The goal of this course is to prepare students to engage effectively as lawyers and policy makers in the complex regulatory environment at the intersection of the traditional regulation of energy production and consumption, and the emerging regulation of climate change. Energy and climate are pervasively and inextricably connected. The course covers the sources and impacts of energy production and consumption, including an introduction to the science and economics of energy and climate change; the regulatory system for electricity generation and transmission; the national and international regulation of the environmental consequences of electricity production and consumption; and the promise and peril of nuclear power as a response to climate change. Underlying themes of the course include market regulation, federalism, the transition to clean energy, and environmental and climate justice.

B645 Trusts & Estates (3) – Ryan

It has been said that two things are certain in life: death and taxes. This course covers the factual and legal implications of this universal rule and centers on how to plan for this eventuality (for your future clients, of course). In short, this course will teach you the fundamentals of the law behind estate planning and wealth transfer—the transmission of property through intestacy, wills, non-probate devices, and trusts. This is a doctrinal survey course, and the focus of this course is on learning the statutorily- and judicially-created rules of estate planning and wealth transfer, as well as the policies and theoretical principles that support those rules, including: intestacy; valid will execution; testamentary considerations; restrictions on disposition of property; the creation of trusts; and the duties of executors, trustees, and other fiduciaries. Above all, this course will prepare you for the modern realities of estate planning that will come up in legal practice. Grades will be based on your class participation, and your performance on problem sets and a final examination.

B650 Intro to Income Tax (3) – McMahon

This course introduces the basic concepts of federal income tax law as it applies to individuals and families using a problem-based approach. Topics covered in this course include: what constitutes income subject to tax and what is excludible from income tax; what is deductible; the tax treatment of gains and losses; and which income items are taxed at preferential rates. Additionally, this course focuses on the skills that lawyers, and definitely all tax lawyers, use daily, including statutory interpretation and administrative practice through reading and applying the Internal Revenue Code and Treasury Regulations. This course is a prerequisite for most other law school tax courses. For law students, this is an introductory course with no prerequisites. Grades will be based on written assignments required throughout the semester that are graded on a pass-fail basis and, for 75% of the grade, on an exam for which you may bring any outline you help produce.

B652 Accounting for Lawyers (2) - Metz

This course introduces the field of accounting with an emphasis on financial accounting and reporting, as well as transaction analysis and litigation in the context of accounting concepts. Students will learn basic accounting terminology, evaluate business transactions for both small and large businesses, and interpret the four financial statements required by U.S. Generally Accepted Accounting Principles to explore how they are used in making business decisions. In addition to learning technical skills, students will gain insight into the real-world applications of accounting by studying actual 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 take-home final exam.

B653 Corporations (3) – Velazquez

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. We will also discuss regulation of the firm by governmental entities. A key theme will be the role of regulations governing the relationships of a firm's shareholders, directors, managers, employees, labor unions, creditors, customers, and suppliers. There are no prerequisites or assumed business background for the course. Many people take this class because it is on the bar. However, a major aim for the course will include preparing students to undertake more detailed study in specialized business law courses and provide strategic legal advice to their clients.

Professor Velazquez is a member of the Securities and Exchange Commission's Investment Advisory Committee, where he serves as vice-chair of the disclosure subcommittee. He also served as chair of the Unsecured Creditors Committee during Puerto Rico's bankruptcy.

The Course is Taught using O'KEEFE *ET AL.* CORPORATIONS AND OTHER BUSINESS ASSOCIATIONS: CASES AND MATERIALS (Tenth Edition) *and* CORPORATIONS AND OTHER BUSINESS ASSOCIATIONS: SELECTED STATUTES, RULES, AND FORMS, 2025. The course grade is based primarily on a scheduled final examination and participation in class.

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 (2) – Woody

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 and the legal rights these financial instruments create.

Prerequisite: Corporations (B653) or permission of the instructor. No prior background in finance is required.

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

This course prepares students to: 1) identify legal/ethical issues occurring in PK-12 education settings; 2) apply school/district policy and federal/state constitutional, statutory, and case law in the context of PK-12 schools; 3) increase awareness about school employees' legal literacy; 4) communicate legal concepts to a non-legal audience in clear, accessible ways; 5) weigh potential legal liability and ethical considerations when making decisions; 6) advocate for the rights of students, parents, teachers, and other school employees; and 7) collaborate with others to analyze real-world legal/ethical dilemmas.

This is a School of Education course (EDUC-A608) which will be taught entirely online; therefore, students must review applicable rules for online coursework from relevant jurisdictions for bar exams/admission. This course follows the [IU Calendar](#) which may differ from the Maurer calendar. Students will complete a take-home exam as the key assessment in the course. It is one of the School of Education 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 Education Policy minor students. Therefore, to gain permission to enroll, students must contact [Dr. Janet Decker](#) by Oct. 31, for spring semester, and April 8, for fall or summer semesters. Their email should describe why they are interested in specializing in education law/policy and attach a resume.

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

EDUC-A608 is a pre-requisite for this course. *Advanced School Law* (B658/A615) goes beyond *Legal and Ethical Perspectives on Education* (B658/A608) to examine complex legal and ethical issues at the school 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; therefore, students must review applicable rules for online coursework from relevant jurisdictions for bar exams/admission. This course follows the [IU Calendar](#) which may differ from the Maurer calendar. Students will complete a paper as the key assessment in the course. It is one of the School of Education 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 Education Policy minor students. Therefore, to gain permission to enroll, students must contact [Dr. Janet Decker](#) by Oct. 31, for spring semester, and April 8, for fall or summer semesters. Their email should describe why they are interested in specializing in education law/policy and attach a resume.

B658 Law & Education: Special Ed Law & Leadership (3) – Decker

Special education is the most litigated area in public schools today. This course prepares students to 1) identify and understand special education legal principles; 2) apply relevant federal constitutional, statutory, and case law to scenarios occurring in schools today; 3) collaborate with others to solve special education leadership dilemmas; and 4) advocate on behalf of special student populations, their parents, and the school employees who work with them.

This is a School of Education course (EDUC-A675) which will be taught entirely online; therefore, students must review applicable rules for online coursework from relevant jurisdictions for bar exams/admission. This course follows the [IU Calendar](#) which may differ from the Maurer calendar. Students will complete a legal lesson project as the key assessment in the course. It is one of the School of Education 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 Education Policy minor students. Therefore, to gain permission to enroll, students must contact [Dr. Janet Decker](#) by Oct. 31, for spring semester, and April 8, for fall or summer semesters. Their email should describe why they are interested in specializing in education law/policy and attach a resume.

B665 Public 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, control of territory, environmental protection, 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 – and often yesterday’s newspaper – 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 constitutionality of permit requirements and other limitations on speakers’ access to public property, including parks and streets, and issues relating to the internet and social media. 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-Second Edition (Foundation Press, 2025). (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

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

Why study sales? "Sales" are the fundamental building block of economic life. Apple had sales of \$391 billion last year. Eli Lilly's sales were \$45 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. Professor Frank Sullivan, Jr. (fransull@iu.edu)

B673 Sentencing law & Policy ## (2) - Kirsch

This course will focus on sentencing law, procedure, and policy, with a particular emphasis on the federal system. We will examine the purposes and administration of sentencing, including how sentencing authority is allocated among the executive, legislative, and judicial branches, and the elements that influence sentencing choices. We will examine the constitutional and statutory limits on judicial discretion in sentencing decisions. We will also consider the role of defense counsel in sentencing and how sentencing factors, including length of imprisonment, monetary penalties, and collateral consequences of a conviction, impact plea bargaining. This seminar will cover procedural, substantive, and policy features of the criminal justice system.

B673 Law & Society: Economic Analysis ## (2-3) – Dau-Schmidt

This course will explore recent and classic books and articles on the economic analysis of law. It will include 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 the basic common law areas. Readings in one or two classic books in the economic analysis of law will also be covered. The course concludes by examining the question of whether the law does or should promote efficiency. Final grades will be determined primarily on the basis of class participation and a series of three short papers (5-7 pages in length) that will be written throughout the semester. Students will have the option of electing a third credit for the course by conducting periodic progress meetings with the professor, completing a fourth longer research paper (12-15 pages in length), and giving a class presentation of that paper. Each student can make their own choice as to how many credits they prefer, however, students pursuing the 3rd credit option must elect that choice no later than Sunday, January 18 (the final day of the add/drop period for the spring semester). The course is designed so that even those with no previous background in economics can fully participate. Students who are currently enrolled in Professor CJ Ryan's Law & Econ seminar are also welcome to enroll.

B678 Sports Law (2) – Meyer / Bearby /Wain

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. 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.

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 two projects that involve 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.

B684 Strategies of Legal Writing II ## (2) – Murphy

Building off of foundational skills in legal reasoning and analysis covered in 1L and upper-level courses, this two-credit spring course for graduating 3Ls focuses on strengthening students' abilities to parse through immaterial issues to answer questions they will face as attorneys—all through the practical lens of the bar exam and its multiple-choice and writing assessments. Students will learn to cut through distractions (in both their work habits as well as distracting facts within legal questions), to analyze issues and answer questions effectively under pressure and quick deadlines, and to evaluate their own writing and processes for self-improvement. Students will be evaluated by performance on: (a) in- and out-of-class exercises designed to hone skills and promote reflection on course material; (b) multiple-choice quizzes; and (c) short essays under time constraints.

Enrollment is limited to 3L students and requires the advance permission of the instructor, Prof. Brennan Murphy. Two separate sections are being offered (M/W 8:45AM-9:40AM or Thursday afternoons 1:15PM-3:15PM) to better accommodate students' class schedules. Please email Professor Murphy (brenmurp@iu.edu) if you have any questions.

A student may enroll in independent research that results in a substantial original written product under the supervision of a faculty member. The faculty member shall determine, after consultation with the student, the subject matter of the research, the scope of the project, the maximum number of credit hours that may be allowed, and the final date for submitting the final written product. A student may not register for a B706 credit research project without the written approval of a faculty supervisor.

Independent research will normally be awarded 2 credit hours and will require substantial written product of equivalent length and quality as is expected in a 3-credit seminar. With the written permission of a faculty member, a student may pursue independent research for 1-4 credits hours, with the expectation for the length and quality of the final written product adjusted accordingly.

Independent research for more than 4 credit hours is possible in unusual situations for third-year students for whom the research serves as a capstone experience. Such research should result in a substantial final written product of publishable quality or its equivalent. Students interested in pursuing independent research for more than 4 credit hours should prepare a written research proposal addressing:

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- * The nature, scope, and objective of the proposed research;
- * A plan for completing the research;
- * The intended outcome of the research, including publication plans;
- * Features of the research that would warrant additional credit (such as interviews, surveys, access to archives or other material, or other components that may require more time and effort or work outside of the Bloomington area);
- * Relevant coursework or other experiences that have prepared the student to conduct the research;
- * How the research will provide a capstone experience; and
- * Compliance with any IRB or other applicable research requirements.

Independent research for more than 4 credit hours will require the approval of the supervising faculty member, the Executive Associate Dean for Academic Affairs, and the Associate Dean for Student Affairs.

Regardless of the number of credit hours, a student engaged in independent research shall consult with the faculty supervisor with sufficient frequency to assure that the research is progressing satisfactorily and that it will be completed by the scheduled date. Independent research credit may not be used to compensate a student for work as a research assistant. J.D. candidates may not receive more than six credit hours total from enrollments in B706 and/or B707, absent prior permission from the Dean of Students based on exceptional circumstances related to academic or professional goals.

B706 Independent Research (1-3) –

A student may enroll in independent research that results in a substantial original written product under the supervision of a faculty member. The faculty member shall determine, after consultation with the student, the subject matter of the research, the scope of the project, the maximum number of credit hours that may be allowed, and the final date for submitting the final written product. A student may not register for a B706 credit research project without the written approval of a faculty supervisor.

Independent research will normally be awarded 2 credit hours and will require substantial written product of equivalent length and quality as is expected in a 3-credit seminar. With the written permission of a faculty member, a student may pursue independent research for 1-4 credits hours, with the expectation for the length and quality of the final written product adjusted accordingly.

Independent research for more than 4 credit hours is possible in unusual situations for third-year students for whom the research serves as a capstone experience. Such research should result in a substantial final written product of publishable quality or its equivalent. Students interested in pursuing independent research for more than 4 credit hours should prepare a written research proposal addressing:

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- * The nature, scope, and objective of the proposed research;
- * A plan for completing the research;
- * The intended outcome of the research, including publication plans;
- * Features of the research that would warrant additional credit (such as interviews, surveys, access to archives or other material, or other components that may require more time and effort or work outside of the Bloomington area);
- * Relevant coursework or other experiences that have prepared the student to conduct the research;
- * How the research will provide a capstone experience; and
- * Compliance with any IRB or other applicable research requirements.

Independent research for more than 4 credit hours will require the approval of the supervising faculty member, the Executive Associate Dean for Academic Affairs, and the Associate Dean for Student Affairs.

Regardless of the number of credit hours, a student engaged in independent research shall consult with the faculty supervisor with sufficient frequency to assure that the research is progressing satisfactorily and that it will be completed by the scheduled date. Independent research credit may not be used to compensate a student for work as a research assistant. J.D. candidates may not receive more than six credit hours total from enrollments in B706 and/or B707, absent prior permission from the Dean of Students based on exceptional circumstances related to academic or professional goals.

B707 Directed Research (1-3) –

A student may engage in collaborative research with a faculty member under the faculty member's supervision. Such research may facilitate a faculty member's work and may be on a topic identified by the faculty member, but must both involve independent research by the

student and convey the fruits of that research through one or more papers, memos, or other written products prepared by the student. The intent is to provide an opportunity for substantive collaborative research with faculty. The faculty member shall determine and clearly convey to the student the subject matter of the research; the scope of the collaboration; the type, number, length, and due dates of written work; the number of credit hours; and the intended duration of the collaboration. A student may not register for a B707 directed research project without the written approval of a faculty supervisor. A student may complete Directed Research for 1-3 credit hours during or between semesters. Directed Research shall not satisfy any writing credit.

J.D. candidates may not receive more than six credit hours total from enrollments in B706 and/or B707, absent prior permission from the Dean of Students based on exceptional circumstances related to academic or professional goals.

B712 Teaching Fellows (1-3) – Orenstein

The Teaching Fellow course will award academic credit to upper-level students who serve as Teaching Fellows in classes they have already completed. The course will consist of two components: (1) a classroom component, organized by the instructor of record for the Teaching Fellow course (the "Fellowship Instructor"); and (2) an academic support component, supervised by the instructor for the class in which the Teaching Fellow provides support (the "Class Supervisor").

To complete the classroom component, students serving as Teaching Fellows will read assigned materials and meet periodically (approximately three times per semester) as a group with the Fellowship Instructor to discuss their activities, to reflect on their experiences, and to share advice with one another. The classroom component will require only approximately 10 hours of student work; students will earn most of their academic credit through academic support activities. The Fellowship Instructor will serve as a resource for Teaching Fellows and will work closely with Class Supervisors to evaluate Teaching Fellows' work.

To complete the academic support component, Teaching Fellows may perform a variety of support activities at the direction of the Class Supervisor. Examples include:

- * reading assigned material for the class, along with students taking it;
- * regularly attending class sessions to remain familiar with students' progress and questions;
- * leading regular review sessions for students in the class during the semester, or in preparation for exams;
- * assisting the Class Supervisor in assessing and providing feedback on practice exercises or other assignments that do not count toward the final grade;
- * holding office hours (in addition to those held by the Class Supervisor) during which students are invited to meet and ask questions; or
- * preparing review materials, in conjunction with the Class Supervisor, that summarize course content or otherwise assist with student learning.

Class Supervisors may prefer to work with their Teaching Fellows in different ways, and each will be free to assign a combination of responsibilities that best suits the class and their own teaching style. To ensure that Teaching Fellows complete an appropriate amount of work during the course, the Class Supervisor shall prepare a Teaching Fellowship Plan (discussed below) for each class in which a Teaching Fellow provides academic support.

Class Supervisors may select students to serve as a Teaching Fellow for their classes using any method they wish, and they will have considerable flexibility in the work to be performed by Teaching Fellows. Those decisions are subject, however, to several important limits:

1. Teaching Fellows must be upper-level students who have already completed the class for which they provide academic support.
2. Teaching Fellows may earn a number of credits up to one credit less than the number earned by students in the class for which they provide academic support. The number of credits earned by a Teaching Fellow in each class must be explained in a Teaching Fellowship Plan.
3. Teaching Fellows may not assess, and may not contribute in any way to the assessment of, any student work that contributes to final grades in the class. Determining grades will remain the sole responsibility of the instructor. Teaching Fellows may assess and provide feedback to students on practice exercises or other assignments, provided those assignments do not count toward the final grade.
4. Enrolling in the Teaching Fellows course does not operate as an appointment to the adjunct faculty at the law school, or as a Student Academic Appointee at the IU Bloomington campus.

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) and Federal Trade Commission (FTC). 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 executive power, statutory interpretation, the bureaucracy, and standing. This area of law has seen major changes, recently, in cases like *Loper Bright* and *West Virginia v. EPA*. 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.

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. Bankruptcy law provides an interesting synergy between transactional and litigation practices. It 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, and 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 also touch upon governmental bankruptcies including Puerto Rico and Detroit under Chapter 9 and PROMESA, and small business restructuring under subchapter V. We will touch on policy considerations frequently.

The course is taught using ELIZABETH WARREN ET AL., *THE LAW OF DEBTORS AND CREDITORS*, 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. He is also a member of the Securities and Exchange Commission's Investment Advisory Committee. The course grade is based primarily on a scheduled final examination.

There are no prerequisites for this course, but a background in consumer law, corporations and secured transactions is helpful.

B728 Information Privacy Law II (3) - Tomain

Privacy law and policy is one of the most important and rapidly expanding (and changing) fields in the world today. Increasingly, most aspects of daily life involve the (often unwitting) collection, communication, and use of personal data. As personal data is generated and collected more widely, and is far more revealing, governments are challenged to determine the proper limits and regulatory structures to enforce those limits, while businesses and other data users must determine how to comply with those emerging rules, often in the context of new technologies and unclear norms. The field of information privacy has grown so large that we cover it in two courses. Information Privacy Law I (not this course) addresses the theoretical foundations of privacy and the constitutional background to privacy focusing on the intersection of privacy and free speech, and the intersection of privacy and law enforcement. Information Privacy Law II (this course) is a survey course that provides a foundational background in some or all of the following substantive areas of law: (1) Government Records; (2) Financial Data; (3) Consumer Data; (4) Data Security; (5) Education Privacy; (6) Employment Privacy; and (7) International Privacy Law. While Information Privacy Law I is not a prerequisite, students are encouraged to take both courses in sequence. Course requirements are class participation, a short paper and presentation on a topic of each student's choosing, and a short anonymously graded take-home exam that will be distributed on the last day of class and due before the Exam Period starts.

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. (Pass/Fail)

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@iu.edu).

B735 International Business Transactions (3) – Emmert

This course is a practice oriented introduction to the legal aspects of international business transactions. After an overview of the legal frameworks governing IBTs, we analyze in depth the four corners of a documentary sale: The sales contract, the payment or financing contract, the shipping contract, and the insurance contract. The course finishes with an overview of typical problems related to transnational litigation and international commercial arbitration, the two dominant forms of enforcement of rights arising from IBTs. Prof. Emmert is bringing 30 years of experience as a transactional lawyer, international arbitrator, and law professor to the course and will be using his book "International Business Transactions – Text, Cases and Materials" published by Carolina Academic Press, with dozens of check lists, model contracts and other study aids. No business or business-law background is required to take this course. The final exam will be a 24 hour take home.

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.

B741 Artificial Intelligence Law (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.

B751 IP Survey (3) – Marinotti

This course builds foundational fluency across copyright, trademark, and patent law, with concise coverage of trade secrets and rights of publicity, among other IP-adjacent rights. The course covers six practical questions—what can be protected, who owns it, where does protection apply, when do rights attach and expire, why we grant them, and how they're enforced. No science, engineering, or design background assumed. Materials and problems draw on cutting edge disputes as well as on foundational cases, connecting doctrine to real-world strategy. Assessments: 4-hour open-book final exam (medium security); participation; short note-taking assignments. Eligibility: Not open to students who have completed two or more full-semester IP courses (e.g., Patents, Trademarks, Copyright, Trade Secrets).

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: Biotech Innovation ## (2-3) – Cripps

This course 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 format.

Final grades will be determined primarily on the basis of class participation and a series of three short papers (5-7 pages in length) that will be written throughout the semester. Students will have the option of electing a third credit for the course by conducting periodic progress meetings with the professor, completing a fourth paper (a research paper of 12-15 pages in length), and giving a class presentation of that paper. Each student can make their own choice as to how many credits they prefer, however, students pursuing the 3rd credit option must elect that choice no later than Sunday, January 18 (the final day of the add/drop period for the spring semester). Online synchronous.

B765 Business Tax (3) – McMahon

Prerequisite class work: Introduction to Income Taxation or, with the professor's permission, Introduction to Income Taxation as a co-requisite.

This course covers the fundamentals of the federal income tax as it applies to a business's life cycle from formation through the distribution of the business's earnings. Its focus is on the most common business entities: C corporations (which are taxed at the corporate level), partnerships (both general partnerships and limited partnerships), and S corporations (electing small business corporations which pass-through taxation). This course is comparative, illustrating the pros and cons of entities' tax characteristics as among these three entity choices. Class grades will primarily be determined based on students' performances on several writing projects distributed throughout the semester. There is no final examination. Each student's final grade will be subject to a maximum 1/3 letter grade adjusted, up or down, for classroom participation or lack thereof.

B768 Water Law (3) – Fischman

Whiskey is for drinkin'—water is for fightin'. This course examines how state and federal law mediate those fights. All states consider water real property, like land. But owners possess limited rights to exclude: water is a shared resource.

How do states differ in allocating and optimizing use of water for farming, power, and drinking? Should groundwater rights differ from surface water rights? How is a human right to water different from a property right? What role should unequal access to water play in allocation schemes? How much water should be reserved for fisheries and other ecological goods? How does the ancient public trust doctrine guarantee public uses? What is the boundary between state power and state duty to conserve water? Is river navigation still important enough to sustain federal power to preempt state and private interests? How should the federal government settle disputes among states? Do national forests have special claims to water necessary to achieve their conservation purposes? How does diversion of water for farming and power affect water quality laws? Should water quality concerns limit how much water users may consume? How should law adapt to environmental change, such as aridification?

Water Law explores these questions about conflicts over water use. We focus on water's special status as partially public and partially private property. Topics include riparian water rights (eastern U.S. water law), prior appropriation water rights (western U.S. water law),

historical evolution of water rights, federal water rights, the public trust doctrine, recreational uses, and groundwater use. Though the class will discuss the intersection of water quality and quantity concerns, Water Law focuses on access and allocation policy. *Students principally interested in water pollution should take Introduction to Environmental Law instead.*

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. Weekly discussion questions serve as formative assessments and play a key role in 25% of the course grade. A final in-class exam constitutes 75% of the final grade.

Required reading: LEGAL CONTROL OF WATER RESOURCES (7th ed. 2025), by Thompson, Leshy, Abrams, and Zellmer. ISBN 9781685615185.

B770 Native American Law ## (3) – D. Williams

This course will examine the legal framework for Indian tribal self-government in the United States—the most important instance of cultural federalism in our legal system. The course will examine the general practice of cultural federalism from a constitutional design perspective to lay a foundation for considering Indian Law. It will then examine the materials of Indian Law from the perspective of narrative theory: as a story of the country, of individual tribes, and of individual cases, and the meaning that we make from those stories. Finally, the course will consider the difficulty in developing an over-arching normative framework for governing the interaction of different cultures with different values. Each student will write a number of short papers which, combined, will form a larger project. The subject of the papers will be determined by consultation between each student and the instructor, but the default option will be for individual students to apply the frameworks from the class in a comparative way—to the stories of particular Indian tribes or to particular indigenous groups abroad.

B793 Human Rights (3) – Istrabadi

Description not yet available

EXPERIENTIAL COURSES:

E514 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](mailto:anmcfadd@iu.edu) 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](mailto:anmcfadd@iu.edu) 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.

E532 Federal Circuit Advocacy ^^ (2) – Castanias

The U.S. Court of Appeals for the Federal Circuit is an important but controversial part of the federal judicial system. It was formed by an Act of Congress in 1982 with the predominant goal of "strengthen[ing] the United States patent system in such a way as to foster technological growth and industrial innovation." In the intervening years, with the Federal Circuit becoming the exclusive appellate court for patent cases, the United States has indeed seen significant technological growth, but the court has also been widely criticized as being out of step with the Supreme Court—which has regularly reversed the

Federal Circuit's patent decisions in recent years—with some judges and academic writers even calling for the court's ouster as the exclusive appellate venue for patent cases. More recently, the Federal Circuit has been the center of a highly public controversy centered on a judicial conduct and disability investigation involving the court's most senior judge.

Given its central role in administering the U.S. patent system—it has appellate jurisdiction over virtually every kind of patent-related case that a court or administrative agency could decide—it is critical for any practitioner (particularly, but not just, IP practitioners), whether a future litigator or otherwise, to possess a systematic understanding of the Federal Circuit, its history, procedures, doctrines, and dynamics. Through selected readings, vigorous class discussion, visits by former (and perhaps current) Federal Circuit judges, and a mock Federal Circuit argument (among other facets of the course), students should complete the class with a far better understanding of this unique court. No specialized knowledge of or background in IP or patent law is required for this course—the professor, who has appeared before the Federal Circuit more than almost any other lawyer in the country, majored in English and Philosophy, and never took an IP course in law school.

E545 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.

E547 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.

E551 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.

E558 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, and community-centered lawyering. 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.

E561 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 and investment pitches 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 with a focus on venture capital, how it is sourced, and the terms of its investment in startups. 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.

E567 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.

E567 IP Practicum: Independent Film Clinic ^^ (2) – Dresden

This course will provide students with experience acting in support of pro bono legal counsel on independent film production matters. Through readings, class discussions, and assignments, students will learn about the legal aspects of financing, developing, and producing independent films. Under the instructor's supervision, students will engage directly with filmmakers and work on multiple discrete projects, depending on the availability of matters during the semester. The film practicum matters to be covered may include (1) drafting and negotiating agreements, including option and purchase agreements, cast and crew agreements, location agreements, and music licenses; (2) reviewing scripts and advising clients regarding IP (and related) issues such as fair use, public domain, clearance, privacy, defamation, and rights of publicity; and (3) reviewing agreements and advising clients on matters concerning the roles of consulting and management services, sales agents, and distributors in the independent film business.

Students interested in the course should send their resume and statement of interest to cipr@iu.edu.

E572 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.

There is no final exam in the IP Clinic. Grades are based on student work product and other factors

E591 Child Representation Practicum ^^ (3) – Vilensky / Wieneke

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.

E616 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.

E620 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 do 4-6 negotiations with a partner and we will de-brief those negotiations. 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, personal negotiations, 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.

Class purpose/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: W 812-332-9295 C 812-322-8008 You may use my work or 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 course 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
Paper	15%
Final negotiation	25% (15% result/10% skills)

The goal is to fear negotiation less and enjoy it more.

E632 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.

E639 Advanced Legal Research ^^ (2) – Maurer Library

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 online free and subscription-based legal research resources. We will pick up where legal research instruction in LRW leaves off, reviewing and deepening your skills in secondary source, statutory, and case law research, while also taking each subject further by focusing in on additional practical skills, such as how and when to work with superseded statutes, how to perform legislative research, and how to search for court dockets. In addition, we will discuss emerging tools and techniques in legal research, such as practitioner-focused research products like Practical Law and effective methods of working with generative AI in 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 recorded lectures, readings, 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.

Please note: Throughout their law school career, students may enroll, at a maximum, in the 2-credit ALR course and up to two 1-credit ALR courses.

E639 Adv Legal Research: Business & Tax ^^ (1) - Ahlbrand

Business and tax 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.

Please note: Throughout their law school career, students may enroll, at a maximum, in the 2-credit ALR course and up to two 1-credit ALR courses.

E639 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.

E686 Civil Protection Order Clinic ^^ (3) – M. Williams

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 2026 semester, will meet in person for class on Tuesdays from 4:30 to 6:30 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 or by permission of the instructor.

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. Occasionally, there will be a guest speaker to address some of the issues that arise

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 Williams by e-mail (mw159@iu.edu) in advance of 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.

E688 Community Legal Clinic ^^ (3-4) – Pieples

In the Community Legal Clinic, students represent low-income clients in Monroe and surrounding counties providing access to justice with a particular focus on economic justice in the rural counties of S. Central Indiana. In the CLC, you will help clients solve legal problems and provide representation in civil matters. Because of our focus on access to justice in rural communities, we will handle a wide variety of cases including consumer, housing, family and property issues.

You will serve as the client's primary legal representative. Under faculty supervision, you will carry and manage your own caseload and handle all aspects of the client's matter from intake to final resolution. In the process, you develop skills that are fundamental to competent lawyering: problem solving, legal analysis and reasoning, legal research, fact investigation, oral and written communication and advocacy, interviewing and counseling, negotiation, understanding of legal and administrative institutions and procedures, organizing and managing legal work, and recognizing professional responsibilities and resolving ethical dilemmas.

During the semester, students will participate in a weekly seminar, which will include training in the basic skills of lawyering as well as discussions of the legal, ethical and policy issues raised by your cases. Class time enables students to practice the skills they need to work with their clients and to bring problems from their client work to the full staff of the clinic for discussion and assistance.

Enrollment in the Clinic is limited, so students must submit a resume and an interest statement to the Director (gjpieple@iu.edu) to obtain permission to enroll. Priority will be given to 3L students. Consumer Law is a suggested prerequisite or co-requisite, and priority

will be given to students who have taken or are taking consumer law. Evidence and trial practice are also suggested prerequisites or co-requisites include.

Once a student is registered for the course, dropping the course is only permitted when there are unforeseen circumstances. It is difficult to replace students who drop at the beginning of the new semester. The Clinic has often already made commitments to clients and others that become a challenge to meet if we end up with less students than were initially registered. So, please only apply for and register for the Clinic if you intend to honor the commitment.

E696 Federal Criminal Law Practice ^^ (2) – Hanlon

The goal of this class is for students to understand the federal criminal justice system from the perspectives of the prosecution, the defense, and the bench, and the role that each fulfills in the fair administration of justice. The course will cover federal criminal practice from investigation up to trial, utilizing examples from recent federal criminal investigations and cases. The course will also address parallel civil proceedings and related corporate internal investigations from a practice-based perspective. The course will provide opportunities for oral and written advocacy focusing on federal criminal practice that will develop professional skills and understanding. Considering the interests of the government, the defendant, and the court, students will explore the practical, strategic, and ethical decisions facing those who play a role in the federal criminal justice system. Grading will be based on class participation; three written assignments (5-7 pages each); and three oral advocacy assignments.

E697 Cybersecurity Clinic ^^ (3) – Bose / Shackelford / Nti Asare

The IU Cybersecurity Clinic seeks to enhance the cybersecurity of under-resourced stakeholders, including local municipalities, counties, school corporations, non-profits, and small businesses. The Clinic has dual goals of improving local and state cyber preparedness while training the next generation of cybersecurity professionals and leaders. The Clinic leverages Indiana University's strong tradition of applied, interdisciplinary cybersecurity leadership to provide a much-needed service across Indiana, the Midwest, and internationally. Students participating in the Clinic will work directly with clients to provide on-the-ground cybersecurity expertise to address pressing concerns and help instill legal, technical, governance, and managerial best practices. Alongside the client project, students will take a 3-credit substantive course providing an overview of cybersecurity risk management frameworks, cybersecurity and privacy law, incident response management, and best practices for addressing common cybersecurity challenges for organizations. For Cybersecurity Risk Management MS Students, the Clinic can fulfill any concentration requirement. For JD Students, the Clinic fulfills the skills requirement.

E698 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.

E709 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.

E709 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.

E709 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.

E709 Transactional Drafting: Complex Skills Lab ^^ (2) – Pogue

This 2-credit course provides students with the essential strategic and interpersonal skills underlying successful transactional practice. The course examines the complete lifecycle of contractual relationships, from initial information gathering through negotiation, drafting, performance, and termination. Students develop sophisticated interviewing and counseling techniques, including tactical empathy and behavioral economics principles, to uncover hidden interests and build trusting relationships with clients and counterparties. Through

practical exercises and simulations, students learn to identify value confluence, navigate complex multi-party dynamics, convert interests into effective contract terms, and manage conflicts during red-lining and performance. The course emphasizes that transactional drafting is fundamentally about the complex relational and strategic skills that transform information and interests into agreements that deliver results for clients. To enroll, students must have previously taken or be concurrently enrolled in B709 Transactional Drafting.

E720 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.

E722 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.

E734 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).

E734 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 (berry@indiana.edu).

E734 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.

E746 Jessup Moot Court ^^ (1-2) – Lubin

This course supports students representing the school in the Philip C. Jessup International Law Moot Court Competition, the world's largest and most prestigious public international law advocacy contest. Students will research complex legal issues drawn from contemporary international disputes, prepare two written memorials (approximately 20,000 words in total), and engage in intensive oral advocacy training in preparation for the U.S. National and International Rounds. While the course provides structured academic credit for one semester, students commit to a year-long undertaking, as unlike other moot courts, Jessup requires an immersive and sustained effort. Students can expect the following stages of preparation and competition:

- Jessup Summer School (July–August): Introduction to international law and to the themes of that year's Jessup problem through occasional summer remote sessions and quizzes.
- Brainstorming and Research (September–October): Following release of the Jessup problem, students conduct initial research and develop outlines.
- Memorial Writing (November–January): In-depth research into international law sources, including treaties, ICJ cases, and secondary materials, and the drafting and revision of written memorials for both Applicant and Respondent, culminating in January submission.
- Oral Rehearsals (January–March): Extensive oral advocacy practice and rehearsals before peers, faculty, and invited judges.
- National Rounds (March): Participation in the U.S. National Rounds, typically held in Atlanta, Georgia, the largest moot court competition in the country, with over 100 teams competing. followed by a post-competition debrief.
- International Rounds (March–April): Teams advancing beyond Nationals will continue preparation and compete in the International Rounds in Washington, D.C.

The course is structured around a mix of supervised legal research, writing workshops, oral advocacy rehearsals, peer critique, and faculty-led simulation rounds. Students will receive extensive individual and team-based feedback throughout the competition cycle. Instruction emphasizes iterative learning, professional advocacy skills, and mastery of international legal doctrine and writing, as well as oral presentation methods.

Assessment is based on the quality of written memorials (including research, writing, and argumentation), oral advocacy performance in internal rehearsals and competition rounds,

and active engagement in team preparation. Final grades reflect both individual and collective contributions, with instructor oversight ensuring equitable evaluation across roles.

There are no formal prerequisites, though concurrent enrollment in Public International Law is strongly encouraged. No casebooks are assigned for this course.

E771 Mediation ^^ (2) — Van Valer

This Mediation Course is geared to students interested in 1) learning the basics of how to mediate, the most utilized form of alternative dispute resolution in virtually all fields of law; 2) improving and enhancing communication skills that will be useful in many legal contexts; and 3) understanding general ethical requirements for mediators and how these can differ from ethical requirements for attorneys.

Class sessions will consist of discussions, problem-solving and other skill-based exercises, and simulated mediation role-playing exercises that build from the assignments in advance of class, including readings and recordings.

The text for the course is Douglas N. Frankel and James H. Stark, *The Practice of Mediation: A Video-Integrated Text*, 3rd Edition. There will be some supplemental materials in addition to the textbook.

Grading in the course will be based on (1) class attendance and the quality of preparation and participation in the class, including written assignments (counting for 50% of the course grade); and (2) performance as mediators in simulations (with these mediations counting for 50% of the course grade). There will be no written final examination.

This course will be limited to 20 participants. This course is expected to teach law students the basic skills and ethics of serving as mediators.

E785 Patent Trial Practice ^^ (3) – Knebel

The Patent Trial Practice course will teach the basic skills of a patent litigator by providing experiences as close as practical in a law school environment to those of a practicing litigator. The class of no fewer than eight nor more than twelve students will be divided at the beginning of the course into a plaintiff's team and a defendant's team, which will prepare and take to trial a hypothetical infringement case typically based on an actual United States patent. The hypothetical will be constructed to present generally balanced infringement, validity and/or damage issues. Team members will have the opportunity to participate in mock hearings, take and defend mock depositions, and participate in a mock jury trial before an actual federal judge. Participation in these activities will be arranged so that each student will get at least two half-hours of opportunities for "on his/her feet" experience. In addition, the teams will work together to draft briefs and other documents. Prior to each opportunity for speaking or writing, the class will read and discuss materials and/or hear a lecture or presentation relevant to the task. On occasion, Prof. Knebel will act as "senior partner" with each team separately, helping to identify issues and develop strategies. The course will be conducted in one 150-minute class per week. There will not be a final examination. Grades will be based on evaluation of the written materials and performance in speaking activities. Students must have completed the basic patent course.

SEMINARS:

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.

L776 Seminar in Criminal Law: Abolitionist Theory ** (3) – Thusi

In the summer of 2020, we witnessed nation-wide social uprisings spurred by yet another tragic iteration of police violence that, for many, lay bare the scourge of structural racism as a relenting plague in American society. Though the surge in national protests and abolitionist organizing was unprecedented, the work of abolitionist organizers is not new. For decades, abolitionist theorists and organizers have worked to discredit widespread justifications of punishment as necessary responses to all manners of social problems. As scholars and organizers, including prominent abolitionist scholars Angela Y. Davis and Ruth Wilson Gilmore, have argued the prison industrial complex (PIC) must be understood as part of a larger social, political, and economic context that. However, we are now experiencing democratic backsliding and racial entrenchment. What does this shift from modest racial progress to dramatic racial retrenchment mean for abolitionist theory, policy, and praxis?

This seminar explores abolition theory and abolitionist movements for change and draws inspiration from movements to abolish colonialism in Africa and the African diaspora. The seminar will examine the objectives and methods of those pushing for transformative change and abolition across the United States and the African diaspora. We will explore the tensions and choices made between reformist and abolitionist efforts; abolitionist feminism as a response to carceral feminism; abolitionist methodology, including its historical analysis of race-, gender-, disability- and class-based subordination, racial capitalism, and settler colonialism; past abolitionist movements in the context of apartheid, colonialism, and slavery; current and potential failures and/or backlash; and the viability of policies and practices that can be characterized as abolitionist, or non-reformist reforms. Approximately 25% of the course will focus on issues pertaining to Africa.

Students should submit a one-paragraph letter of interest to enroll in this course. Graduate students from disciplines outside the law are encouraged to apply.

L799 Seminar in Con Law: Second Amendment ** (3) – Madeira

Firearms are an enduring part of American history and culture—and an historically contentious domain of constitutional law and jurisprudence, legal and social regulation, and public health and criminal justice policy. The regulatory design for firearms is a complex set of rules that span concerns across criminal justice, mental health, interstate commerce, privacy, product liability, and financial regulation. This seminar examines the constitutional law of firearms with a focus on the Supreme Court’s modern Second Amendment framework and its ripple effects in the lower courts. We trace the arc from *District of Columbia v. Heller* and *McDonald* through *N.Y. State Rifle & Pistol Ass’n v. Bruen* and *United States v. Rahimi*, emphasizing the history-and-tradition test, analogical reasoning, and the role of historical evidence. Topics include history and culture of firearms in the U.S., public carry and “sensitive places,” licensing regimes, prohibited-person categories (§922(g)), assault-weapon and magazine restrictions, ghost guns, state law provisions, and tort litigation. We also explore adjacent constitutional issues—standing and remedies (facial vs. as-applied challenges; preliminary injunctions), federalism and preemption, due process and ERPOs—and regulatory mechanisms outside the constitution.

WINTERSESSION (all courses are Satisfactory/Fail)

E508 Legal Operations: Generative AI ^^ (1 credit -- asynchronous online format, with the exception of attending any one of four one-hour online synchronous discussion sessions, which will be scheduled from 3:00-4:00pmET on Tues., Wed, and Thurs January 6-8, as well as from 10:00-11:00am on Friday January 9) – Kubicki

Generative AI is reshaping the practice—and business—of law at lightning speed. This ungraded, one-credit, asynchronous course gives law students a pragmatic, hands-on introduction to using these tools responsibly and effectively. You’ll learn how large language models actually work, what they can (and can’t) do in legal settings, and how to use them to enhance—not replace—your own thinking and creativity. Along the way, we’ll tackle real-world issues like client “AI first drafts,” confidentiality and prompt security, and how to build guardrails for professional use. Short video modules, guided experiments, and discussion boards keep learning active and flexible. By the end, you’ll have the confidence and competence to engage with AI as a lawyer, not a spectator.

Student who enroll in this course will have access to the AI course materials in Canvas beginning on Thursday, December 18 and the course (including viewing all videos and successfully completing all on-line quizzes and other assignments) must be finished by Sunday January 12, 2026, unless the student has prior written permission from the instructor to complete the course at a later time in January. Pursuant to ABA requirements and the law school’s academic regulations, as a course that carries one-unit of academic credit, Professor Kubicki has designed the course to require a minimum of 42.5 hours of student effort, which will encompass time devoted to: assigned readings; the viewing and completion of all online instructional materials; the participation in the on-line discussion board; attendance at one of the four scheduled synchronous one-hour sessions; and work done on simulation exercises.

Note #1: Any student who will have successfully completed the three-credit graded Generative AI course that was offered by Professor Josh Kubicki in fall 2024 or 2025 (B508 or E508) will not be eligible to enroll in this one-credit Wintersession course.

Note #2: Because the Wintersession's Generative AI course materials will be available beginning December 18, students will be permitted to enroll in one in-person Wintersession course in addition to this AI asynchronous online course, as long as the student is prepared to devote at least 42.5 hours of effort toward each one-credit course.

E564 Pretrial Litigation: Depositions ^^ (1) – Vaidik

This is a skills course that will teach the students how to take and defend depositions—primarily using a learning-by-doing method—in a simulated deposition setting.

The course will be taught by [Adjunct Professor Nancy Vaidik](#), a distinguished judge on the Indiana Court of Appeals since 2000, who also served as its Chief Judge for six years. Judge Vaidik is particularly proud of her long association with the National Institute of Trial Advocacy (NITA), which honored her with its 2007 Robert Keeton Faculty Award.

It will meet in person from 10am-noon and 1:20-2:30pm on Mon. Tues, Wed., Thurs., January 5-8, 2026.

E616 Modern Law Practice: Communication Skills for Lawyers ^^ (1) – Amaya

This course cuts to the heart of one of the most significant (and yet often overlooked) skills required to be an effective lawyer: effective communication.

The ability to communicate directly, succinctly, and authentically is critical for client service, internal and external business development, and to build strong relationships internally and externally. It's part and parcel of your brand, your executive presence, and your ability to earn trust and rise within an organization or firm. And while it's great to graduate at the top of your class or get the A-star in torts, if you can't communicate (and communicate well), you're toast.

Students will learn:

- The role mindset and authenticity play in driving better communication – and why effective communication skills are table stakes for building trust and managing your reputation
- The (necessary) difference between persuasive advocacy and other forms of interpersonal communication
- How to harness the power of storytelling to better develop your internal and external brand across multiple platforms and before myriad audiences
- Why active listening is critical to building internal and external relationships – and why good listeners are better business developers
- Strategies for better written and verbal communication with subordinates, partners/managers, and clients

This course will be taught by [Adjunct Professor Holly Amaya](#) (Maurer '04), a former journalist, general counsel, and communications strategist. It will focus squarely on interactive, hands-on exercises – including real-world storytelling, giving and receiving simulated feedback, and mock client pitches and follow-up scenarios – to hone students' communications skills in real time.

It will meet in person from 10am-noon and 1:20-2:30pm on Mon. Tues, Wed., Thurs., January 5-8, 2026.

E696 Criminal Law Practice: Federal Investigations & Pre-Trial Proceedings ^^ (1) – Parker / Myers

This course will provide the basis for students to understand federal criminal practice and procedures from the vantage point of the prosecutors, defense counsel, and the bench. The course will focus on federal criminal practice from investigation up to discovery and trial, utilizing real-world examples from cases. Students will gain a practical understanding of how to work with the law enforcement partners to place themselves in the best possible position with the court and overall system. Students will also come to understand the ethical decisions they should be prepared to navigate within the system to ensure they are working to further create the best criminal justice system in the world. Grading will be based on class participation and two written assignments.

The course will be co-taught by [Adjunct Professor Kenneth Parker](#) (Maurer '97), who served as the United States Attorney for the Southern District of Ohio from 2021-2025. He previously served as a career prosecutor for the Department of Justice from 1999, working closely with the Organized Crime Drug Task Force Unit. Professor Parker has recently joined the law firm of Taft, Stettinius & Hollister as a partner in its Cincinnati Office.

This course will be co-taught by [Adjunct Professor Zachary Myers](#), who served as the U.S. Attorney for the Southern District of Indiana from 2021-2025. A career prosecutor who worked closely with the DOJ's National Security Division, Computer Crime and Intellectual Property Section, and Fraud Section, Professor Myers has recently joined the law firm of McCarter & English as a partner in its Indianapolis office.

It will meet in person from 10am-noon and 1:20-2:30pm on Mon. Tues, Wed., Thurs., January 5-8, 2026.

Note: students who enroll in Professor Parker's course will not be eligible to enroll in the spring semester's E696 Federal Criminal Practice course, which is taught by Judge James Hanlon of the S. D. of Indiana as 2-credit course with 13 two-hour weekly meetings.