EDUCATION LAW AND POLICY

Careers related to education, law, and policy range from school administrators (superintendent, principal) to lawyers at non-profit organizations, school districts, or law firms to policymakers and policy analysts at think tanks or governmental organizations. Our faculty, as well as our location in Washington D.C., combine to make Georgetown an ideal choice for students interested in education law and policy. On this page, we outline some of our course offerings.

Courses

Education law courses examine the laws and policies that govern the K-12 and higher education systems. Federal, state, and especially local authorities have a stake in the delivery of educational services. Issues that arise include equal educational opportunity, segregation and desegregation, gender discrimination, school finance, No Child Left Behind, special education, vouchers, charter schools, and school disciplinary processes.

We have tried to identify some core education law and policy courses as well as additional courses that students with an interest in this area might consider. Core courses include:

- Education Law and Higher Education and the Law.

In addition to these core courses, Georgetown offers a wide range of related courses. We suggest that students considering a career in education law consider issues such as health care, the separation of church and state, community organizing, immigration law, civil rights, land use, local government law, and labor law. The Law Center offers a variety of courses in these subject areas, and they are listed on the right side of this page.

Education lawyers, policymakers and advocates must possess a variety of skills including the ability to draft legislation, negotiate with multiple stakeholders, litigate, organize educational outreach campaigns, and design and update policies. We have included courses that emphasize these skills in the list on the right side of the page.

In addition to courses offered at the law school, J.D. students are able to take up to 6 credits at Georgetown’s McCourt School of Public Policy on the main campus. The McCourt school offers several education policy courses.

Search Education Law and Policy Courses (http://curriculum.law.georgetown.edu/course-search/?cluster=cluster_85)

LAW 534 v01 Access to Health Care and Coverage: Law and Policy

J.D. Course (cross-listed) | 3 credit hours

The law governing access to health care has been in flux and in legal dispute in recent years. This course will examine America’s programs for health care access and finance, including employment-based private insurance, Medicare, Medicaid, CHIP, and VA. The course will also examine the enactment, implementation, and litigation of the Affordable Care Act. In addition to these payment systems, the course will also at laws affecting non-comprehensive systems such as emergency rooms, public hospitals, and community health centers. No previous knowledge of health law is required.

Note: The course will not focus on biomedical ethics, medical malpractice, or pharmaceutical regulation.

This is a required course for the U.S. Health Law Certificate.

LAW 1474 v00 Advanced Civil Rights: The Civil Rights Act of 1964, The Frontiers of Civil Rights Enforcement and the Next Fifty Years

J.D. Seminar (cross-listed) | 2 credit hours

The Civil Rights Act of 1964, growing out of a sweeping grassroots civil rights movement was one of most important pieces of legislation passed in American history. At the time of passage, it was called a "Magna Carta of Human Rights" and during its first fifty years it produced enormous changes in legal doctrine, the workplace, and society. These changes in the legal landscape include disparate impact doctrine aimed at systemic racial discrimination, hostile work environment, religious accommodation, and gender stereotyping. This seminar will examine, from a practitioner’s perspective, how social change, evolving ideas of race and gender, globalization, global conflict, and technology will shape the development of this Act (and notions of equality) over the next fifty-years and the legal strategies to navigate this terrain. The course will focus on emerging issues such as coverage of sexual orientation and gender identity, big data and disparate impact, the intersection between criminal justice and employment opportunity, arbitration and privatization of adjudication, the "new" gig economy, migration and human trafficking, and religious pluralism.

Strongly Recommended: Constitutional Law I and Employment Discrimination.
LAW 1393 v00 Advancing Educational Equity through the Federal Regulatory Process (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201393%20v00)  (Project-Based Practicum)  
J.D. Practicum | 4 credit hours
In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their professor. This project-based practicum course will focus on how to leverage the federal legislative and regulatory process to effect change in policies and practices to advance educational equity, including through working to dismantle the phenomenon known as the School-to-Prison Pipeline. Students will participate in a two-hour/week seminar and carry out 5 hours/week of project work, under the direction of the course professor.

SEMINAR: The School-to-Prison Pipeline refers broadly to overly punitive discipline practices, policies, and prevailing consciousness that push students out of the classroom and often into the juvenile justice system. These practices, which data show disproportionately impact students of color, students with disabilities, and LGBTQ students, can include suspensions, expulsions, and school-based arrests. Students will examine school discipline disparities and other educational inequities within the U.S. public school system and analyze interventions to help address such inequities. Other inequities include, inequitable school funding, resource inequities, and gender discrimination.

Students will learn how to advocate for educational equity through the federal regulatory process, including through drafting and submitting comment letters in response to Requests for Information (RFI), Notice of Proposed Rulemaking (NPRM), or the issuance of federal agency guidance. Students will learn about the Administrative Procedure Act (APA) and how it governs the federal regulatory process. Students will also learn about the federal legislative process and identify key points for intervention to elevate equity issues and advance legislative and policy solutions. By developing this expertise, students will be equipped to identify points for intervention to advocate for implementation of alternatives to overly punitive discipline practices, like restorative practices and school-based mental health services, as well as other positive interventions to help address educational inequities and improve educational outcomes.

PROJECT WORK: The Professor will assign and supervise students’ projects, ensuring that the projects identify and leverage strategic points for advocacy and intervention to advance educational equity. Projects will be focused on current issues of educational equity that are the subject of, and which can be addressed through, the federal rulemaking process, including:

- School Discipline disparities
- Significant disproportionality in special education
- The role and impact of Guidance from the Department of Education
- The privatization of public education (the impact of school choice and vouchers)
- Fiscal inequities in public education
- The Title VI and Title IX complaint processes and school discipline or gender discrimination
- The implementation of the Every Student Succeeds Act
- Executive action

Prerequisite: J.D. students must complete the required first-year program prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Criminal Justice, Property, or their first-year elective).

Recommended: Administrative Law. In addition, the courses Education Law: Civil Rights and Civil Liberties and The Federal Role in Education Law Seminar may provide useful background to students in this practicum.

LAW 286 v02 Church-State Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW %20286%20v02)  
J.D. Seminar | 2-3 credit hours
This seminar will focus on the major shifts in church-state law over the past decades and key issues the Supreme Court will face in the next several terms. It will analyze and evaluate the various theories proposed by the sitting Justices on both free exercise and establishment clause jurisprudence and place those theories in the historical context of church-state law in America. The seminar will deal with such issues as tensions between the free exercise and establishment clauses, public aid to religious institutions, religion and public education, accommodating religious minorities, and church autonomy. Throughout, current litigation strategies related to these issues will be explored.


Note: Students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement. Students in the 2 credit section will write a paper.

LAW 062 v01 Civil Rights (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20062%20v01) 
J.D. Course | 2 credit hours
This course studies the statutory, common law, and constitutional issues that arise in federal civil rights litigation. For the fall semester of 2018, the course will focus on the primary civil rights statute, 42 U.S.C. § 1983, which is used for constitutional (and some other) claims against state and local governments and their officials. Such constitutional torts include most prison litigation and police misconduct litigation and provide the basic vehicle for claims for both damages and injunctions. The course is constructed around the fundamental issues of recognition of constitutional claims (prisoners’ rights to medical care, safety, and humane conditions, free citizens’ rights to freedom from unnecessary force, unreasonable searches, equality, etc.) and creation of offsetting defenses (absolute and qualified immunity, sovereign immunity, etc.). The course will offer at least two “workshops” that give students an opportunity for practical experience in implementing these concepts and the policies behind them. Some attention will be given to related statutes that may supplement § 1983.

Learning Outcomes. You should learn at the highest level of proficiency 1) topics listed in the primary syllabus and the theories and policies justifying them, 2) methods used by attorneys in the area of civil rights for finding or developing “law,” 3) professional skills (such as case analysis, potential case evaluation, how to listen and take notes, how to speak in public) used by attorneys in the area of civil rights, and 4) how to appreciate your own biases and limitations in doing all the above. The primary course evaluation is by the final exam.

Prerequisite: Prior or concurrent enrollment in Constitutional Law II: Individual Rights and Liberties. This prerequisite can be waived by the professor for students who have taken the substantial equivalent or show they have other preparation.

Mutually Excluded Courses: This course may not be taken in 2019-20 by persons also enrolling in the Civil Rights Policy Seminar in 2019-20.
LAW 215 v00 Constitutional Law II: Individual Rights and Liberties
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20215%20v00)
J.D. Course (cross-listed) | 4 credit hours
This course focuses primarily on the First, Fifth, and Fourteenth Amendments (free speech, due process, and equal protection) and the role of the Supreme Court as ultimate interpreter and guardian of the Bill of Rights.

Note for Professor Barnett's section: As a way to understand the structure of current doctrines, Professor Barnett's course will stress how and why the doctrines evolved from the Founding through the Civil War, Reconstruction, the Progressive Era, the New Deal, the Warren and Rehnquist Courts to the Roberts Court today. Coverage will include the Second and Ninth Amendments. Internet access on any device is not allowed during class; all laptop use is disallowed in Professor Barnett's course.

Learning goals for Professor Spann's section:

The primary goal of the course is to teach students how to manipulate the doctrinal rules and underlying policy considerations that govern the topics in the course, and to get students to confront the normative implications raised by such vast amounts of doctrinal indeterminacy.

LAW 131 v02 Disability Discrimination Law
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20131%20v02)
J.D. Course | 3 credit hours
This course covers the Americans with Disabilities Act, its amendments, regulations, and interpretive guidance as they relate to discrimination against people with disabilities in employment, the programs, services, or activities provided by government entities, and public accommodations. The course will take a pragmatic approach to exploring the rights and responsibilities arising from this law and will focus on such issues as defining disability, the concept of qualified persons with a disability, reasonable accommodations, medical exams and disability-related inquiries, program access, and public accommodations.

LAW 096 v02 Education Law
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20096%20v02)
J.D. Course (cross-listed) | 3 credit hours
This course provides a survey of education law in elementary and secondary schools as set forth in federal and state constitutional doctrine, federal and state statutes and regulations, and local government ordinances. A large part of the class will focus on equal educational opportunity across a wide variety of dimensions. Other topics may include compulsory schooling, the regulation of student speech, due process and discipline, school choice, and education standards. Throughout the course, we will consider the sometimes cooperative, sometimes contested relationships among the federal, state, and local governments; among legislatures, courts, and agencies; and among governments, parents, and children.

Learning goals:

- Students will be able to **identify** the legal rules and doctrines that apply to the topics covered.
- Students will be able to **apply** those legal rules and doctrines to specific contested situations.
- Students will be able to **evaluate** those legal rules and doctrines from different normative perspectives.

Mutually Excluded Courses: Students may not receive credit for this course and Education Law and Policy.

LAW 096 v01 Education Law and Policy
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20096%20v01)
J.D. Course (cross-listed) | 3 credit hours
Students examine legal issues relating to regulating and reforming elementary and secondary education through an analysis of federal and state court cases. They identify important legal standards/rules and explore how legal precedents could be applied to different situations across the country. Students also analyze issues relating to civil liberties, civil rights, and educational policy and authority. It is divided into three major areas of study: Democratic Education and the First Amendment; Equal Educational Opportunity; and Education Reform and the Law.

Mutually Excluded Courses: Students may not receive credit for both this course and Education Law or Education Law: Civil Rights and Civil Liberties. Students MAY receive credit for this course and Education Law: School Reform.
LAW 1393 v01 Educational Equity and the Federal Regulatory Process
(https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201393%20v01) (Fieldwork Practicum)
J.D. Practicum | 4 credit hours
In a fieldwork practicum course, students participate in a weekly seminar and conduct legislative and policy work at outside organizations. This fieldwork practicum course will focus on how to leverage the federal legislative and regulatory process to effect change in policies and practices to advance educational equity, including working to address school discipline disparities, resource inequities, and challenges with special education. Students will participate in a two hour/week seminar and carry out 10 hours/week of fieldwork for organizations such as the National Women’s Law Center or other legal advocacy organizations.

SEMINAR: This course will focus on leveraging the federal regulatory process, governed by the Administrative Procedure Act (APA), to advocate for educational equity. Students will learn about the federal legislative process that precedes the administrative process guiding the implementation of law and policy. Students will become adept at identifying key points for intervention to elevate equity issues and advance legislative and policy solutions. Students will work with legal advocacy organizations on tasks such as drafting and submitting comment letters in response to Requests for Information, Notice of Proposed Rulemaking, drafting congressional testimony, interpreting federal regulation and guidance, and interfacing with federal agencies. Students will work on issues such as significant disproportionality in special education, the “School-to-Prison Pipeline” and school discipline reform, resource inequity, and school diversity and integration. Through this familiarity, students will identify points for intervention to advocate for funding of alternatives to overly punitive discipline practices, like restorative practices and school-based mental health services. Students will become competent in identifying advocacy intervention points in the appropriations process.

FIELDWORK: In the two-credit, mandatory pass-fail, fieldwork portion of the practicum, students will work for 10 hours/week, over 11 weeks, with organizations that focus on educational equity. Students will be supervised by attorneys from these offices and will conduct work that is legal in nature.

Prerequisite: J.D. students must complete the required first-year program prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Criminal Justice, Property, or their first-year elective).

Recommended: Administrative Law. In addition, the courses Education Law: Civil Rights and Civil Liberties and The Federal Role in Education Law Seminar may provide useful background to students in this practicum.

Mutually Excluded Courses: Students may not concurrently enroll in this practicum and a clinic, externship, or another practicum course.

Note: This practicum is open to LL.M. students, space permitting. Interested LL.M. students should email Louis Fine (fine@law.georgetown.edu) to request admission. This practicum is suitable for evening students who can commit to attending the weekly seminar and participating in 10 hours of fieldwork a week; the fieldwork must be completed during regular business hours. This is a 4 credit course. 2 credits will be awarded for the 2-hour weekly seminar and 2 credits for 10 hours of fieldwork per week, for a minimum of 11 weeks. The seminar will be graded; the fieldwork will be evaluated on a Pass/Fail basis.

Students who enroll in this course will be automatically enrolled in both the seminar and project components and may not take either component separately. After Add/Drop, a student who wishes to withdraw from a practicum course must obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum and a clinic, externship, or another practicum course.

Mutually Excluded Courses: Students may not concurrently enroll in this course and an externship or a practicum course.

LAW 174 v00 Family Law II: Child, Parent, and the State
(https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20174%20v00)
J.D. Course | 3 credit hours
This course examines decision-making within diverse family structures. It considers the relational distribution of power and responsibility among child, parent, and the state. It will consider these broader questions through the study of selected topics including procreative decision-making, informed consent within the family unit, child abuse and neglect, reproductive technologies, and adoption. These topics address some of the most current, multi-faceted, and dynamic areas of modern family law to study. These areas are changing rapidly and profoundly in law, society, and politics. This course intersects with many other areas of law in complex ways, such as Torts, Contracts, Constitutional Law, and Professional Responsibility and provides great depth and breadth in job opportunities and law reform initiatives.

By the completion of this course, you should be able to:
- Analyze legal issues governing decision-making within family structures;
- Contextualize family decision-making using multi-faceted lenses grounded in social, economic, and policy considerations and recognizing the implications of legal frameworks across cultures, communities, and diverse family structures;
- Construct persuasive client narratives to achieve specific client goals;
- Advise clients regarding their rights and responsibilities as parents;
- Read and interpret statutory provisions regulating the family unit and analyze their constitutionality, their policy implications, and their effect on prospective clients.

LAW 530 v00 Federal Legislation Clinic
(https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20530%20v00)
J.D. Clinic | 14 credit hours
Please see the Federal Legislation Clinic website (https://www.law.georgetown.edu/experiential-learningclinics/federal-legislation-clinic) for more detailed information about the program.


Mutually Excluded Courses: Students may not concurrently enroll in this clinic and an externship or a practicum course.
LAW 531 v01 Global Cities and Urbanization Seminar: Mixed Income Housing Development (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20531%20v01)
J.D. Seminar | 3 credit hours
Community Economic Development is the work of revitalizing communities to assist poor, unemployed, underemployed, and otherwise marginalized populations through the development of low income housing, integrated social services, microbusinesses, workforce training, and community job growth. Having its roots in social movement and community empowerment initiatives in the sixties, community economic development provides a unique opportunity to integrate social theory and practice within the context of real grassroots efforts to serve marginalized communities.

This course is designed for students interested in learning more about or perhaps someday working in the field of community economic development, as lawyers and/or consultants on a fulltime or pro bono basis. The skill sets developed cut across the business/legal divide and expose students to substantive subject matters ranging from startup ventures, real estate finance and development, and regulatory frameworks for micro lending, affordable housing, and new market development. Student papers will focus on problems encountered by entities engaged in community economic development, providing a unique opportunity to understand the industry from the inside out. Community activists and various economic development experts in law, business, and public policy will be invited to discuss their work across the semester, affording students the opportunity to develop and/or expand their networks in the field.

This class satisfies the Upperclass Legal Writing Requirement.

Recommended: Previous exposure to community organizing and economic development is helpful but not required.

LAW 206 v03 Health Law and Policy (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20206%20v03)
J.D. Course (cross-listed) | 4 credit hours
Health law is a vast and expanding field. No single course can survey it all. This course focuses on the organization, financing, and provision of medical care, with an eye toward issues not yet resolved by courts, legislators, regulators, and American society. It also considers some related ethical questions. Topics and themes include the economics of health insurance and managed care, regulatory responses to the market’s perceived failures, medical tort law, access to care, consumer choice and patient autonomy, defining and assessing quality, health care providers’ conflicts of interest, privacy and confidentiality, and socio-economic and racial disparities in health and medical care.

LAW 311 v01 Higher Education and the Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20311%20v01)
J.D. Seminar | 2-3 credit hours
Higher education plays a singular role in our society. Colleges and universities are complex organizations and institutions with unique missions to discover, create and transmit knowledge, and to further social mobility. Higher education intersects with the law in a myriad of ways. This course examines the legal issues that shape higher education, particularly in the United States. The course covers the distinctions between public and private colleges and universities, religion and higher education, accessibility to and financing of higher education, academic freedom, shared governance, admissions, free expression, privacy and freedom of association, campus safety with a particular focus on sexual assault, and issues of race, disability, gender and sexual orientation. We will consider student rights and responsibilities, faculty issues concerning research ethics and the classroom, and the roles of presidents, governing boards, and university general counsels. Materials include relevant statutes and cases as well as readings from related fields. Our goal throughout the course will be to understand the breadth of issues faced by higher education in the United States in pursuing its mission, and the ways in which legal rules and norms relate to these issues.

Recommended: Prior or concurrent enrollment in Constitutional Law II: Individual Rights and Liberties.

Note:
Students may take this seminar for either 2 or 3 credits. All members of the seminar are required to write a number of short reaction papers. Students taking the seminar for 3 credits are also required to write a research paper. J.D. students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement.
This class will meet on the following Summer 2019 dates: 5/28, 5/30, 6/4, 6/6, 6/11, 6/13, 6/18, 6/20, 6/25. Withdrawals are permitted up until the last class for this specific course.

Note: This class will meet on the following Summer 2019 dates: 5/28, 5/30, 6/4, 6/6, 6/11, 6/13, 6/18, 6/20, 6/25. Withdrawals are permitted up until the last class for this specific course.

Note: The internet may not be used during class sessions.
students in the Department of English.

This course will survey the National Labor Relations Act. We will cover the scope of employee rights to engage in union activities; the National Labor Relations Board procedures for elections and unfair labor practice charges; the collective bargaining process; the duties of successor employers; strikes and lockouts; grievance and arbitration procedures; and a union’s duty of fair representation. We will also cover secondary boycotts, federal/state pre-emption, and discuss how the Railway Labor Act (covering the railroad and airline industries) compares with the National Labor Relations Act.

The course also covers employee rights to engage in group activities, even in the absence of a union.

**LAW 272 v00 Land Use Law**

This course explores the variety of ways in which the law attempts to resolve conflicts among land uses, as well as plan and regulate the impacts of different land use patterns. Topics will include common law; state, regional, and local planning; zoning; environmental controls; growth management; historic preservation; restrictions relating to residential development; and constitutional limits on land use regulation. Particular emphasis will be placed upon analysis of the political and economic context of land use law.

**LAW 315 v00 Literacy and Law Seminar**

This seminar explores the relationships between literacy and law. The course will explore learning theories and practices regarding emergent literacy and examine their legal and social implications. Readings will be drawn from three areas: educational theory and practice, law, and children’s literature. The course will focus upon whole language and other approaches which now inform literacy instruction in America. Legal implications to be considered may include restrictions on literacy due to slavery and educational disadvantage, statutory interpretation, equal protection and diversity, freedom of speech, school finance, discipline, and English as a second language. In order to provide practical experience in emergent literacy, students are required to participate in a practicum of at least one hour per week in which they work with a student in emergent literacy. The practicum may be a tutorial or literacy program sponsored by the Law Center (normally, the beginning reading program at Sursum Corda community near the Law Center) or some other arrangement approved by the instructors. Writing requirements include both a journal and short paper. The seminar is also open to graduate students in the Department of English.

**LAW 410 v04 Local Government Law**

This course surveys the legal environment, political values and policy debates that shape local government in the United States. After completing the course, students will be able to identify many of the key doctrinal principals, and analyze how they apply to the socio-economic context of federalism today. Some of the topics for discussion include: (1) the forms and powers of the various types of local governments (e.g. cities, counties, and special districts); (2) the allocation of power between states and their local governments and the role of local governments in the federal system; (3) the pivotal role of local government in the regulation of private land use; (4) local sources of revenue and limits on borrowing; (5) recent trends in blight, suburbanization, sprawl and redevelopment; and (6) inter-local cooperation and regional governments. The course also will challenge students to explore the tension between the historical movement toward greater local home rule and the modern favor for “smarter growth” and regional solutions. Finally, the course will enable students to exercise and develop skills of particular relevance to local decision-making: statutory interpretation, working effectively in groups, and understanding the dynamics and procedural context of local government proceedings.

**Learning Objectives:**

This course aspires to empower its students to:

- Recognize and apply several core legal doctrines that enable and constrain the existence of various local government entities.
- Describe how several prominent strains of American political theory have guided the historical development of local government law.
- Apply several constitutional principles and legal standards that regulate local government functions – for example, local taxation and expenditures, land use regulation, education, public safety and the other local services.
- Understand the menagerie local entities and appreciate how alternative forms of governance impact a lawyer’s ethical obligations.
- Explain the predominant funding mechanisms for local government, and analyze how state and local policies can affect the viability of local government.
- Identify several state and federal policies that can impair the sustainability of local government.
- Develop and deliver principled arguments about how socio-economic policy issues relate to legal doctrine, intra-regional wealth, sprawl and alternatives to local government.

**Note:** Although no prerequisites are required for this course, Professor Gardner strives to highlight connections between the material discussed in class and other substantive legal topics. Third- and fourth-year students will be encouraged to share learning from related courses – for example, civil procedure, constitutional law, administrative law, land use law and other legal subjects. In particular, this course will offer a meaningful segue leading to (and from) courses in land use and administrative law.
LAW 317 v01 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v01)
J.D. Seminar | 3 credit hours
This seminar is an interactive workshop designed to teach the practice and principles of joint problem-solving and to improve students’ negotiating skills. Students will be expected to read, write, discuss, critique, and participate in simulated disputes, both in and outside of class. The simulations are designed to familiarize students with the negotiating process, to plan and prepare for negotiations, to identify and experiment with individual negotiation styles and to raise ethical and practical questions. Simulations are taken from a variety of practice areas, including community, commercial, environmental, interpersonal, litigation, and transactional disputes. The effect of gender, culture, power, politics, impasse, and attitude toward conflict will also be explored.

Students learn to negotiate by participating in simulations, studying and discussing negotiation theory and principles, analyzing negotiation exercises, and being critiqued. They will analyze their own negotiations by maintaining a weekly journal throughout the seminar.

The class meets once a week for three hours; attendance is required to fulfill class commitment and students must attend the first class to be enrolled. Grades will be based on class participation, development and application of negotiation skills, the quality of the student’s journal (including analysis, application of theory and principles, self-reflection, creativity, style, and organization), and the quality of and result of simulated negotiations.

Learning Objectives:
The aim of this workshop is to help students improve their skills in negotiation, joint decision-making, and joint problem-solving, and to make them better able to develop these skills further in the future. These skills are key components of practicing law. More specifically, the aims are

1. To give you an organized theoretical framework with which to analyze problems of negotiation – one that will help you to keep learning from your experiences.
2. To enable you to experiment actively with a variety of negotiating techniques and your own negotiating styles.
3. To become aware of the dynamics of the negotiation process and self-aware of one’s actions within that process.
4. To help you become more sensitive to ethical issues in negotiation.
5. To improve communication, listening, and problem solving skills, and better understand the role of language and culture in negotiations.
6. To give you an understanding of other forms of dispute resolution.
7. Specific objectives include learning:
   - how to plan for a negotiation
   - how to create value
   - how to actively listen
   - understanding negotiation styles, tactics, strategies and techniques
   - how to overcome barriers to agreement
   - how to consider the impact of culture on negotiations

Mutually Excluded Courses: Students may not receive credit for both this seminar and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety.

Recommended: Contracts, Torts, Civil Procedure.
LAW 317 v11 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v11)
J.D. Seminar | 3 credit hours
Most lawyers, irrespective of their specialty, must negotiate. Litigators resolve far more disputes through negotiation than by trials. Business lawyers—whether putting together a start-up company, arranging venture financing, or preparing an initial public offering—are called upon to negotiate on behalf of their clients. Public interest lawyers, in-house counsel, government attorneys, criminal lawyers, tort lawyers, and commercial litigators all share the need to be effective negotiators.

This seminar, by combining theory and practice, aims to improve both the participants’ understanding of negotiation and their effectiveness as negotiators. Drawing on work from a variety of research perspectives, the readings and lectures will provide students with a framework for analyzing negotiations and tools and concepts useful in negotiating more effectively. In particular, this seminar will expose students to the problem-solving approach to negotiation. Accordingly, our main texts will be Getting to Yes, by Roger Fisher, William Ury, and Bruce Patton, and Beyond Winning, by Robert Mnookin, Scott Peppet, and Andrew Tulumello. An additional packet of readings will also be required for the course.

Participants will spend much of their time in a series of negotiation exercises and simulations, where, as negotiators and critical observers, they will become more aware of their own negotiation behavior and learn to analyze what works well, what does not, and why. Class sessions will be devoted to a combination of lectures, case simulations, discussions, and film clips.

The seminar is intensive (9:00 a.m. to 5:00 p.m. for six sessions, spread over two weekends, plus a time to be scheduled by each student between the two weekends for videotaping and reviewing one negotiation). Full attendance and participation is required at all six sessions.

Grades are based on the quality of student participation and several writing assignments, including a final journal reflection paper and negotiation preparation memo.

Learning Objectives:
By combining theory and practice, this seminar aims to improve both your conceptual understanding of the negotiation process and your effectiveness as a negotiator. The class should help you improve your ability to prepare for a negotiation, to engage others in joint problem-solving and decision-making, and to diagnose what is going wrong and what to do differently when negotiations break down. Most importantly, the course will equip you to continue refining your skills as you gain more experience.

More specifically, our goals are:

- To increase your awareness about negotiation and negotiating behavior:
  - The pervasiveness of negotiation;
  - The implicit working assumptions that underlie your behavior;
  - Understanding others’ perceptions and reactions;
  - The importance of process (how we negotiate): its effects on the progress of negotiations and the relationship between negotiators.
- To enhance your understanding of negotiation theory by providing:
  - Exposure to social science research related to negotiation;
  - Some basic organizing concepts;
  - A common vocabulary to enhance preparation, negotiation, and review;
  - Analytic tools for diagnosing problems and developing strategy.
- To broaden your repertoire of effective techniques:
  - Gain knowledge about negotiation theory, including the differences between competitive bargaining and integrative bargaining.
  - Know how to prepare to conduct an effective negotiation.
  - Feel more comfortable negotiating and become more effective negotiators.
  - Develop and sharpen skills in the areas of listening, asking questions, creative thinking, and persuasive communication.
  - Engage in effective problem solving with respect to the simulated exercises, whether alone or in teams.
  - Identify and appreciate ethical considerations related to negotiations.
  - Engage in self-reflection and peer critique, including applying lessons learned in exercises to future performances and providing constructive criticism to classmates.

Recommended: Torts, Contracts, and Civil Procedure. Students with no formal negotiation training are encouraged to enroll.

Mutually Excluded Courses: Students may not receive credit for both this course and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety.

There is a course materials fee for this course, which covers outside vendor materials purchased on behalf of all enrolled students (these materials are distributed as part of the course’s in-class assignments and exercises). This fee is posted to your student account in August (for Fall courses) or December (for Spring courses), or as soon as you are enrolled in the course, whichever is later. Students who drop the course will be refunded the amount. Students approved to withdraw will not be refunded. Withdrawals are permitted up until the last class for this specific course.

LAW 317 v14 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v14)
J.D. Seminar (cross-listed) | 3 credit hours
This intensive, interactive seminar is designed to teach both the theory and practice of negotiation. The goal is to improve students’ understanding of negotiation as well as their ability to negotiate effectively. Students will spend much of their time participating in negotiation exercises and simulations from a variety of practice areas. Through the in-class negotiation exercises, debriefings, and lectures, students will develop and sharpen skills in the areas of listening, asking questions, creative thinking, and persuasive communication. Class lectures and discussions will focus on such topics as the difference between competitive and integrative bargaining, the psychological and ethical dimensions of negotiations, and the importance of planning and choosing negotiation strategies.

The seminar will meet for five sessions spread over two weekends. Attendance at all sessions is mandatory. Between weekend sessions, students will videotape a negotiation with a classmate and write a short (2-4 pages) self-critique about the experience. In addition, a final paper (10-15 pages) is required, in which students should demonstrate that they have learned the concepts, principles, and theories from lectures, readings, and exercises.

Grades will be based on:

- Participation in class (30%)
- Videotaped negotiation and self-critique paper (2-4 pages) (25%)
- Final Paper (10-15 pages) (45%).

Learning Objectives:

- Gain knowledge about negotiation theory, including the differences between competitive bargaining and integrative bargaining.
- Know how to prepare to conduct an effective negotiation.
- Feel more comfortable negotiating and become more effective negotiators.
- Develop and sharpen skills in the areas of listening, asking questions, creative thinking, and persuasive communication.
- Engage in effective problem solving with respect to the simulated exercises, whether alone or in teams.
- Identify and appreciate ethical considerations related to negotiations.
- Engage in self-reflection and peer critique, including applying lessons learned in exercises to future performances and providing constructive criticism to classmates.

Recommended: Torts, Contracts, and Civil Procedure. Students with no formal negotiation training are encouraged to enroll.
LAW 317 v19 Negotiations Seminar

J.D. Seminar | 3 credit hours
This seminar is an interactive workshop designed to teach the practice and principles of joint problem-solving, to improve students’ negotiating skills and to provide instruction in representing clients in mediations. Students will be expected to read, write, discuss, critique, and participate in simulated disputes. The simulations are designed to familiarize students with the negotiating process, to plan and prepare for negotiations, to identify and experiment with individual negotiating styles and to raise ethical and practical questions. Simulations are taken from a variety of practice areas. Students learn to negotiate by participating in simulations, studying and discussing negotiation theory and principles, analyzing negotiation exercises, and being critiqued.

Mutually Excluded Courses: Students may not receive credit for both this seminar and Negotiations and Mediation Seminar.

Note: This course will be enrolled via waitlist.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. Full attendance and participation is required at all five sessions. The schedule is a demanding one, and students who cannot firmly commit to be at all five sessions should not enroll. A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course. Students in this course will be charged a course materials fee to cover commercial materials that the Law Center purchases at the faculty’s request on behalf of enrolled students. This additional fee will be placed directly on a student’s account in early June. Students who drop the course will not be charged, but students who are approved to withdraw from the course after add/drop will not be refunded.

LAW 317 v20 Negotiations Seminar

J.D. Seminar | 3 credit hours
According to the American Bar Association’s Vanishing Trial Project, 98.2% of civil cases filed in federal courts are resolved without recourse to jury verdict. Anecdotal accounts suggest a comparable statistic for the state courts. Similarly, the U.S. Sentencing Commission reports that 97.1% of criminal cases are resolved through the plea bargaining process. The empirical data underscores the importance of learning to negotiate within the context of litigation and its principal discovery devices.

This course will begin with a consideration of leading scholarship. Is settlement the most appropriate means of conflict management? Are there instances in which negotiated compromise vitiates the litigants’ true interests? Do broad public policy implications and precedential value trump the expedience of individual resolution?

Set within the framework of Principled Negotiation, seminar participants will engage in role plays created by the American Bar Association and the Harvard Program on Negotiation. Students will hone their ability to meet the varied interests of stakeholders without acquiescing to positional demands. Participants will receive peer commentary through the use of a 360-degree feedback model.

Drawing upon his experience as a commercial litigator and white-collar criminal defense attorney, the instructor will present case studies to elucidate salient aspects of the process.

Mutually Excluded Courses: Students may not receive credit for both this seminar and the Negotiations and Mediation Seminar, or the Mediation Advocacy Seminar.

Note: This course will be enrolled via waitlist.

In Summer 2017, this seminar meets from 9:00 a.m. to 5:30 p.m. on the following days: 6/9, 6/10, 6/11, 6/17, and 6/18.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. Full attendance and participation is required at all five sessions.

A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course.

Students in this course will be charged a course materials fee to cover commercial materials that the Law Center purchases at the faculty’s request on behalf of enrolled students. This additional fee will be placed directly on a student’s account in early June. Students who drop the course will not be charged, but students who are approved to withdraw from the course after add/drop will not be refunded.
LAW 317 v21 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v21)
J.D. Seminar | 3 credit hours
This intensive, interactive seminar is designed to teach participants the
theory and practice of effective negotiation and negotiation advocacy
so that they may improve their skill in joint problem solving and joint
decision making. Negotiation skills are best learned by doing, so this
seminar includes numerous opportunities for participants to enact the
skills, principles, and approaches learned. The simulations and activities
are designed to familiarize students with the negotiating process, help
them prepare for entering and conducting a formal negotiation, teach
them to identify and engage in the types of informal negotiations that
occur every day, allow them to experiment with various styles and
techniques, and introduce a variety of practical and ethical problems
that they might encounter. Simulations are derived from a range of
practice areas, including interpersonal, commercial, transactional,
and international disputes, among others. The effects of culture, gender,
power, politics, psychology, neuroscience, and personal conflict styles
will be examined. Participants will apply their negotiation skills in the
real world and evaluate the results. The course will also explore the use
of alternative dispute resolution and conflict management systems to break
or avert impasse in negotiation and facilitate the constructive handling of
conflict.

Participants will learn to negotiate by actively engaging in simulations
and discussions, analyzing negotiation exercises, receiving critique,
keeping a reflective journal that addresses the links between theory and
practice, conducting a negotiation outside of class and then presenting
the lessons learned, and writing a formal negotiation preparation
memo about a newsworthy negotiation. This class meets on two Friday
afternoons (1:15 p.m. to 5:44 p.m.) and four weekend days (9:00 a.m. to
5:30 p.m.); attendance at all sessions is mandatory. Grades will be based
on class participation, development and application of negotiation skills,
journal quality (including analysis, application of theory and principles,
self-reflection, creativity, style, organization, and grammar), an analytical
document, and a presentation.

Learning Objectives:
If you complete all assignments, reflect on the course activities, and
participate in class discussions, by the end of this course you will be able
to do the following things:

1. Assess a situation and determine whether it is in your or your client’s
   best interests to negotiate.
2. Select an overall negotiation approach (competitive or collaborative;
   position- or interest-based, etc.) for each situation and enact it.
3. Plan and enact a strategy specific to each negotiation based on a
   negotiation-preparation template of your own design.
4. Deploy specific negotiation skills and techniques, self-assess your
   efficacy in using them, and assess the techniques’ value as applied.
5. Use a negotiation journal to sustain lifelong improvements in your
   negotiation skills and knowledge base.
6. Recognize and appropriately handle common ethical dilemmas that
   might arise in negotiations.

Prerequisite: Contracts.

Recommended: Prior or concurrent enrollment in a professional
responsibility course.

Mutually Excluded Courses: Students may not receive credit for both this
seminar and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All
enrolled and waitlisted students must be in attendance at the start of the
first class session in order to be eligible for a seat in the class. Because
enrolled and waitlisted students must be in attendance at the start of the
first class session in order to be eligible for a seat in the class. Because
enrollment and exercises). This fee is charged to your student account in August (for
Fall courses) or December (for Spring courses), or as soon as you are
enrolled in the course, whichever is later. Students who drop the course
will be refunded the amount. Students approved to withdraw will not be
refunded. A student will be permitted to drop a course that meets for
the first time after the add/drop period, without a transcript notation, if a
student submits a written request to the Office of the Registrar prior to
the start of the second class meeting. Withdrawals are permitted up until
the last class for this specific course.
LAW 317 v24 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v24)
J.D. Seminar | 3 credit hours
This seminar is an interactive workshop designed to teach the practice and principles of joint problem-solving, to improve students’ negotiating skills and to provide instruction in representing clients in mediations. Students will be expected to read, write, discuss, critique, and participate in simulated disputes. The simulations are designed to familiarize students with the negotiating process, to plan and prepare for negotiations, to identify and experiment with individual negotiating styles and to raise ethical and practical questions. Simulations are taken from a variety of practice areas. Students learn to negotiate by participating in simulations, studying and discussing negotiation theory and principles, analyzing negotiation exercises, and being critiqued.

Learning Objectives:
The aim of this workshop is to help students improve their skills in negotiation, joint decision-making, and joint problem-solving, and to make them better able to develop these skills further in the future. These skills are key components of practicing law. More specifically, the aims are

1. To give you an organized theoretical framework with which to analyze problems of negotiation – one that will help you to keep learning from your experiences.
2. To enable you to experiment actively with a variety of negotiating techniques and your own negotiating styles.
3. To become aware of the dynamics of the negotiation process and self-aware of one’s actions within that process.
4. To help you become more sensitive to ethical issues in negotiation.
5. To improve communication, listening, and problem solving skills, and better understand the role of language and culture in negotiations.
6. To give you an understanding of other forms of dispute resolution.
7. Specific objectives include learning:
   - how to plan for a negotiation
   - how to create value
   - how to actively listen
   - understanding negotiation styles, tactics, strategies and techniques
   - how to overcome barriers to agreement
   - how to consider the impact of culture on negotiations

Recommended: Contracts, Torts, Civil Procedure.

Mutually Excluded Courses: Students may not receive credit for both this seminar and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. This seminar will meet for six sessions. Full attendance and participation is required. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. The schedule is a demanding one, and students who cannot firmly commit to be at all six sessions should not enroll.

There is a course materials fee for this course, which covers outside vendor materials purchased on behalf of all enrolled students (these materials are distributed as part of the course’s in-class assignments and exercises). This fee is posted to your student account in August (for Fall courses) or December (for Spring courses), or as soon as you are enrolled in the course, whichever is later. Students who drop the course will be refunded the amount. Students approved to withdraw will not be refunded. A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a

LAW 317 v25 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v25)
J.D. Seminar | 3 credit hours
Negotiation is a primary activity in the legal profession, whether the attorney is engaged in transactional, litigation, corporate, non-profit, academic or policy work. This skills-based seminar is designed to develop a deep understanding of the theory and practice of negotiation in professional settings. Students will learn through interactive role play exercises, readings and writing. The seminar is highly interactive, therefore to obtain credit for the course attendance at every class session is mandatory. Grades will be determined by the quality of class participation, assignments that reflect the preparation for and post-negotiation reflections on negotiation role plays, and a final paper assignment.

The class meets two weekends, Friday through Sunday from 9:00 a.m. to 4:30 p.m., with assignments between class sessions. Students should not make other commitments during the listed weekends as preparation will be necessary during the evenings between class sessions. Given that this condensed class format contains the content of an entire semester class, students should plan time to complete most of the class readings prior to the first class session.

Learning Objectives:
In this skill-building course you will:

- Develop an in-depth knowledge of the practice and principles of negotiation
- Recognize the settings in which it is appropriate to use negotiation (litigation, transactional, etc)
- Become an effective advocate as a principal party negotiating on your own behalf, as a lawyer negotiating on behalf of a client, as well as a member of a negotiation team
- Prepare a client to negotiate and to understand the differences between the client’s role in negotiation vs litigation
- Understand the proper preparation to negotiate and plan strategy
- Acquire proficiency in necessary communication skills
- Master the principles and benefits of interest-based bargaining
- Learn to identify each party’s interests, creating value to meet them, and alternatives if negotiation is unsuccessful
- Understand the effect of cultural considerations on negotiation behavior
- Identify and use the ethical rules and guidelines for advocates in negotiations

Students will spend much of their time in a series of negotiation exercises and simulations. The simulations will give students the opportunity to learn from their own experience and feedback from other negotiators. Students will experience negotiations as a principal party negotiating on your own behalf, as a lawyer negotiating on behalf of a client, as well as a member of a negotiation team. Various videos and demonstrations further illustrate the principles. Emphasis will be placed on the ethical rules and guidelines that bind the advocate.

Prerequisite: Contracts (or Bargain, Exchange, and Liability) and Civil Procedure (or Legal Process and Society).

Mutually Excluded Courses: Students may not receive credit for both this seminar and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety.
LAW 317 v26 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v26)
J.D. Seminar | 3 credit hours
This intensive, interactive seminar is designed to teach participants the theory and practice of effective negotiation and negotiation advocacy so that they may improve their skill in joint problem solving and joint decision making. Negotiation skills are best learned by doing, so this seminar includes numerous opportunities for participants to enact the skills, principles, and approaches learned. The simulations and activities are designed to familiarize students with the negotiating process, help them prepare for entering and conducting a formal negotiation, teach them to identify and engage in the types of informal negotiations that occur every day, allow them to experiment with various styles and techniques, and introduce a variety of practical and ethical problems that they might encounter. Simulations are derived from a range of practice areas, including interpersonal, commercial, transactional, and international disputes, among others. The effects of culture, gender, power, politics, psychology, neuroscience, and personal conflict styles will be examined. Participants will apply their negotiation skills in the real world and evaluate the results. The course will also explore the use of alternative dispute resolution and conflict management systems to break or avert impasse in negotiation and facilitate the constructive handling of conflict.

Participants will learn to negotiate by actively engaging in simulations and discussions, analyzing negotiation exercises, receiving critique, keeping a reflective journal that addresses the links between theory and practice, conducting a negotiation outside of class and then presenting the lessons learned, and writing a formal negotiation preparation memo about a newsworthy negotiation. This class meets on two Friday afternoons (1:15 p.m.-5:45 p.m.) and four weekend days (9:00 a.m.-5:30 p.m.); attendance at all sessions is mandatory. Grades will be based on class participation, development and application of negotiation skills, journal quality (including analysis, application of theory and principles, self-reflection, creativity, style, organization, and grammar), an analytical paper, and a presentation.

Prerequisite: Contracts.

Recommended: prior or concurrent enrollment in a professional responsibility course.

Mutually Excluded Courses: Students may not receive credit for both this seminar and the Negotiations and Mediation Seminar.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course.

A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course.

LAW 317 v28 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v28)
J.D. Seminar | 3 credit hours
This intensive, interactive seminar is designed to teach both the theory and practice of negotiation. The goal is to improve students’ understanding of negotiation as well as their ability to negotiate effectively. Students will spend much of their time participating in negotiation exercises and simulations from a variety of practice areas. Through the in-class negotiation exercises, debriefings, and lectures, students will develop and sharpen skills in the areas of listening, asking questions, creative thinking, and persuasive communication. Class lectures and discussions will focus on such topics as the difference between competitive and integrative bargaining, the psychological and ethical dimensions of negotiations, and the importance of planning and choosing negotiation strategies.

The seminar will meet for five sessions spread over two weekends. Attendance at all sessions is mandatory. Between weekend sessions, students will videotape a negotiation with a classmate and write a short (2-4 pages) self-critique about the experience. In addition, a final paper (10-15 pages) is required, in which students should demonstrate that they have learned the concepts, principles, and theories from lectures, readings, and exercises.

Grades will be based on:

- Participation in class (30%)
- Videotaped negotiation and self-critique paper (2-4 pages) (25%)
- Final Paper (10-15 pages) (45%).

Recommended: Torts, Contracts, and Civil Procedure. Students with no formal negotiation training are encouraged to enroll.

Mutually Excluded Courses: Students may not receive credit for both this course and the Negotiations and Mediation Seminar.

Note: This course will be enrolled via waitlist.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course. Students in this course will be charged a course materials fee to cover commercial materials that the Law Center purchases at the faculty’s request on behalf of enrolled students. This additional fee will be placed directly on a student’s account in early June. Students who drop the course will not be charged, but students who are approved to withdraw from the course after add/drop will not be refunded.
LAW 317 v50 Negotiations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20317%20v50)
J.D. Seminar | 3 credit hours
This seminar is an interactive workshop designed to teach the practice and principles of joint problem-solving and to improve students' negotiating skills. Students will be expected to read, write, discuss, critique, and participate in simulated disputes, both in and outside of class. The simulations are designed to familiarize students with the negotiating process, to plan and prepare for negotiations, to identify and experiment with individual negotiating styles and to raise ethical and practical questions.

Simulations are taken from a variety of practice areas, including commercial, international, environmental, interpersonal, litigation, and transactional disputes. The effect of culture, power, impasse, and attitude toward conflict will also be explored.

The course will also offer an introduction to use of alternative dispute resolution and designing conflict management systems as a means to break negotiation impasse.

Students learn to negotiate by participating in simulations, studying and discussing negotiation theory and principles, analyzing negotiation exercises, and receiving critique.

The class meets one Friday afternoon and four weekend days. Attendance at all sessions is required to fulfill class commitment and students must attend the first class to be enrolled. Grades will be based on class participation, the quality of a 7-page journal on two class simulations of the student's choice (including analysis, application of theory and principles, self-reflection, style, and organization), and a 13-page Client Negotiation Advocacy Memo on a topic of the student's choice.

**Prerequisite:** Completion of all first year courses, except Property and Criminal Justice (or the equivalent Democracy and Coercion or Criminal Procedure), is required.

**Mutually Excluded Courses:** Students cannot receive credit for this course and Negotiations and Mediation Seminar.

**Note:** This course will be enrolled via waitlist.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. All enrolled and waitlisted students must be in attendance at the start of the first class session in order to be eligible for a seat in the class and must attend each class session in its entirety. A student will be permitted to drop a course that meets for the first time after the add/drop period, without a transcript notation, if a student submits a written request to the Office of the Registrar prior to the start of the second class meeting. Withdrawals are permitted up until the last class for this specific course. Students in this course will be charged a course materials fee to cover commercial materials that the Law Center purchases at the faculty's request on behalf of enrolled students. This additional fee will be placed directly on a student's account in early June. Students who drop the course will not be charged, but students who are approved to withdraw from the course after add/drop will not be refunded.

LAW 326 v00 Non-Profit Organizations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20326%20v00)
J.D. Seminar | 2 credit hours
This seminar examines the nature, formation, classification, and governance of non-profit organizations under state and federal law. Emphasis is on tax exemption and unrelated business income; powers and duties of officers and directors; tort liabilities of members, agents, officers and directors; legal issues in fiscal management; antitrust implications; and joint ventures with for-profit corporations. Issues that receive special treatment include: lobbying and political activities; First Amendment religion, speech, and association issues; and liabilities for "public interest" service providers. This seminar includes a general overview of tax considerations for non-profit organizations, but not in depth; tax matters are covered in depth in Tax Treatment of Charities and Other Nonprofit Organizations, which is offered in the Graduate Program.

**Mutually Excluded Courses:** Students cannot receive credit for this course and Non-Profit Organizations.
LAW 408 v03 Poverty Law and Policy (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20408%20v03) (Fieldwork Practicum)
J.D. Practicum | 8 credit hours

In fieldwork practicum courses, students participate in weekly seminars and conduct related fieldwork at outside organizations. This fieldwork practicum course is designed for students who wish to work for a public interest law organization that deals with issues connected to poverty. Students will participate in a two hour/week seminar (in both the fall and spring semesters) that focuses on the framework, history, and current issues related to American poverty. Students will also work for a public interest law organization that works on issues connected to poverty; students may work for either 10 or 15 hours/week in both the fall and spring or 30 hours/week in one semester only. In addition, students may work for 10 hours/week in the fall and 15 hours/week in the spring or vice versa.

SEMINAR: Classes in the fall will cover the definition of poverty, the history of antipoverty policy, welfare, work supports, and safety net issues. Spring classes will feature guest lecturers covering education, health, housing, homelessness, juvenile justice, and child welfare. Students will be involved in participatory exercises in the course of both semesters: in the fall, mock press conferences, testimony to Congress, and meetings with public officials; and in the spring, a group project on developing a plan for neighborhood transformation, using materials studied through the year. A final paper will be required. Students will earn four graded credits for the seminar (two credits each semester); one grade will be provided at the end of the year.

FIELDWORK: In the four, five, or six-credit, mandatory pass-fail, fieldwork portion of the practicum, students will work with a public interest law organization that deals with issues connected to poverty. Students may work for either 10 or 15 hours in both the fall and spring, 10 hours in the fall and 15 hours in the spring or vice versa, or 30 hours/week in one semester only. The host organization may work from either a national or a local perspective on issues connected to poverty. Placements might involve a focus on poverty per se or “poverty and...” e.g., civil rights, women, education, housing, health, juvenile and criminal justice, child welfare or immigration. Depending on the organization, activities at placements could include litigation and/or policy advocacy, including governments on all level and in either the executive branch or the legislative. Students may propose and arrange their own placements; these must be approved by Professor Edelman. Alternatively, Professor Edelman is available to assist in finding and setting up the placements. Depending on the number of hours worked, students will earn four, five, or six pass/fail credits for the fieldwork; one grade will be provided at the end of the year.

Prerequisite: J.D. students must complete the required first-year program prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Criminal Justice, Property, or their first-year elective).

Mutually Excluded Courses: Students may not concurrently enroll in this practicum and an externship or another practicum course. If students complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester.

Note: This course is open to J.D. students only.

This course may be suitable for evening students who can attend seminar and participate in fieldwork during business hours. Students who enroll in this course will be automatically enrolled in both the seminar and fieldwork components and may not take either component separately. A student wishing to withdraw from the course will be withdrawn from both the seminar and fieldwork components. Default attendance rule for all practicum courses (unless the professor indicates otherwise): Regular and punctual attendance is required at all seminars and fieldwork placements. Students in project-based practicum seminars and fieldwork placements will be withdrawn from both the seminar and fieldwork components and may not take either component in a different time frame. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. Students in seminar and fieldwork placements that are required to devote the requisite number of hours in one semester only in order to complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester.

LAW 586 v00 Race and American Law (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20586%20v00)
J.D. Course | 4 credit hours

With such watershed events in the civil rights movement as Brown v. Board of Education (1954) and the civil rights acts of the 1960s, the eradication of racial subordination in America seemed an achievable goal. Yet, in America today, racial minorities continue to experience social and economic disadvantages, and race relations remain strained in many respects. Whether law has aided or impeded the cause of civil rights in the past and the extent to which law can help to resolve racial issues in the present and future are questions of considerable controversy. This course will examine the response of law to racial issues in a variety of legal contexts. Topics will likely include the meaning of race and racial discrimination, intimate relationships, child placement, employment, education and integration, policing and criminal punishment, free expression, and political participation. Classes will center on candid discussion and participatory exercises about the issues raised by the assigned material. The course will cover most of the seminal "race" cases decided by the U.S. Supreme Court.


Note: Laptops may not be used during class sessions.

LAW 1450 v00 Segregation Seminar: History and Future for Education, Housing and Opportunity (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201450%20v00)
J.D. Seminar | 3 credit hours

The course will cover segregation in public accommodations, residences and education, historically and currently. Although the workforce, marriage, and access to citizenship and voting were segregated for centuries in the U.S., employment discrimination, anti-miscegenation, immigration and election law are beyond the scope of this course. Students will learn that the US is racially segregated in housing and education and that segregation is discriminatory. They will grapple with the fundamental question of why segregation exists and the role of law in creating and responding to segregation. Students will gain a historical perspective on the ideology of white supremacy that animates segregation. They will learn that the chief consequence of segregation is inequality, for everyone, people of color and whites. Among those consequences are mass incarceration, health and wealth disparities, wasted human capital due to lack of opportunity, racial hostility, militarized policing in certain neighborhoods (Ferguson & all its antecedents and successors), environmental degradation, and suburban sprawl. Students will also learn strategies for dismantling segregation and, hopefully, help develop innovative solutions in their research papers.
LAW 1397 v00 Street Law: Criminal Justice and Human Rights (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201397%20v00) Project-Based Practicum
J.D. Practicum | 5 credit hours
Please see the Street Law website (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/street-law-program) and this video (https://www.youtube.com/watch?v=q9fkn_eEMNA&feature=youtu.be) for more information.

OVERVIEW: Street Law is a project-based practicum where Georgetown Law students teach practical law at DC public high schools or a variety of community settings ranging from adult and juvenile correctional facilities to treatment centers for alcohol and drug addiction. Street Law instructors help the local community better understand the law, identify how it impacts them, and develop legal and analytical skills. Students will be assigned to a DC public high school class or a community placement to teach law and law-related concepts for the semester. Law students are immersed in the practical application of the law and exercise actual lawyering skills (public speaking, legal research, and writing, advocacy etc). The curriculum focuses on the purpose of laws and legal reasoning (2 weeks), legal negotiations (1 week), criminal justice (6 weeks) and human rights (4 weeks). The course capstone is a human rights “mini” mock trial where students perform as lawyers and witnesses and compete against other Street Law classes. This practicum allows law students to gain invaluable lawyering skills while actively giving back to the local community.

SEMINAR: The seminar provides instruction in the law and legal concepts, classroom management, lesson planning, and student assessment using interactive methods. Outside of the seminar, faculty provide intense supports for each student to support their learning and growth.

PROJECT WORK: Law student instructors are placed in DC public high school classrooms or another community placement based primarily on their academic schedules for the semester. There, they will work for at least 10 hours/week preparing for and teaching a course in practical law. Law student instructors have the primary responsibility for the instruction and grading of their students. Street Law faculty and fellows observe each law student instructor and conduct post-observation debriefs at least three times per semester.

ORIENTATION: There is a four-day orientation required for this practicum course conducted from Wednesday, August 28th through Friday, August 30th from 6:00 p.m. to 9:30/10:00 p.m. and Saturday, August 31st from 9:00 a.m. to 5:00 p.m. Attendance at orientation is mandatory.

ENROLLMENT INFORMATION: Students enroll in this course via MyAccess (https://myaccess.georgetown.edu). Students are encouraged to enroll in this practicum course and the spring semester practicum course Street Law: Mock Trial Advocacy.

After registering via MyAccess, please email Street Law Professor Charisma Howell at ch329@georgetown.edu to set up an informational interview with Street Law staff.

Prerequisite: Students must complete the required first-year program prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Criminal Justice, Property, or their first-year elective).

Mutually Excluded Courses: Students may not concurrently enroll in this practicum course and a clinic or another practicum course. Students may not receive credit for this course and the summer course, Street Law: Corrections and Community.

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email Louis Fine (fine@law.georgetown.edu) to request admission.

LAW 1398 v00 Street Law: Mock Trial Advocacy (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201398%20v00) Project-Based Practicum
J.D. Practicum | 4-5 credit hours
Please see the Street Law website (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/street-law-program) and this video (https://www.youtube.com/watch?v=q9fkn_eEMNA&feature=youtu.be) for more information.

OVERVIEW: Street Law is a project-based practicum where Georgetown Law students teach a course in mock trial advocacy at DC public high schools or a variety of community settings ranging from adult and juvenile correctional facilities to treatment centers for alcohol and drug addiction. Street Law instructors help the local community better understand the law, identify how it impacts them, and develop legal and analytical skills. This project-based course will focus on trial and litigation skills and prepares high school students and community members to compete in the Annual City-wide Mock Trial Tournament. Law students help their students prepare for a complicated criminal or civil trial. The law students develop a thorough understanding of trial procedure, law, and effective advocacy skills. This practicum allows law students to actively give back to the local community while gaining invaluable lawyering skills.

SEMINAR: Seminars are devoted to teaching law and legal reasoning, mock trial advocacy skills, classroom management, lesson planning, and student assessment using interactive methods. Outside of the seminar, faculty provide intense supports for each student to support their learning and growth.

PROJECT WORK: Law student instructors are assigned to regular DC public high school classrooms or other community placements based primarily on their academic schedules for the semester. There, they will work for at least 10 hours/week preparing for and teaching a course in practical law. Law student instructors have the primary responsibility for the instruction and grading of their students. Street Law faculty and fellows observe each law student instructor and conduct post-observation debriefs at least three times per semester. The experience of guiding students through the mock trial process is remarkable and unforgettable. The analytical and critical thinking skills that high school students and community members develop, thanks to the law student instructors, are invaluable for their future endeavors.

ORIENTATION: There is a four-day orientation required for this practicum course conducted from Wednesday, January 8th through Friday, January 10th from 6:00 p.m. to 9:30/10:00 p.m. and Saturday, January 11th from 9:00 a.m. to 5:00 p.m. Evening division students should reach out to practicum faculty to discuss orientation schedule conflicts. Attendance at this orientation is mandatory for students who did not already take the fall semester Street Law: Criminal Justice and Human Rights practicum.

ENROLLMENT INFORMATION: Students enroll in this course via MyAccess (https://myaccess.georgetown.edu). Students are encouraged to enroll in this practicum course and the fall semester practicum course Street Law: Criminal Justice and Human Rights. Alternatively, students who enroll in this course may take the summer course, Street Law: Corrections and Community.

After registering via MyAccess, please email Street Law Professor Charisma Howell at ch329@georgetown.edu to set up an informational interview with Street Law staff.

Prerequisite: Students must complete the required first-year program prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Criminal Justice, Property, or their first-year elective).

Mutually Excluded Courses: Students may not concurrently enroll in this practicum course and a clinic or another practicum course. Students may not receive credit for this course and the summer course, Street Law: Corrections and Community.
LAW 1034 v00 The Federal Role in Education Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201034%20v00)
J.D. Seminar | 3 credit hours
What is the appropriate role of the federal government in education law and policy? Providing public education is traditionally understood to be primarily the responsibility of state and local governments. Yet over the course of the last sixty years, each branch of the federal government has taken on an increasingly large role in the regulatory system within which public schools in America operate. For example, Congress has passed laws governing the education of children with disabilities; requiring non-discrimination on the basis of gender, race, and national origin in public schools; and requiring states to create and administer standardized tests to students at regular intervals. The Education Department (itself a relatively new entity) monitors districts’ and states’ compliance with certain civil rights laws and threatens to take federal funds away from non-compliant recipients, while the Department of Justice engages in related litigation. Federal courts, meanwhile, have issued injunctions requiring restructuring of school systems in compliance with federal law. This course will examine these developments from historical, doctrinal, and policy perspectives.

Taking this class provides an opportunity to write a substantial paper on a relevant topic of your choice. While the course focuses on K-12 issues, paper topics relating to any aspect of the federal role in education are welcome. Completing the written work for this class satisfies the J.D. Upperclass Legal Writing Requirement.

Recommended: There is no prerequisite for the class, but experience has shown that students might find helpful concurrent or previous enrollment in Constitutional Law II, Administrative Law, and Education Law. Relatedly, because students select paper topics very early in the semester, enrolling with a rough idea for a research project is advised.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Please submit a statement of interest for the seminar by 5:00 pm on Tuesday, June 6, 2017 to Professor Pasachoff (Eloise.pasachoff@law.georgetown.edu) explaining why you are interested in the class and any relevant background or experience you have.

Full-time Faculty
Eloise Pasachoff
Richard L. Roe