FAMILY LAW

J.D. Courses

Basic introductory courses in family law include Family Law I and Family Law II, which are independent courses that need not be taken in sequence. Family Law I: Marriage and Divorce focuses on the domestic relationships of adults. Topics include regulation of eligibility to marry, legal treatment of spouses in an ongoing marriage, the constitutional right of procreative privacy, divorce, child custody, child support, financial obligations at divorce, and intimate nonmarital relationships. Material generally is drawn from the social and behavioral sciences as well as from traditional legal sources such as case law, statutes, and model rules.

Family Law II: Parent, Child, and the State examines the distribution of authority and responsibility among parent, child, and the state. Selected topics include procreation, education, health care, treatment of disabled infants, child abuse and neglect, emancipation, and adoption. Prior or concurrent enrollment in Constitutional Law II is recommended for students taking Family Law II.

Professor Regan's four-credit course, Family Law, covers material that is included in both Family Law I and Family Law II. The first half of the course deals with the law's regulation of the intimate relationships of adults. The second half of the course deals with the rights and obligations involved in the parent-child relationship.

Sexual Orientation and the Law: Selected Topics in Civil Rights explores the legal treatment of sexual orientation. This course explores the life experiences of lesbians, gay men, and bisexuals, and examines how the legal system regulates: sexuality, particularly through sodomy laws; expressions of lesbian and gay identity; workplace issues; and personal and family relationships, including marriage, domestic partnerships, and parenthood. Readings from various areas of the law are examined and supplemented by material from history, fiction, psychology, sociology, feminist theory, oral history, and journalism.

J.D. Seminars

Professor Orsy's Canon Law Seminar explores the historical development and nature of "religious law," surveys the content of the Code of Canon Law, and explains the norms that guide its interpretation. The second part of the seminar focuses on the law of marriage. Professor Abu-Odeh's Comparative Family Law Seminar explores the differences and similarities between U.S. family law and family law in the Muslim Middle East. Professor Williams' Gender and the Law (offered as a course or seminar) studies the legal regulation of the roles and relations of women and men. It begins with an historical consideration of women's and men's status under the Constitution. It then explores modern Constitutional and statutory sex equality doctrine, as well as feminist critiques of that doctrine and the alternative equality theories that feminists propose. Subjects of analysis include reproduction, parenthood, labor force participation, sexual harassment, sexual abuse, and pornography. Constitutional Law II is recommended as a prerequisite to this course.

Professors Chused and Williams teach a seminar on Gender and the Law in American History, which focuses on the legal and cultural status of women in American history. Topics covered include the Constitutional status of women; the suffrage, temperance, and anti-lynching movements; the institution of marriage; law and reproduction; the legal status of non-white women; and protective labor legislation. Substantial original historical research papers are required.

Professor Sabatino's Elder Law Seminar explores the demographics, public perceptions, special legal problems, and public policy issues affecting older persons within the justice system. Topics include those relating to income maintenance, health care, estate and personal planning, age discrimination in employment, and ethical issues in representing the elderly.

J.D. Clinics

The Juvenile Justice Clinic offers students an opportunity to provide legal representation to children involved in criminal cases before the District of Columbia Superior Court, Family Division. Students are involved in developing interviewing and negotiation techniques, legal research and writing, and in-court advocacy skills.

The Domestic Violence Clinic provides students with the opportunity to represent victims of domestic violence seeking legal protection from abuse. Students bring actions to obtain injunctive relief in the form of civil protection orders, and may also be involved in filing contempt motions against abusers who violate such an order. The seminar also presents students with the substantive and procedural law relevant to their cases, including the local domestic violence statute, criminal law, family law, evidence, and procedural rules.

Related J.D. Courses

Several courses in the J.D. curriculum touch upon various aspects of family life or offer treatment of subjects that may be relevant for students interested in the practice or study of family law. These are grouped by general topic below.

Constitutional Law
Constitutional Law II

Law and Social Policy
Education Law and Policy
Health Law and Policy
Homelessness, Poverty, and Legal Advocacy Seminar
Poverty Law and Policy Seminar

Gender
Feminist Legal Theory Seminar
International and Comparative Law on Women's Human Rights

Health
AIDS Law and Ethics
Bioethics and the Law Seminar
Drug Abuse and the Law: Policy, Politics, and Public Health
Public Health Law and Ethics

Financial Issues
Decedents' Estates
Estate and Gift Taxation
Estate Planning Seminar
Fiduciaries: Myths and Realities (mini-course)
Taxation I

Professional Skills
Alternative Dispute Resolution (course or seminar)
Mediation Seminar
Negotiations and Drafting Seminar
Negotiations and Mediation Seminar
Negotiations Seminar
Trial Practice

**Children**

Constitutional Values and the American Public School
Education Law and Policy
Law, Public Education, and Equality of Opportunity Seminar

Search Family Law Courses (http://curriculum.law.georgetown.edu/course-search/?cluster=cluster_13)

**LAW 277 v02 Aging and Law Seminar** (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20277%20v02)

J.D. Seminar | 3 credit hours
This seminar explores, through lecture, discussion, and problem solving, the demographics, public perceptions, special legal problems, and public policy issues affecting older persons. Subject areas include income maintenance programs (Social Security, SSI); health and long-term care benefits (Medicare, Medicaid, long-term care insurance, state and federal financing issues); retirement housing and long-term care options and regulation (continuing care retirement communities, nursing homes, home and community-based care, home equity conversion); estate and personal planning issues related to incapacity (powers of attorney, trusts, guardianship and its alternatives, elder abuse, the right to refuse lifesustaining medical treatment, bioethical dilemmas, surrogate decision making, and health care advance directives); and ethical issues in representing the elderly. The seminar is both practice- and policy-oriented and integrative with respect to other coursework and related disciplines.

**Recommended**: Prior or concurrent enrollment in one or more of the following courses: Administrative Law; Employment Discrimination; Family Law I: Marriage and Divorce; Constitutional Law II: Individual Rights and Liberties; Professional Responsibility.

**Note**: This seminar requires a paper. Students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement. The paper requirements of the 2 credit section will not fulfill the Upperclass Legal Writing Requirement.

**LAW 2028 v01 Assisted Reproductive Technologies and the Law** (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%202028%20v01)

LL.M Seminar (cross-listed) | 2-3 credit hours
This 2 or 3 credit seminar will provide an overview of the underlying and competing laws and policies arising from the assisted reproductive technologies (ARTs) that continually make front page news. Since the 1980 opening of the country’s 1st IVF clinic amidst protests and pickets, courts and legislatures have struggled to create laws and policies in response to continually evolving reproductive advances. Topics will include: the legal status of the IVF embryo in the context of procreative rights; embryo cryopreservation, storage, disposition and mix-ups; legal implications of advances in egg freezing, reproductive genetics and oncofertility; posthumous reproduction; egg and sperm donation; traditional and gestational surrogacy; unique issues for single and same-sex couples, including the rapidly changing impact of same-sex marriage; and professional standards, economic and regulatory aspects of the ARTs.

Three national experts in their respective fields will provide guest lectures on: medical advances in ART (including a field trip to a locally based national IVF clinic); psychosocial aspects of donor egg and 3rd party ART; and regulation and public relations for ART providers.

**Note**: This seminar requires a 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 for JD students. The paper requirements of the 2 credit section will not fulfill the Upperclass Legal Writing Requirement for JD students.
In fieldwork practicum courses, students participate in weekly seminars and conduct related fieldwork at outside organizations. This practicum course will focus on the workings of the child welfare system in the District of Columbia. Students will participate in a two-hour/week seminar and also undertake 10 hours/week of fieldwork at a child welfare-related organization.

SEMINAR: Students will study Supreme Court and District of Columbia cases defining the fundamental nature of the parent/child relationship and setting forth when state intervention is warranted to protect the best interests of the child. Students will gain an understanding of the various stages of child protection proceedings and the different roles, responsibilities and professional relationships of the attorneys representing the government, the child and the parents at each stage. Issues concerning interracial and gay adoption will be discussed, as will the overrepresentation of poor and minority youth in the child welfare system. Students will give an in-class presentation on a topic of their choosing, and will write a final paper.

FIELDWORK: Students will participate in fieldwork with a child welfare-related organization and share their experiences with the class and through written reflection memos. Some fieldwork sites require students to undergo police/background clearances, and others do not. If this is a concern for a student, he/she should reach out to the professor before the beginning of the semester to discuss field placement options.

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 a clinic or another practicum course.

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.

This course is suitable for evening students who can commit to attending class and working 10 hours/week (during business hours) on site at their field placements. This is a four credit course. Two credits will be awarded for the two-hour weekly seminar and two credits for approximately 10 hours of fieldwork per week, for a minimum of 11 weeks, to be scheduled with the faculty. The fieldwork must be completed during normal business hours. The two credit seminar portion of this practicum will be graded. The two credits of fieldwork are mandatory pass/fail. Students will be allowed to take another course pass/fail in the same semester as the field work. Students who enroll in this course will be automatically enrolled in both the seminar and fieldwork 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 would cause significant hardship for the student. A student who is granted permission to withdraw 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 practicum seminars and fieldwork placements. Students in project-based practicum courses are similarly required to devote the requisite number of hours to their project. If a student must miss seminar, fieldwork, or project work, he or she must speak to the professor as soon as possible to discuss the absence. Unless the professor indicates otherwise, a student who

LAW 2030 v01 Comparative Reproductive Technologies and "Reproductive Tourism" (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%202030%20v01)

LL.M Seminar | 2-3 credit hours
The use of reproductive technologies—and crossing national borders to obtain them—has become a burgeoning multi-billion dollar, international industry. While the desire to have children may be universal, legal protections and restrictions on access to reproductive technologies vary immensely from country to country, and often reflect conflicting cultural and religious values. This seminar will explore and compare a diverse number of legal systems' approaches to selected reproductive technologies with a particular emphasis on the legal implications for "cross-border reproductive care" ("reproductive tourism"). Other topics will include: comparative access to and affordability of IVF, egg and sperm donation, and surrogacy; reprodogenetics; treatment for same-sex couples; professional liability; and embryonic stem cell research (as it intersects with egg donation and the use of IVF embryos). Guest lectures will provide a medical and an ethical perspective to broaden an understanding of the legal and policy challenges in this unique field.

Note: This seminar requires a 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 for JD students. The paper requirements of the 2 credit section will not fulfill the Upperclass Legal Writing Requirement for JD students.

For registration-specific supplemental materials, please see the Domestic Violence Clinic website (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/domestic-violence-clinic) for more information about the program.

For information about clinic registration generally, please see the Clinic Registration Handbook (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/clinic-applications/upload/Clinic-Registration-Handbook-v2.pdf).

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

LAW 173 v01 Family Law I: Marriage and Divorce (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20173%20v01)

J.D. Course | 3 credit hours
This course examines the domestic relationships of adults, married and unmarried. Topics covered include marriage and other intimate relationships, divorce, custody disputes, alimony, child support, and division of property.

Prerequisite: Civil Procedure (or Legal Process and Society).

Recommended: Prior or concurrent enrollment in Constitutional Law II: Individual Rights and Liberties.
LAW 173 v03 Family Law I: Marriage and Divorce
J.D. Course | 3 credit hours
This course examines the legal regulation of the domestic relationships of adults, married and unmarried. Topics covered include marriage and other intimate relationships, divorce, custody disputes, alimony, child support, and division of property. We will also spend some time thinking about Assisted Reproductive Technologies and the changes they might bring to traditional Family Law. Please note that there is a midterm examination for this course, which consists of a divorce negotiation exercise. The midterm counts for 50% of your final grade. For the purposes of the exercise you will be required to meet once outside of the classroom with your partner in preparation for the negotiation and once more with your partner and opposing counsel in preparation of the final settlement agreement.

Note: There is a graded midterm exercise in this course.

LAW 174 v00 Family Law II: Child, Parent, and the State
J.D. Course | 3 credit hours
This course examines decision-making, who makes decisions. It considers the 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.

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

LAW 174 v01 Family Law II: Child, Parent, and the State
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.

Recommended: Prior or concurrent enrollment in Constitutional Law II: Individual Rights and Liberties.
LAW 1624 v00 Gender and the Political Economy Seminar

J.D. Seminar | 2–3 credit hours

This seminar will examine the relationship between the regulation of gender and the political economy of liberal states. The goal of the seminar is to help students acquire tools that can illuminate the economics and distributional consequences of regulating gender, especially in a global context.

In the first part of the seminar we will study different theories of gender and gender relations, focusing especially on feminist and post-modern perspectives. We will also develop a basic understanding of economic theories and their implicit or explicit understanding of gender, especially in regards to the family and its regulation. Finally, we will look at the emergence of the basic legal split between the family, the market and the state in a historical perspective. In the second part of the seminar we will delve deeper into selected topics that will help us observe some of the theoretical ideas about gender and the political economy in action. Topics will include: the regulation of paid and unpaid caretaking work, the family business, the organization of the welfare state, sex work and human trafficking, reproductives markets, gender in economic development.

Note: This seminar requires a 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. The paper requirements of the 2 credit section will not fulfill the J.D. Upperclass Legal Writing Requirement.

LAW 1246 v02 Juvenile Defense After Sentencing

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 professors. This project-based practicum course will focus on youth in D.C.'s delinquency system and their access to justice, the right to due process, and the unique role of juvenile defense counsel after youth have been sentenced to the care and custody of a government agency. Students will participate in a two hour/week seminar and carry out 10 hours/week of project work under the direction and supervision of the course professors.

SEMINAR: When a youth is adjudicated delinquent in the District of Columbia's juvenile justice system, s/he could be committed to the Department of Youth Rehabilitation Services (DYRS). Although youth accused of crime are guaranteed the right to a lawyer at every "critical phase" of a delinquency case, committed youth routinely appear without counsel at numerous administrative meetings and post-sentencing hearings where important decisions are made about their liberty interests and basic needs. Many lawyers are unaware of their ethical obligations to continue representing their client after sentencing and have not been trained on the best practices for post-sentencing advocacy. Other stakeholders, such as DYRS, diverge on whether lawyers must, may, or should appear at meetings and proceedings that take place after commitment.

PROJECT WORK: In the 10 hours/week project component, each student will support the defense team for one of the professors’ juvenile clients and will work with that client as a mentor and legal advocate. Students will work in pairs with a specific client. For the majority of the fall semester, the clients will be incarcerated at New Beginnings Youth Development Center, which is the long-term secure juvenile facility for D.C. youth located in Laurel, Maryland. Students will travel as a group to New Beginnings each week and will meet with the clients under the supervision of the professors. STUDENTS MUST BE AVAILABLE ON FRIDAYS FROM 10:30 A.M. - 2:00 P.M. THROUGHOUT THE SEMESTER TO MAKE THESE GROUP TRIPS. Students might also attend reentry planning meetings, discharge meetings, disciplinary hearings, and administrative and/or court hearings as needed for the respective clients. Please note that due to the nature of the work, some periods will be busier than others and there may be times when students will need to work more than 10 hours in a given week. Transportation to New Beginnings will be provided.

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: Professional Responsibility.

Mutually Excluded Courses: Students may not take another practicum course or a clinic at the same time as a project-based practicum course. Students may enroll in an externship at the same time as a project-based practicum course.

Note: This practicum course is open to LL.M. students, space permitting.
**LAW 532 v02 Juvenile Justice Clinic**
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20532%20v02)
J.D. Clinic | 9 or 14 credit hours
Please see the Juvenile Justice Clinic website
(http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/JJC) for more detailed information about the program.

For registration-specific supplemental materials, please see the Juvenile Justice Clinic PDF.

**Mutually Excluded Courses:** Students may not concurrently enroll in this clinic and an externship or a practicum course in the first semester. Externships or practicums may be taken in the spring semester with professor permission.

**LAW 1246 v01 Representing Delinquent Youth through Reentry**
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201246%20v01) (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 professors. This project-based practicum course will focus on delinquent youth and their access to justice, right to due process, and the unique role of juvenile defense counsel after youth have been committed to the care of a government agency. Students will participate in a two hour/week seminar and carry out 10 hours/week of project work under the direction and supervision of the course professors.

**SEMINAR:** When a youth is adjudicated delinquent in the District of Columbia’s juvenile justice system, s/he may be placed on probation or committed to the Department of Youth Rehabilitation Services (DYRS). Commitment is theoretically reserved for the most egregious offenders, as determined by the number and severity of the youth’s delinquent charges. Although youth accused of crime are guaranteed the right to a lawyer at every “critical phase” of a delinquency case, youth routinely appear without counsel at numerous administrative meetings and post-disposition (i.e., post-sentencing) hearings where important decisions are made about their liberty interests and basic needs. Many lawyers are unaware of their ethical obligations to continue representing their client after disposition and have not been trained on the best practices for post-disposition advocacy. Other stakeholders, such as DYRS, diverge on whether lawyers must, may, or should appear at meetings and proceedings that take place after commitment.

**PROJECT WORK:** In the 10 hours/week project component, each student will support the defense team for one of the professors’ juvenile clients and will work with that client as a mentor and legal advocate. Students will work in pairs with a specific client. For the majority of the fall semester, the clients will be incarcerated at New Beginnings Youth Development Center, which is the long-term secure juvenile facility for DC youth located in Laurel, Maryland. Students will travel as a group to New Beginnings each week and will meet with the clients under the supervision of the professors. STUDENTS MUST BE AVAILABLE ON FRIDAYS FROM 10:30AM-2PM THROUGHOUT THE SEMESTER TO MAKE THESE GROUP TRIPS. Students will also communicate with education attorneys, teachers, and family members, in addition to attending reentry planning meetings, discharge meetings, disciplinary hearings, and administrative and/or court hearings as needed for the respective clients. Please note that due to the nature of the work, some periods will be busier than others and there may be times when students will need to work more than 10 hours in a given week. Transportation to New Beginnings will be provided.

**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:** Courses: Family Law II, Professional Responsibility.

**Mutually Excluded Courses:** Students may not take another practicum course or a clinic at the same time as a project-based practicum course. Students may enroll in an externship at the same time as a project-based practicum course.

**Note:** This practicum course is open to LL.M. students, space permitting.

Evening students who work during the day are encouraged to reach out to the professors to discuss whether this practicum course would be compatible with their schedules.

**THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL.**
Students must submit a resume and statement of interest (one page) to Whitney Louchheim (whitney@opencityadvocates.org) by June 6, 2017.
LAW 1445 v00 Reproductive Justice Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201445%20v00)
J.D. Seminar | 2-3 credit hours
Reproductive Justice is a concept developed by Women of Color activists in the 1990s to provide a different framework to explore how systemic oppression impacts reproductive decision-making. Acknowledging that abortion and contraception were often not the primary reproductive concerns of many marginalized women, including young women, women with disabilities, undocumented women, and queer women, activists adopted a framework that considers the contexts in which reproductive decisions are made. This approach centers social, racial and economic justice, and focuses as much on women’s rights to have and raise children as it does on their right to not have them though access to safe and legal abortion care and contraceptive access.

This course will focus on the rights to not have a child, to have a child, and to raise a child. While abortion will be discussed in several of the units in which it is relevant, due to the truncated semester, the course will not focus on abortion or contraception. The course will take an interdisciplinary approach to the issues, incorporating various bodies of law (family law, welfare policy, criminal law) along with an historical analysis, social science, and current events.

Note: 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 course will be enrolled via waitlist.

LAW 395 v03 Sexual Orientation and the Law: Selected Topics in Civil Rights (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20395%20v03)
J.D. Course | 3 credit hours
This survey course explores a wide range of legal issues relating to sexual orientation and gender identity. The issues we will address cut across numerous areas of legal doctrine, including criminal law, employment, family law, equal protection, privacy, and First Amendment law. The course considers how the legal system regulates and affects various aspects of the lives of lesbians, gay men, bisexuals, and transgendered individuals; we will address workplace issues, family relationships (including marriage, partnerships and parenting), and the interplay between law, politics, and policy as it relates to sexual orientation. The course will meld both legal theory and practical considerations, and therefore will draw on the experiences of several practitioners as course participants currently involved in shaping various aspects of LGBT law and policy.

Key topics will include:
- The influence of identitarian politics on law and vice versa
- Regulation of Sexual Conduct
- Regulation of Reproduction
- The Meanings of Same Sex Marriage
- Sex, Law & Consent
- Gender & Sexuality at Work
- Equality, Stereotypes, and Pregnancy
- Sexual Harassment

Students will be graded primarily on the basis of a take-home exam at the end of the semester with some consideration of class participation. There may also be short response/essay papers or small group projects required.

Strongly Recommended: Constitutional Law II.

Mutually Excluded Courses: Students may not receive credit for this course and Sexual Orientation and the Law: Selected Topics in Civil Rights.
No area of the law arouses more controversy than state regulation of the family. This course studies the law of parent-child relations with a focus on constitutional concerns.

What is the source of parental authority? What rights do parents enjoy to direct the upbringing of their children? Do children hold rights of their own? Should they? What is the state's role with regard to parent-child relations? We will look at how these questions (and many more) have been answered historically (with some surprising discoveries) as well as the current state of the law, and we will consider what future might await the evolving family. The shifting “settlement” of individual, family, and state interests will lead us to a rich universe of topics (see below) and to broader philosophical considerations (questions about the nature of individual and group rights, identity and assimilation, the proper boundaries of civic discourse)—not to mention a host of questions that are intensely personal and problematic.

Mutually Excluded Courses: Students may not receive credit for both this seminar and Religious Liberty and the Contemporary Family Seminar: Legal and Literary Perspectives.

Note: This course will be enrolled via waitlist.

Full-time and Visiting Faculty
Deborah Epstein
Wallace J. Mlyniec
Ladislas M. Orsy
Milton C. Regan
Philomila Tsoukala