LAW AND OTHER DISCIPLINES

Law is no longer a discrete or autonomous body of knowledge, if ever it was, and the practice of law can no longer be neatly separated from the practice of other disciplines. Law affects and is affected by other disciplines and other professions in at least three ways. First, some other area of knowledge and the disciplines and practices which concern it may at times be the subject of legal control and regulation: for example, legal regulation significantly affects the promulgation of knowledge and expertise in the liberal arts, through constraints on a university’s system of promotion and tenure. Second, the expertise provided by another organized body of knowledge may at times be necessary to the resolution of a particular legal issue. The “expert testimony” of a mental health professional, for example, is often central to a judgment of culpability or non-culpability in a criminal law proceeding. And third, law may be the subject matter of another discipline. Thus, the study of law might be sensibly regarded as not only preparation for a profession, but also as a branch of the humanities or the social sciences. If so, then literature, philosophy, cultural studies, economics, history, or sociology might all provide insights into the nature of law.

Some of the interdisciplinary offerings at Georgetown fit neatly into one of the three categories described above, but a number of them address all three sorts of interdisciplinary concerns. What all of these courses share is their interdisciplinarity: all of the courses in this cluster require of the student (and instructor!) a willingness to acquaint him or herself with the tools and basic building blocks of another discipline, whether toward the end of better understanding the law or the idea of law, toward the end of incorporating knowledge gleaned from the other discipline into a legal decision, or toward the end of achieving a just legal or regulatory regime of the discipline in question. It is worth stressing, however, that only a few of the interdisciplinary offerings at Georgetown require specialized knowledge or familiarity with the other discipline as a prerequisite for enrollment in the class. Rather, what is required of the student is simply a willingness to work toward some level of proficiency in the sister discipline, and a willingness to entertain the possibility of applying its insights in arguably novel ways to legal and jurisprudential questions.

The Legal Regulation of Knowledge and Practice

A number of the interdisciplinary offerings at Georgetown aim to elucidate the ways in which law affects, shapes and perhaps even defines the promulgation of knowledge and practice in some other discipline or profession. Often, the “law” that controls another discipline or profession comes from a wide range of “traditional” subject matters. Thus, the Law of Cyberspace looks at the legal regulation, through the law of intellectual property, tort, contract, criminal and commercial law of burgeoning cyberspace activity, and the Law and Higher Education Seminar examines the regulation, through constitutional law, antitrust law and the traditional law of tort and contract, of higher education. Similarly, Health Law and Policy looks at the legal regulation of the health professions and of medical knowledge through the lens of various areas of law. The Law and Science Seminar looks at the control of science through congressional, judicial, and agency action, and the Law and Religion Seminar examines the status of religion in American law.

These seminars and courses share a number of common themes. They all ask, in different ways, and with a different focus, whether traditional legal categories are adequate to suit the needs of the particular discipline or profession. Thus, the course in Law of Cyberspace asks whether, for example, the traditional law of contract formation can be adapted to the peculiarities of commerce conducted via the Internet, while the seminar on Law and Higher Education asks among much else whether traditional malpractice law, contract doctrine, or antitrust law can be suitably employed in the context of higher education, or whether the unique structures and missions of higher education require a more innovative legal regime. They also all examine, again in different ways and some more explicitly than others, the ways in which the legal regulatory regime actually defines as well as restricts the body of knowledge or set of disciplinary practices in questions. Thus, the Law and Science Seminar looks with some care at the extent of governmental control of science, and the Law and Religion Seminar similarly examines the impact on religion of its legal regulation. And finally, at least some of these offerings looks at the intersection of law, the discipline in question, and the specifically ethical questions to which the discipline gives rise. The Bioethics and the Law Seminar, for example, looks in detail at both legal regulation over and ethical reasoning about both professional and non-professional decisions regarding informed consent, death and dying, fetal treatment and research, and reproductive technologies, among many other issues.

Specialized Knowledge, Experts and Expertise

Some of the interdisciplinary offerings at Georgetown look in detail at the role of the “expert,” and of specialized expertise itself, in legal decision-making. The Law and Psychiatry Seminar, for example, introduces psychiatric methodology with an eye toward elucidating the central role of the expert in the civil commitment, diagnosis, treatment, and containment of the mentally ill (as well as the role of the lawyer in the mental health system). More generally, the Law and Social Science course examines the various uses of social science experts in litigation and in other forms of legal decision-making, explicitly contrasting the methodology of social science with the methods of law in evaluating and weighing empirical claims.

The Interdisciplinary Study of Law

Georgetown offers a number of seminars and courses designed to enrich our understanding of law by examining the idea of law, particular areas of doctrine, and various legal processes with tools of analysis and insights borrowed from other disciplines. These courses in turn subdivide into two areas: those which examine law as essentially a branch of the humanities, and those which examine law through the lens of economics.

Law and Humanities

Law and Humanities offerings all aim to place law in the context of our cultural history. There are also several specialized seminars that look to literature and other art forms for insight into the role of law in history and in contemporary life, and also look to literary and cultural theories for a greater understanding of the humanistic processes by which we write, read and interpret legal texts. Other offerings seek an enriched appreciation of the idea of law in western culture by examining arguments about law and legalism propounded by major political and moral philosophers. The Films and the Law Seminar addresses the interplay between law and film. It examines the effect of film on legal cultures, the influence of films on public perception of the legal systems, the use of film of advocacy, and the use of film as an alternative to written text. Additional Law and Humanities offerings are described under the Jurisprudence and Legal History heading of this publication.
Law and Economics

Lastly, a number of course and seminar offerings at Georgetown look systematically at law, legal doctrine and jurisprudence using the tools of economic reasoning. The Economic Reasoning and the Law course both applies economic reasoning to legal problems, and addresses the strengths and limitations of the "law and economics" jurisprudential movement.

Students who want to pursue economic analysis beyond these offerings should consider applying for the Law and Economics Workshop. The workshop meets weekly for a year. At most meetings outside speakers present a paper on an issue touching on law and economics. Students are responsible for preparing brief weekly memoranda that discuss and question the presented papers.

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Who should take interdisciplinary courses? Students with prior training in or a strong interest in the related discipline or profession, such as medicine or computers, might obviously find an interdisciplinary offering concerning that discipline of great interest, whether or not he or she intends to return to the profession after law school. Students interested in pursuing an academic career in law would be well advised to take at least one offering from the "law and economics" curriculum and one from the "law and humanities" field, as well as courses in legal history and jurisprudence.

Even beyond students with specialized interests or training, or with legal-academic aspirations, however, it is our belief that all students would be well advised to fit at least one interdisciplinary offering, and hopefully more than one, into their curriculum at some point in their legal education, for at least two reasons. First, familiarity with other disciplines is an obvious necessity in some areas of practice. While the smattering of specialized knowledge that comes with one course in law school will obviously not sustain a practice, a lawyer unintimidated by the prospect of familiarizing herself with the conceptual tools of other disciplines and professions will have an enhanced ability to use her own legal expertise in a meaningful way, where those disciplines intersect with law. It makes sense to develop the confidence as a student that the requisite level of mastery of another discipline is indeed possible. Second, and independent of particular career aspirations or goals, all lawyers serve or ought to serve both the felt, contingent needs of people who seek legal counsel or are affected by the law's reach, and the more inchoate yearnings of all of us for a just society. The teachings of other disciplines, and particularly the teachings of both the sciences and the humanities, can guide the lawyer in her attempt to provide a service for others, and can give some meaning to her quest for justice through law.

Anyone searching for definitive answers in the humanities or social sciences to the deep questions regarding the meaning of law will no doubt be disappointed. But the systematic study of these questions using the tools and insights of other disciplines can provide a fresh approach and can instill a confidence that the quest is a meaningful one. Equally important, it can acquaint the student with a community of peers who are equally committed to the intellectual work. That community, in turn, is one with whom a lawyer may remain fruitfully engaged through the course of her professional life -- an interaction which, as much as any other professional activity, may provide that life with its less material but more lasting rewards.

Search Law and Other Disciplines Courses (http://curriculum.law.georgetown.edu/course-search/?cluster=cluster_20)
LAW 1329 v00 Art Law Seminar: Images, Objects, and Culture (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201329%20v00)
J.D. Seminar (cross-listed) | 2-3 credit hours
This course will examine major intersections of law and art in the United States, focusing on cases and legislation in light of social, political, and art historical influences. We will consider questions implicated by art law's myriad incarnations, such as why art receives special legal treatment, how law defines art, and who benefits. Ongoing themes will be the dissonances of existing law with twenty-first century culture and digital technology, and new developments. Areas include freedom of expression, copyright, moral rights, authenticity, the right of publicity, authorship, museums, and the art market, with visits by outside speakers on selected topics.

All students taking the course will be expected to develop original papers reflecting substantial critical engagement with an art law topic of their choice, in satisfaction of the Upperclass Legal Writing Requirement for J.D. students. Participation will also play a significant role in the course, including short reflection pieces. Classroom time in the latter part of the semester will be devoted to student presentations and feedback.

Learning goals for the course:
- Developing skills in critical analysis and scholarly writing; developing proficiency in a body of law and relevant policy concerns; expanding knowledge of doctrinal analysis through close reading of cases, legislation, and related authorities, along with the influences of cultural and historical context.

Recommended: Prior course work in copyright law.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Please submit a brief statement of interest in the seminar by 5:00 pm on Monday, June 4, 2018, to Professor Bonneau (sonya.bonneau@georgetown.edu). Art-related background is not required but may be included in the statement. Professor Bonneau is making her decisions and filling the open slots in the seminar on a rolling basis.

LAW 104 v01 Behavioral Law and Economics: An Introduction (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20104%20v01)
J.D. Course (cross-listed) | 1 credit hour
The economic analysis of law has predominated much of legal analysis for the past few decades. Within this framework, rational choice theory has taken central stage as the key model used in order to predict human behavior. In recent years, however, researchers both in economics and in psychology have demonstrated that people systematically deviate from the predictions set forth by the rational choice model. The goal of this course is to incorporate these findings into legal analysis. In doing so we will first examine traditional economic analysis of law, and then explore how the conclusions of this analysis are altered when behavioral insights are incorporated into it.

Topics that will be discussed in the class include: contract law and contracting, tort law, litigation and settlement negotiations, and the behavior of judges and jurors.

Note: In Spring 2017 this course will meet on Mondays and Wednesdays and one Friday, 9:00 am - 11:00 am on the following dates: 4/3, 4/5, 4/7, 4/10, 4/12, 4/17, and 4/19.

LAW 284 v01 Bioethics and the Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20284%20v01)
J.D. Seminar (cross-listed) | 3 credit hours
This seminar investigates legal, ethical, and social problems raised by developments in health, medicine and the biological sciences through the study of selected subjects that vary from year to year. Issues covered might include death and dying, genomics, reproductive technologies, fetal treatment and research, experimentation with human subjects, and societal controls on scientific advances.

LAW 1468 v00 Business and Financial Basics for Lawyers (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201468%20v00)
J.D. Course (cross-listed) | 2 credit hours
This course covers basic business concepts that are useful across many areas of legal practice. First, it introduces financial accounting, with a focus on understanding and using financial statements. Second, it discusses the basic categories of financial instruments: debt, equity, risk versus return, and methods for valuing assets. Third, the course covers the basics of financial instruments: debt, equity, and derivatives. Although these topics all inevitably involve numbers, mathematical complexity is kept to a minimum. Much of the reading consists of excerpts from case law, which illustrate business concepts and their relation to legal practice.

Mutually Excluded Courses: Students may not receive credit for this course and Demystifying Finance: A Short Course for Law Students or Business Basics for Lawyers.

Note: This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students.
LAW 1443 v00 Business Basics for Lawyers (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201443%20v00)

J.D. Course | 2 credit hours
How much will $10 today be worth in 10 years? How much do I need to have today in assets if I want to be worth $10,000,000 in 10 years? What does value creation mean in the context of a corporation? How do I value a lump sum payment for future damages in a settlement negotiation for copyright infringement?

Business Basics for Lawyers, a two-credit pass/fail course, tackles these very questions and more. The purpose of the course is to introduce basic principles of business, such as finance and accounting, to enhance a lawyer’s ability to navigate business issues as relevant to successful representation of clients and the general practice of law. Emphasis lies on core concepts, essential vocabulary and basic tools of business.

The course does not assume any prior quantitative knowledge beyond basic algebra. While attention will be paid to financial issues, the goal lies not on mastering the technical skills but on developing an understanding of how that information can be applied and used in the effective practice of law. The course will rely heavily on a series of case study discussions that demonstrate how an understanding of business can empower lawyers.

Course evaluation will include both class participation and a final examination to ensure that proficiency is developed in analyzing and using basic financial and accounting information.

Mutually Excluded Courses: Students may not receive credit for this course and Demystifying Finance: A Short Course for Law Students or Business and Financial Basics for Lawyers.

Note: This course enrolls via the waitlist process only. This course will be offered initially to students already waitlisted for Demystifying Finance (Week One 2017 section).

The course will meet Monday, January 9 – Thursday, January 12, 2017, 9:00 a.m. - 4:45 p.m. The course will be graded on a pass/fail basis and will not count towards the 7 credit pass/fail limit. WEEK ONE COURSE.
FIRST CLASS ATTENDANCE IS MANDATORY. Attendance at all class sessions is mandatory and all enrolled students must attend the first class in order to remain enrolled. Students on the wait list must attend the first class in order to be admitted off the wait list. Enrolled students will have until the beginning of the second class session to request a drop by contacting the Office of the Registrar. Once the second class session begins, students may only seek a withdrawal by contacting an academic advisor in the Office of JD Academic Services. Withdrawals are permitted up until the last class for this specific course.

LAW 1620 v00 Campaigning for Public Office (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201620%20v00)

J.D. Seminar | 2 credit hours
This simulation course will provide students with the fundamentals of organizing, managing, and executing an effective campaign for political office, within a bipartisan context grounded in ethical public service. Each enrolled student must identify a local, state, or federal public office that they plan to run for (plans to run for this office can be tentative and prospective). Students will then learn campaign basics, message development and delivery, fundraising strategies, communication and media strategies, applicable campaign finance and election laws, and debate preparation. Students will prepare and give “stump” speeches and participate in a simulated candidate forum. Students will also develop policy platforms and learn how to assess and respond to the needs of a constituency and the public.

Note: MANDATORY FIRST CLASS ATTENDANCE. 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.

Students may not withdraw from this class after the add/drop period ends without professor permission.

LAW 1037 v01 Catholic Social Thought and the Law Seminar: The Work of Pope Francis (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201037%20v01)

J.D. Seminar (cross-listed) | 2 credit hours
This course aims to help students develop critical skills to identify the ways in which varying frameworks, including those informed by personal and religious values, might shape perceptions of law. The focus will be on Catholic social thought, a corpus of theological and philosophical reflection on the social and economic order dating back to 1891; with a particular focus on the recent commentary of Pope Francis. The materials in the first three weeks aim to help students understand and thoughtfully engage the philosophical underpinnings and core concepts of Catholic social thought. The next two blocks focus on the topics to which Pope Francis has devoted the most extensive attention (thus far) —the alleviation of poverty and care for the environment. The last block takes up the commentary on specific themes, including the exercise of “soft power” in global politics; how reflections might inform discussion of marriage and family law; and other bioethics questions.

This seminar requires a series of short reflection and reaction papers which aim to facilitate thoughtful student participation in seminar discussions throughout the course. The final paper is not a research project, but a short engagement (about 8 pages) with a particular set of issues arising from across the range of topics covered in the course. This course does not satisfy the JD Upper Level Writing Requirement.
LAW 611 v08 Communications Skills Boot Camp (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20611%20v08)
J.D. Course | 1 credit hour
As new lawyers enter the workforce, often they are not just new to the law, but new to the world of business. As the market for legal services becomes increasingly more competitive, each of us needs to distinguish ourselves not just regarding the services we provide, but in the way we provide them. Successful service providers constantly interact with colleagues and clients. Therefore, superior communication skills become essential. The Communication Skills Boot Camp is a Week One simulation course designed to help law students rethink how they share information. Students will learn to put the needs of their listeners first, both when preparing for and during the conversation, and will refine their delivery skills. Through group exercises, customized role plays, and instructor coaching, students will learn a range of communication skills, including how to: focus on the needs of others; share information with confidence and credibility; understand personal communication styles; develop a clear message and deliver it with presence; ask better questions and listen for key insights; handle questions and emotional reactions effectively; guide a problem-solving discussion; lead an effective brainstorming discussion; and implement effective habits of innovative professionals.

Note: FIRST-YEAR WEEK ONE COURSE: This course will meet on the following days: Monday, January 8, 2018, through Thursday, January 11, 2018. This course is mandatory pass/fail, and does NOT count against the 7-credit pass/fail limit for J.D. students.

This optional, elective course is for first-year J.D. students only, who are enrolled through a lottery process. ATTENDANCE AT ALL CLASS SESSIONS IS MANDATORY. All enrolled 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. For more information see Week One website (http://www.law.georgetown.edu/go/weekone). Due to the intensive nature of the course, the small-group, team, and individual work that is involved, and the preparation that is necessary to ensure a positive student experience, students who wish to drop the course after they have accepted a seat must drop by Friday, December 1, at 3:00 p.m. After that point, permission from the course professor and Assistant Dean for Experiential Learning is required.

LAW 1384 v00 Computer Programming for Lawyers: An Introduction (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201384%20v00)
J.D. Course (cross-listed) | 3 credit hours
This class provides an introduction to computer programming for law students. The programming language taught may vary from year-to-year, but it will likely be a language designed to be both easy to learn and powerful, such as Python or Javascript. There are no prerequisites, and even students without training in computer science or engineering should be able successfully to complete the class.

The course is based on the premise that computer programming has become a vital skill for non-technical professionals generally and for future lawyers and policymakers specifically. Lawyers, irrespective of specialty or type of practice, organize, evaluate, and manipulate large sets of text-based data (e.g. cases, statutes, regulations, contracts, etc.) Increasingly, lawyers are asked to deal with quantitative data and complex databases. Very simple programming techniques can expedite and simplify these tasks, yet these programming techniques tend to be poorly understood in legal practice and nearly absent in legal education. In this class, students will gain proficiency in various programming-related skills.

A secondary goal for the class is to introduce students to computer programming and computer scientific concepts they might encounter in the substantive practice of law. Students might discuss, for example, how programming concepts illuminate and influence current debates in privacy, intellectual property, consumer protection, antidiscrimination, antitrust, and criminal procedure.

This is a hands-on class. Each student will spend most class sessions using his or her own computers, reading, writing, and debugging code. Every student must bring to every class a computer, on which free software will be provided to be installed. Students will be required to complete problem sets between class meetings. To obtain a passing grade, students must complete problem sets and larger coding assignments, participate in class sessions, and demonstrate they have learned the assigned skills.

At the completion of this class, students should be able to write simple to moderately complex computer programs that can automate text-handling and data-handling tasks that would be difficult or impossible to perform without programming skill. Students will also gain a solid foundation of programming knowledge and skills they can build upon to progress toward mastering more advanced programming techniques and other programming languages.

Mutually Excluded Courses: Students who have completed at least one computer programming course in college or graduate school or who have mastered at least one computer programming language are not eligible for this course.

Note: FIRST CLASS ATTENDANCE IS MANDATORY. 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.

This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students. Note: This course will meet twice each week. There will be one two-hour lecture with all enrolled students, followed later in the week by a second class session consisting of one-hour lab sections broken into small groups of 15 students. Students will be enrolled in only one small lab section. In preregistering for this course, students should select the section that best meets their schedule in terms of the one-hour lab session.
LAW 1499 v00 Computer Programming for Lawyers: Intermediate
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201499%20v00)
J.D. Course | 3 credit hours
This class builds on Computer Programming for Lawyers: An Introduction by introducing students to intermediate-level concepts of computer programming and computer science relevant to legal practice. The students in this course will serve as the Teaching Assistants for the introductory course, which will always be taught concurrently. In addition, students in this course will complete at least one substantial programming term project.

Enrollment in this course is by prior permission of the Professor only. All students must have prior computer programming experience. Students who have successfully completed the introductory course meet this requirement. Other students must demonstrate comparable prior experience, but this experience need not be formal training or professional experience. Students need not possess a technical degree, and self-taught programmers are welcome.

The course is based on the premise that computer programming has become a vital skill for non-technical professionals generally and for future lawyers and policymakers specifically. Lawyers, irrespective of specialty or type of practice, organize, evaluate, and manipulate large sets of text-based data (e.g. cases, statutes, regulations, contracts, etc.) Increasingly, lawyers are asked to deal with quantitative data and complex databases. Programming techniques can expedite and simplify these tasks, yet these programming techniques tend to be poorly understood in legal practice and nearly absent in legal education. In this class, students will gain proficiency in various programming-related skills.

A secondary goal for the class is to introduce students to computer programming and computer scientific concepts that might encounter in the substantive practice of law. Students might discuss, for example, how programming concepts illuminate and influence current debates in privacy, intellectual property, consumer protection, antidiscrimination, antitrust, litigation and criminal procedure.

This is a hands-on class. Each student will spend most class sessions using his or her own computers, reading, writing, and debugging code. Every student must bring to every class a computer, on which free software will be provided to be installed.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Interested students should contact Professor Ohm at (ohm@law.georgetown.edu).

Withdrawal Policy: Students in Computer Programming: Intermediate serve as Teaching Assistants (TAs) to students enrolled in Computer Programming for Lawyers: An Introduction. Because the introductory class cannot operate without a minimum and stable number of TAs, it is essential we ensure a fixed enrollment for the intermediate class, by adopting special rules for dropping the class. A student enrolled in Computer Programming for Lawyers: Intermediate may drop the class no later than 3pm on Wednesday, October 31 and only by notifying Professor Ohm in writing.

LAW 1485 v00 Criminal Justice Technology, Policy, and Law
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201485%20v00)
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 practicum will explore the impact of technology on the criminal justice system, and will teach students how to design, build and understand technologies that affect criminal justice processes and policy. Students will participate in a two hour/week seminar and carry out 10 hours/week of project work under the direction of the course professors.

SEMINAR: Seminars will review the design, deployment, and impact of technologies throughout the criminal justice system, from law enforcement surveillance and monitoring tools to algorithmic risk assessments used in bail decisions and sentencing. Students will be asked to view these tools through two critical lenses: how well these tools further their stated policy aims, and how technology changes power relationships between government and citizens. Throughout the semester, students will also hear from guest speakers that are using technology to tackle police misconduct, expungement, and other criminal justice policy issues. To complement this policy discussion, students will learn techniques to design, deploy, and analyze criminal justice-focused technology. These exercises will teach analytical approaches to developing and understanding technology systems, including: activity-centered design, system mapping, specification building, tool selection, and prototyping. (No computer science or coding knowledge is necessary to take this course.) The semester will conclude with a pitch day, where students will present a policy or procedural problem they have identified in the criminal justice system that could be addressed through technological tools, and present their proposed design for a solution.

PROJECT WORK: Students will work with clients and the practicum instructors to identify problems in the criminal justice system that could be improved through the use of technological tools, then design such tools working in small teams. Potential practicum projects could include digitizing Miranda warnings, using text messages to lower failure to appear rates in juvenile court, or determining how to use the Digital Millennium Copyright Act (DMCA) to help people whose criminal records have been expunged but whose record information is still available online.

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: This course is mutually exclusive with the practicum Technology, Innovation and Access to the Civil Justice System. Students may not concurrently enroll in this course and a clinic or another practicum course. Students may concurrently enroll in this course and an externship.

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; project work does not need to be completed during business hours. This is a four credit course. Two credits will be awarded for the two-hour weekly seminar and two credits will be awarded for approximately 10 hours of supervised project work per week, for a minimum of 11 weeks. Both the seminar portion and the project work will be graded. 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
An important goal for the class is give law students a better foundation in finance and accounting to deepen and accelerate their learning in corporate and business law subjects. For that reason, the first section of this course will be offered prior to the start of the fall term. This course will be offered for one week, Monday, August 15 through Friday, August 19, 2016. The class will meet Monday through Thursday, from 9:00 a.m. - 4:00 p.m. and on Friday from 9:00 a.m. - 12:00 p.m. There will be a self-scheduled take-home final exam. The course will be graded on a pass/fail basis and will not count towards the 7 credit pass/fail limit. The course will be quantitative in nature and students should expect to use some basic algebra.

Note: All enrolled and waitlisted students must attend the first class to be enrolled.

Note: This course is offered on a tuition-free basis in the 2016-2017 academic year.

Mutually Excluded Courses: Students may not receive credit for this course and Business Basics for Lawyers or Business and Financial Basics for Lawyers.

Note: This course will be offered for one week, Monday, August 15 through Friday, August 19, 2016. The class will meet Monday through Thursday, from 9:00 a.m. - 4:00 p.m. and on Friday from 9:00 a.m. - 12:00 p.m. The course will be graded on a pass/fail basis and will not count towards the 7 credit pass/fail limit. The 2 credits counts towards a student’s total credit load for the Fall 2016 semester. Full-time J.D. students enrolled in this course will be allowed to take up to 17 credits overall in the Fall 2016 semester (permission of an Academic Advisor is not required). Part-time J.D. students enrolled in this course will be allowed to take up to 12 credits overall in the Fall 2016 semester. The course will be quantitative in nature and students should expect to use some basic algebra.

FIRST CLASS ATTENDANCE IS MANDATORY. 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. Withdrawals are permitted up until the last class for this specific course.
Law and Other Disciplines

LAW 139 v06 Economic Reasoning and the Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20139%20v06)
J.D. Seminar (cross-listed) | 2 credit hours
This course covers a variety of selected economic concepts that have relevance for the study and practice of law, including economic incentives, bargaining, game theory, externalities, risk sharing, adverse selection, and decision theory. The course does not provide a broad overview of the debate over "law and economics." Instead, it presents certain basic concepts in economics that are useful for lawyers and applies them to doctrinal and practice situations. Besides the reading and course paper, the course requirements include regular assignments of economics problems, which are turned in each class and then form the basis for much of the analysis and discussion. There is no economics prerequisite. This course will be accessible for students who do not have an extensive economics background, but want to learn to utilize economic arguments. However, it is open to all students.

LAW 1337 v00 Empirical Analysis for Lawyers and Policymakers Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201337%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
This seminar is intended to help students become better consumers of empirical work in the law and social sciences. By the end of the semester, students should: (1) understand the basics of some common empirical methodologies; (2) see how empirical work can inform public policy; and (3) have a better sense of the limits and problems inherent in empirical work.

Each week, we will cover one or more policy-relevant empirical papers that students will be expected to read. Students will submit a 1-2 page analysis of an assigned paper before class. Each paper will introduce students to a particular empirical methodology, or show how it might be applied in a particular policy setting.

Topics will be drawn from a variety of areas, including criminal law, education, health, development, and labor. For example, we might study questions like: what is the impact of education on earnings? How do 401(k) plans affect people's savings decisions? How does a change in the minimum wage affect labor supply? Do minimum drinking ages reduce drunken driving deaths? What are the benefits and limits of randomized controlled trials?

Toward the end of the semester, students will be asked to write an 10-12 page paper that analyzes in detail an empirical paper of their own choosing. If there is time, students will be asked to present their analysis to the class in a final presentation.

Grades will be based on the short 1-2 page analyses, the 10-12 page final paper and presentation, and classroom participation.

Recommended: Some background in statistics or econometrics is helpful but not required. More important is a willingness to engage with unfamiliar material and a deep interest in learning.

LAW 530 v00 Federal Legislation Clinic (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20530%20v00)
J.D. Clinic | 10 credit hours
Please see the Federal Legislation Clinic website (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/FLAC) for more detailed 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/clinical-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 804 v04 Financial Reporting and Accounting (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20804%20v04)
LL.M Course (cross-listed) | 2 credit hours
This course will examine traditional accounting topics with emphasis on their practical application to the practice of law. It will do so based on the development of an understanding of corporate financial statements and the underlying accounting concepts used in preparing those statements and related accounting records. Issues will be considered against the backdrop of current SEC and professional requirements. Particular attention will be paid to current issues and enforcement trends raised by the SEC and to the latest pronouncements of the FASB, AICPA and SEC. Selected public filings will be analyzed to give students additional insights on the actual quality of reported earnings and financial condition of the reporting company, and the apparent effect of various alternative accounting methods.

Learning objectives:

Upon completion of this course, you will have a fundamental understanding of the basic architecture of financial reporting and a working knowledge of the federal regulatory framework for public companies, as administered primarily by the U.S. Securities and Exchange Commission. You will learn the history of this framework, its primary goals, and its basic requirements. You will see how basic principles of administrative law regulate the financial reporting of public companies. You will become familiar with the structure of a Balance Sheet and Income Statement and the essentials of Generally Accepted Accounting Principles.

Prerequisite: Prior enrollment in Securities Regulation.

Mutually Excluded Courses: Students may not receive credit for both this course and the J.D. courses: Accounting Concepts for Lawyers; Accounting for Lawyers; Introduction to Accounting; or the graduate courses: Accounting for Securities Lawyers; or Basic Accounting Concepts for Lawyers.
Legal Writing Requirement.
The requirements of the 2 credit section will not fulfill the Upperclass wish to write a paper fulfilling the Upperclass Legal Writing Requirement.

Note:
economics scholarship. Students are responsible for preparing brief and economics, including methodology commonly used in law and issues. Other class sessions will focus on selected basic topics in law and economics. The specific topics considered will vary depending on the interests of the speakers, but the general focus will be the application of economic concepts and tools to legal and regulatory problems. We will study the U.K.'s recent adoption of mitochondrial transfer and view a sample of public policy proposals and religious views likely to influence the coming debate. Finally, we'll close with an introduction to futuristic impulses to implement theoretically limitless improvements to human capabilities, sometimes balanced by the desire to use HGM to improve human moral character and tempered by doubts regarding the moral status to be accorded new HGM creations.

LAW 276 v01 Law and Economics Workshop (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW %20276%20v01)
J.D. Seminar | 2-3 credit hours
The Law and Economics Workshop is a research workshop. In a majority of the class sessions, outside speakers (typically faculty members from other institutions) will present their current work in the field of law and economics. The specific topics considered will vary depending on the interests of the speakers, but the general focus will be the application of economic concepts and tools to legal and regulatory issues. Other class sessions will focus on selected basic topics in law and economics, including methodology commonly used in law and economics scholarship. Students are responsible for preparing brief weekly memoranda that discuss and question the presented papers.

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

LAW 289 v02 Law and Literature Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW %20289%20v02)
J.D. Seminar (cross-listed) | 2 credit hours
This seminar examines the contribution to our understanding of law made by the current "law and literature" movement in American law schools. The seminar will pursue three major themes. First, we will read several pieces of classical and modern literature that treat law as subject matter, including (subject to change) Remains of the Day, The Great Gatsby, Bartleby the Scrivener, Go Set a Watchman, Lets Be Free, Jury of Her Peers, and the films Doubt and To Kill a Mockingbird. Second, we will examine the theoretical claim of modern humanist jurists and legal theorists that the interpretation of law and the interpretation of literature are common enterprises, significantly sharing common problems and potentialities. Finally, we will examine the role of narrative and storytelling in standard legal argument and in legal education.

Mutually Excluded Courses: Students may not receive credit for this seminar and Law and Humanities Seminar.

LAW 289 v05 Law and Literature Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW %20289%20v05)
J.D. Seminar | 2 credit hours
This course will examine the treatment of legal themes in literary texts as part of a broader consideration of the relationship between literature and the law. We will compare and contrast how literature and the law address "questions that matter," including individual morality, criminal law, and racial and gender equality. Students will consider how literary texts, like legal texts, have power to influence politics and society. Many readings will invite consideration of "the other" in literary texts and the treatment of minorities in the criminal justice system. Readings will include such classic texts as Antigone, To Kill a Mockingbird, and The Lottery, but we will also include lesser-known and more recent works including some dystopian fiction. We will discuss the continuing relevance of these readings for vexed contemporary questions such as civil disobedience, the death penalty debate, and ethical choices faced by lawyers in litigation. We will also examine the treatment of trials in literary texts and view some high-quality film depictions of trial scenes in texts that we study. Students will be exposed to contemporary critical theory that has questioned and in some significantly modified traditional readings of the judgments of canonical texts.

Mutually Excluded Courses: Students may not receive credit for this seminar and Law and Humanities Seminar or Judicial Themes in Literature Seminar.
LAW 1470 v00 Law and Rhetoric Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201470%20v00)
J.D. Seminar (cross-listed) | 2-3 credit hours
This seminar will explore in depth how lawyers and judges use language to persuade. Relying on classical and modern rhetorical theory, we will examine a variety of persuasive methods, including categories, metaphor, storytelling, the traditional modes of appeal (logos, pathos, and ethos), and informal logic. We will also study several examples of rhetorical analysis, and students will write an original rhetorical analysis of a law-related argument of their choice. This course requires that J.D. students’ papers satisfy the Law Center’s Writing Requirement. Graduate students may enroll in the course for 2 credits and will write a shorter paper. All students will present their paper to the class at the end of the semester.

Prerequisite: Legal Practice: Writing and Analysis.

Note: Professor permission is not required. FIRST CLASS ATTENDANCE IS MANDATORY. All enrolled and waitlisted students must be in attendance at the first and second class sessions in order to be eligible for a seat in the class.

LAW 1289 v00 Law of Robots (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201289%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
Robots, artificial intelligence, and autonomous systems have long been the realm of science fiction, but they are increasingly a part of contemporary life as well. Computers fly airplanes, play Jeopardy, drive cars, trade stocks, and fight in wars. Autonomous systems are no longer a thing of the future, but a fact of modern life, and Moore’s Law suggests that these changes will increase not incrementally, but exponentially. This course will examine whether or when we need a Law of Robots to regulate these autonomous agents, or where it is more appropriate to reason by analogy and regulate these systems by existing statute, regulation, or common law. The course will examine emerging issues across the spectrum of tort law, property law, copyright law, the laws of war, laws of agency, criminal law, and international law. The class will not be a survey of existing law, but instead an examination of how to regulate emerging issues in law – how to extrapolate and reason by analogy, in robotics and beyond. Paper required.

Recommended: Property (or Property in Time), Torts (or Bargain, Exchange and Liability), Copyright Law, and Criminal Law.

LAW 028 v01 Leadership and Team Skills for Lawyers (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20028%20v01)
J.D. Seminar (cross-listed) | 1 credit hour
Lawyers are often expected or asked to assume leadership roles in business, politics, law firms or non-profit organizations. A lawyer’s education, training, and experience provides some of the basic skills for future leaders; however, many leadership and team skills are not taught in law schools and often are not acquired by practicing attorneys. Since work is often conducted in teams, both group and individual behavior is important to understand. This class is designed to provide students with an understanding of the principles of leadership, team effectiveness, and managing and motivating professionals. A portion of the class will be devoted to individual student evaluations regarding their own leadership and team abilities. These topics are aimed to increase law students’ effectiveness throughout their careers by 1) understanding organizational behavior and 2) building core interpersonal, management, leadership, and client relationship competencies.

The learning that occurs in the course will be highly dependent upon the contributions of each and every member. We will approach learning in several different ways, including lecture, interactive exercises, reflection, and an experiential simulation that will simulate decision-making and working in a law firm. Due to the interactive nature of the course, attendance is expected. Students will complete a personal journal designed to allow students to evaluate themselves in relationship to the class readings, simulation, group work, and discussions.

Note: ATTENDANCE AT ALL CLASS SESSIONS IS MANDATORY. Enrolled and waitlisted students must attend the first class session in order to remain enrolled or to be eligible to be enrolled off of the waitlist. Note: This seminar is mandatory pass/fail and will not count toward the 7 credit pass/fail limit.

Note: 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. This course will be enrolled via waitlist.
LAW 1215 v00 Legal Delivery System in Transition: Changes, Challenges, New Models and Opportunities

J.D. Seminar | 1 credit hour
The legal market is undergoing a radical transformation. Several key factors driving change are: (1) financial convulsions following the 2008 economic crisis; (2) global change in legal regulation; (3) information technology; and (4) “unbundling” of legal services. New legal service delivery models are emerging in response.

This course will examine the reasons for and responses to change in the legal vertical market. Professor Mark Cohen, CEO of Legal Mosaic, a Legal Business Consulting Firm, and a Co-Founder and former Managing Director of Clearspire, acknowledged widely as a highly innovative and disruptive law firm and legal service provider, is in the vanguard of that change. He also has a weekly column in Bloomberg Big Law Business. His first-hand knowledge of the marketplace, coupled with readings, class discussion, and individual reflection of students, is intended to identify opportunities open to those who understand the new landscape and who can reposition themselves to navigate its topography by drawing upon their skills and passions.

Note: This class will meet for two days of intensive sessions on the following dates in the Fall 2016 semester: 10/1 and 10/2 from 9:00 a.m. - 4:30 p.m.

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.

LAW 611 v13 Legal Innovation – Designing Human-Centered Solutions to Challenges in Law

J.D. Course | 1 credit hour
This Week One, project-based simulation course is designed for students who want to learn methods and processes to create new and effective solutions to challenges in the legal industry. Working in teams of four, students will re-imagine how we can deliver some aspect of legal services. To do this, we will bring together principles from design thinking, business strategy, and behavioral science.

Some examples of legal design challenges that teams may take on:

How might we reduce the rate of default in landlord-tenant court?
How might lawyers in firms improve the billing process for clients?
How might we improve the likelihood that consumers will read, understand, and respond to a product recall notice?
How might we help qualifying pro se litigants take advantage of free filing policies in D.C. Superior Court?

Over four fast-paced, intense days, teams will: map out and study the problem, sketch out competing ideas, turn your ideas into testable prototypes, and validate the key elements you will need if your idea is going to work. At the end of Week One, you will pitch your proposed solution to a key influencer in the legal industry.

Note: This course is mandatory pass/fail, and does NOT count against the 7-credit pass/fail limit for J.D. students.

This optional, elective course is for first-year J.D. students only, who are enrolled through a lottery process. ATTENDANCE AT ALL CLASS SESSIONS IS MANDATORY. 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. For more information, see the Week One website (http://www.law.georgetown.edu/academics/academic-programs/jd-program/specialized-programs/week-one-law-in-a-global-context.cfm). Due to the intensive nature of the course, the small-group, team, and individual work that is involved, and the preparation that is necessary to ensure a positive student experience, students who wish to drop the course after they have accepted a seat must drop by Friday, November 30, at 3:00 p.m. After that point, permission to drop from the course professor and Assistant Dean for Experiential Education is required. Students who are enrolled but do not attend the first class session will be withdrawn from the course.
LAW 315 v00 Literacy and Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20315%20v00)
J.D. Seminar | 2 credit hours
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 1426 v00 Medical Malpractice Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201426%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
This seminar covers the doctrinal and empirical literature on medical malpractice and tort reform. We will cover physician and institutional liability, health care quality and medical error, the economics of litigating medical malpractice cases, the causes of malpractice crisis, and the effect of the reforms that have resulted (and been proposed).

LAW 331 v01 Nationalisms, States, & Cultural Identities Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20331%20v01)
J.D. Seminar (cross-listed) | 2-3 credit hours
This seminar is about the phenomena of national and cultural identity formation within states and non-state groups (ethnic, racial, regional, religious, cultural, tribal) and the roles played by law and culture in defining and distributing membership in a “national” community. The course material will provide a foundation in political theories of nationalism and will focus on two different forms of contemporary nationalism: the rise of a new American nationalism (since the 2016 election) and the Catalan independence movement in Spain. Along the way we will discuss additional and alternative forms of belonging and exclusion, such as statelessness, diaspora, postcolonialism, and cosmopolitan forms of citizenship. This interdisciplinary and comparative seminar is geared toward better understanding how law and culture are used to divide and unify diverse populations so that we know how to use them to help heterogeneous states and communities find common purpose.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Please email Professor Naomi Mezey (naomi.mezey@law.georgetown.edu) by 5:00 pm on Monday, June 11, 2018 with a statement of interest. J.D. students please include whether you want to take the course for 2 or 3 credits.

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 1217 v00 Persuasion (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201217%20v00)
J.D. Seminar | 2 credit hours
This course builds practical persuasion skills. We will examine techniques of persuasion from classical rhetoric to what modern scientific research tells us about perception, memory, and how we make decisions. We will develop practical checklists of what works and what doesn’t. This course will provide you with a tool kit of techniques based on how your audience thinks. We will investigate your (students’) and my (instructor’s) biases, values and beliefs, and perceptions as factors in persuasion. There will be several in-class participation exercises (come as you are, no preparation required), two short writing assignments, and several short presentations. The course requirements are participation in the in-class exercises, two short (five to ten page) writing assignments; and in-class presentations (based on the techniques we will study). There are no prerequisites for this course.
LAW 508 v02 Policy Clinic (Harrison Institute for Public Law) (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20508%20v02)
J.D. Clinic | 8 or 14 credit hours
Learning outcomes for this clinic: Students are supervised, evaluated and graded on three skill sets, each of which has explicit evaluation criteria in the clinical program design (https://www.law.georgetown.edu/experiential-learning/clinics/the-policy-clinic-climate-health-food-human-rights-and-trade-harrison-institute).

1. Management and professionalism – includes "managing up" with supervision meetings, initiating self-evaluation, managing effort and deadlines, collaborating, and expectations in a professional culture.
2. Research and analysis – covers legal, policy and strategic analysis. It includes identifying issues that require analysis, learning the context efficiently, using diverse sources to learn efficiently and avoid bias, explaining analytic methods, using a logical framework, and drawing conclusions or options that meet client needs.
3. Communication, writing and speaking – includes organizing documents and presentations logically, meeting audience needs for context in the introduction and for decision-making in the conclusion, relating analysis through stories and examples, presenting visual information, and using appropriate language in terms of editing conventions, clarity, tone, and jargon.

Recommended: Legislation and Administrative Law. Also, for climate projects: Local Government Law; and for trade or human rights projects: International Law I, International Trade (various titles), World Trade Organization: Law, Policy and Dispute Settlement, and International Human Rights.

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

Note: Please see the Harrison Institute for Public Law Policy Clinic website (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/HIP) for more detailed information about the program.

For registration-specific supplemental materials, please see the Policy Clinic DOCX (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs клинического программирования клинической деятельности) For information about clinic registration generally, please see the Clinic Registration Handbook (http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/clinical-applications/upload/Clinic-Registration-Handbook-v2.pdf).

LAW 1315 v00 Privacy Legislation: Law and Technology (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201315%20v00) (Project-Based Practicum)
J.D. Practicum | 5 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 privacy policy and will be offered in conjunction with the Massachusetts Institute of Technology. Students will participate in a two-hour/week seminar and carry out 15 hours/week of project work under the direction of the course professor.

SEMINAR: The aim of this practicum is to have law students and technology students jointly explore in-depth current issues in privacy policy and to propose policy solutions in the form of legislation that could be adopted by state governments. Our goal is to foster an environment that permits law students interested in a career at the intersection of law and technology to work with technology students on current issues of real gravity to (a) become literate in the technology that drives privacy issues; (b) learn to work with experts from different disciplines; and to (c) learn to work collaboratively with technologists on issues with important technological dimensions.

PROJECT WORK: The practicum will pair law students at Georgetown Law with technology students at MIT to form five interdisciplinary teams, each likely consisting of two law students and two MIT students. Each team will be assigned a specific question of public policy, and over the course of the semester the team will be responsible for preparing a detailed legal assessment of the policy question, the technological frameworks and challenges associated with the policy question, and formulating policy and technological recommendations to address the question in the form of draft state legislation. Among the kinds of questions that students may be asked to address are the following: (a) the implications of commercial geolocation privacy, with a particular emphasis on stalking apps; (b) the commercial and government use of biometrics, including facial recognition technology, fingerprint readers, retinal scans, and other biological markers; (c) the privacy of health data generated by wearable devices and health and fitness apps; (d) the implications and efficacy of various forms of de-identification and anonymity practices and their legal implications; and (e) whether some variant on the "right to be forgotten" can be implemented consistent with the demands of the First Amendment and the technological constraints.

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

Strongly Recommended: Information Privacy Law with either Professor Julie Cohen, Professor Paul Ohm or Professor Marc Rotenberg.

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

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 practicum may be suitable for evening students who can commit to attending class and participating in 15 hours/week of project work. Students will travel to Boston at the beginning of the semester; Georgetown Law will cover the expense. Because tickets must be purchased for this, any student who enrolls in this practicum may only drop the course with the permission of the professors and the Assistant Dean of Experiential Education. Permission will be granted if remaining in the practicum would cause significant hardship to the student. This is a five-credit course. Two credits will be awarded for the two-hour weekly seminar and three credits will be awarded for approximately 15 hours/week of project work.
LAW 611 v03 Privacy, Civil Liberties and Face Recognition: Legislating Privacy Protections for 21st Century Tracking Technology (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20611%20v03)
J.D. Course | 1 credit hour
For decades, American law enforcement has tracked our technology—our phones, our cars, and our computers. The latest generation of law enforcement technology tracks our bodies. And unlike fingerprint technology—the legacy biometric of law enforcement—the latest generation of biometric technology can be captured remotely and in secret. At the center of that drive is face recognition technology. Recently the FBI revealed that it had access to a network of 411 million photos, roughly a third of which are drawn from state driver’s license photo databases. Meanwhile, private companies are not sitting on the sidelines. Instead, major brick-and-mortar retailers like Wal-Mart are deploying face recognition technology to identify shoplifters, “complainers,” and “known litigious individuals” the moment they set foot inside a store. At the same time, enterprising app developers are bringing this ability to identify anyone with the touch of a button to the hands of private citizens. Despite the advanced deployment, the Supreme Court has yet to recognize a right to privacy in public—and only two of fifty states regulate commercial use of face recognition. If there was ever a time to pass legislation to regulate face recognition, it is now. This Week One simulation will teach students the nuts and bolts of privacy advocacy—with a focus not in the courtroom, but in Congress and in state legislatures around the country. Students will learn about how face recognition technology works and how it is being deployed by both law enforcement and commercial actors. Then, they will debate the evolving Fourth Amendment doctrine around tracking in public and develop amendments to existing state legislation to regulate commercial use. Once the students have established a familiarity with the law and the technology, the core challenge of the course will begin—the students will draft legislation and legislative amendments and engage in a prolonged negotiation that mirrors the actual legislative process. In addition to teaching students the law and technology surrounding face recognition, students will learn legislative drafting, strategy, and presentation skills. They will also work collaboratively in teams to complete a time-consuming and complex challenge.

Note: FIRST-YEAR WEEK ONE COURSE: This course will meet on the following days: Monday, January 8, 2018, through Thursday, January 11, 2018. This course is mandatory pass/fail, and does NOT count against the 7-credit pass/fail limit for J.D. students.

This optional, elective course is for first-year J.D. students only, who are enrolled through a lottery process. ATTENDANCE AT ALL CLASS SESSIONS IS MANDATORY. 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. For more information see the Week One website (http://www.law.georgetown.edu/go/weekone). Due to the intensive nature of the course, the small-group, team, and individual work that is involved, and the preparation that is necessary to ensure a positive student experience, students who wish to drop the course after they have accepted a seat must drop by Friday, December 1, at 3:00 p.m. After that point, permission from the course professor and Assistant Dean for Experiential Learning is required.

LAW 1613 v00 Public Speaking for Lawyers (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201613%20v00)
J.D. Seminar | 2 credit hours
In this hands-on course, we will use current legal issues to examine public speech from both theoretical and practical perspectives, and you will begin to develop a skill-set essential for success in all law practice types.

Course Goals/Student Learning Outcomes
Whenever lawyers speak professionally, they are engaging in some form of public speaking. This is true inside the courtroom, but is equally true in non-litigation settings—whether speaking to lay groups about various matters of legal controversy; appearing before legislatures, city councils or municipal boards; pitching ideas to colleagues, clients, or potential clients; or conducting media interviews for any variety of reasons. This course examines communication and interdisciplinary theories and mechanics/strategies needed for effective persuasive public speaking, such as speech study, audience analysis, outlining, documentation, organizational skills, word choice, and presentation. Every speech, including the one of self-introduction, will focus on topics that are legally relevant. Throughout the semester, students will maintain files of articles regarding a legal topic (i.e. legal arguments and theories behind controversial social issues) from which many of their speeches will be derived, including the persuasive speech.

At the conclusion of the course, you will:

1. Know how to speak publicly so your audience will really listen and understand.
2. Develop analytical listening and observation skills.
3. Construct and deliver effective extemporaneous public speeches.
4. Manage speech anxiety and effectively use nonverbal communication to inform, persuade, enlighten, and impact your audience.
5. Be able to produce and employ effective visual aids in your presentations.

Note: FIRST CLASS ATTENDANCE IS MANDATORY. All enrolled and waitlisted students must be in attendance at the first class session in order to be eligible for a seat in the class.

Note: A laptop or tablet will not be permitted to take notes in class but may be used when working on writing assignments or making presentations of material in class.
Law 1520 v00 Race to Risk Assessment (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201520%20v00)

J.D. Seminar | 2-3 credit hours

This seminar will examine how the law historically and contemporaneously constructs race in America, focusing in particular on the way race has been used (and abused) in the criminal justice system in supposedly scientific methods for measuring risk. We will begin the seminar by examining the explicit constructions of race, including naturalization cases from the 19th and 20th centuries, as well as more notable cases, such as Dred Scott and Plessy, involving restrictions on the rights of enslaved and formerly enslaved Black Americans. We will then turn our attention to constructions of race in the wake of Brown v. Board of Education, particularly the rise of ‘colorblind’ interpretations of the Equal Protection Clause, which limit legal interventions and remedies to incidents of intentional racist acts, rather than facilitating remedies to address systemic manifestations of racial hierarchy.

In the second half of the seminar, we will turn our attention to the criminal justice system and how the colorblind doctrine has facilitated the use of crime as a proxy for race. Specifically, we will examine how risk assessments—predictions of a defendant’s future dangerousness or risk to public safety—can participate in and obfuscate continued constructions of race under the law, and efforts at the local, state, and national levels to ensure these predictions do not replicate the biases we have come to associate with our system of criminal justice.

Learning Objectives:

Students will learn how the courts have traditionally been called upon to define race, how these constructions persist into the present, and how interpretations of the Constitution as ‘colorblind’ can obfuscate courts’ continued role and involvement in these constructions. By turning our attention to the criminal justice system, students will be able to assess the nexus between the colorblind rhetoric of the courts and mass incarceration. Students will leave the seminar with substantive knowledge of: the federal Bail Reform Acts of 1966 and 1984, the responsibility of judges to “predict” whether people charged with crimes are a risk to public safety, and increasing concerns from the public regarding the role such predictions play in continued constructions of race.

Beyond the knowledge gained from exploration of the aforementioned laws and cases, students’ should depart the seminar with a healthy skepticism of the law as inherently neutral or unbiased. Further, through robust class discussion and satisfaction of the writing requirement, students will sharpen their analytical skills, as well as their ability to clearly and concisely articulate themselves in verbal and written formats.

Law 1389 v00 Racialization and American Law Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201389%20v00)

J.D. Seminar (cross-listed) | 2-3 credit hours

This course explores the many ways in which law is implicated in histories of racial differentiation and subordination in the United States. Beginning with histories of colonial settlerism, native dispossession, and black bondage, this course will explore the distinctly racial character of capital accumulation, in the United States and now globally. We continue though the revolutions of emancipation, racial segregation, and selective migration, to understand the racialized patterns of economic inequality rooted in our present. Though the readings assigned in this course have been selected to provide students with a richly historical framework for understanding contemporary crises, students are encouraged to introduce questions that concern them most immediately. Students are also encouraged to think critically across intersections of race, class, gender, and sexuality.

There are no prerequisites for this class, but students should be prepared to engage with variety of materials, not limited to legal cases or statutes. Students will be introduced to foundational essays in the critical legal tradition, as well as emerging interdisciplinary scholarship in postcolonial studies, critical indigenous studies, black radicalism, ethnic / American studies, and feminist / queer studies.

Students will be expected to draft short weekly reflections, to participate in leading our seminar discussion at least once during the semester, and to submit a final paper on a topic of their own choosing.

Note: J.D. students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the J.D. Upperclass Legal Writing Requirement. The paper requirements of the two-credit section will not fulfill the J.D. Upperclass Legal Writing Requirement.

Law 1038 v00 Religion and the Work of a Lawyer Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201038%20v00)

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

For some, the ways in which we think about legal questions, and about our own work as lawyers, are related to our religious or spiritual outlook. The seminar will explore the content of that relation, and such questions as: is such a connection appropriate only as a private matter, not to be brought into the evaluation of policy questions or even into conversation, except with one’s chosen intimates? Can its importance to our legal thinking be honored in a manner that honors too our political commitment to pluralism and freedom of conscience? What is the difference, if any, between religious and secular sources of values? How may one integrate a religious commitment with a career as a lawyer? This is not a seminar on the law of the First Amendment, although it may affect our understanding of some of the controversies.

This seminar requires a series of short reflection and reaction papers which aim to facilitate thoughtful student participation in seminar discussions throughout the course. The final paper is not a research project, but a short engagement (about 8 pages) with a particular set of issues arising from across the range of topics covered in the course. This course does not satisfy the JD Upper Level Writing Requirement.
Throughout the class we will have opportunities to consider how morality and ideas of justice shape, and are shaped by, contemporary legal problems such as: the legal regulation of sexual activity and marriage, euthanasia and physician assisted suicide, immigration, regulation of financial institutions, and/or other issues which emerge as topics of particular student interest.

Particular attention will be paid to understanding methods for dialogue across differing thought systems and disciplines and to developing the skills for communication across claims that would otherwise tend to generate religious and political polarization.

This seminar requires a series of short reflection and reaction papers which aim to facilitate thoughtful and active student participation in seminar discussions throughout the course. This course does not satisfy the JD Upper Level Writing Requirement.

### LAW 1196 v00 Religion, Morality and Contested Claims for Justice Seminar

This interdisciplinary seminar will examine theories of justice and the relationship between law and morality in light of religious and theological visions of the good life and accounts of order. Materials and discussions will probe questions such as: What are the moral values underlying the law? How does the law achieve justice or fall short of this goal? How can moral judgments be brought to bear, if at all, in modern, secular legal institutions and in the formation of public policies?

### LAW 1040 v01 Technology, Innovation and Access to the Civil Justice System

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 expose students to the varied uses of computer technologies in the practice of law, with an emphasis on technologies that enhance access to justice and make legal services more affordable for individuals of limited means. Students will participate in a two hour/week seminar and carry out 10 hours/week of project work under the direction of the course professors.

**SEMINAR:** The seminar portion of the class is devoted to two topics: the access to justice crisis and the role of digital tools in bridging it. Among the issues we will discuss throughout the semester are: the extent of the justice gap, the economic and regulatory barriers to access, and the problem of resource constraints. We will also discuss how legal technologies are altering the landscape for persons of limited means and empowering disadvantaged and marginalized individuals and communities. The second topic is learning to design and develop legal expert systems. To create our systems, we use a software platform that does not require a coding background.

**PROJECT WORK:** Students will work in small teams for a legal service organization to develop a platform, application, or automated system that increases access to justice and/or improves the effectiveness of legal representation. These organizations include civil rights organizations, direct service providers, and other public interest organizations. The course culminates in a design competition: The Georgetown Iron Tech Lawyer Competition. Along the way, students learn systems logic, teamwork, and visual literacy skills. By the end of the semester, each team will have built a functional app intended for adoption by the participating legal services organization to put into use for its clients.

No programming background is required. Students are not required to have coding experience and will not be expected to learn to write software.

Students are encouraged to check out these apps created by Georgetown Law students (https://applications.neotalogic.com/a/links) in earlier semesters and in use at various organizations. They are also encouraged to contact Professor Rostain at (tr238@law.georgetown.edu) with questions.

**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 receive credit for this practicum and Criminal Justice Technology, Policy, and Law (PROJECT-BASED PRACTICUM).

Students may not concurrently enroll in this practicum course and a clinic. Students who wish to concurrently enroll in this course and another practicum course may only do so with the permission of Assistant Dean Rachel Taylor (rst@law.georgetown.edu), Professor Rostain (tr238@law.georgetown.edu), and the professor of the second practicum. Students may concurrently enroll in this practicum course and an externship.

**Note:** This course requires professor permission to enroll. Interested students should email Professor Tanina Rostain at tr238@ (tr238@georgetown.edu)georgetown.edu.

This course is suitable for evening students; project work does not need to be completed during business hours.
LAW 1301 v00 Theories and Conflicts at the Intersection of Law, Morality, and Religion (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201301%20v00)
J.D. Seminar | 3 credit hours
This seminar for graduate students and law students explores the major theories of the relationship between law and morality (including religious morality) and the way this relationship manifests in contemporary legal and political conflicts. Questions we will address include inquiry into the nature and purpose of law related to moral and ethical life and goals. What is the extent to which moral and religious culture and claims can (or ought) to shape the civil law? How does moral and religious pluralism and diversity affect the inclusion of moral claims into law and policy? Do the ideals of justice to which law and political institutions aim have objective or ontological status or are they more properly conceived as contingent and constructed? Can the authority of law be considered morally legitimate? When law and policy clash with moral and religious culture, which gives way to the other, and are there moral or legal principles for determining how to navigate and/or solve this conflict?

In the first part of the seminar, we will examine the representative theories of this relationship through close readings and discussion of works to include: classic and modern accounts of positivism and command theory in law, (including some attention to modern political theories about the purpose and limits upon political states); classic and contemporary views of natural law and its claims about the civil order; the debate between H.L.A. Hart and Lon Fuller over whether law has an intrinsic moral content; Catholic social teaching and Protestant political thought regarding the moral demands upon the political order; the debate between Hart and Lord Devlin over whether the law and political order may be utilized to sanction behavior on exclusively moral bases; American political thought about the Constitution and limits upon state power over individual (moral and religious) actions; and contemporary political theories about the demands of justice imposed upon political states in a global era.

In the latter part of the seminar, we will investigate three clusters of legal cases and political conflicts in which morality and religion appear as central components of the conflict: 1) the de-criminalization of certain modes of human sexuality and the recent debates over same sex marriage; 2) the clash over the contraception provisions of the Affordable Care Act and demands for religious accommodation; and 3) the relevance of moral and religious claims for legal debates over the efficacy/legitimacy of the death penalty.

A research paper will be the main requirement for the course, along with careful preparation for and participation in the seminar.

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. The paper requirements of the 2 credit section will not fulfill the Upperclass Legal Writing Requirement.

This course is cross-listed with the Government Department and meets on the main campus. Main campus courses begin Wednesday, January 11, 2017. The first meeting of this course will be Thursday, January 12, 2017 (before the Spring 2017 semester begins at the Law Center). Be aware this course may run on a different calendar than the Law Center during weeks where there is a holiday. Please take this into consideration when creating your schedule so that you have flexibility to attend the class on a different day, but at the same time. See the schedule of courses on the Main Campus Registrar’s website (http://registrar.georgetown.edu) for room assignments. Law Center students may register only through the Law Center’s registration system.

LAW 1453 v00 Vatican City State, Holy See, and United Nations Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW %201453%20v00)
J.D. Seminar (cross-listed) | 1 credit hour
The purpose of the Seminar is to lead the participants to the understanding of the position and operations in international law of Vatican City, a small but sovereign state, of the Holy See, the representative of an international religious corporation – in particular in their relationships to the United Nations. The sessions will focus (1) on the historical background of the emergence of the modern Vatican; (2) the consolidation of its position among the nations through the Treaty of Lateran in 1927; (3) its developing relationship with the United Nations; (4) its specific contribution as advocate of peace and justice. Each student will be asked to study either a relevant historical event or a major document related to the main topic, and to report on it in a paper of about 12 pages.

Note: This class will meet on the following seven dates in Spring 2018: 1/18, 2/1, 2/15, 3/1, 3/22, 4/5 and 4/19.
Week One Teaching Fellows work with faculty to facilitate the first-year Week One simulation courses offered in January. Fellows will work in teams of two to six fellows for their specific Week One class. More information, including course descriptions, are available on the Week One website (https://www.law.georgetown.edu/experiential-learning/simulations/first-year-week-one-simulations). Teaching Fellows receive 1 pass/fail credit toward their Spring coursework.

Teaching Fellows meet at least twice (see below for meeting dates) with their faculty in the Fall semester to review the course topic, goals, and simulation structure, and to receive training on their role (readings will be assigned).

Fellows then attend all of the classroom sessions during Week One and assist in facilitating discussion and small-group work of first-year students. For example, fellows may moot students as they prepare for a mock oral argument or client presentation, or play the witness in a key witness interview. Fellows also meet and consult regularly with faculty during the course to discuss student progress and course logistics. At the conclusion of Week One, all fellows must complete a 6-8 page reaction paper assessing how the course worked, overall student experience, and how the course could be improved (legal issues, factual issues, structure of exercise, etc.).

Mutually Excluded Courses: Students who are enrolled in a Spring semester clinic should determine when any clinical meetings will take place during Week One to ensure there will be no conflict with their responsibilities as a fellow.

Note: This course requires professor permission to enroll. Interested students must complete the online Week One Teaching Fellows Application Form (https://docs.google.com/forms/d/e/1FAIpQLSfb7myadYlm8SzzRpJo7My_e92MainAMjEn2DKuyY2ujz3cW/viewform?usp=sf_link) to identify the Week One courses for which they would like to serve as a Teaching Fellow. A resume and a brief statement of interest must be provided. If you are having any difficulty accessing the application or have questions about the application process, email lawexp@georgetown.edu.

This course is open to upperclass J.D., LL.M., and S.J.D. students. WEEK ONE COURSE. This course will meet on the following days:
Monday, January 7, 2019 through Thursday, January 10, 2019 during the classroom meeting times for the course to which the fellow has been assigned. Additionally, teaching fellows will meet with their professors on Sunday, December 2, 2018 and Sunday, January 6, 2019 (times TBD). Professors may schedule additional trainings as needed. This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students. This course does not count toward the Experiential course requirement. ATTENDANCE AT ALL CLASS SESSIONS IS MANDATORY. After accepting an offer, the student may drop the course only with the permission of the professor. Permission is granted only where remaining enrolled in the course would cause significant hardship to the student.