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 uninterested in or a strong interest in the related discipline or profession, such as law and economics, 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 [link]

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 discussion of assigned readings and 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 v02 Behavioral Law and Economics [link]

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 in the areas of property, contracts and torts, and then explore how the conclusions of this analysis are altered when behavioral insights are incorporated into it.

Learning Outcome Goals:

Primary Goals

At the end of the course, students will have acquired understanding of and/or facility in the core concepts of rational choice theory and alternative behavioral theories.

At the end of the course, students will have acquired understanding of and/or facility in the implications of behavioral findings on legal analysis.

Secondary Goals

At the end of the course, students will have acquired understanding of the methodological framework underlying behavioral economics.

Note: Laptop computers are not permitted in class without the permission of the instructor.

This course will meet on Mondays and Wednesdays in Fall 2020 on the following dates: 9/9, 9/14, 9/16, 9/21, 9/23, 9/28, and 9/30. Enrolled students will have until the beginning of the second class session to request a drop by contacting the Office of the Registrar; a student who no longer wishes to remain enrolled after the second class session begins will not be permitted to drop the class but may request a withdrawal from an academic advisor in the Office of Academic Affairs. Withdrawals are permitted up until the last class for this specific course.

LAW 104 v04 Behavioral Law and Economics Seminar [link]

J.D. Seminar (cross-listed) | 2-3 credit hours
Humans are imperfect. They misperceive facts, lack willpower, don't know what makes themselves happy, take mental shortcuts, get impatient, can't do math. Should these facts matter for the design of legal systems? For example, should the law protect mistaken consumers, or would doing so only discourage buyers from learning to overcome their shortcomings? This seminar explores these questions in a number of legal contexts, including not only consumer protection but also criminal law, public finance, administrative law, corporate law, and others. We will begin with a brief review of basic economic concepts such as utility, supply & demand, expected value, and rational choice under uncertainty.

Each subsequent unit of theory will be paired with a practical policy issue, allowing us to learn and apply the theory in a concrete context. Topics include the phenomena of “satisficing,” impatience, salience, loss aversion, over-confidence, cognitive dissonance, and adaptive preferences, as well as the more general debate over government “paternalism.” Students will write weekly responses and research paper.
LAW 104 v01 Behavioral Law and Economics: An Introduction
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 1536 v00 Bioethics and Social Justice
J.D. Seminar (cross-listed) | 2 credit hours
This seminar explores legal, ethical, and social issues raised by developments in health, medicine, and the biological sciences at the U.S. and global levels. It first provides an overview of the normative theories that inform the development of the field of bioethics, as well as connects these theories to legal and social dynamics that continue to shape discussions of equity and justice. It then considers a spectrum of priority topics and themes, through both a theoretical and practical lens, such as end-of-life issues, reproductive rights, human subjects research, access to medicines, and vaccines. Students will develop an in-depth perspective on how law and ethics overlap and shape the discourse on these priority topics. This seminar will be especially informative for students looking to obtain a practical view into how the law interacts with ethical dilemmas in health, medicine, and science.

Learning Objectives:
- Describe the normative theories that inform the development of the field of bioethics and the role that the law has played in this evolution
- Describe practical examples of legal and ethical dilemmas that arise across multi-disciplinary topics in health, medicine, and the biological sciences
- Articulate the ethical arguments on often opposing sides of priority bioethical issues, understanding the varied levels of nuance involved
- Analyze the role of legal institutions and law and in creating a framework to address the ethical, legal, and social issues that arise in the fields of health, medicine, and the biological sciences

LAW 284 v01 Bioethics and the Law Seminar
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
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 deals with core financial concepts, such as the time value of money, risk versus return, and methods for valuing assets. Third, the course discusses the basic categories 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.

First Class Assignment:
For the first class, please read chapters 1, 2, 3 from Robert J. Rhee, Essential Concepts of Business for Lawyers, Third Edition.

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: FIRST CLASS ATTENDANCE IS MANDATORY. Enrolled students must be in attendance at the start of the first class session in order to remain enrolled. Waitlisted students must be in attendance at the start of the first class session in order to remain eligible to be admitted off the waitlist.

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 and Other Disciplines

LAW 1040 v01 Civ Tech: Digital Tools and Access to Justice (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201040%20v01) (Project-Based Practicum)
J.D. Practicum (cross-listed) | 4 credit hours

In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their professors. This project-based practicum course will 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.neotologic.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 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 Kennisha Austin (kaa114@law.georgetown.edu|law.georgetown.edu
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 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

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 science 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, 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: Waitlisted students who enroll in this course after the first class meeting should contact Dean Ohm (ohm@law.georgetown.edu) for instructions on how to access the missed course recordings and the mandatory problem sets due before the second class meeting on Tuesday, January 26th. Students admitted off the waitlist who do not complete the problem sets due before the second class session on January 26th will be dropped from the course. No student will be admitted to this course after the end of add/drop on 3 pm on Tuesday, January 26, 2021.

This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students. This course will meet twice each week. There will be 1 one-hour lecture with all enrolled students, with the second hour of weekly course content delivered asynchronously. Later in the week there will be a second class session consisting of one-hour lab sections broken into small groups of 15 students. Students will be assigned a particular lab section at the beginning of the course.

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.

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 science 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, 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.

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 Sunday, November 15, 2020 and only by notifying Professor Ohm in writing.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Interested students should contact Professor Ohm at (ohm@law.georgetown.edu) by Friday, October 30, 2020.

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 is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students. This course will meet twice each week. There will be 1 one-hour lecture with all enrolled students, with the second hour of weekly course content delivered asynchronously. Later in the week there will be a second class session consisting of one-hour lab sections broken into small groups of 15 students. Students will be assigned a particular lab section at the beginning of the course.
LAW 481 v00 Contemporary Legal Scholarship Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20481%20v00)
J.D. Seminar | 3 or 5 credit hours
The Seminar is designed for all fellows, SJD students, and some JD students who wish to become a law professor or who think they may go into law teaching at some point in their careers. The seminar aims to familiarize students and fellows with different genres of legal scholarship, including “normative” or reform-oriented scholarship, analytic and doctrinal work, comparative legal analysis, theoretical, critical, or conceptual scholarship, and interdisciplinary legal scholarship. We look at a couple major pieces that aim to re-orient entire areas of law, as well as short works that look to restate or change particular pieces of doctrine, book reviews, symposia and encyclopedia pieces. The Seminar meetings alternate with workshops, at which fellows and SJD students present work in progress. JD students will also present drafts of their papers in the final session at the end of the semester. Attendance at all sessions, including all workshops, is required of all JD students, research fellows, and first and second year SJD students. A fuller description is available upon request.

Note: This seminar is offered for 3 credits in the fall and spring and offered as a year-long seminar for 5 credits.

This course requires professor permission to enroll. Please email Professor West (Robin.West@law.georgetown.edu) by 5:00 pm on Friday, August 28, 2020 with a copy of your CV.

LAW 1485 v00 Criminal Justice Technology, Policy, and Law (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201485%20v00) (Project-Based Practicum)
J.D. Practicum | 4 credit hours
In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their 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: 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 the Office of the Registrar (lawreg@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 obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal
LAW 1645 v00 Cultural Appropriation Seminar: Innovation or Theft? (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201645%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
Innovation thrives on borrowing from creators past and far-flung. When does cultural exchange cross the line into cultural misappropriation or theft decried as “cultural appropriation”? Notably, today's culture wars increasingly turn on intellectual property claims, with calls for attending to the legal and ethical implications of dominant cultural creators taking and profiting from the innovations of disadvantaged and minority creators. From claims of copyright in dance moves sold on the blockbuster video game Fortnite, to the use of trademark law to upend the Washington Redskins' mascot and name, to social movements #reclaimthebindi and #mycultureisnotyourcouture, diverse citizens contest ownership and authorship of our common culture. Is yoga the cultural property of India, the common heritage of mankind, or the copyright of Bikram Choudhury? What are the repatriation obligations of museums today? Is all music theft? What is the relationship between cultural appropriation, colonialism, and white supremacy? Is property an appropriate legal institution for addressing conflicts over culture? This seminar considers the particular role of intellectual property, including copyright, trademark, patent, and design patent, in promoting free cultural exchange, albeit on fair terms in a global marketplace of ideas marked by sharp differences in power, wealth, and knowledge. The seminar seeks to facilitate respectful and meaningful intercultural dialogue about identity, recognition, and semiotic and distributive justice.

There are no prerequisites or recommended prior courses, although some familiarity with intellectual property will be helpful.

LAW 1219 v00 Demystifying Finance: A Short Course for Law Students (Fall Course) (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201219%20v00)
J.D. Course | 2 credit hours
This two-credit pass/fail course is designed to provide students with an understanding of the basic principles of finance and accounting in order to enhance their study of business law. The course is intended to provide students with little or no prior background in finance and accounting with an introduction to the core concepts, the essential vocabulary, and the basic tools of these two subject areas. The course will be taught prior to the start of the Fall 2015 semester in a one-week intensive format and will equip students with a basic primer of topics relevant to a range of business law course. Accordingly, it covers subjects such as the time value of money, the distinction between debt and equity, the role of risk in valuing financial assets, and how assets and liabilities are described in accounting materials such as balance sheets and income statements.

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 1219 v01 Demystifying Finance: A Short Course for Law Students (Spring Course) (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201219%20v01)
J.D. Course (cross-listed) | 2 credit hours
This two-credit pass/fail course is designed to provide students with an understanding of the basic principles of finance and accounting in order to enhance their study of business law. The course is intended to provide students with little or no prior background in finance and accounting with an introduction to the core concepts, the essential vocabulary, and the basic tools of these two subject areas. The course will be taught in an intensive one-week format and will equip students with a basic primer of topics relevant to a range of business law courses. Accordingly, it covers subjects such as the time value of money, the distinction between debt and equity, the role of risk in valuing financial assets, and how assets and liabilities are described in accounting materials such as balance sheets and income statements.

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. This course will be different from a typical law school course offering. The faculty will employ business school teaching methods such as the use of problem sets both in class and in small group break-out sessions throughout the day. The problem sets are quantitative in nature and students will be expected to use basic algebra to solve them.

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: The course will meet Monday, January 9 – Thursday, January 12, 2017, 9:00 a.m. - 4:45 p.m. on the main campus at the McDonough School of Business, Rafik B. Hariri Building, Room 440. The course will have a take-home exam that must be completed during the week of Friday, January 20th through Friday, January 27th, 2017. The course will be graded on a pass/fail basis and will not count towards the 7 credit pass/fail limit.

NOTE: 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 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 (https://www.law.georgetown.edu/experiential-learning/clinics/federal-legislation-clinic) for more detailed information about the program.


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

LAW 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.

LAW 572 v00 Good and Evil Seminar: The Role of Law in Shaping Character and Behavior (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20572%20v00)
J.D. Seminar (cross-listed) | 2-3 credit hours
This seminar will explore some extremely thorny moral and psychological issues: why do people behave altruistically or cruelly? What separates the law-abiding citizen from the criminal? Does “character” determine most behavior, or does environment trump character in some—or most—situations? What’s the best way to understand the role law plays in shaping human behavior? Course readings will be drawn from a wide variety of disciplines, including biology, sociology, psychology, and jurisprudence, and we will look at materials that range from studies of adolescent bullying and war-time heroism to stories drawn from the Rwandan genocide and the interrogation rooms at Guantanamo.

No prerequisites. For students enrolled in the writing requirement section: Students will be required to write one 25+ page term paper and several shorter reaction papers (1-2 pages) throughout the course.

Note: FIRST CLASS ATTENDANCE IS MANDATORY. Enrolled students must be in attendance at the start of the first class session in order to remain enrolled. Waitlisted students must be in attendance at the start of the first class session in order to remain eligible to be admitted off the waitlist.

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 1408 v00 Human Genetic Engineering: Law and Policy (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201408%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
This two-credit seminar will open a window into the fast-developing world of human genetic engineering. It begins with a review of international and regional efforts to ban or restrict human germline modification (HGM), along with a brief world overview of relevant laws and trends. It then focuses on cutting-edge techniques like CRISPR/Cas9 and organized research efforts, particularly in China, that may nonetheless spark a race to create designer babies within a decade or less, as regulation lags behind technology and human affairs. Next, we examine two more well-established reproductive technologies, mitochondrial replacement and pre-implantation genetic diagnosis (PGD), to identify forces that are likely to guide HGM regulation as relevant technologies become safer and more efficient. We’ll study the U.K.’s recent adoption of mitochondrial transfer to reduce birth defects or enhance fertility and then learn about evolving U.S. policy. We’ll follow the spread of PGD, initially used to identify embryos bearing genes causing incurable childhood diseases, first to other less serious conditions, then to the creation of “savior siblings” and finally to non-medical uses like sex selection. Then we’ll return to HGM 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 futurist 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 and Other Disciplines

**LAW 1705 v00 Law and Economic Analysis of the Public Sector Seminar**

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

Should government help families to pay for their health care? If so, which level of government: state or federal? What about disaster relief, education, or news that informs instead of simply entertaining? Which governments, if any, should provide those goods?

This course aims to equip students to provide answers to these and other basic questions of legal policy. Our basic approach is economic, but we also engage with other forms of policy analysis. The course provides a general introduction to the economics of government taxing and spending, with a focus on the implications of economic theory for legal problems. Each unit of theory will be paired with a practical policy issue, allowing us to learn and apply the theory in a concrete context.

For example, we will discuss the theoretical challenges of measuring “utility” across a population, and some economic tools for approximating it. We will analyze the basic concept of the “externality,” and develop our analysis to the point where we can argue about what it suggests about whether government should provide services to the population, and if so, what kinds of services and what levels of government. In particular, we'll spend a fair bit of time discussing aspects of “fiscal federalism” -- the question of the optimal allocation of taxing and spending authority between states and the federal government. We'll touch on the implications of government serving as insurer, particularly as a “social” insurer providing welfare-type benefits. There will be a running debate over whether utility-maximization ought to be the sole criteria for judging good government, or whether other factors, such as fairness, must also play a role. And we'll briefly cover some of the major economic theories of taxation.

**Course Objectives:**

- Acquire familiarity with general economic arguments pertaining to why and how government intervenes in the marketplace
- Develop ability to make and analyze economic arguments in a legal and policy context
- Begin thinking about many of the most important controversies confronting government today
- Practice skills of policy advocacy

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

**LAW 276 v01 Law and Economics Workshop**

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**

J.D. Course (cross-listed) | 3 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, Let's Be Free, Jury of Her Peers, and the films Doubt and To Kill a Mockingbird. Second, we will examine the theoretical claim of modern humanistic 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**

J.D. Seminar | 2 credit hours

This course will examine literary texts that engage important questions related to justice theory, criminal law, and public policy decisions. These text range from canonical works (Antigone, Merchant of Venice) to contemporary writers exploring the effect of law on Outsider groups such as immigrants, drug addicts, and prisoners. Law and literature offers us the opportunity to consider the impact of law on those Othered by our society, to obtain an empathetic and vicarious understanding of how law affects those who are most marginalized. The authors range from those who are very well known (Capote, Baldwin, Atwood) to the first published, including works of fiction by recent immigrants and those who are still in prison. The course invites broader consideration of the purposes of justice: should societies prioritize utilitarian principles? What is the role of forgiveness when heinous crimes have been committed? Other texts invite students to apply a broad perspective to criminal policy questions, including the insanity defense, rape, and the death penalty. Readings include some speculative/dystopian fiction and recent stories bearing on epidemic and disease control.
This seminar will examine legal issues arising at the intersection of law and neuroscience. Advances in neuroscience have led to increased understanding of the brain and its relationship with issues such as behavior, decision-making, reasoning, memory, and emotions. The interdisciplinary field of law and neuroscience (sometimes referred to as "neurolaw") has been exploring the implications of the science for law and public policy. This seminar will examine cutting-edge issues and proposals currently facing courts, lawyers, legislators, administrative agencies, and other policymakers. The issues explored will likely include assessments of criminal responsibility, insanity and capacity, juveniles, proving pain and other injuries, lie detection, memory, and practical issues in court, among others. No prior background in science is necessary or will be assumed.

Law and Rhetoric Seminar

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 of Robots

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 1215 v00 Legal Delivery System in Transition: Changes, Challenges, New Models and Opportunities (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201215%20v00)

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 day of the class for this specific course.

LAW 611 v13 Legal Innovation: Designing Human-Centered Solutions to Challenges in Law (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20611%20v13)

J.D. Seminar | 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 will enroll via the Live Registration 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, please see the Week One website (https://www.law.georgetown.edu/experiential-learning/simulations/first-year-week-one-simulations). 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 Monday, November 30, 2020 at 3:00 p.m. After that point, students must receive permission from both the course professor and Assistant Dean for Experiential Education to drop the course. Permission will only be granted when remaining enrolled in the course would cause significant hardship for the student. 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 law and literacy in a dynamic, experiential approach, through a combination of readings, interactive seminars, and placements involving weekly reading with an emergent reader. The course examines learning theories and practices regarding emergent literacy and discusses their legal, educational, and social implications. Readings are drawn from three areas: educational theory and practice, law, and children's literature. The course focuses on a variety of learning approaches that now inform literacy instruction in America. Legal implications to be considered may include restrictions on literacy due to historical oppression and educational disadvantage, statutory interpretation, equal protection and diversity, freedom of speech, school finance, discipline, gender, and English as a second language. Students are required to spend at least one hour per week at a community placement working with an emergent reader. The placement may be a tutorial or literacy program sponsored by the Law Center (e.g., the Early Learning Center on the campus of Georgetown Law), or some other arrangement approved by the instructors (e.g., siblings, relatives, or parents/grandparents and may be done in person or online). Writing requirements include both a monthly journal and a short paper. The paper may be a children's book that integrates legal and educational issues in either content or style, accompanied by a short analytical essay describing the book's connections between literacy and law. Please contact the professors for more information.

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: FIRST CLASS ATTENDANCE IS MANDATORY. Enrolled students must be in attendance at the start of the first class session in order to remain enrolled. Waitlisted students must be in attendance at the start of the first class session in order to remain eligible to be admitted off the waitlist.

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
The objective of this course is to build practical persuasion skills. The course is skills-oriented. We will examine techniques of persuasion from classical rhetoric to what modern scientific research tells us about perception, memory, emotion, logic, and how we really make decisions. We will apply this information to improve your presentation skills in multiple ways. By the end of the course, you should feel that you are more effective at public speaking and presentation. You should also feel more comfortable and confident speaking publicly. I hope that you will develop practical checklists of what works and what doesn't and use this information to refine your own personal presentation style. This course will provide you tools to better organize and present your arguments in a more persuasive manner 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 presentations, and a brief and oral argument. The course requirements are: participate in the in-class exercises and presentations; maintain a concise journal of your reactions to the materials presented each class session and how you could use them; and practice your presentation skills based on the techniques we will study. There are no prerequisites for this course.
J.D. Clinic | 8 or 14 credit hours

Please see the Policy Clinic website (https://www.law.georgetown.edu/experiential-learning/clinics/the-policy-clinic-climate-health-food-human-rights-and-trade-harrison-institute) for more detailed information about the program.

For registration-supplemental materials, please see the Policy Clinic PDF (https://www.law.georgetown.edu/wp-content/uploads/2020/03/Policy-Clinic-Info-Sheet-2020-Final.pdf).


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.

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**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

**Cross-Listed:** JD and MLT Programs

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. 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 Master of Law and Technology (MLT) 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 and MLT students in interdisciplinary teams, each likely consisting of two law students and one MLT student.

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) new, invasive forms of workplace and employee tracking; (b) commercial and police use of face recognition technology; and (c) state efforts to severely restrict flows of local and state government data to Immigration and Customs Enforcement (ICE).

**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 may be suitable for evening students who can commit to attending class and participating in 15 hours/week of project work.

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 of project work per week, for a minimum of 11 weeks. Both the seminar 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 obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum would cause significant hardship for the student. A student who is granted permission to withdraw will be withdrawn from both the seminar and project components. Default attendance rule for all practicum courses (unless otherwise noted) is 80% of class time.
Experiential Learning is required. That point, permission from the course professor and Assistant Dean for experience, students who wish to drop the course after they have and the preparation that is necessary to ensure a positive student the course, the small-group, team, and individual work that is involved, www.law.georgetown.edu/go/weekone) its entirety. For more information see the Week One website eligible for a seat in the class and must attend each class session in be in attendance at the start of the first class session in order to be SESSIONS IS MANDATORY. All enrolled and waitlisted students must be in attendance at all class sessions in order to be eligible for a seat in the class. courses are enrolled through a lottery process. ATTENDANCE AT ALL CLASS 2018. This course is mandatory pass/fail, and does NOT count against 7-credit pass/fail limit for J.D. students. the following days: Monday, January 8, 2018, through Thursday, January 11, Note: FIRST-YEAR WEEK ONE COURSE: This course will meet on the 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 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 – 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.

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

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LAW 1719 v00 Race, Law, and Inequality Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201719%20v00)
J.D. Seminar | 2-3 credit hours
The deaths of black men and women at the hands of white police officers in places like Ferguson, Missouri, New York City, North Charlestown, South Carolina, and Baltimore has launched a conversation about race in the United States unlike any we have seen in recent decades. Recent debates have focused on racial bias, discrimination and disadvantage, but have largely ignored the effects of law in the racial inequality context. This course looks to correct that omission. It offers students an opportunity to explore the ongoing role that law plays in both shaping notions of race and in fostering structural racial inequality in the United States. Launching an inquiry that emphasizes history, as well as scholarly critique and social science insights, the course invites students to consider the racial contours and function of law in a host of contexts, including criminal justice, education, family, and housing.

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 1389 v00 Racialization and American Law Seminar

J.D. Seminar | 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: This course requires professor permission to enroll. Please email Professor Munshi (skm67@georgetown.edu) and her assistant Maya Krishnan (maya.krishnan@georgetown.edu) by Monday, January 4, 2021 with a copy of your CV and a short statement of interest (1 page or less). Please include whether you want to take the course for 2 or 3 credits. After the January 4 application deadline, students will be admitted into open seats on a rolling basis.

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 1718 v00 Real Estate Development Seminar

J.D. Course | 2 credit hours
Guest Lecturers:
Brandon Rule, Rule Enterprises
Feras Qumseya, Folger-Pratt
David Bramble, MCB Real Estate

This course teaches the fundamentals of real estate development with considerable emphasis on problem solving and real time engagement of potential development sites. Across the semester, students acquire practical knowledge of the stages of real estate development, as well as the laws and deal structures pertinent to a range of mixed income/mixed use development.

Students whose projects show promise may have the opportunity to join interested professional development teams as interns, continuing their learning experience and involvement on this and/or other projects.

Learning Goals

Through class readings, in-class exercises, and guest lectures, students learn to

1. Identify problems and solutions at various stages of the development process: 1) creating and refining a development idea, 2) site selection, evaluation, and control, 3) development and entitlement, 4) construction and tenant occupancy and 5) management of the built project.
2. Navigate the deal structure and most common legal issues in mixed income/mixed use development
3. Research the preliminary feasibility of potential sites and construct a pro forma to analyze business feasibility of those sites
4. Prepare a short prospectus capturing the essentials of site research and pro forma analysis
5. Organize and present a 5-7 min. pitch to industry professionals based on prospectus and pro forma analysis

Recommended: This course functions like an incubator for those interested in commercial and multi family real estate development. No prior experience or coursework in development, finance, or real estate law is required, but proficiency with Excel and familiarity with general business and finance concepts could be helpful.

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Interested students should submit a statement of interest, along with an updated CV to Professor Anthony Cook (mailto:cooka@georgetown.edu) by 3:00 pm on Monday, September 21, 2020.
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.

LAW 1196 v00 Religion, Morality and Contested Claims for Justice Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201196%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
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?

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, controversies regarding federally mandated health insurance, abortion, 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 1706 v00 Surveillance and Civil Rights (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201706%20v00) (Fieldwork Practicum)
J.D. Practicum | 6 credit hours
The Center on Privacy & Technology at Georgetown Law conducts research and advocacy at the intersection of privacy and civil rights. Center reports have revealed that most American adults are in a police face recognition database; that face recognition technology suffers from race, age, and gender bias; and that ICE is beginning to tap into the biometric networks that police have long exploited. Center advocacy has resulted in multiple states investigating or halting use of face recognition; in ICE dropping plans for an expansive social media monitoring plan; and in Congress halting the use of unaccompanied children’s data to find and deport their loved ones.

In this fieldwork based practicum, students will learn the tools of effective research and policy advocacy, and put those tools to use in the Center’s projects on biometrics, immigrant surveillance, and potentially other fields. They will work closely with Center staff and, as needed, their partners in civil society and federal and state legislatures.

The projects that the students will likely work on will generally fall into two fields relating to two tranches of research and advocacy.

Immigrant Surveillance. By the end of 2020, the Center will release a comprehensive report on the expansion and lawless nature of surveillance conducted by Immigration and Customs Enforcement and Customs & Border Protection. The students may have an array of projects related to that work, including:

- Writing research papers analyzing congressional oversight into ICE and CBP appropriations.
- Writing research papers identifying policy tools — legislative, executive, and administrative — that policy stakeholders can use to decrease or cut off flows of data to immigration enforcement.
- Conducting targeted outreach to federal and state legislators to urge them to investigate, conduct oversight, and take policy action on this subject.

Police Face Recognition. The Center is the nation’s leading research institution into the proliferation, use, and misuse of face recognition by law enforcement. In 2020, the Center will release its fifth research paper on the subject, analyzing the evidentiary rules that should apply to the technology in state and federal courts. The students may have an array of projects related to that work, including:

- Analyzing caselaw on legacy biometrics (fingerprint, DNA) to apply those precedents to face recognition.
- Writing draft legislation to regulate the use of face recognition by law enforcement.
- Conducting targeted outreach to federal and state legislators to urge them to investigate, conduct oversight, and take policy action on this subject.

In the seminar, students will study the following legal, policy, and technical frameworks:

- The Immigration and Nationality Act, the authorizing statutes behind the Department of Homeland Security, and their intersection with federal and state surveillance statutes and caselaw;
- Fourth Amendment protections for geolocation information post-Carpenter;
- The tensions between regulating immigrant surveillance and face recognition at different levels of government (local, state, federal); and
- The data-sharing networks and technical systems underlying both face recognition and ICE/CBP surveillance.
LAW 1707 v00 The Color of Surveillance Seminar: Law and History
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201707%20v00)
J.D. Seminar | 2-3 credit hours
In 2020, the hallmark of surveillance is its ubiquity. Any public discussion of Facebook or the National Security Agency, every edition of the Business or Technology section of any newspaper, all document the inuring, inevitable fact that “everyone is watched.”

At the same time, these discourses also tend to be anodyne, ahistorical, and often blind to the realities of race, class, and power. We talk about pervasive surveillance; we rarely discuss its disparate impact, its human toll, or its perseverance across centuries of American history. And that is a deep history. The migration of the English Separatists we know as Pilgrims, the construction of the Southern slave economy, the settlement of Mormons in the American west, the labor struggles of Appalachian coal miners, the Palmer Raids, the return of Black service members from World War I, the internment of Japanese Americans during World War II, and J. Edgar Hoover’s surveillance of nearly the entire leadership of the 20th century civil rights movement -- not to mention the boom in post-9/11 surveillance of Muslim Americans -- each of these republic-defining moments reflect an overarching reality: Everyone is watched, but everyone is not watched equally.

This seminar aims to excavate and expose that “color of surveillance.” It will also reckon with its consequence: If surveillance is indelibly marked by disparate impact, must we understand privacy to be not just a civil liberty, but also a civil right? If surveillance is a tool used to threaten vulnerable people, should we understand privacy as a shield that lets them survive and thrive? If so, the entirety of the post-9/11 National Security Agency and consumer privacy debates must be reevaluated in light of their near-total absence of considerations of disparate impact.

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

LAW 1526 v00 The Law of Autonomous Vehicles
(http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201526%20v00)
J.D. Seminar (cross-listed) | 2 credit hours
Autonomous vehicles are rolling industries as diverse as retail, food delivery, trucking, and personal transportation. Although there is a rising consensus that autonomous, networked cars could save tens of thousands of lives, there is a similar consensus that they also will create tens of thousands of accidents that human drivers would not. Although the technology for autonomous vehicles is already on the roads, the law, ethics, and policy governing these machines is late evolving. This course will examine alternatives for regulating autonomous vehicles, including topics such as which parties should bear responsibility for the actions of autonomous vehicles, how theories of responsibility will change over time, as well as the appropriate modes and agencies of regulation. Paper required.

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

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.

LAW 610 v00 Week One Teaching Fellows (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20610%20v00)
J.D. Course | 1 credit hour
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 course load.

Teaching Fellows meet at least twice (see below for information regarding meeting dates) with their faculty in advance of Week One 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 (e.g., legal issues, factual issues, structure of exercise).

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 which will ask students to, among other items, identify the Week One courses for which they would like to serve as a Teaching Fellow. A resume and a 1-page statement of interest must be provided, as well. The Application Form will be made available to students in September 2020. If you have 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 11, 2021 through Thursday, January 14, 2021 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 6, 2020 and Sunday, January 10, 2021 (times TBD). Professors may schedule alternative and/or 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.
LAW 1465 v00 Women and Leadership Seminar (http://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201465%20v00)
J.D. Seminar | 2 credit hours
This course focuses on women and leadership. You will develop skills for teams, teamwork, self-advocacy, navigating organizational politics, and networking. You will also focus on your own personal leadership style. We will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings about women leaders, as well as a review of the current state of empirical evidence about the status of women as leaders. You will also reflect both individually and with the group on what you expect from your career and develop strategies for achieving those goals.

Course Goals/Student Learning Outcomes:

- Develop self-advocacy tactics and styles.
- Develop critical and strategic thinking skills.
- Improve communication skills, both oral and written.
- Develop team and collaborative skills.

Note:
This course has mandatory attendance at the first class session and all remaining sessions. Participants are expected to participate actively in each class. All participants will submit reaction papers/essays on the assigned materials for some of the classes and complete a team project, including a presentation in the last two weeks of class. Withdrawal Policy: Students in Women and Leadership participate in team projects. Because this class cannot successfully operate without a set group of students who are assigned their roles in advance, it is essential we ensure a fixed enrollment for the class, by adopting special rules for dropping the class. A student enrolled in Women and Leadership Seminar may drop the class no later than 5:00 p.m. on Thursday, January 21, 2021 and only by notifying Professor Sale in writing. After January 21st at 5:00 p.m., any drop will be recorded as a "W" (for withdrawal) on the student's transcript, even if such a drop happens during the official add/drop period. Note: This course is offered on a mandatory pass/fail basis. This course does not count toward the seven credit pass/fail limit.

Full-time and Visiting Faculty
J. Peter Byrne
James V. Feinerman
Neal K. Katyal
Naomi Mezey
John Mikhail
Richard L. Roe
Steven C. Salop
Joshua Teitelbaum
Robin L. West