

PUBLIC INTEREST LAW

Georgetown is a leader among law schools in providing academic offerings in public interest law, which deals with the representation of people or interests that, through most of history, have been underrepresented in legal institutions and processes. Many lawyers practice public interest law by devoting their careers or volunteering their time to serving people who are disadvantaged or to advance public causes of various types. Some work for non-profit organizations (such as legal aid agencies or public defender offices), national or local governments, or international organizations. Others work in law firms but devote a portion of each year's work to uncompensated *pro bono* activities.

Students interested in learning about or practicing public interest law should consider relevant J.D. and graduate courses and seminars, and Georgetown's many clinical offerings. They should also consider non-academic public interest and government volunteer work and internships, especially if they want to pursue full-time public interest careers upon graduation or shortly thereafter. Students must demonstrate some background in public interest to be competitive for public interest post-graduate employment, and internships and other volunteer work are terrific vehicles for doing so. The Office of Public Interest and Community Service (OPICS) offers career and academic advising for students interested in public interest law and facilitates student *pro bono* activity.

Because public interest issues include every aspect of law, virtually all of the course offerings of the Law Center are relevant to students interested in a career in public interest law. Leaders in the public interest field tell legal educators that public interest lawyers of the future need to have a solid grounding in a broad range of law school subjects and that they should be skilled and creative problem solvers.

What does this mean for course planning?

First, students planning a public interest career should establish a foundation in courses most law students take – including *Administrative Law*, *Constitutional Law*, and *Corporations*. *Constitutional Law II: Individual Rights and Liberties* is the Law Center's basic offering in free speech, due process, and equal protection of the law. *Administrative Law* and *Corporations* address the legal framework for and issues related to dominant institutions in our society – government regulatory agencies and corporations. Most public interest lawyers will intersect with government agencies and corporations during their professional careers. Some faculty members would add *Legislation* to this list. That course studies the theory and doctrine of statutory interpretation and provides an introduction to the legislative process. Finally, students who expect to litigate should take *Evidence*, which is prerequisite for a number of clinics and skills courses.

One course that is required for PILS students is open to other students as well. *Professional Responsibility: Ethics in Public Interest Practice* examines professional responsibility issues through the lens of public interest law practice and the representation of otherwise underrepresented groups and individuals. This course meets the Law Center's professional responsibility requirement.

Students should branch out in their second year and sample a few specific areas of law that interest them, such as Civil Rights, Communications Law, Criminal Law, Disability Law, Election Law, Employment Law, Environmental Law, Family Law, Gender and the Law, Health Law and Policy, Human Rights, Immigration and Refugee Law,

International Law, Labor Law, Public Health Law, Social Welfare Law and Policy, State and Local Government Law, and Taxation I.

Once you identify an individual area of interest – for example, Environmental Law or Criminal Defense – you should consult the relevant curriculum essay and faculty members in that area for more guidance about which courses and seminars to take.

The list of courses that follows reveals a wealth of specialized courses and seminars that build on these basic courses and allow students to examine in depth important social and legal issues. Just a few examples include the *Environmental Research Workshop*, *Homelessness, Poverty, and Legal Advocacy Seminar*, and *Issues in Disarmament: Proliferation and Terrorism Seminar*. Students who plan a career in the public interest will benefit from writing a substantial scholarly paper in one of these seminars. Faculty members and the associate dean for research encourage and assist students who want to publish a scholarly paper.

The work of public interest lawyers is often part of a larger public policy debate. Faculty recommend a course in *Economic Reasoning and the Law* to students interested in public interest law because that course introduces students to the language and style of the economic arguments that often drive public policy decisions. To get some background in public policy, you may want to take up to six credits of courses in the Georgetown Graduate Public Policy Program. A university course schedule (<https://schedule.georgetown.edu/>) is available on the Georgetown University website.

In addition to getting a broad foundation and some depth in a particular interest area, students should add courses to their curriculum that build skills. The best "skills" training takes place in the Law Center's 15 clinical courses. **Students wishing to pursue public interest work immediately after graduation should seriously consider taking a clinic. In addition to providing exceptional training, clinics give students experience that helps demonstrate their commitment to the public interest.**

Consider taking more than one writing seminar, including those that require different forms of legal writing. If you do not take a trial clinic, you might want to take Trial Practice, a small enrollment course in which you learn and practice trial skills, culminating in a mock trial. In addition, you may want to take one of the courses in the Alternative Dispute Resolution cluster, such as *Negotiations*. The skills learned in these courses are applicable in virtually every practice setting. *Negotiation and Mediation* focuses on negotiation theory and practice as applied in a variety of public interest practice settings.

Some seminars in the Public Interest cluster stress problem solving approaches to legal problems, such as the *Homelessness, Poverty, and Legal Advocacy Seminar* and the *Housing Today: Lawyering Affordable Housing Seminar*. These seminars provide an opportunity to learn how to approach a key issue from a variety of legal, policy and advocacy approaches.

If you envision yourself working in or heading up a public interest organization, you will want to take the *Nonprofit Organizations Seminar*, which covers the formation and governance of nonprofit organizations. A course in the graduate school, *Tax Treatment of Charities and Other Nonprofit Organizations*, addresses the tax treatment of nonprofit organizations in depth.

Search Public Interest Law Courses (https://curriculum.law.georgetown.edu/course-search/?cluster=cluster_23)

LAW 534 v01 Access to Health Care and Coverage: Law and Policy
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 534 v01>)

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

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

Note: The course will not focus on biomedical ethics, medical malpractice, or pharmaceutical regulation.
This is a required course for the U.S. Health Law Certificate.

LAW 1879 v00 Access to Justice, Legal Empowerment, and Social Movement Lawyering Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1879 v00>)

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

Beginning in the 20th Century, various approaches have arisen in the United States to improve access to civil justice and use the law to empower marginalized people and communities. This course critically examines the role of lawyers in these efforts. In particular, it considers what roles lawyers play to further access to justice, empower people through the law, and work alongside social movements. After exploring studies of peoples' experiences of the justice system, we consider the function of courts in entrenching poverty and inequality, the potential and limits of technologies in increasing access to justice; and the challenges of rural access to justice. We then turn to global and national legal empowerment initiatives to consider bottom-up approaches to making legal rights and protections available to marginalized people. In the last part of the semester, we will explore the opportunities and challenges in social movement lawyering and consider the synergies and disjunctions between these lawyering practices and efforts to enhance access to justice.

Learning Outcomes: By the end of this course, we hope you will be able to:

- describe and discuss the different dimensions of the access to justice crisis in the United States and the various approaches being pursued to address it;
- gain an understanding of marginalized people and communities' experiences of the justice system;
- understand what role state and local court processes and procedures play in exacerbating the justice gap;
- articulate and critique the theories of change underlying traditional and more expansive approaches to access to justice, legal empowerment, and social movement lawyering;
- understand the role of the regulatory framework in facilitating or inhibiting new models to increase access to justice.

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 3166 v00 Access to Reproductive Healthcare Under the Law (How We Got to Dobbs and What's Next?) (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3166 v00>)

LL.M. Seminar (cross-listed) | 2 credit hours

The course will look at the legal treatment of reproductive rights in early America through the mid-1800's and to the legalization of abortion. We will examine how we got from *Roe v. Wade* to *Dobbs v. Jackson Women's Health Care* and discuss the legal and practical impact of the Supreme Court's reversal of *Roe*, as well as state attempts to ban or restrict abortion. The course will directly address Institutional Learning Objective 8 by requiring students to think critically about the law's claim to neutrality and its differential effects on subordinated groups, including those identified by race, gender, indigeneity, and class and consider whether one person's moral or ethical position should prevail when that position has disparate negative impacts on marginalized communities. We will look at how the law is intersecting with issues of race, sex, class, religion, sexual orientation, and politics to shape the culture of the country and our individual lives. The course will conclude with a review of the current legal battles relating to abortion, emergency contraception, assisted reproduction and gender affirming care, and discuss the legal theories at play, which are being used by both sides of the debate in competing iterations.

Prerequisite: Constitutional Law I: The Federal System; and Constitutional Law II: Individual Rights and Liberties.

Note: This course meets the upper-level graduation requirement for JD students matriculating in Fall 2022 and later under the following Institutional Learning Outcome, which provides that the course will provide students with an "[a]bility to think critically about the law's claim to neutrality and its differential effects on subordinated groups, including those identified by race, gender, indigeneity, and class."

LAW 3091 v01 Addiction and Mental Health Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3091 v01>)

LL.M. Seminar (cross-listed) | 2 credit hours

According to a U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) 2021 survey, nearly 1 in 3 adults had either a substance use disorder or a mental illness in the prior year, and 46 percent of young adults 18-25 had either a substance use disorder or a mental illness. Due to the increased prevalence of these chronic disorders, and their nexus to the public health crisis of suicide, opioid addiction, and homelessness, it is critically important for lawyers and advocates to have a strong understanding of behavioral health law from the constitutional to local regulatory level.

This course is a practice-based seminar that is designed to improve the students' practical legal skills – writing, analysis, oral communication, issue spotting, and attention to detail – while examining key laws, legal decisions, and policies in Addiction and Mental Health Law. This seminar will explore the framework of laws and policies promoting human rights, dignity, and recovery for people with substance use disorders and mental health conditions. It will highlight systemic and community responses to addiction, mental health, and related social issues as well as the use of litigation, legislation, advocacy, grants and financial incentives as tools for prevention and reform.

Discussions will include:

- Institution-based issues such as the involuntary detention and civil commitments of individuals with a serious mental illness, restraint and seclusion, the right to appropriate treatment under *Youngberg v. Romeo*, institutional reform under 42 U.S.C. § 1983 and *Monell v. Department of Social Services of the City of New York*, and the Department of Justice's authority under the Civil Rights for Institutionalized Persons Act;
- Forensic issues such as pretrial competency, Not Guilty By Reason of Insanity, and forced medication for competency purposes under *Sell v. United States*;
- Community-based issues such as deinstitutionalization, rights of an individual to receive services in the most integrated setting appropriate to their needs, housing discrimination, Medicaid, rulemaking and administrative adjudications under the Administrative Procedure Act, behavioral health provider licensure and regulation, and the False Claims Act;
- Federal and state/local initiatives such as 911 diversion programs and co-responder law enforcement teams, mental health courts and diversion, harm reduction strategies, e.g. decriminalization of fentanyl testing paraphernalia, federal State Opioid Response grants, rapid rehousing initiatives, and liberalization of 42 CFR Part 2 to facilitate increased information sharing for Substance Use Disorder treatment records;
- Understanding the Triple Aim in healthcare, data, outcome measures, and healthcare finance structures for behavioral health, including Medicaid and commercial insurance;
- Role of the health care and criminal justice systems and trends in reforms; and
- Cultural competence in legal advocacy and practice.

Guest lectures and discussion will provide real world case studies on laws and policy reforms impacting addiction and mental health.

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

LAW 3091 v00 Addiction and Mental Health Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3091 v00>)

LL.M. Seminar (cross-listed) | 2 credit hours

Addiction and mental health have increasingly become an integral part of the broader policy landscape. This shift has been accelerated by the impact of social issues such as the overdose epidemic, suicide and homelessness. This seminar will explore the framework of laws and policies promoting human rights, dignity, and recovery for people with substance use disorders and mental health conditions. It will highlight systemic and community responses to addiction, mental health, and related social issues as well as the use of litigation, legislation, advocacy and financial incentives as tools for reform.

Discussion will include:

- Evolution of responses to addiction, mental health, and related social issues;
- Human rights, deinstitutionalization and the rights of an individual to receive services in the most integrated setting appropriate to their needs;
- Statutory and regulatory frameworks promoting access to treatment, including the Patient Protection and Affordable Care Act;
- Understanding data, outcome measures, and healthcare finance structures for behavioral health, including Medicaid and commercial insurance;
- The role of litigation to promote accountability and protect civil rights;
- The impact of stigma, the dignity of risk, and harm reduction philosophy;
- Role of the health care and criminal justice systems and trends in reforms;
- The impact of globalization and comparative analysis of international drug policy;
- Cultural competence in legal advocacy and practice.

Guest lectures and discussion will provide real world case studies on laws and policy reforms impacting addiction and mental health.

LAW 025 v00 Administrative Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 025 v00>)

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

This course considers the constitutional, statutory, and other legal limitations on what government agencies can do and how they can do it. What constraints govern the power of agencies to make law, decide cases involving private parties, and investigate citizens? How much "due process" must government agencies give citizens whose lives they affect; what limits has Congress imposed on the procedures for agency decision making; and to what extent can people call on courts to check what they regard as abuses of governmental power? These are among the questions addressed in the course, which draws together problems ranging from the legitimacy of New Deal institutions to the dramatic procedural innovations of recent federal administrations and problems created by renewed Congressional interest in the details of agency decision making.

Recommended: For Professor Nager's section: Prior or concurrent enrollment in Constitutional Law I: The Federal System.

Mutually Excluded Courses: Students may not receive credit for both this course and the first-year elective by the same name or the first-year course, Government Processes.

LAW 025 v06 Administrative Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 025 v06>)
J.D. Course | 3 credit hours

This course is designed to introduce you to the core institutions and processes of the modern administrative state. You will come to understand the tremendous power exercised by administrative agencies as well as the significant constraints under which they operate. You will learn the procedures governing the key categories of administrative action; the doctrine governing judicial review of administrative action; and the doctrine evaluating the place of agencies within the Constitution's separation-of-powers framework.

Learning Goals: By the end of the semester, you should be able to:

- (1) Identify the legal framework (statutory, constitutional, doctrinal) that applies to a particular issue of administrative action;
- (2) Apply the relevant legal framework to a given set of facts;
- (3) Evaluate the merits of the legal framework against a variety of normative goals; and
- (4) Be conversant in contemporary debates about the administrative state and able to articulate and justify your views.

Mutually Excluded Courses: Students may not receive credit for this course and the upperclass course with the same title.

Note: This course is a first-year elective. First-year day students select an elective offered in the spring.

LAW 025 v08 Administrative Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 025 v08>)
J.D. Course | 3 credit hours

Virtually all areas of law today involve a substantial element of administrative law. This course introduces you to the role of administrative agencies and how law and political factors shape their powers and work. This includes materials on how they are empowered and constrained by the Constitution, Congress, presidents, and the courts. We also study ways in which agencies generate law and develop policies. This class coverage includes, among other topics, materials on citizens' abilities to petition, shape, and litigate over agency actions; changing views of presidents' roles and powers over agencies; and statutory factors and doctrine shaping judicial review of agency law interpretation, reasoning, responsiveness, policy shifts, and engagement with science and facts.

Mutually Excluded Courses: Students may not receive credit for both this course and the first-year elective by the same name or the first-year course, Government Processes.

LAW 1349 v00 Administrative Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1349 v00>)

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

This course introduces you to the administrative and regulatory state – a subject of much current contestation. You will come to understand both the tremendous power that has historically been exercised by administrative agencies and the significant constraints (legal and political) under which they have operated. You will learn to identify the design features that might make an agency constitutionally problematic, the factors that make one type of decision-making framework more appropriate than another, the prerogatives and limits of agencies in interpreting the statutes they are charged with administering, and agencies' prerogatives and limits in adjudicating facts and exercising policymaking discretion. You will also learn to identify the factors that affect the availability and timing of judicial review of agency action.

Mutually Excluded Courses: Students may not receive credit for both this course and the first-year elective or upperclass course by the same name (LAWJ-025) or the first year elective, Legislation and Regulation (LAWJ-1326) or the first-year course, Government Processes.

LAW 1905 v00 Advanced Administrative Law Seminar – The Consumer Protection Agencies (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1905 v00>)

J.D. Seminar | 2-3 credit hours

The course's goal is to familiarize students with the challenges consumer protection agencies face. The course will focus on the Federal Trade Commission, the Consumer Financial Protection Bureau, and the Food and Drug Administration. The course will require significant readings about contemporary policy issues, and those readings will be the launching point for in-class discussions. Many of the readings will come from the Federal Register and the Administrative Conference of the United States; others will critique the work of one or more of the consumer protection agencies. During seminars, students will often engage in role-playing: some students will take on the role of senior agency officials, others will be lawyers for consumer groups that seeks to force the agency to take certain actions (regulatory or enforcement), or lawyers representing a company or trade association opposing regulation or to stave off enforcement actions.

Prerequisite: Administrative Law.

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 032 v00 Advanced Criminal Procedure (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 032 v00>)
J.D. Course | 2 credit hours

Advanced Criminal Procedure picks up where Criminal Justice leaves off and is primarily interested in the decisions that lawyers (as opposed to the police) confront in the criminal justice system. This course will cover topics that criminal defendants face from “bail to jail”, including charging decisions/prosecutorial discretion, bail and pre-trial detention, plea bargaining, effective assistance of counsel, and sentencing. This course will examine the responsibilities and the power allocated to each of the players in the criminal justice system, including judges, prosecutors, defense counsel, law enforcement, and defendants. At each stage, we will ask whether the system is working optimally, how the process may be improved and the pressure points where the system may be changed. Throughout the course, students will step into the shoes of the prosecution and defense to evaluate the strategic choices made during the trial. Readings will include a review of the relevant Rules of Criminal Procedure, United States Supreme Court caselaw, pleadings from assorted topical cases, and late-breaking newspaper articles.

Prerequisite: Constitutional Criminal Procedure (formerly Criminal Justice) or Democracy and Coercion or Criminal Procedure.

Recommended: Evidence and Criminal Law.

Mutually Excluded Courses: Students may not receive credit for both this course and Advanced Criminal Procedure and Litigation or Criminal Procedure: Prosecution (formerly Criminal Justice II: Criminal Trials).

LAW 3144 v00 Advocacy in the Digital Age (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3144 v00>)

LL.M Seminar | 2 credit hours

Students who take this course will better understand stakeholder politics; federal legislative, regulatory, and enforcement processes; and the advocacy skills needed to achieve policy outcomes in the interrelated fields of technology, telecommunications, and media (“TTM”). Students will gain hands-on experience practicing technology advocacy. The course first reviews key issues in technology policy and advocacy, such as competition, content moderation, net neutrality, privacy, AI & bias, and cybersecurity.

Armed with the basics of current technology policy issues, students then learn advocacy tools to “make” technology policy. Students will review and draft collateral materials used for technology policy advocacy, including white papers, talking points, comments, “op/eds,” earned media coverage, and more, gaining an appreciation for the differences from, and complementary relationship with, traditional legal materials and legal practice. Students will be introduced to the legislative process (committee hearings and markups, bicameral action, budget procedure); independent agency rulemaking and adjudication (comments, ex parte presentations, Administration and congressional input); relevant enforcement proceedings (Department of Justice and Federal Trade Commission merger review); and related advocacy in the courts (amicus briefs).

This is a skill-intensive course with writing assignments, workshops, presentations, peer support, and simulations. It will have a final assessment with a written and oral component. There are no prerequisite courses required. Classes will incorporate pre-class preparations and in-class skill-building exercises.

Mutually Excluded Courses: Students may not receive credit for both this course and Technology Policy and Practice.

Note: This course is only open to LL.M. students admitted into the LL.M. in Technology Law & Policy program.

LAW 127 v00 Advocacy Tools for Public Interest Lawyers (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 127 v00>)
J.D. Seminar (cross-listed) | 2 credit hours

This course is designed for students embarking on careers in public interest law or policy and explores the many necessary techniques to become highly effective advocates for social change. The purpose of the class is to help class participants develop creative advocacy approaches and learn to think beyond litigation and other traditional legal strategies to meet key client and societal goals. In particular, the course will: 1) explore how coalition building, grassroots organizing, and public policy advocacy can be used to enhance legal strategies; 2) teach basic public interest advocacy skills, including media relations, fundraising basics, legislative advocacy and lobbying, leveraging data and research, social marketing and public opinion, and cutting-edge digital strategies; and 3) introduce students to dynamic experts in relevant issue areas, from lobbyists to communications experts. Using compelling case studies and background reading materials, students will have the opportunity to use multiple advocacy tools to tackle real-life social problems on the local and national levels. Grades will be based on the extent and quality of class participation and written assignments.

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 1604 v00 Affordable Housing Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1604 v00>)

J.D. Seminar | 2-3 credit hours

The goal of this seminar is to expose you to the policy, law and practice concerning the provision and preservation of affordable housing and its relationship to personhood, to community, and to society as a whole. Specifically, we will examine the problems caused by the absence of a sufficient number of safe, sanitary, decent, and affordable units for households of low and moderate income. We will look at aspects of federal and local housing policy from both a current and an historical viewpoint. We will place particular emphasis on issues of poverty and race. Your paper can examine any element of affordable housing regardless of whether it is covered in class.

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 277 v02 Aging and Law Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 277 v02>)
J.D. Seminar (cross-listed) | 2 credit hours

This seminar explores, through lecture, discussion, role playing, and problem solving, the range of legal challenges and public policy issues affecting older adults. Subject areas include health care benefits (Medicare, Medicaid); long-term services and supports (nursing homes, home and community-based services, long-term care insurance, state-based programs); income security programs (Social Security, SSI); aging and autonomy, including elder abuse, neglect and exploitation and advance planning related to incapacity (powers of attorney, guardianship and its alternatives, choices regarding life-sustaining medical treatment); housing and consumer issues affecting older adults; and ethical issues in representing older adults. Coursework will address systemic inequities faced by older adults of color, older women, LGBTQ older adults, older adults with disabilities, and older adults who are immigrants or have limited English proficiency. The seminar is both practice- and policy-oriented and integrative with respect to other coursework and related disciplines.

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

LAW 065 v02 Alternative, Complementary, and Integrative Medicine, The Legal Issues Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 065 v02>)

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

Alternative, Complementary, and Integrative Medicine (CAM) is one of the fastest growing sectors of American healthcare. At least 50 percent of Americans are using some form of alternative and complementary therapy such as acupuncture, nutritional supplementation, herbs, massage, yoga, chiropractic, or homeopathy. According to the Journal of the American Medical Association, visits to alternative healthcare practitioners exceeded total visits to all conventional primary care physicians. The number of clinics and hospitals that integrate some modalities of CAM alongside conventional medicine is growing rapidly. The Institute of Medicine, a part of the National Academy of Sciences, Engineering and Medicine, has held recent conferences on the values of both CAM and Integrative Medicine while The National Institutes of Health is using significant resources to fund research in this area.

These developments, of course, are raising legal issues. There is a growing but still unsettled body of law on this subject. Some but not all CAM modalities are now licensed and regulated by at least some states. Federal regulatory bodies, such as the Food and Drug Administration (FDA) and the Federal Trade Commission (FTC), are trying, within the limits of statutory authority, to protect what officials perceive to be the interests of the public. Yet, they come at the problem through conventional, rather than alternative, eyes. Conventional law is based upon protecting the public from purveyors of proverbial "snake oil" frauds. And, to an extent, the law is being used to keep out alternatives to the established healthcare modalities. This seminar studies the tensions – legal, economic, and social – of this struggle as it unfolds. This seminar also covers several areas of law, including administrative law, medical malpractice, informed consent, FDA/FTC law, and licensure, among others, and addresses the tension between government paternalism and individual rights in the United States. A paper meeting the upper class legal writing requirement is required.

LAW 1107 v00 Analytical Methods (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1107 v00>)

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

Lawyers in every type of practice (corporate, litigation, government, public interest, etc.) routinely deal with problems that require a basic understanding of concepts and methods from economics and statistics. This course provides an introduction to these subjects and their application and relevance to law and legal practice. Topics covered include decision analysis, game theory, probability, and statistics. Grades will be based on a graded problem set and a take-home final examination. No prior background in economics or statistics is required; however, we will regularly use elementary algebra and geometry. Students with strong backgrounds in economics, mathematics, or statistics should consult with the professor before enrolling in the course.

Course Objective and Learning Outcomes: The objective of the course is to enhance students' ability to give sound legal advice and make effective legal arguments by introducing them to selected concepts and methods from economics and statistics that are relevant to numerous areas of law and legal practice. These concepts and methods include: decision trees, expected value, sensitivity analysis, risk aversion, present value; Nash equilibrium, game trees, backward induction, subgame perfection, moral hazard, adverse selection; probability, conditional probability, independence, Bayes' rule; descriptive statistics (including measures of central tendency and variability), hypothesis testing, confidence intervals, statistical significance, type I and type II errors, and regression analysis.

By the end of the course, I expect students to have a good understanding of these concepts and methods and to be able demonstrate a basic proficiency in applying them to: (i) unpack complex decisions of the kind that lawyers and their clients often encounter in litigation and transactions; (ii) analyze situations involving strategic interactions (i.e., situations where the outcome depends on the strategies and actions of multiple parties) of the kind that lawyers and their clients often encounter in litigation and transactions; and (iii) engage in probabilistic and statistical reasoning and evaluate probabilistic and statistical evidence of the kind that courts and lawyers often encounter in litigation.

LAW 567 v00 Animal Protection Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 567 v00>)
(Fieldwork Practicum)

J.D. Practicum | 4 credit hours

In fieldwork practicum courses, students participate in weekly seminars and conduct related fieldwork at outside organizations. This fieldwork practicum course explores the process of public interest litigation in an effort to better understand the status and treatment of animals in the courts. Students will participate in a two hour/week seminar and also undertake 10 hours/week of fieldwork in the twenty-attorney legal team at the Humane Society of the United States.

SEMINAR: The seminar offers a practical survey of litigation and legislative efforts on behalf of animals at the local, state, and national level. The course will address the historical status of animals in the law; the current application of animal protection laws to wild animals, animals confined in factory farms, exhibitions, and laboratories, and companion animals; legislative efforts and citizen initiatives to strengthen animal protection laws; the role of international conventions and other laws concerning trade in animals and animal products; the limitations on implementation and enforcement of animal laws; and the impacts of free speech, religious expression, and other constitutional provisions on animal protection laws. Utilizing an interdisciplinary approach that combines administrative law, environmental law, consumer protection, and other related public interest fields, the seminar will examine why some public interest litigation campaigns succeed and others fail, explore how to construct an effective public interest litigation strategy, and teach students how to develop innovative uses of existing laws to expand legal protections for animals.

FIELDWORK: Students will work closely with the Humane Society of the United States' in-house legal team to find new and creative ways to ensure that all animals receive the legal protections they deserve. As part of the fieldwork, students will work on a wide variety of cases, petitions, and proposed legislation in state and federal courts, agencies and legislatures throughout the country, including actions to protect endangered species and other wildlife, to curb unscrupulous breeding of and cruelty to companion animals, to improve the treatment of animals used in research, and to prevent the systematic mistreatment of animals in industrial farms. The docket is extensive and interdisciplinary, and involves cases being pursued jointly with other public interest groups, including environmental protection, consumer protection, public health, labor, and sustainable agriculture organizations.

Note: F-1 and J-1 international students must consult with an international student advisor before enrolling in this course. Please email lawcentervisa@georgetown.edu.

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

Recommended: Administrative Law.

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This course is suitable for evening students who can attend the weekly seminar and conduct 10 hours of fieldwork/week during normal business hours. This is a four credit course. Two credits will be awarded for the two-hour weekly seminar and two credits for approximately 10 hours of fieldwork per week, for a minimum of 11 weeks, to be scheduled with the faculty. The fieldwork must be completed during normal business

LAW 504 v01 Appellate Courts Immersion Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 504 v01>)
J.D. Clinic | 12 credit hours

Please see the Appellate Courts Immersion Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/appellate-courts-immersion-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Appellate Courts Immersion Clinic PDF (<https://georgetown.app.box.com/s/6qfrgzfuvvg9vo0yfvqo12x4t113lftf/>).

For more information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzlshe16le5s/>).

Mutually Excluded Courses: Students who enroll in the clinic may not concurrently or subsequently enroll in the Appellate Practice Seminar. Students in this clinic may not concurrently enroll in another class, clinic, externship or practicum with the exception of Appellate Courts and Advocacy Workshop.

LAW 504 v00 Appellate Litigation Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 504 v00>)
J.D. Clinic | 14 credit hours

Please see the Appellate Litigation Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/appellate-litigation-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Appellate Litigation Clinic PDF (<https://georgetown.app.box.com/s/q8nlzphaz0mjfpangpq4sw1cgw8amkm/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzlshe16le5s/>).

Mutually Excluded Courses: Students who enroll in the clinic may not concurrently or subsequently enroll in the Appellate Practice Seminar. Students may not concurrently enroll in this clinic and an externship or a practicum course.

LAW 1797 v00 Approaches to Consumer Protection (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1797 v00>)

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

The law of consumer markets and consumer products permeates our lives, shaping much of what we buy and how we buy it. In areas as varied as healthcare, education, banking, and housing, consumer markets pose recurring challenges for the law, and the law often uses similar tools to try and address those challenges. This seminar will explore different approaches to consumer protection, focusing on the recurring types of arguments that are used to promote or critique consumer markets and to justify legal interventions in those markets. Some consumer protection laws, for instance, are justified by the desire to improve market competition; others are justified by the desire to protect consumers from market forces. Still other justifications are grounded in concerns for social and economic justice, such as preventing or repairing racial discrimination.

The class will ground these conversations in examples of specific cases and regulatory regimes from a variety of consumer contexts, including products liability, consumer finance, housing, and more. Through this comparative lens, the seminar aims to cultivate a facility with the different types of arguments that recur in the world of consumer protection, as well as an understanding of their strengths and weaknesses.

Learning Objectives: This course is designed for you to develop your understanding of the common justifications for legal interventions in consumer markets, as well as to refine your own views regarding those justifications. My hope is that by the end of the semester, you will be familiar with problems of consumer protection in numerous commercial areas; be able to identify and describe the common structures that these problems have across different areas; understand the ways that the law responds to these problems, including the strengths and weaknesses of those responses; and be able to extrapolate from this knowledge to critique new policies or come up with novel proposals.

Mutually Excluded Courses: Students may not receive credit for this course and Consumer Protection Law Seminar.

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 054 v06 Bankruptcy Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 054 v06>)

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

This course is a general basic introduction to bankruptcy law, addressing both corporate bankruptcy law as the focus, but also individual consumer bankruptcy law issues.

The class begins with an overview of debt, the need for bankruptcy law, and the bankruptcy process, and jurisdiction. This will be followed by basic concepts like the automatic stay, types and priority of claims, executory contracts, avoiding powers, estate management, and the reorganization process. The class will progress to cover priorities in distribution, individual bankruptcy concepts and principles including fresh start, and conclude with a thorough review of the corporate bankruptcy reorganization process. We will also cover current events and address current issues and problems, perceived and real, in the restructuring and insolvency system.

Recommended: Prior or concurrent enrollment in Commercial Law: Payment Systems

Mutually Excluded Courses: Students may not receive credit for this course and Financial Restructuring and Bankruptcy

LAW 1354 v00 Best Practices for Justice: Prosecutors Working to Improve the Criminal Justice System (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1354 v00>) (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 research and writing project under the supervision of the professors. This project-based practicum course will work with the Prosecutors' Center for Excellence to focus on emerging issues of importance to prosecutors and will include doing research and writing on these challenging issues. 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 criminal justice system is undergoing a period of re-examination and reform. The Prosecutors' Center for Excellence (PCE) is working with prosecutors around the country to assess emerging issues and implement change. The critical topics covered in the practicum will be:

- The evolving role of the modern prosecutor
- Preventing wrongful convictions
- Issues relating to race and equity in a prosecutor's office
- Managing forensic evidence, including new forensic science, laboratory standards, and dealing with problems in forensic science
- The challenges of digital evidence, including using digital evidence for investigative purposes, privacy vs. public safety, and ethics and digital evidence
- Prosecutorial ethics, including law enforcement ethics and conviction integrity units
- Reducing crime and building community trust, including community prosecution, crime strategy units, and research on crime prevention

PROJECT WORK: Under the direction of the professors, students will engage in:

- The students' legal work for the Prosecutors' Center for Excellence supports publications on critical issues for prosecutors. Students will work on emerging issues facing the criminal justice system, which can include crime prevention, reducing the criminal justice footprint, and new technologies. Students will have individual or group assignments, depending on the topic.

Learning Objectives:

The course objective to to expose students to policy issues facing prosecutors on a variety of topics ranging from ethics to forensics to community engagement.

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

Recommended: A course in criminal law is recommended, but not required.

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This course may be suitable for evening students who can commit to attending class and undertaking 10 hours/week of project work. Much of the project work may be done outside of business hours. This is a

LAW 1959 v00 Beyond Buck v. Bell: Exploring the Intersections of Reproductive and Disability Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1959 v00>)

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

"Three generations of imbeciles are enough." These infamous words from the United States Supreme Court's 1927 decision in *Buck v. Bell* are what most people think of regarding the right to bear children for those with disabilities. Tragically, *Buck* has never been explicitly overturned in the United States, and its legacy is reflected in the continued reproductive oppression of people living with intellectual disabilities. With the overturning of *Roe*, in some states, the disability status of the fetus remains one of the few exceptions to abortion access. The intersection of reproductive health, rights, and justice with the issue of disability is an area ripe for analysis and exploration.

A Reproductive Justice analysis of the right to have children, not have children, and to raise children yields a fascinating, complex, and ever-developing landscape of the privileges and responsibilities of those with both physical and intellectual disabilities, both in the U.S. and globally. The class will define Reproductive Justice and Disability Justice, and provide a brief history of the movement from the paternalistic treatment of people with disabilities, to efforts to respect, protect, and promote their autonomy and human rights.

The remainder of the course will examine the legal, policy, moral, and ethical issues at the intersection of disability and reproductive justice. The course will take an interdisciplinary approach, incorporating various bodies of law (ethics, family law, welfare policy, criminal law), historical analysis, social science, and current events. We love suggestions for topics or readings. This is an ever-evolving area, and we want to make it as relevant to your interests as possible. Please don't be shy!

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 1536 v00 Bioethics and Social Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1536 v00>)

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 1536 v01 Bioethics and Social Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1536 v01>)

J.D. Seminar (cross-listed) | 1 credit hour

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, including on the global stage. It then uses several in-class simulations to explore the practical challenges—both legal and ethical—that arise for counsel practicing in this field. The simulations are designed for students to “step into the shoes,” as it were, of different actors, from in-house counsel at an academic medical center to the United States Ambassador to the United Nations, to gain practical insight into real-world situations. 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, science, and politics.

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 in creating a framework to address the ethical, legal, and social issues that arise in the fields of health, medicine, and the biological sciences

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal.

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 1804 v00 Blume Public Interest Scholars Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1804 v00>)

J.D. Seminar | 1 credit hour

This course is required for 2L/3E Blume Public Interest Scholars. This 1-credit course concerns the process of becoming a public-interest leader. Most classes will feature a public-interest practitioner from the Blume Leaders in Residence program. Students must complete background readings assigned by the Leaders in Residence and participate in class discussions. Students will write a final reflection paper of 3,000 to 4,000 words, which will be reviewed by Prof. Brian Wolfman. The final reflection paper should take either of the following approaches:

- A focus on insights and ideas generated through the class conversations with the Leaders in Residence, including how those insights and ideas inform their understanding of public-interest practice.
- Students may draft a paper concerning their own public-interest career trajectories. This paper will include the student's description of an organization or law practice that the student would start, the work that the organization or practice would entail, the organization or practice's structure and operations, and funding sources and reflections on how law school can enable pursuit of the student's proposed career path.

Course Goals / Student Learning Outcomes

- Expand self-reflection and critical thinking
- Gain exposure to a variety of lawyering approaches

Note: This course is offered on a mandatory pass/fail basis. This course does not count toward the seven credit pass/fail limit. This class will meet in Fall 2025 on the following dates: 9/5, 9/19, 10/3, 10/10, 10/31, 11/7, and 11/21.

LAW 1620 v00 Campaigning for Public Office (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1620 v00>)

J.D. Seminar | 2 credit hours

Through relevant substantive understandings and practical application of necessary skill sets including message development and delivery, this experiential course will provide students with the key building blocks of executing an effective campaign for political office. Students will learn campaign basics, message management, communication and media strategies, and they will practice these skills through the preparation and presentation of a "stump speech" and a "town hall debate" forum. Students will research political issues related to their chosen policy platforms. They will learn how to assess and respond to the needs of a constituency and the public in the context of 21st century technology and social media.

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.

Course Goals/Student Learning Outcomes:

Through this experiential course, students will:

- Develop and sharpen lawyering skills in written and oral communication, message delivery, self-development & self-evaluation, policy research, and political advocacy.
- Learn how to organize, manage, plan, and execute an effective political campaign.
- Come to understand and be able to use an organized practical framework to develop policy platforms, reach a target audience, and understand and respond to the needs of a constituency.
- Identify and appreciate ethical considerations related to campaigning in the 21st century.
- Develop and/or enhance professionalism in interactions with classmates and professors.
- Use self-reflection and constructive peer critique to apply lessons learned in simulated exercises to further their goals in political advocacy specifically, and professional pursuit generally.

LAW 090 v00 Capital Punishment Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 090 v00>)

J.D. Seminar | 2-3 credit hours

This seminar focuses on the substantive law of capital punishment and on the procedural aspects of post-conviction proceedings. The course will include an examination of the history of death penalty jurisprudence, habeas corpus, recent U.S. Supreme Court cases, public policy issues, and state and federal death penalty statutes. The writing requirement offers students an opportunity to write on a topic of their choice pertaining to the death penalty.

Mutually Excluded Courses: Students may not receive credit for this course and The Death Penalty in America Seminar or the Death Penalty Litigation Practicum.

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

LAW 500 v00 Center for Applied Legal Studies (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 500 v00>)

J.D. Clinic | 12 credit hours

See the Center for Applied Legal Studies website (<https://www.law.georgetown.edu/experiential-learning/clinics/center-for-applied-legal-studies/>) for more detailed information about the clinic.

For registration-specific supplemental materials, please see the Center for Applied Legal Studies PDF (<https://georgetown.app.box.com/s/dwbsbeiu4bty4tcoc2kjd7yvx84w122/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1079 v00 Child Welfare Law and Practice in the District of Columbia (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1079 v00>) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

In fieldwork practicum courses, students participate in weekly seminars and conduct related fieldwork at outside organizations. This practicum course will focus on the workings of the child welfare system in the District of Columbia. Students will participate in a two hour/week seminar and also undertake 10 hours/week of fieldwork at a child welfare-related organization.

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

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

Note: F-1 and J-1 international students must consult with an international student advisor before enrolling in this course. Please email lawcentervisa@georgetown.edu.

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

Recommended: Family Law I: Marriage and Divorce or Family Law II: Child, Parent, and the State; Evidence.

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This course is suitable for evening students who can commit to attending class and working 10 hours/week (during business hours) with their field placements. This is a four credit course. Two credits will be awarded for the two-hour weekly seminar and two credits for approximately 10 hours of fieldwork per week, for a minimum of 11 weeks, to be scheduled with the faculty. The fieldwork must be completed during normal business hours. The two credit seminar portion of this practicum will be graded. The two credits of fieldwork are mandatory pass/fail. Students will be allowed to take another course pass/fail in the same semester as the field work. Students who enroll in this course will be automatically enrolled in both the seminar and fieldwork components and may not take either component separately. After Add/Drop, a student who wishes to withdraw from a practicum course must obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum would cause significant hardship for the student. A student who is granted permission to withdraw will be withdrawn from both the seminar and fieldwork components. Default attendance rule for all practicum courses (unless the professor indicates

LAW 1876 v00 Civil Justice Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1876 v00>)

J.D. Clinic | 10 credit hours

See the Civil Justice Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/our-clinics/civil-justice-clinic/>) for more detailed information about the clinic.

For registration-specific supplemental materials, please see the Civil Justice Clinic PDF (<https://georgetown.app.box.com/s/n3zadrz6np05ds3ftopr157xob4gl1f5/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshel6le5s/>).

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

Note: Laptops may not be used during class sessions.

LAW 1494 v00 Civil Litigation Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1494 v00>)

J.D. Clinic | 8 credit hours

Please see the Civil Litigation Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/our-clinics/civil-litigation-clinic/>) for more detailed information about the program.

For more information about clinic registration, please see the Clinic Registration Handbook (<https://georgetown.box.com/s/y9f8wg3jvqcuynevip3ytyrl6nj9pyv6/>).

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

LAW 1684 v00 Civil Rights and Violence Against Women (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1684 v00>) (Project-Based Practicum)

J.D. Practicum | 4 credit hours

This practicum aims to finalize and publish research on civil remedies for sexual assault, harassment and battering. The issue has become more timely given recent Supreme Court opinions suggesting that state tort law (the subject of two of our memos) may be the only viable remedy for survivors. Three prior practicums have produced three memos, with important empirical findings on the limited availability of civil remedies, in the federal and state systems, for our partner organization, Legal Momentum (formerly NOW Legal Defense and Education Fund). This evidence was cited in testimony before the House of Representatives in favor of the Equal Rights Amendment, but has yet to be finalized or published. Students seeking to learn how to publish academic work may find this practicum course particularly useful, as we will seek to publish our end product. Advance approval of the instructor is required: please send the instructor a resume, a transcript, and a paragraph explaining why the student seeks to take this class. *Students should not take this practicum if they do not want to do significant research, writing, and blue-booking.*

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

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

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Students must submit a resume and one page statement of interest to Professor Victoria Nourse (vfn@georgetown.edu) by 5:00 pm on Tuesday, June 13, 2023. After June 13, if seats remain open in the course, students will be admitted on a rolling basis.

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 fieldwork components and may not take either component separately. After Add/Drop, a student who wishes to withdraw from a practicum course must obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum would cause significant hardship for the student. A student who is granted permission to withdraw will be withdrawn from both the seminar and fieldwork components. Default attendance rule for all practicum courses (unless the professor indicates otherwise): Regular and punctual attendance is required at all practicum seminars and fieldwork placements. Students in project-based practicum courses are similarly required to devote the requisite number of hours to their project. If a student must miss seminar, fieldwork, or project work, he or she must speak to the professor as soon as possible to discuss the absence. Unless the professor indicates otherwise, a student with more than one unexcused absence from the practicum seminar (out of 13 total seminar sessions), or one week of unexcused absences from the fieldwork or project work (out of a total of 11 weeks of fieldwork or project work), may receive a lower grade or, at the professor's discretion, may be withdrawn from the practicum course.

LAW 528 v02 Civil Rights Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 528 v02>)

J.D. Clinic | 12 credit hours

Please see the Civil Rights Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/civil-rights-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Civil Rights PDF (<https://georgetown.app.box.com/s/s6vcvb0c1z40mvkvic15ba6mu7xw6de4/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1322 v00 Civil Rights Statutes and the Supreme Court Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1322 v00>)

J.D. Seminar | 2 credit hours

This seminar will examine recent litigation in the Supreme Court involving the modern civil rights statutes: Title VII, Title IX, RFRA, the ADEA, the ADA, the Fair Housing Act, and Sections 2 and 5 of the Voting Rights Act. Toward that end, we will read recent cases decided by the Court interpreting these statutes, and the cases that form the backdrop for those decisions. We will also examine briefs and oral arguments in some of these cases. Finally, we will examine civil rights cases that are scheduled to be heard in the upcoming term, or that may make their way to the Court in the near future. There will be one writing assignment, a paper of approximately 25 pages in length. Two-thirds of the grade will be based on the paper, and one-third will be based on class participation.

Recommended: Constitutional Law II: Individual Rights and Liberties.

LAW 1841 v00 Civil Rights: The Ensuing Pursuit of Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1841 v00>)

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

By providing a rich historical introduction to the histories of various groups of color in the United States and their encounters with white Europeans and their descendants, we will explore the themes of race and racism in a variety of doctrinal contexts. We will examine federal and state cases and legislation, which have defined the scope and limitations historically faced by minorities over time from the point of slavery to modern day. We will also examine how early social and economic realities have shaped society's and thus the court's view of the role of minorities in America. Finally, we will study major cases leading to systemic change and the advancement of equal justice and at times retrenchment. The overall themes and reading assignments for this course are directly related to Georgetown's Institutional Learning Outcomes (ILO). Specifically, this course provides students the ability to think critically about the connections between race, history, and legal doctrine or law, and the differential effects that has on minority groups.

Learning Objectives:

This course will enable students to enhance their critical thinking skills, examine and analyze legal precedents, and develop or improve their advocacy skills and legal writing.

We will examine throughout the semester why and how the law uses racial identifications in theory and in practice, which will require students to think critically about the powerful and ingrained modes of thinking about race and the impact that has on the law's claim to neutrality. We will begin with a discussion on implicit bias and how it provides a background for understanding the twists and turns over the years of the notions of race in America. Students will then use this understanding throughout the remainder of the course to think critically about the role of implicit bias in the law as it pertains to race, ethnicity, and culture.

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 528 v01 Communications and Technology Law Clinic (IPR) (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 528 v01>)

J.D. Clinic | 10 credit hours

Please see the Communications and Technology Law Clinic (IPR) website (<https://www.law.georgetown.edu/experiential-learning/clinics/communications-technology-law-clinic-ipr/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Communications and Technology Law Clinic (IPR) PDF (<https://georgetown.app.box.com/s/9c157301gvrlhhhe8woa9qjn8ov7wi1/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1513 v00 Community Development Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1513 v00>)

J.D. Seminar | 2 credit hours

Community Development is the work of partnering with local communities to tackle complex social problems, where racism, economic and social inequality are often intertwined. Students will have the unique opportunity to integrate critical theory and practice within the context of a real-time community development project spearheaded by the professor. Students will gain exposure to the deal structure, financing and legal documents governing the increasingly controversial disposition of public land in mixed income/mixed use developments. Grassroots organizers, attorneys and government officials working in the field will participate as guest speakers and conversants from time to time. Student papers may range across a wide spectrum of topics dealing with some problem confronted by the professor's initiative or, more generally, by community development practitioners in the field.

Recommended:

Previous exposure to critical theory, community organizing and economic development is helpful but not required.

LAW 1513 v02 Community Development Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1513 v02>)

J.D. Seminar | 3 credit hours

This course provides a unique opportunity for students to integrate critical theory and community development practice into a praxis of community development that reflects on the power dynamics legitimated and sometimes disrupted by the histories and current practices of the field.

This praxis of community development centers a community wealth building, reparative, and sustainable economy approach to the challenges and opportunities experienced by practitioners working in or with marginalized and divested communities impacted by apartheid, colonial, and neo-colonial practices. This emerging praxis is part of a Next Systems movement rooted in what is often called the Solidarity Economy. The latter centers racial equity and community-owned, democratically accountable, organizations and enterprises in reducing the disparities in wealth, health, and wellbeing.

Prerequisite: There are no required prerequisites for this course.

Recommended: Previous exposure to community organizing and/or economic development in the public, private, or nonprofit sectors, or experience in urban planning and/or affordable housing could be helpful but is not required. Interest in the field and curiosity are far more important.

Note: This course is open to J.D. students only and non-degree students may not enroll.

This course will be enrolled via waitlist.

LAW 1098 v00 Complex Litigation (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1098 v00>)

J.D. Course | 4 credit hours

This course will focus on complex procedural issues that arise in modern litigation. The overall focus of the course is on multi-party, multi-jurisdictional disputes and the increased regulatory role that courts play in the system of dispute resolution. The first part of the course will focus on class actions, including the requirements for class certification, judicial review of class settlements, the impact of the Class Action Fairness Act on class action practice (CAFA), and the intersection of class actions and contracts for arbitration of disputes. Considerable time will also be spent on multi-district litigation (MDL) practice including the modern development of bellwether trials; the unique aggregation problems that arise in the context of international disputes; the strategic choices available to lawyers handling complex cases, and the strategic and economic dynamics of settlement.

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

LAW 1884 v00 Constitutional Dimensions of Environmental Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1884 v00>)

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

Since the 1970s, environmental law has provided an important context for the development of constitutional doctrines. These developments have accelerated in recent years as environmental issues have risen to the forefront of the political debate and received increased attention from parties across the political spectrum. This course focuses on recent jurisprudence, and current developments in environmental law that relate to constitutional issues. To that end, students will examine recent agency rules, appellate briefs, and court decisions. At the outset we will discuss constitutional limits on Congress's power to enact statutes addressing environmental harm. We will then turn to how courts interpret Congressional delegations of authority to administrative agencies including separation of powers issues. Finally, we will address constitutional limits on judicial review. The course will also include conversations with guest speakers from the federal government, state government, and private sector who have worked directly on developing the challenged actions and litigating the cases we will discuss.

The course materials will include agency regulations and guidance documents, excerpts of merits briefs and oral argument transcripts, as well as published opinions.

Prerequisite: Constitutional Law I: The Federal System.

Recommended: Administrative Law and Environmental Law.

LAW 1880 v00 Constitutional Issues in Corruption & Election Crime Enforcement (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1880 v00>)

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

This course will explore constitutional limits on legislative and prosecutive efforts to prohibit corrupt conduct involving payments to public officials, excessive or prohibited campaign contributions and independent expenditures, fraudulent fundraising by SuperPACs, and false statements by government employees. Students will review the historical evolution of relevant statutes, applicable constitutional principles, and Supreme Court and lower court decisions addressing constitutional limits on legislative and enforcement efforts.

The course will be organized chronologically within specified topics. The primary topics will include: Constitutional Principles; Bribery & Extortion; Fraud & Misapplication; Election Crimes; and Constitutional Privileges. The topics will span several consecutive classes with relevant case law assigned as the primary reading material.

Prerequisite: Constitutional Criminal Procedure (formerly Criminal Justice) or Criminal Procedure and Constitutional Law I: The Federal System.

Recommended: Criminal Law.

LAW 215 v00 Constitutional Law II: Individual Rights and Liberties
<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 215 v00>)

J.D. Course (cross-listed) | 4 credit hours

This course focuses primarily on the First, Fifth, and Fourteenth Amendments (free speech, due process, and equal protection) and the role of the Supreme Court as ultimate interpreter and guardian of the Bill of Rights.

In addition, students should acquire knowledge of pertinent substantive and procedural law; the ability to engage in legal analysis, including the analysis of pertinent case law, constitutions, statutes and regulations, legal instruments and sources, and the application of law and theory to fact; and the ability to engage in critical and strategic thinking.

Note for Professor Barnett's Fall section: As a way to understand the structure of current doctrines, Professor Barnett's course will stress how and why the doctrines evolved from the Founding through the Civil War, Reconstruction, the Progressive Era, the New Deal, the Warren and Rehnquist Courts to the Roberts Court today. The course will also stress the effect that slavery had on the original Constitution and the Reconstruction Amendments. Coverage will include the Second and Ninth Amendments. **Professor Barnett's section will consist of a 3-hour unit consisting of two 85 minute class sessions and a 1-hour unit consisting of video presentations on the theory and practice of originalism that students can view at their convenience at any time before or during the semester.** Internet access on any device is not allowed during class; **all laptop use is disallowed in Professor Barnett's course** (unless necessary to conduct Zoom instruction).

Learning goals for Professor Spann's section

The primary goal of the course is to teach students how to manipulate the doctrinal rules and underlying policy considerations that govern the topics in the course, and to get students to confront the normative implications raised by such vast amounts of doctrinal indeterminacy. Students will hopefully acquire the ability to think critically about the law's claim to neutrality and its differential effects on subordinated groups, including those identified by race, gender, indigeneity, and class.

Note: Note for students in Professor Goodwin's Spring section (LAWJ-215-07): Laptops may not be used during class sessions.

LAW 215 v05 Constitutional Law II: Individual Rights and Liberties
<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 215 v05>)

J.D. Course (cross-listed) | 4 credit hours

This course focuses primarily on the First, Fifth, and Fourteenth Amendments (free speech, due process, and equal protection) and the role of the Supreme Court as ultimate interpreter and guardian of the Bill of Rights.

LAW 1538 v00 Constitutional Law: The First and Second Amendments
<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1538 v00>)

J.D. Course | 1 credit hour

This course will provide students the opportunity for intense and detailed study of cutting-edge issues arising under the Free Speech Clause of the First Amendment and the right to keep and bear arms under the Second Amendment. Students will be required to read foundational Supreme Court cases in full (including concurrences and dissents) to enable them to discuss and debate the decisions and the analytical approaches used to reach them.

Learning Objectives:

By the end of the week, I hope you will have learned to:

1. Understand more deeply First and Second Amendment jurisprudence;
2. Appreciate how difficult it is for the Supreme Court to decide close cases;
3. Express your thoughts clearly and concisely and to disagree with colleagues without being disagreeable;
4. See virtue in reading cases in their entirety, rather than in excerpt form;
5. Recognize different judicial philosophies in Supreme Court opinions;
6. Identify premises justices use as starting points for their analyses; and
7. Write an exam that reflects command of First and Second Amendment cases.

Prerequisite: Constitutional Law II: Individual Rights and Liberties.

Note:

UPPERCLASS WEEK ONE COURSE. This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students. The course will have a take-home exam that must be completed during the week of Friday, January 16th through Friday, January 23th, 2026.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal. 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 1512 v00 Constitutional Litigation and the Executive Branch
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1512 v00>)

J.D. Seminar | 2 credit hours

Seminar Description

This seminar will explore the practice and strategy of constitutional litigation through a close study of high-profile constitutional challenges to Executive Branch action in recent years.

We will begin with an introductory session focused on recent trends in constitutional litigation against the Executive Branch. Over the rest of the semester, we will closely study a series of cases, examining the course of each litigation and exploring key strategic judgments made by parties, amici, and judges. Students will leave the course familiar with every stage of a constitutional case, from the initial announcement of an Executive Branch policy, to the decision to file suit and the drafting of a complaint, to litigation at every level of the Judiciary and in the court of public opinion, to emergency applications in appellate courts, to the varied challenges that may follow a successful lawsuit. Along the way, we will consider the strategies and incentives of different litigants—including civil rights groups, private parties, cities, states, and legislators. We will also study the goals and strategies of lawyers charged with defending Executive Branch action (notably including the Office of the Solicitor General). In addition to mastering how constitutional litigation unfolds, we will seek to develop a clear-eyed view of how lawyers approach the most important judgment calls involved in prosecuting and defending constitutional claims.

Although this list is subject to change in light of ongoing developments, we likely will cover many of these topics:

- President Trump's "travel ban" policies
- President Clinton's adoption of a "Don't Ask, Don't Tell" policy for military service
- President Trump's exclusion of transgender persons from military service
- President Trump's threats to revoke federal funds from "sanctuary cities"
- President Trump's "Remain in Mexico" policy
- A motion filed by the Trump Administration's Solicitor General asking the U.S. Supreme Court to sanction the ACLU in a suit concerning requests by juvenile undocumented migrants to exercise abortion rights
- President Trump's compliance with the Emoluments Clauses
- President Trump's practice of blocking critics on Twitter
- President Trump's exclusion of selected CNN and Playboy reporters from the White House
- The first impeachment of President Trump
- The sexual assault and defamation lawsuit against former President Trump by E. Jean Carroll
- Former President Trump's assertion of an "absolute immunity" defense to criminal prosecution in federal court.
- The Biden Administration's COVID-19 vaccination-or-test policies
- The Biden Administration's student debt relief policies
- Challenges to the FDA's decisions concerning mifepristone
- Challenges to the Biden Administration's interactions with social media companies

Each week, students will study relevant court filings and opinions (from district courts all the way to the Supreme Court), complemented by contemporaneous legal commentary.

We will expect all students to prepare for—and participate in—classroom discussion.

LAW 1452 v00 Consumer Protection Law Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1452 v00>)

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

Consumer protection law seeks to address a wide (and ever-evolving) list of deceptive, fraudulent and unfair practices. In this course, we will survey the laws, players, and industries that are affected by consumer protection law. Among other subjects, we will cover advertising practices (including native advertising), mortgage fraud, privacy, identity theft, payday lending, and higher education.

Mutually Excluded Courses: Students may not receive credit for this course and Approaches to Consumer Protection.

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 1972 v00 Contemporary Civil Rights Issues at the Supreme Court
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1972 v00>)

J.D. Seminar | 2 credit hours

This course will examine the U.S. Supreme Court's evolving role in shaping civil rights law, combining a focus on landmark decisions with broader discussions about the strategic and procedural dynamics of litigating civil rights issues at the Court. Each session will pair a substantive civil rights topic—such as voting rights, affirmative action, reproductive rights, and immigrants' rights—with a discussion of key Supreme Court litigation considerations, including case and client selection, whether and when to appeal, and the ethical tension between representing clients and advancing a social cause. We will also explore the broader implications of civil rights litigation, such as its potential to shape public opinion, influence legislative policy, and address systemic inequalities.

Students will engage with primary source materials, including Supreme Court opinions, briefs, and oral argument transcripts, alongside scholarly commentary to deepen their understanding of the Court's decision-making processes and its broader societal impact. Guest speakers—ranging from seasoned litigators who argued seminal cases to advocates working on emerging civil rights issues—will provide insight into the realities of Supreme Court practice.

Prerequisite: Required: (1) Civil Procedure or Legal Process and Society and (2) Constitutional Law I: The Federal System.

Recommended: Recommended: Constitutional Law II: Individual Rights and Liberties.

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

LAW 1915 v00 Contemporary Free Speech Problems (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1915 v00>)

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

Congress shall make no law . . . abridging the freedom of speech” commands the First Amendment. This course explores how that charge has played out in practice by analyzing some of the most challenging free speech issues of our day, with a particular focus cases involving competing First Amendment rights. Topics include: incitement, threats, hate speech, protests, boycotts, aiding and abetting, campus speech, coercion and/or retaliation by public officials, jawboning, doxxing, anonymous speech, compelled speech, associational rights, the rights of “platforms,” and speech about abortion post-Dobbs. Students will delve into the relevant legal doctrine, as well as its theoretical and analytical underpinnings, while also developing skills as advocates by applying that doctrine to actual cases. Students will be expected to make meaningful contributions to class discussion.

Recommended: Constitutional Law.

Mutually Excluded Courses: Students may not receive credit for this course and Arguing Free Speech in the 21st Century Seminar.

LAW 113 v06 Corporate Governance Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 113 v06>)

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

This seminar will focus on current issues in corporate governance in the context of seminar requiring a substantial written paper. We will consider how these developments relate to current theories of corporate governance and to the development of corporate governance laws and best practices in the United States and several other jurisdictions. The seminar will meet weekly to discuss assigned readings; students will be expected to produce topic outlines and a draft of their final papers during the term as well.

Among the subjects to be considered are: (1) the need – in the context of large public corporations - for corporate governance rules due to the separation of corporate control from ownership; (2) the governance-related duties and responsibilities of corporate directors, officers and controlling shareholders; (3) competing theories of ‘shareholder primacy’ and ‘director primacy’; (4) the changing roles of institutional investors seeking improvements in corporate governance; (5) activist investors and the competing governance theories of short term vs. long term investment strategies; (6) “shareholder democracy” and “shareholder primacy,” including such issues as majority voting, say-on-pay, proxy access, shareholder engagement and controlled or dual-class share structures for corporations; (7) corporate social responsibility, diversity in the boardroom and the role of non-shareholder stakeholders (local communities, environmental advocates, employees, creditors, consumers, etc.); (8) the role of corporate lawyers in corporate governance (including who is the “client” – the board, management or shareholders); (9) the interactions between state corporate law and federal securities law and various regulators; and (10) new international perspectives on corporate governance.

Prerequisite: Corporations.

Recommended: Securities Regulation and/or Corporate Finance.

LAW 512 v01 Criminal Defense and Prisoner Advocacy Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 512 v01>)

J.D. Clinic | 14 credit hours

Please see the Criminal Defense & Prisoner Advocacy Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/criminal-defense-prisoner-advocacy-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Criminal Defense and Prisoner Advocacy Clinic PDF (<https://georgetown.app.box.com/s/q294cdzsz64mbykmdw92uzf872pk48uz/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 512 v00 Criminal Justice Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 512 v00>)

J.D. Clinic | 14 credit hours

Please see the Criminal Justice Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/criminal-justice-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Criminal Justice Clinic PDF (<https://georgetown.app.box.com/s/pxijbaqckznh2laq9de8a3kf25oc834r/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1845 v00 Criminal Justice Seminar: Confronting and Reimagining Judicial Writing in Foundational Criminal Cases (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1845 v00>)

J.D. Seminar | 2 credit hours

Historically, legal opinions, and the law that they establish, have been shaped from a perspective that is largely white, male, and privileged. At the same time, legal opinions and the law have largely ignored the perspectives of racial minorities, women, and other marginalized groups. This course will focus on these missing perspectives and ask what the law would be like if the experiences and needs of these citizens were given equal consideration in criminal law and procedure.

Through an exploration of judicial writing and attorney advocacy in key cases, I will invite students to consider the analytical and writing choices judges have made in key criminal judicial decisions by looking beyond the page. After learning about critical race and feminist perspectives of law, and the use of rhetoric, storytelling, and metaphor in judicial writing, students will assess how race and gender are handled and whose perspectives are and are not discussed in key legal opinions. They will also read and critique published rewritten feminist and critical race opinions in many of these cases. Ultimately, students will rewrite legal opinions of their own with a better understanding of the judicial audience.

Note: This course will enroll via waitlist.

LAW 126 v00 Criminal Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 126 v00>)

J.D. Course | 3 credit hours

This course examines society's control of unwanted behavior through criminal law. The particular focus is on the general elements of a criminal offense cutting across all criminal codes rather than on the elements of individual crimes. Some attention is given to the basic theories of punishment and criminal culpability as contrasted with civil forms—e.g., tort law or civil commitment—for controlling deviant behavior.

LAW 126 v02 Criminal Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 126 v02>)

J.D. Course | 3 credit hours

This introductory course involves the jurisprudence of substantive criminal law. Among the topics we will discuss are the general elements of a criminal offense, the structure of criminal justice administration, the exercise of discretion throughout the criminal justice system, and justifications and excuses. Certain substantive offenses may also be covered. Some attention will be given to the basic theories of punishment and sentencing.

LAW 1652 v00 Criminal Procedure: Prosecution (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1652 v00>)

J.D. Course | 3 credit hours

This course traces the litigation of criminal cases from the time the police hand the case off to the prosecutor through final judgment, sentencing, and post-trial relief. Among the topics covered: pretrial release and bail; prosecutorial discretion in charging; venue; defendant's right to counsel and the role of defense counsel; grand jury and preliminary hearing; joinder and severance; gag orders; discovery; right to speedy trial; privilege against self-incrimination and grants of immunity; plea bargaining and guilty pleas; jury selection; sentencing; double jeopardy; and post-trial processes to correct erroneous judgments (appeal and habeas corpus). The course focuses principally on Supreme Court decisions, but also visits where appropriate the rules of criminal procedure. This course includes all the topics covered in the two-credit Advanced Criminal Procedure course, but uses the extra credit hour to dig deeper on the most interesting issues and includes post-trial procedures not usually covered in Advanced Criminal Procedure.

Recommended: It is desirable but not essential that the student have taken Evidence before or is taking it contemporaneously.

Mutually Excluded Courses: Students may not receive credit for this course and Advanced Criminal Procedure.

LAW 1973 v00 Cultural Sustainability Advocacy Practicum (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1973 v00>) (Project-Based Practicum)

J.D. Practicum | 4 credit hours

Sharp polarization, economic transformation, rapid technological change, and institutional uncertainty present unprecedented challenges for traditional African-descendant and Indigenous communities striving to maintain, adapt, and revitalize their ways of life. Cultural sustainability is an emerging legal movement aimed at empowering these communities to sustain, reimagine, and revitalize their cultural practices.

The Cultural Sustainability Advocacy Practicum is a project-based course designed to equip students with the practical knowledge and advanced movement lawyering skills necessary to effectively support these traditionalist communities. Each week, students commit to 10 hours of supervised project work and a two-hour seminar, focusing on the legal challenges affecting their cultural continuity. Over four modules, students will investigate the challenges these communities face regarding cultural heritage, public art, environmental rights, and emerging technologies.

The Cultural Sustainability Advocacy Practicum meets Georgetown University Law Center's Institutional Learning Outcome (ILO) by critically scrutinizing the law's purported neutrality, through specific examination of how legal frameworks disproportionately and differentially impact traditionalist African-descendant and Indigenous communities as subordinated groups. All thirteen weeks of the course are explicitly dedicated to grappling with these critical issues. By the end of the course, students will have crafted innovative strategies that support the sustainability of African-descendant and Indigenous cultural life and have produced professional advocacy materials demonstrating advanced proficiency in movement lawyering.

Seminar [2 Credits]: The seminar component of the Cultural Sustainability Advocacy Practicum course is divided into four modules, equipping students with the essential knowledge of cultural practices and the legal, policy, and advocacy tools necessary for championing cultural sustainability within traditional African-descendant and Indigenous communities.

Module 1 surveys African-descendant and Indigenous communities by exploring their evolving cultural practices and traditionalist intentions; Module 2 unpacks the tensions in cultural heritage, public art, and public awareness by analyzing how ostensibly neutral international and U.S. policies perpetuate cultural hierarchies and marginalize community expression; Module 3 examines cultural rights in environmentalism by exploring community-led integrations of cultural rites and environmental stewardship; Module 4 addresses the urgent need to protect traditional knowledge in the context of emerging technologies.

Project Work [2 Credits]: In addition to the seminar work, students will critically engage with recent and ongoing issues that intersect with cultural sustainability through 10 hours of supervised project work. By the end of this course, students will be able to:

- Understand the foundational principles of cultural sustainability and movement lawyering.
- Analyze the challenges faced by traditionalist communities in preserving cultural heritage and asserting rights.
- Develop innovative legal and policy solutions to protect cultural and environmental assets.

LAW 1708 v00 Death Penalty Litigation Practicum (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1708 v00>) (Project-Based Practicum)

J.D. Practicum | 4 credit hours

This is a project-based practicum that will involve students in ongoing death penalty cases and teach them the legal framework for death penalty litigation. Professor Sloan has been active in death penalty litigation and representation, including two Supreme Court victories on behalf of a death row inmate in Texas: *Moore v. Texas*, 137 S. Ct. 1039 (2017) and *Moore v. Texas*, 139 S. Ct. 666 (2019).

In their project work, students will work on legal research related to ongoing death penalty litigation on behalf of death penalty defendants and inmates. Students also may have the opportunity to draft, or contribute to, briefs and motions related to ongoing death penalty litigation. Students will work with organizations and practitioners litigating death penalty cases. Among the organizations and individuals that have partnered with this practicum are the Southern Center for Human Rights, the Miami-Dade Public Defender, the Federal Public Defender, and individual death penalty litigation practitioners. Other organizations and individuals are likely partners as well.

In the seminar, students will develop an understanding and appreciation of the ongoing debates on death penalty issues – both broad jurisprudential issues (such as the meaning of the Eighth Amendment and relevant state constitutional provisions) and specific doctrinal topics (such as intellectual disability, insanity, and mitigating evidence in the death penalty litigation context). It also will be helpful to students to understand the experiences of death penalty litigators. Readings on these subjects will be woven into the seminar.

Prerequisite: Constitutional Criminal Procedure (formerly Criminal Justice) or Democracy and Coercion or Criminal Procedure.

Mutually Excluded Courses: Students may not receive credit for this course and Capital Punishment Seminar or The Death Penalty in America Seminar. Students may not concurrently enroll in this practicum course and a clinic, or another practicum course. Students may concurrently enroll in this practicum course and an externship.

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This is a four-credit course. Two credits will be awarded for the two-hour weekly seminar and two credits will be awarded for the 10 hours/week of project work. Both the seminar and project work will be graded. Students who enroll in this course will be automatically enrolled in both the seminar and practicum 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 Learning. 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 the professor indicates otherwise):** Regular and punctual attendance is required at all practicum seminars and fieldwork placements. Students in project-based practicum courses are similarly required to devote the requisite number of hours to their project. If a student must miss seminar, fieldwork, or project work, he or she must speak to the professor as soon as possible to discuss the absence. Unless the professor indicates otherwise, a student with more than one unexcused absence from the practicum seminar (out of 13 total seminar sessions), or one week of unexcused absences from the fieldwork or project work (out of a total of 11 weeks of fieldwork or project work), may receive a lower grade or, at the professor's discretion, may be withdrawn

LAW 1783 v00 Decentering the Police in Community Safety Practicum (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1783 v00>) (Project-Based Practicum)

J.D. Practicum | 5 credit hours

In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their professors. This practicum will focus on actionable steps to decenter the role of policing in community safety efforts in order to make cities and neighborhoods safer and reduce the harms of policing. Students will participate in a weekly two-hour seminar and carry out approximately 15 hours of project work each week under the direction of the course professor.

SEMINAR: Nationwide, high-profile police killings and the documentation of patterns of police misconduct have brought about broad-based movements for change. There is a growing recognition that even lawful policing causes unnecessary harm and that we have over-relied on policing to meet community safety needs. A modern, evidence-informed approach to community safety requires decentering the role of police to make space for entities that can better carry out some responsibilities currently delegated to police. The seminar portion of this course will provide students an understanding of the history of policing and explore theories of why policing has evolved as it has. We will take close looks at particular harms and inefficiencies of the current public safety system that over relies on policing to meet a broad array of social challenges, from drug addiction and homelessness, to mental health crisis, trauma, and preventing violence. During seminars, students will hear from a broad spectrum of actors and stakeholders in the public safety system.

PROJECT WORK: Through this practicum, students will work on projects that explore and implement innovative approaches to community safety. Projects may involve research to enhance understanding of what is needed to make communities safe; implementing ideas that broaden the scope of who is involved in creating and maintaining community safety; or working directly to reduce the harms of current policing. Students will gain the skills and knowledge lawyers need to play an effective role in the effort to transform policing, community safety, and our criminal legal system. Student projects may be completely individual or in pairs, and may involve working with Georgetown Law's Center for Innovations in Community Safety on projects currently underway.

Prerequisite: Constitutional Criminal Procedure (formerly Criminal Justice) or Democracy and Coercion or Criminal Procedure. Second year evening students can take Constitutional Criminal Procedure (formerly Criminal Justice) concurrently. Transfer students can take Criminal Procedure concurrently.

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

Note: THIS COURSE REQUIRES PROFESSOR PERMISSION TO ENROLL. Interested students should submit a résumé and written statement (maximum of 300 words), articulating their interest in the practicum and noting any relevant academic, work, or other experiences, especially in the field of policing, criminal legal system reform, and/or civil rights, to Professor Tahir Duckett (tahir.duckett@georgetown.edu). Students are encouraged to apply as soon as possible, as Professor Duckett is admitting students on a rolling basis.

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 supervised project work per week. Students who enroll in this course will be automatically enrolled in both the seminar and practicum 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 Learning. The Assistant Dean will grant such withdrawal

LAW 969 v00 Derivatives Regulation (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 969 v00>)
LL.M Seminar (cross-listed) | 2 credit hours

Derivatives, including virtual currencies, are a large, dynamic and rapidly evolving part of the world's financial markets. The size and importance of these markets alone would make derivatives regulation a worthy part of law school study, particularly for those interested in financial markets. Add to that a significant change in the regulatory framework on a scale unseen since the 1930's and it is clear that there has never been a better time to study the legal issues and operational challenges for market participants. This course will focus on the regulation of derivatives under the Commodity Exchange Act, as amended by Dodd-Frank, and as implemented by the Commodity Futures Trading Commission. This course is designed as a "Derivatives 101" equivalent, providing a broad overview of the regulation of derivatives. No prior knowledge of derivatives is required to succeed in this course. The course will include an in-depth look at the new regulatory requirements and issues with respect to (i) market transparency and integrity, such as preventing market manipulation, disruptive trading practices, and so-called excessive speculation; (ii) the increasing use of automated trading systems and high-frequency trading in commodity markets; and (iii) the interplay between Congress, the federal market regulators, and the entities subject to financial market regulation. Students will be presented with the same questions of law confronting attorneys advising entities trading in derivatives markets, regulators, and the courts.

LAW 1921 v00 Designing Data Privacy Laws Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1921 v00>)

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

This is a class about regulatory design, using the modern shaping of data privacy laws as a case study.

Imagine you are the benevolent dictator of a country, and your population wants a new personal data privacy law. You are then tasked to design such a policy from scratch. This seminar discusses the many relevant decisions policymakers should make when shaping data privacy regimes.

In particular, this seminar covers: (i) what are the economic and non-economic reasons to regulate data privacy; (ii) what different bundles of rights are usually found in different data privacy laws, and how they interact with one another; (iii) the trade-offs involved in adopting a single comprehensive regime versus many sector-specific regimes; (iv) what are enforcement options to ensure that parties follow the laws on the books; and (v) how privacy laws interact with competition, innovation, national security, and other policies.

This seminar will focus on consumer/citizen data privacy laws. It complements rather than substitutes for Information Privacy Law (LAW 342). The seminar is not a general survey of black letter information privacy law, nor will it cover U.S. Fourth Amendment privacy and other similar topics. Ideally, students should have some prior exposure to privacy/data protection law before enrolling. We will cover the key privacy laws that you need to know in the initial class sessions.

Students will be encouraged to think about law as institutional engineers—that is, thinking critically about whether given legal provisions make sense and help further laws' stated goals. Data privacy is a field in flux, so class readings will be a mixture of privacy laws from different jurisdictions and academic articles in fields such as law, economics, computer science, and others.

Learning Objectives:

- Exposure to an array of doctrinal, statutory, regulatory, and policy landscapes in privacy law, and the complex interrelationships among them.
- Exposure to privacy compliance considerations that confront both private- and public-sector organizations.
- Awareness of international differences in the treatment of information privacy issues and comparative exposure to European data protection law in particular.
- Refinement of analytical and writing skills.

Recommended: Information Privacy Law or The GDPR: Background, Development, and Consequences.

Note: This Seminar allows students to write 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. 2 section students will be required to prepare an end-of-the-course presentation that does not fulfill the J.D. Upperclass Legal Writing Requirement.

LAW 131 v02 Disability Discrimination Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 131 v02>)
J.D. Course | 3 credit hours

This course focuses on the Americans with Disabilities Act, the landmark civil rights statute that prohibits discrimination on the basis of disability in employment, state and local government programs and services, and by public accommodations (most private businesses). The course will take a pragmatic approach to exploring the rights and responsibilities and available defenses under the statute, with students learning to recognize and advocate for what makes or dooms a case—legally and/or factually. We will first look at the ADA's employment provisions, which reach both private and public employers—addressing, e.g., whether and when a person has a disability under the statute, what makes an individual “qualified” for a position and the statute's protections, employers' obligations to provide reasonable accommodations to applicants and employees, when medical exams and disability-related inquiries are permissible, and protections against retaliation. We'll then turn to the ADA's protections against disability discrimination by state and local governments and by private businesses—with a focus on the ADA's potential to effectuate systemic change in those spheres. Along the way we'll address emerging issues, e.g., the impact of algorithmic decision making, and emerging challenges to maximizing the ADA's promise in a post-Chevron landscape. While the course will focus on the ADA, students will also become familiar with the “alphabet” of other federal laws with complementary protections, e.g., the Rehabilitation Act, the Fair Housing Act, the IDEA, the Air Carrier Access Act, and more.

LAW 518 v00 Domestic Violence Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 518 v00>)
J.D. Clinic | 10 credit hours

Please see the Domestic Violence Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/domestic-violence-clinic/>) for more information about the program.

For registration-specific supplemental materials, please see the Domestic Violence Clinic PDF (<https://georgetown.app.box.com/s/0oxlzsuoysjm9el79nbwmdb5lk7d0m15/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1919 v00 Economic Justice in the Regulation of Infrastructural Industries: Energy, Water, Telecommunications, Transportation (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1919 v00>)
J.D. Seminar (cross-listed) | 2-3 credit hours

Our nation's infrastructure abounds in justice failures. Consider:

- In Flint, Michigan, officials subjected thousands of families to lead-poisoned water.
- In Puerto Rico, Hurricane Maria crippled an electricity infrastructure long neglected by its government-owned utility, leaving thousands of families without electricity.
- Wildfires in Maui, arising in part from years of neglect by the utility, plantation owners, and government officials, have left thousands homeless.
- Water flooding in coastal Charleston, South Carolina disproportionately affects marginalized communities.
- Navajos lack reliable electric supply in most of their territory.

Common to each of these situations is economic regulation. One or more public bodies created, encouraged, tolerated, or ignored conditions that allowed private behavior, often business behavior, to produce these adverse outcomes. This course will diagnose the causes and design solutions. Among the big-picture questions:

- In the context of economic regulation, what is economic justice?
- Does our economic regulation of infrastructural industries produce economic injustice? If so, with which actors does fault lie?
- Does facially neutral statutory language—bland statutory commands such “just and reasonable rates,” “consistent with the public interest,” no “undue preference or advantage”—have non-neutral effects?
- Do constitutional principles—such as the protection of private property—affect economic justice?
- How do regulatory procedures, all influenced by conflicting interest groups, affect economic justice outcomes?
- Should economic regulation address justice? Or should it seek only to improve economic performance, leaving justice to other regulatory agencies or to political processes?
- For all these questions, what roles can lawyers play?

LAW 1182 v00 Election Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1182 v00>) (Project-Based Practicum)

J.D. Practicum | 4 credit hours

In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their professors. This project-based practicum course will focus on election law. 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 this course will focus on voting rights law—including the Voting Rights Act, constitutional protections on the right to vote and redistricting law—and will also cover some related areas of law, including redistricting and regulation of campaign finance. In the area of voting rights, the course will specifically examine the state of voting rights law and litigation in the wake of the 2013 Supreme Court decision in *Shelby County V. Holder*. The course will cover issues such as burdens on the right to vote, felony disenfranchisement, racial and partisan gerrymandering, and other voting-related topics based on current events. In the area of campaign finance, the focus will be on the law governing limits on contributions to candidates and the disclosure of funds contributed or spent to influence elections. Cases challenging these regulations as violative of the First Amendment have proliferated in the post-*Citizens United* world. Throughout the semester, students will be assigned several writing assignments that may include: complaints for potential federal lawsuits alleging violations of the Voting Rights Act and/or the United States Constitution; briefs or motions in pending voting rights cases; and other legal documents directly related to ongoing work in the voting rights and campaign finance fields. This practicum course will give students the opportunity, among other things to explore and weigh the governmental interests involved in voting and campaign finance restrictions against the rights those laws may infringe.

PROJECT WORK: Students in this practicum will have the opportunity to draft legal memos and/or briefs related to current election law matters. Assignments will be based on pending cases and matters, but will involve a wide range of election law issues raising important questions of constitutional and statutory interpretation.

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

Recommended: Prior enrollment in Constitutional Law II.

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This practicum course is suitable for evening students who can attend seminar and participate in 10 hours/week of project work. 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 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

LAW 195 v05 Election Law: Voting, Campaigning and the Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 195 v05>)

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

This course examines federal and state law regulating the conduct of elections and the financing of campaigns. Included are aspects of federal and state constitutional law on speech, association, and equal protection; and particularly problems of apportionment, gerrymandering, race-conscious districting under the Voting Rights Act, and barriers to voting. With respect to campaign finance, we consider how much and what kinds of legal regulation are constitutionally appropriate regarding parties, candidates, independents, political action committees, corporations, unions, and individuals.

Strongly Recommended: Constitutional Law II: Individual Rights and Liberties.

LAW 150 v04 Employment Discrimination (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 150 v04>)

J.D. Course | 3 credit hours

This course explores the legal mandate for equal employment opportunity in relation to race, color, religion, sex, national origin, age, disability and other traits. The focus is principally upon Title VII of the Civil Rights Act of 1964 and also includes the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Post Civil War Civil Rights Acts, and state analogues to Title VII, such as the District of Columbia Human Rights Act. The course also discusses the evolution of employment discrimination law to address such traits as sexual orientation and transgender status. The course examines the doctrinal and theoretical aspects of employment discrimination law through a rigorous analysis of court decisions, statutes and regulations; explores the public policy issues underlying the law of employment discrimination; and discusses the strategic and tactical approaches a practicing attorney will consider in actually utilizing these laws to represent clients.

Recommended: Prior or concurrent enrollment in Evidence and Professional Responsibility.

LAW 150 v05 Employment Discrimination (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 150 v05>)

J.D. Course | 3 credit hours

This course explores the legal mandate for equal employment opportunity in relation to race, color, religion, sex, national origin, age, disability, and other protected categories. The course examines the doctrinal and theoretical aspects of employment discrimination law through a rigorous analysis of court decisions, statutes and regulations. The primary focus will be on Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, the Equal Pay Act, and related state and local laws. Legal readings will be supplemented with perspectives from psychology, sociology, and economics. We will also discuss the strategic and tactical approaches a practicing attorney will consider in actually utilizing these laws to represent clients.

LAW 263 v02 Employment Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 263 v02>)

J.D. Course | 3 credit hours

This course surveys the law regulating the fundamentals of the employee-employer relationship and examines a variety of public policy questions relating to employment standards regulation. The subjects covered may include: the common law doctrine of at-will employment and the development of contract and tort exceptions to that doctrine; statutory efforts to protect employees from wrongful discharge; the law of work-related invasions of privacy (e.g., drug-testing, genetic screening, polygraphs, etc.); the National Labor Relations Act; the regulation of employment compensation (e.g., Fair Labor Standards Act, prevailing wage laws); the regulation of workplace health and safety (e.g., Occupational Safety and Health Act). This course may also cover the Worker Adjustment and Retraining Notification Act, the Family Medical Leave Act, and workers compensation.

LAW 263 v03 Employment Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 263 v03>)

J.D. Course | 3 credit hours

This course examines the relationship between individual workers and their employers. Among the topics to be covered are the doctrine of employment at will and its common law modifications; employee privacy; the employer's legal rights to own or control employees' loyalty, skills, and intellectual products; wage and hour regulation; workplace health and safety; and mandatory arbitration of employment disputes. The course will not cover anti-discrimination law or labor law. Students who are considering either field as an area of practice are strongly advised to take the separate courses that focus exclusively on each of these topics.

LAW 2009 v01 Energy Markets in Transition (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 2009 v01>)

LL.M Seminar (cross-listed) | 2 credit hours

Two significant transitions are affecting United States energy markets. The first is the transition to cleaner energy sources driven by the goal of reducing greenhouse gas emissions and the emergence of new technologies, and the second is the oil and natural gas abundance affecting the domestic energy economy and the U.S. role in global energy markets. Significant policy, legal, and regulatory issues have arisen at the intersection of these two trends. The course will focus on these transitions from the perspective of the economic regulation of physical energy markets by the Federal Energy Regulatory Commission (FERC), along with the interplay among Congress, federal and state regulators, market participants, and other stakeholders. We will examine five areas: (i) the foundational laws (the Federal Power Act and Natural Gas Act) and legal doctrines governing FERC's regulation of physical energy markets; (ii) how wholesale electric power and natural gas markets were restructured using non-discriminatory open access to electric transmission and pipeline transportation; (iii) energy market enforcement and compliance policies; (iv) what generation, transmission and pipeline infrastructure will be needed to ensure reliability and resilience as we transition to a lower carbon future; and (v) "hot topics" such as carbon pricing in organized wholesale electricity markets, the shale gas revolution, federal-state conflicts, pipeline and electric transmission infrastructure development and cost allocation, LNG exports, and integrating distributed resources and renewables. Students will gain an appreciation for the legal and market challenges confronted by market participants during the transitions. One or more sessions will feature guest lecturers. There will be no final examination. Instead, each student's grade will be based on a final paper that takes a position on a key legal or policy issue and defends that position persuasively, several short quizzes during the semester, and class participation.

LAW 1855 v00 Environmental Justice Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1855 v00>)

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

This discussion seminar will explore topics in environmental justice from a range of perspectives, including historical accounts of the environmental justice movement, contemporary proposals as to how to respond to unfolding ecological crises, relevant case law and litigation, proposed legislation, domestic and international advocacy efforts, as well as imaginative literature and creative nonfiction. Our goals will be to arrive at a deeper understanding of pressing environmental problems, and, most important, to generate an array of compelling answers to the question, “what is to be done?”

We will begin by exploring accounts of our current environmental crises, their causes and impending consequences, and studying the beginnings of the environmental justice movement, which has sought for several decades to confront the racial and economic inequity of ecological harm. Our second meeting will explore several compelling contemporary proposals to address our current circumstances, ranging from domestic legislation and international diplomacy to organizing for a Global Green New Deal. In our third meeting we will focus on obstacles that impede meaningful change, both economic and political frameworks as well as legal efforts to preserve the status quo. Next, we will turn to creative nonfiction that explores various ways to think and work against these barriers towards a more sustainable and just future. Our fifth meeting will consider imaginative literature and art addressing the climate crisis to further expand our own imaginative horizons. Following our efforts to understand the potential and limits of past efforts to realize greater environmental justice, our sixth meeting will examine recent work addressing future possibilities for social movement advocacy, domestic and international organizing, litigation and legislation, and pushing for more fundamental changes to structures of collective governance and social life. In this penultimate week, we will read work associated with ecofeminist movements, indigenous environmental justice formations, the Black Hive of the Movement for Black Lives, the Sunrise Movement and other contemporary movement formations. In our final meeting, each seminar participant will share with the group a brief account of one additional idea and course of action they believe to offer an especially powerful response to our shared question, “what is to be done, now?”

Note: FIRST AND SECOND 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal.

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 1274 v02 Environmental Justice: Law, Policy & Regulation (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1274 v02>)

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

This course will introduce the concept of Environmental Justice in a variety of contexts, along with the specific legal challenges and remedies that arise from constitutional rights, statutory requirements, or executive actions. It will explore the frameworks that inform the analysis of environmental justice issues, including how an environmental justice lens can be applied to a wide range of areas to ensure access and equity to focus efforts to resolve these complex issues.

Learning Objectives:

The primary learning objective for this course is to introduce to students how to incorporate environmental justice principles into their perspective and analyses of legal and policy issues. The course will seek to accomplish this through developing the following skills/competencies: (1) developing frameworks for answering fundamental environmental law questions and how environmental justice law can be used to enhance problem-solving to answer those questions; (2) identifying and applying existing laws and remedies to resolve environmental justice issues; and (3) developing creative environmental legal problem solving that addresses inadequacies of current law and its enforcement.

Recommended: Environmental Law.

LAW 146 v01 Environmental Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 146 v01>)

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

This course covers the key laws developed to control pollution.

The main focus of the course is on current statutes, including the National Environmental Policy Act, the Clean Water Act, the Resource Conservation and Recovery Act, the Superfund Act (CERCLA and SARA), and the Clean Air Act. Other statutes, such as the Oil Pollution Act and the Inflation Reduction Act are addressed briefly. The course includes extensive discussion of the evolution of the law regarding efforts to address climate change, including close examination of the legal tools deployed by new administrations to change policies. Common law and pre-1970s efforts to develop law to obtain control are also reviewed. Relying on their practical experience, the instructors address application and interpretation of the statutes, Congressional actions to extend and modify the statutes, regulatory implementation of the statutes by executive agencies, enforcement policy and practice, the role of states, citizens' groups and industry, and private efforts at clean-up. The professors use problems to help students understand the practical application of the statutes in real-world contexts.

Strongly Recommended: Prior or concurrent enrollment in Administrative Law.

LAW 146 v08 Environmental Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 146 v08>)
J.D. Course (cross-listed) | 3 credit hours

This course focuses on legal strategies to regulate and remedy environmental harms. The course is designed to prepare transactional lawyers, regulatory lawyers, government counsel and litigators, as well as students interested in specializing in environmental law. A major goal of the course is to introduce students to the analytical skills necessary to understand and work in this and other predominantly statutory and regulatory fields. The course starts by reviewing economic, ecological and historical perspectives on protection of the environment. We also briefly cover common law environmental claims. We then turn to several cross-cutting public environmental law issues, namely discussion of regulatory design choices, federalism issues, a brief introduction to important administrative law concepts, cases, and doctrine, and analysis of the role of citizens as enforcers under US environmental laws. We then turn to in-depth analysis of key portions of several of the most significant federal environmental laws, including hazardous waste cleanup laws, the National Environmental Policy Act (NEPA), the Endangered Species Act, the Clean Air Act, and the Clean Water Act. We will also look at the developing body of law regarding climate change.

LAW 146 v10 Environmental Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 146 v10>)
J.D. Course (cross-listed) | 3 credit hours

Between New Year's Day in 1970 and December of 1980, Congress enacted most of our major federal environmental statutes. To this day, these laws, as amended, form the core of this country's approach to addressing environmental problems. All of the laws aim to achieve cleaner water, air, and land, while at the same time taking very different approaches to doing so. This course will introduce you to the major federal statutes on environmental protection, including but not limited to the Clean Air Act, the Clean Water Act, and the Superfund law. You will come to understand the basic regulatory goals and mechanisms of these laws. You will also learn how one might choose among these goals and mechanisms in fashioning environmental policy. Ideally, you will come away with an informed judgment about how far we have come in protecting the environment and how far we still have to go.

Recommended: Administrative Law or a first-year elective on legislation and/or regulation.

LAW 528 v03 Environmental Law and Justice Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 528 v03>)
J.D. Clinic | 10 credit hours

Please see the Environmental Law and Justice Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/our-clinics/environmental-law-and-justice-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Environmental Law and Justice Clinic PDF (<https://georgetown.app.box.com/s/4jnff9ihv60kvn baj5qm6nk9vywuccrg/>).

For information about clinic registration, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsu bzlshe16le5s/>).

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

LAW 156 v05 Environmental Research Colloquium (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 156 v05>)
J.D. Seminar (cross-listed) | 2-3 credit hours

Students in this class will have an opportunity to study, comment on, and develop scholarship of their own regarding environmental law and policy. The class will include introductory materials and discussion about attributes and methods of environmental scholarship. The workshop will introduce you to some of the best academic scholars in environmental law who will present a work-in-progress. In both advance written comments and through workshop discussion, students will engage with scholars regarding their scholarship. Depending on the presenters' paper subjects and others' availability, the workshop might also include participation of additional Georgetown Law faculty and occasional guests to offer responsive comments from a different perspective (e.g., government, not-for-profits, law firms, businesses, or academia).

Students can fulfill their Georgetown Law upper-level writing requirement with an opportunity to produce substantial, publishable legal scholarship on a topic related to environmental, energy, or natural resource law, broadly defined, and receive three credits for their efforts. Students will provide all speakers and the professor with brief advance comments and questions – at times during the semester, students will be responsible for more detailed comments and facilitation.

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 156 v01 Environmental Research Workshop ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 156 v01](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%20156%20v01))
J.D. Seminar (cross-listed) | 2-3 credit hours

Students in this class will have an opportunity to study, comment on, and develop scholarship of their own regarding environmental law and policy. The class will include introductory materials and discussion about attributes and methods of environmental scholarship. Then the workshop will introduce you to some of the best academic scholars in environmental law who will present a work-in-progress. In both advance written comments and through workshop discussion, students will engage presenting scholars regarding their scholarship. Depending on the presenters' paper subjects and others' availability, the workshop might also include a few classes with responsive comments from an outside visitor from government, not-for-profits, law firms, businesses, or legal academe.

Students can fulfill their Georgetown Law upper level writing requirement with an opportunity to produce substantial, publishable legal scholarship on a topic related to environmental, energy, or natural resource law, broadly defined, and receive three credits for their efforts. All students will provide all speakers and the professor with at least brief (no more than one page) of advance comments and questions. Two credit students will provide more in-depth comments to three speakers and the professor, with such comments expected to be five pages in length and reflect careful reading of both the paper and, as necessary to provide knowledgeable comments, draw on selective delving into other scholarly or primary materials relevant to, or referenced in, the presented paper. Our last session together will include a bit of debriefing, but will mainly be a session for three credit students to present their drafts and receive comments.

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 1922 v00 Expelled from Democracy: A Legislative and Contemporary Analysis of Voting Rights and Incarceration ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1922 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201922%20v00))
J.D. Seminar (cross-listed) | 2 credit hours

This course provides a comprehensive examination of the history of voting rights in the United States, with a specific focus on the disenfranchisement of incarcerated individuals. Beginning with an exploration of the foundational principles of voting rights in America, students will trace the evolution of suffrage from the founding era to the present day, analyzing key legislative and judicial developments at the federal and state levels. The course will then shift its focus to the disenfranchisement of incarcerated individuals, exploring the historical origins, rationales, and legal frameworks underlying this practice. The course will challenge the students' ability to think critically about the law's claim to neutrality and its differential effects on incarcerated individuals as members of subordinated groups, including those identified by race, gender, indigeneity, and class. Through case studies, legislative analysis, and guest lectures, students will examine the disparate impact of disenfranchisement policies on marginalized communities and explore contemporary efforts to restore voting rights to incarcerated individuals. By the end of the course, students will develop a nuanced understanding of the intersection of voting rights and incarceration, gain practical insights into legislative advocacy and reform efforts, and be equipped to critically engage with issues of democracy, equality, and justice in the modern era.

LAW 1491 v00 Externship I Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1491 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201491v00))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for finding their own judicial, governmental, or nonprofit field placements. The Office of Public Interest and Community Service (OPICS) is available, by appointment, to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help students identify an externship placement.

Fieldwork:

Students work for 18.5 or 27.5 hours per week for at least 6 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent possible. Students must be supervised by a licensed attorney with at least three years of experience working as an attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 18.5 hours of fieldwork/week for at least 6 weeks or 3 pass/fail credits for 27.5 hours of fieldwork/week for at least 6 weeks. During the summer session, students are permitted to extern at judicial, government, or nonprofit entities anywhere in the United States.

Note: Students can begin working toward their hours requirement (110 or 165 hours total) from the first day of the Summer Session. Students must complete their hours requirement by the last day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, June 6, 2025 or they will be withdrawn from the Summer 2025 J.D. Externship Program, including the companion seminar.

Seminar:

In addition to their field work, students participate in an interactive, one credit, letter-graded seminar, incorporating multiple opportunities for students' performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings. **ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS.** 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

LAW 1491 v01 Externship I Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1491 v01](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201491v01))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real-world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, cultural competency, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for securing their own judicial, governmental, or nonprofit field placements. The Office of Public Interest and Community Service (OPICS) is available, by appointment (<https://www.law.georgetown.edu/your-life-career/career-exploration-professional-development/for-jd-students/make-an-appointment/>), to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help students identify an externship placement.

FIELDWORK: Students work for 11 or 16.5 hours per week of fieldwork for at least 10 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent possible. Students must be supervised by a licensed attorney with at least three years of experience working as an attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 11 hours of fieldwork/week or 3 pass/fail credits for 16.5 hours of fieldwork/week for at least 10 weeks.

Note: Students can begin working toward the hours/week requirement (110 or 165 hours total) from the first day of regular, semester-long classes. Students must complete the total hours requirement by the last business day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, September 12, 2025 or they will be withdrawn from the Fall 2025 J.D. Externship Program, including the companion seminar.

SEMINAR: In addition to their fieldwork, students participate in a biweekly (approximately), interactive, one-credit, letter-graded seminar, incorporating multiple opportunities for students' performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings.

ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS. 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 timely attend each

LAW 1491 v02 Externship I Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1491 v02](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201491v02))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real-world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, cultural competency, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for securing their own judicial, governmental, or nonprofit field placements. The Office of Public Interest and Community Service (OPICS) is available, by appointment (<https://www.law.georgetown.edu/your-life-career/career-exploration-professional-development/for-jd-students/make-an-appointment/>), to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help students identify an externship placement.

FIELDWORK: Students work for 11 or 16.5 hours per week for at least 10 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent possible. Students must be supervised by a licensed attorney with at least three years of experience working as an attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 11 hours of fieldwork/week or 3 pass/fail credits for 16.5 hours of fieldwork/week.

Note: Students can begin working toward the hours/week requirement (110 or 165 hours total) from the first day of regular, semester-long classes. Students must complete the total hours requirement by the last business day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, January 30, 2026 or they will be withdrawn from the Spring 2026 J.D. Externship Program, including the companion seminar.

SEMINAR: In addition to their fieldwork, students participate in a biweekly (approximately), interactive, one-credit, letter-graded seminar, incorporating multiple opportunities for students' performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings.

ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS. 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 timely attend each

LAW 1492 v00 Externship II Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1492 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201492v00))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real-world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for finding their own judicial, governmental, or nonprofit field placements. The Office of Public Interest and Community Service (OPICS) is available, by appointment, to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help students identify an externship placement.

Fieldwork:

Students work for 18.5 or 27.5 hours per week for at least 6 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent permitted by their field placement. Students must be supervised by a licensed attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 18.5 hours of fieldwork/week for at least 6 weeks or 3 pass/fail credits for 27.5 hours of fieldwork/week for at least 6 weeks. During the summer session, students are permitted to extern at judicial, government, or nonprofit entities anywhere in the United States.

Note: Students can begin working toward their hours requirement (110 or 165 hours total) from the first day of the Summer Session. Students must complete their hours requirement by the last day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, June 6, 2025 or they will be withdrawn from the Summer 2025 J.D. Externship Program, including the companion seminar.

Seminar:

In addition to their field work, students participate in an interactive one credit, letter-graded seminar, incorporating multiple opportunities for student performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings.

ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS. 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 timely attend each

LAW 1492 v01 Externship II Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1492 v01](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201492%20v01))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real-world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, cultural competency, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for securing their own judicial, governmental, or nonprofit field placement. The Office of Public Interest and Community Service (OPICS) is available, by appointment (<https://www.law.georgetown.edu/your-life-career/career-exploration-professional-development/for-jd-students/make-an-appointment/>), to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help you identify an externship placement.

FIELDWORK: Students work for 11 or 16.5 hours per week of fieldwork for at least 10 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent permitted by their field placement. Students must be supervised by a licensed attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 11 hours of fieldwork/week or 3 pass/fail credits for 16.5 hours of fieldwork/week for at least 10 weeks.

Note: Students can begin working toward the hours/week requirement (110 or 165 hours total) from the first day of regular, semester-long classes. Students must complete the total hours requirement by the last business day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, September 12, 2025 or they will be withdrawn from the Fall 2025 J.D. Externship Program, including the companion seminar.

SEMINAR: In addition to their fieldwork, students participate in a biweekly (approximately), interactive, one-credit, letter-graded seminar, incorporating multiple opportunities for students' performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings.

ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS. 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 timely attend each class session in its entirety. Failure to attend any class session in its

LAW 1492 v02 Externship II Seminar (J.D. Externship Program) ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1492 v02](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201492%20v02))

J.D. Externship Seminar | 3-4 credit hours

In the J.D. Externship Program, students work under the supervision of a field supervisor attorney to gain substantial lawyering experience. Working in collaboration with their field supervisors, students establish individualized learning goals for their experience and receive ongoing feedback in a real-world practice setting. At the Law Center, students participate in a companion seminar to reinforce their field placement experiences. Through the seminar, students consider essential topics involving professionalism, ethics, cultural competency, professional identity, legal problem-solving, work-life integration, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Please refer to the J.D. Externship Program website (<https://www.law.georgetown.edu/experiential-learning/externships/for-j-d-students/>) for detailed program information.

Identifying a Placement:

Students are responsible for securing their own judicial, governmental, or nonprofit field placements. The Office of Public Interest and Community Service (OPICS) is available, by appointment (<https://www.law.georgetown.edu/your-life-career/career-exploration-professional-development/for-jd-students/make-an-appointment/>), to discuss potential externship opportunities. In addition, the J.D. Externship Program has resources to help students identify an externship placement.

FIELDWORK: Students work for 11 or 16.5 hours per week for at least 10 weeks (110 or 165 hours total) in a judicial, governmental, or nonprofit field placement. Students must conduct their fieldwork on-site to the maximum extent permitted by their field placement. Students must be supervised by a licensed attorney or an individual otherwise qualified to supervise a legal extern at the field placement. Students may be compensated for the work at their qualifying government, judicial, or nonprofit placement. Students may not work on pro bono matters at a for-profit entity. Students earn 2 pass/fail credits for 11 hours of fieldwork/week or 3 pass/fail credits for 16.5 hours of fieldwork/week.

Note: Students can begin working toward the hours/week requirement (110 or 165 hours total) from the first day of regular, semester-long classes. Students must complete the total hours requirement by the last business day of classes.

Note: In externships, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this course.

Note: Students must start their externships by Friday, January 30, 2026 or they will be withdrawn from the Spring 2026 J.D. Externship Program, including the companion seminar.

SEMINAR: In addition to their fieldwork, students participate in a biweekly (approximately), interactive, one-credit, letter-graded seminar, incorporating multiple opportunities for students' performance of various professional lawyering skills and development of professional competencies that are universal to numerous legal settings.

ATTENDANCE IS MANDATORY AT ALL SIX CLASS SESSIONS. 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 timely attend each class session in its entirety. Failure to attend any class session in its

LAW 611 v01 Extradition Simulation: International Law, Human Rights, and Effective Advocacy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 611 v01>)

J.D. Seminar | 1 credit hour

This course is designed to complement the rest of the 1L curriculum in several ways. First, it will expose you to selected elements of international and foreign law, beyond the usual concentration on the U.S. domestic law system. Second, our focus will be principally upon treaty texts, rather than judicial decisions, within a system that does not rely upon binding precedents in the same ways you have already encountered. Third, we hope to nurture your sensitivity to facts, as much as to law, as key elements in legal practice. Finally, through a series of collaborative simulation exercises, we intend to engage you in active, experiential learning in a direct, powerful way.

The four-day simulation is based upon a hypothetical attempt by the United States to secure the extradition of two accused terrorists, who have been indicted in federal court for participating in terrorist acts on U.S. soil, but who are currently resident in Russia and in France. The leaders in those countries appear willing to return the two suspects to the United States, but the effort may be blocked by those countries' membership in the European Convention on Human Rights, which may bar extradition in cases where the accused would face the prospect of capital punishment or indefinite detention in harsh conditions.

Students will be assigned the role of counsel for one of the defendants or one of the governments, and will work in small teams on two primary tasks. The first exercise is to prepare for and conduct a fact-gathering interview of one of the clients. The second exercise is to plan, practice, and conduct a simulated hearing before the European Court of Human Rights. Throughout, students will be guided by the instructor and by a team of teaching fellows in the development of essential lawyering skills, including fact development and analysis, problem solving, strategic planning, and effective oral advocacy.

Note: FIRST-YEAR WEEK ONE COURSE. This course is mandatory pass/fail and will not count toward 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 24, 2025 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 530 v00 Federal Legislation Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 530 v00>)

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.

For registration-specific supplemental materials, please see the Federal Legislation Clinic PDF (<https://georgetown.app.box.com/s/pi8c1dth2ufxkw48iaujc6o9zzlo56mj/>).

For information about clinic registration, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzlshe16le5s/>).

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

LAW 1844 v00 Federal Regulation of Biopharmaceuticals: Issues and Controversies (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1844 v00>)

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

This seminar provides an overview of the principal legal issues impacting the development and commercialization of biopharmaceutical products. It:

- Provides an overview of the structure and operation of the biopharmaceutical industry, including manufacturers of innovator and generic products;
- Explores the principal laws governing the development, sale and marketing of biopharmaceuticals, including relevant portions of the Federal Food, Drug, and Cosmetic Act, the False Claims Act, and the Federal Anti-Kickback Statute;
- Explores how these laws create liability for both biopharmaceutical companies and their executives for the manner in which such companies price, report prices on, communicate about, and interact with regulators and health care providers about their products;
- Addresses key industry-specific controversies and issues; and
- Concludes with a table-top exercise in which students role play the management and resolution of a regulatory crisis.

At the end of the course, students will have a foundational understanding of the biopharmaceutical industry, the federal regulatory rules governing the development, distribution, and promotion of biopharmaceutical products, and areas of ongoing legal debate. The primary statute of focus for the course is the Federal Food, Drug, and Cosmetic Act of 1938, as amended. Students will also gain an understanding of the key primary sources in life sciences regulatory law with particular emphasis on legislation regulations, sub-regulatory guidance, and case law applicable to biopharmaceutical products.

Strongly Recommended: Administrative Law; Constitutional Law

LAW 1744 v00 FinTech and Financial Democratization Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1744 v00>)

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

"Fintech" often refers to the use of modern technologies and novel methods in offering financial services. This burgeoning sector has significantly disrupted the financial marketplace, challenging the conventional roles of banks, other financial institutions, regulators, and policymakers. Legal scholars often evaluate how the novelties of Fintech fit or do not fit within existing legal regimes, and how such regimes should be modernized in response. Fewer scholars examine what might be the most transformative promise of Fintech – whether it does or can democratize the financial marketplace and how the law might facilitate (or frustrate) that aim. This seminar examines just this.

Seminar readings will illuminate the relationship between the financial marketplace and oft-marginalized communities and allow students to assess whether effective solutions to certain inequities lie in Fintech, fundamental policy reforms, or both. This course covers topics such as payment systems, credit markets, financial advising, savings, and security investing. It focuses on the U.S. marketplace, but will occasionally reference trends in international markets for comparative analysis. Readings are primarily drawn from legal, economic and sociological research, regulatory and legislative reports, cases, and popular news media.

The goal of this seminar is for students to develop views on the purpose and role of Fintech, the objectivity of financial markets and regulation, and whether financial democratization is a necessary or achievable aim for market providers. Students will further hone their critical analysis, research and writing, and public speaking skills.

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal.

NOTE: For the Fall 2022 semester, mandatory attendance rules will not be enforced for this course; students will not automatically be dropped or withdrawn upon missing a class session. Students who miss class due to COVID-19 symptoms, quarantine, isolation, or other disruptions should contact the professor(s). Regular attendance and participation in all class sessions is expected, and students may be withdrawn, at the request of the faculty, if absent without good cause. 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 1442 v00 Fintech Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1442 v00>)

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

Technology-driven disruption has upended many industries – retail, entertainment, transportation, to name just a few – and now we are seeing it redefine financial services. The rise of Fintech is perhaps the most interesting industry transformation to study from a legal perspective because of the way it impacts complex financial services regulations. Regulatory frameworks that were created decades ago are being challenged by the rise of Internet and mobile-driven financial services providers. This course will hone in on a few areas where the US financial regulatory structure is being challenged by technological innovation and may require fresh thinking.

Financial services can be broken down into three distinct subsectors: 1) Insurance; 2) Retail Banking; and 3) Investment/Advisory Banking. This course will focus on how technology is transforming both retail and investment/advisory banking. Retail banking law was designed for a world of brick and mortar banks that accepted deposits and leveraged those deposits to provide commercial and personal loans. Investment/advisory banking law was designed for a world of a relatively small number of sophisticated investors. This traditional schema is being transformed, rapidly.

The smartphone is replacing the retail bank as the method by which a small business or consumer conducts their day-to-day banking activity. A 2015 report by Goldman Sachs found that 33% of millennials do not think they will need a traditional bank in the next five years. In fact, 73% of millennials reported that they are more excited about new offerings in the financial services space from the likes of Google, Apple and Amazon.

Moreover, in the financial services industry lines are blurring – financial tech companies are expanding financial services ecosystems and traditional financial services companies are expanding their digital capabilities. New business models are being created that leverage the data and capabilities afforded by the Internet, and seemingly diverse industries ranging from telecom to traditional banks are competing over similar financial services activities.

Crowdfunding, mobile payments, online lending, robo-advisors, and Bitcoin are new phenomenon that challenge existing regulatory structures. The SEC, Treasury Department, Office of Comptroller of Currency, Financial Industry Regulatory Authority, Federal Deposit Insurance Commission, Federal Reserve Bank, Consumer Financial Protection Bureau, and Federal Trade Commission are just a few of the regulatory bodies that are increasingly exploring Fintech developments. Moreover, the courts have been faced with challenges to several federal and state laws that were written before modern technological innovations took hold and challenged existing concepts of Federalism. This class will focus in on these particular challenges, will question existing regulatory bodies, approaches and standards, as well as discuss the practicalities of alternative regulatory structures and rules.

The class will proceed in 4 parts. Part 1 will be an introduction to retail banking law and disruptions that are occurring due to Fintech. Part 2 will be an introduction to investment/advisory banking law and disruptions that are occurring due to Fintech. Part 3 will address cross-cutting horizontal disruptions. And, finally Part 4 will involve a high-level assessment of regulatory structures and approaches for Fintech. After this course, students should have a strong baseline knowledge of the myriad of legal and policy issues that exist in the Fintech arena.

LAW 1834 v00 Follow the Science? Medicine in the Law's Crossfire
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1834 v00>)

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

More than ever, parties to bitterly-contested legal and political questions invoke medicine to support their side. Abortion, LGBTQ rights, criminal responsibility, racial equity, and vaccines and other measures against COVID-19 are among the areas of conflict that have drawn medical science and judgment into the mix. Often, physicians have been eager participants, sometimes going beyond what science shows. Such participation has a long, oft-troubling history: biomedical expertise has been invoked to identify witches, "prove" the inferiority of racial and ethnic groups, and block women's access to educational and professional opportunity. This seminar will explore advocates' use and abuse of medical science and judgment from America's founding to the present, with an eye toward distinguishing between what courts, political leaders, and parties to conflict should and shouldn't call upon medicine to do.

LAW 1600 v01 Food Justice Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1600 v01>) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

Rules governing food and agriculture can have a dramatic impact on the welfare of farmers, food and farm workers as well as the price of food, access to healthy food, the fate of rural communities, the environment, and animal welfare. This is a fieldwork practicum course that has both 1) a two-credit graded seminar exploring food justice and policy issues and 2) a two-credit fieldwork placement. The fieldwork credits are mandatory pass-fail.

SEMINAR: This seminar portion of the course will advance the Law Center's institutional learning outcomes by covering the policies, rules, and laws that govern food and agriculture, including laws and regulations related to farm subsidies, farm stewardship, pesticide safety, food safety, food labeling, food and farm labor, and animal welfare. The extent to which these policies have discriminated against farmers of color and food and farm workers and limited access to healthy food choices will be a major theme of this practicum. Students will have pervasive opportunities to think critically about the law's claim to neutrality and its differential effects on subordinated groups.

FIELDWORK: In the fieldwork component of this course, students will be assigned to projects with the Environmental Working Group, the Environmental Defense Fund, the Center for Science in the Public Interest, Earthjustice, or other food, farm, worker, environmental justice, and animal justice organizations working on these issues. They will have an opportunity to learn how such institutions play a role in advancing food justice issues being debated in both the administrative and legislative processes, and in matters subject to litigation. Students must work 10 hours per week for 11 weeks for two credits.

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

Recommended: Administrative law, as well as food and drug law, and environmental law-related courses, are recommended but not required.

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

Note: This course is suitable for evening students who can commit to attending class and working 10 hours/week (during business hours) on site at their field placements.

This is a four-credit course. Two credits will be awarded for the two-hour weekly seminar and two credits for approximately 10 hours of fieldwork per week, for a minimum of 11 weeks, to be scheduled with the faculty. The fieldwork must be completed during normal business hours. The two-credit seminar portion of this practicum will be graded. The two credits of fieldwork are mandatory pass/fail. Students will be allowed to take another course pass/fail in the same semester as the field work. Students who enroll in this course will be automatically enrolled in both the seminar and fieldwork components and may not take either component separately. After Add/Drop, a student who wishes to withdraw from a practicum course must obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum would cause significant hardship for the student. A student who is granted permission to withdraw will be withdrawn from both the seminar and fieldwork components. Default attendance rule for all practicum courses (unless the professor indicates otherwise): Regular and punctual attendance is required at all practicum seminars and fieldwork placements. Students in project-based practicum courses are similarly required to devote the requisite number of hours to their project.

LAW 1208 v00 Food Law Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1208 v00>)

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

This seminar introduces students to the laws and regulations that govern our food. The seminar will focus mostly, but not exclusively, on the federal regulatory framework for food. Topics will include the legal definition of food, rules on food labeling, standards for food safety, provisions for food security, and regulation of the environmental consequences flowing from the agricultural practices that produce our food. Beyond the law itself, we will consider the scientific, economic, and ethical principles implicated by legal decisions concerning food.

Mutually Excluded Courses: Students may not receive credit for this course and Food and Drug Law.

LAW 052 v01 Fourteenth Amendment Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 052 v01>)

J.D. Seminar | 3 credit hours

This seminar is designed to encourage students to think critically and creatively about the appropriate constitutional role for the principles of equality and liberty and, more broadly, about the manner in which Supreme Court functions as an institution. These goals will be accomplished by "reinventing" fourteenth amendment jurisprudence, free from the constraints imposed by the actual decisions of the Court. At the beginning of the semester, students will be assigned to individual "courts," which will meet to decide cases assigned every other week throughout the semester. The "courts" will be expected to vote on how the cases should be decided and to prepare written majority, dissenting, and concurring opinions as appropriate. Each student will be graded in part on the basis of the quality of any opinion that the student agrees to sign. By citing as authority only those cases previously decided by that court, each court will develop a body of hypothetical case law over the semester that must be distinguished, amplified, or, if necessary, overruled in dealing with the next set of cases. Students will be encouraged to remain in role and to attempt to develop a consistent judicial philosophy. Every two weeks, two of the "courts" will become "law firms," which will analyze the case law developed by a third court, write briefs, and conduct an oral argument before the third court. Although little reading will be required for this seminar, students will be expected to produce a substantial amount of written work and to devote a substantial amount of time to meeting with other members of their court.

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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal.

Students are not permitted to withdraw from the course after the first class, except for students who receive permission to withdraw from the professor.

LAW 196 v03 Free Press (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 196 v03>)

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

"Congress shall make no law . . .," the First Amendment commands, "abridging the freedom . . . of the press." But Congress, the Executive Branch, and the courts have promulgated a host of laws governing both print and electronic media. This survey of mass media law explores such current topics as prior restraints on publication, defamation, privacy, newsgathering liability, media liability for unlawful conduct of third parties, compelled disclosure of sources, and access to information. Practical aspects of representing media clients are examined along with public policy implications of existing legal doctrines and proposals for change. Much of the course is discussion-based, and students will be expected to make meaningful contributions to that discussion, with class participation forming the basis for one-fourth of the grade for the semester.

Recommended: Constitutional Law II: Individual Rights and Liberties.

LAW 1812 v00 Free Speech on Campus: Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1812 v00>)

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

Our society's intense polarization has had serious consequences for our campuses, in no arena more significant than freedom of expression. In today's toxic environment, how can students and faculty, and the numerous other stakeholders, pursue liberal, rational, open learning? How can they speak up without fear? How can campus administrators ensure safety and maintain civility? What speech is protected and what speech is deemed to be hateful? What legal redress can there be for threatening speech? What are the effects on all of us of a lack of free inquiry and civility on campus?

This course seeks to answer those questions as it considers the contours of free expression on campus. We will cover the distinctions between public and private colleges and universities, religion and free expression, and the relationship among free expression, academic freedom, shared governance, and freedom of association. We will consider the limits on expression, and where behavior crosses over the line from being protected to become the proper subject of disciplinary action or removal from the institution. We will also address the way in which the boundaries of free expression are foundational to institutions of higher learning. To say that expression is protected is a threshold issue, not the end of the discussion, bringing us to a compelling topic for the nation generally, and academia particularly: the relationship between free expression and civility in the public square.

Learning Objectives:

Our goal throughout the course will be to understand the breadth of issues faced by higher education institutions in their mission to further free and open debate and discussion, and also maintain a safe and appropriate learning environment for all members of the community. We will focus on applicable legal doctrines as well as the philosophical underpinning of free inquiry and academic freedom. Whether or not students seek to serve as a University Counsel, all need to understand the laws underpinning the fundamental freedom of expression. Our campuses are the places where knowledge is created and transmitted, and therefore what happens on campus matters beyond its confines.

There is also a skill-oriented aim of this course. Students will often be in the position of the college or university's general counsel, or other members of the administration, having to articulate the standards that apply to the institution, making or recommending decisions in particular cases, or formulate campus policy. Students taking the course for 3 credits, who will write a significant research paper, will have the opportunity to develop their skills in legal research and writing as applied to a particular issue and will present their papers at the final class meeting.

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 493 v01 Global Health Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 493 v01>)

LL.M Seminar (cross-listed) | 2 credit hours

Global Health Law is the flagship course offered by Georgetown University Law Center's O'Neill Institute for National and Global Health Law. This course is open to both Georgetown J.D. and LL.M. students and is compulsory for students in the National and Global Health Law LL.M. and the Global Health Law and Governance LL.M.

The survey course explores the roles that the law, lawyers, and legal institutions play in public health across the globe. Global health law encompasses international law and policy that directly or indirectly affects health, including treaties, regulations, strategies, and expert guidelines. This course provides a strong foundation in these instruments, laws and policies, including topics such as governance of the World Health Organization, Universal Health Coverage, the International Health Regulations, the role of the UN Special Rapporteur on Health, and the proposed accord on global pandemic preparedness. The course also explores comparative national approaches to health governance, law, and policy.

The course is divided into three modules. Module 1 covers the foundations of global health law, providing overviews of public international law, international human rights law, international trade law, and the intersections between intellectual property law and health. Module 2 covers health systems and governance, including the World Health Organization, and public health ethics and principles. Module 3 addresses the human right to health and other key emerging topics in health law such as environmental law and health, the global campaign for Universal Health coverage, and the use of litigation to advance the right to health. The course culminates in students presenting proposals to reform international law to better protect and promote global and public health outcomes.

Students will hear from leading voices in global health law and benefit from the expertise of the O'Neill Institute for National and Global Health Law, as well as other resources at Georgetown University and in the broader Washington, D.C. community.

Course Goals/Student Learning Outcomes

1. Knowledge of the substantive foundations of global health law, including public international law; human rights law; global health governance; the interface between international trade and intellectual property law and health; and principles of public health law.
2. Knowledge of the legal issues related to a range of global health challenges, including access to health care and prevention and control of non-communicable diseases and infectious diseases.
3. Knowledge of the various roles that lawyers can play in advancing global health, including legal drafting, negotiating, litigation, and advocacy for law reform.
4. Ability to use various skills relied upon by global health lawyers, including legal research, analysis and writing, strategic thinking, and communication.

Recommended: Prior enrollment in International Law I.

Note: Required for the Global Health Law LL.M.

LAW 183 v03 Health and Human Rights (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 183 v03>)
(Project-Based Practicum)

J.D. Practicum | 4 credit hours

This course explores the potential of using the law, and specifically, the human rights legal framework, to improve health. Students will be exposed to real life projects at the domestic level in a number of different jurisdictions, especially but not exclusively from Latin America and Africa; as well as at the regional and international level, including the Inter-American Human Rights System and the United Nations Human Rights System. With this approach, students will strengthen not only their knowledge of the human rights framework within their familiar jurisdictions, but will also have the opportunity to develop comparative legal research skills.

The human rights framework that students will learn in depth in this practicum is not limited to the right to health but involves other related human rights that are also social determinants of health or that are instrumental to the effective realization of the right to health. Therefore, students will be exposed to the substantive expertise needed to successfully practice the strategic use of the integrality of the human rights framework in the specific context of health. Students will also be required to consider the use of other legal frameworks that have the potential of having a positive impact on health outcomes.

The variety of projects will take into consideration the complexity and different dimensions of the right to health as well as the nature of the legal obligations that it imposes in different contexts. We will offer projects that respond to current and pressing global challenges with respect to health, for example, projects exploring the right to health and other rights in the context of public health emergencies, the link between health and the environment, the structural disadvantage that specific groups face with respect to their health and the role of private actors, to name a few.

For the execution of their projects, students will work with external partners of the O'Neill Institute for National and Global Health Law, in particular, the Health and Human Rights Initiative. ("HHRI").

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

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

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

LAW 206 v03 Health Care Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 206 v03>)

J.D. Course (cross-listed) | 4 credit hours

This course is Georgetown Law's introduction to the law and policy of health care provision and financing. No single course can serve as a comprehensive introduction, and this class won't try. Rather, we'll consider central themes and selected topics, with an eye toward the larger questions that drive legal, political, and ethical conflict in the health sphere. We'll begin with some context – the non-medical determinants of health, which have much greater influence on population-wide health than does clinical care. We'll then turn to the idea of a right to health care, then to the roles of markets and government in making care available and containing medical costs. Next up will be an introduction to the Affordable Care Act, with an eye toward its conceptual framework, its critics' core objections, and the main problems that it has left unresolved. We'll examine some of the legal conflicts that have arisen over the ACA, then turn to brief introductions to several other areas of health care law, including medical malpractice, antitrust, and the role of for-profit v. non-profit institutions. We'll finish with consideration of racial disparities in health care and tension between medicine's clinical and social roles.

COVID-19 has put a spotlight on our medical care system's shortcomings, as well as the social inequities that shape Americans' health and well-being. Our nation's response to COVID will thus play a substantial role in this year's edition of the course – as both a matter of national urgency and a window onto these shortcomings.

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

LAW 3140 v00 Health Equity and Social Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3140 v00>)

LL.M. Seminar (cross-listed) | 2 credit hours

This course will examine the social, legal, and economic systems in the United States that have precipitated health inequities for different populations throughout history. Students will develop an intense understanding of U.S. public health law and policy constructs and the varied social determinants of health that affect public health outcomes by exploring how past and current U.S. law and policy perpetuate disparities. This course will also explore how legal and policy reform can be utilized to promote health equity and eliminate injustices across populations. Topics covered in the course include health disparities in the U.S. among LGBTQ, immigrant, rural, and minority populations; substance use policy; maternal and child health; and environmental health. The course will utilize various learning modalities such as research review, discussion, case studies, and guest lecturers. By the conclusion of the semester, students will be equipped with tools to leverage the law to improve health outcomes and the skills necessary to become successful practitioners working at the intersection of public health administration and law.

LAW 627 v00 Health Justice Alliance Law Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 627 v00>)
J.D. Clinic | 10 credit hours

Please see the Health Justice Alliance Law Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/health-justice-alliance-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Health Justice Alliance Law Clinic PDF (<https://georgetown.app.box.com/s/b88f0yk7boxy9z4kosqam9be8f95yax2/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 311 v01 Higher Education and the Law Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 311 v01>)
J.D. Seminar | 2-3 credit hours

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

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

Note:

Students may take this seminar for either 2 or 3 credits. All members of the seminar are required to write a number of short reaction papers. Students taking the seminar for 3 credits are also required to write a research paper. J.D. students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement.

LAW 220 v02 Homelessness, Poverty, and Legal Advocacy Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 220 v02>)
J.D. Seminar | 2 credit hours

This seminar will explore the many facets of homelessness and poverty and the role of legal and community advocacy in addressing its causes and alleviating its consequences. Students will be introduced to the myriad societal problems and individual challenges that intersect in homelessness and will work on developing solutions to those problems and challenges. Throughout the semester, the class will be building towards developing a strategic advocacy plan to address one of these problems/issues. Students will develop the skills needed to lay the groundwork for such plan to become a reality. The course will be very skills focused, exploring the variety of tools in a public interest lawyer's tool box that stretch beyond traditional notions of legal practice.

Throughout the semester, students will engage in a number of in-class problem solving exercises which will require students to identify a client's problem(s) or issue(s); define the client's goals; and develop advocacy strategies to help the client attain those goals.

Each student is required to participate in or observe an advocacy-related activity (e.g., attending a Council hearing or community meeting or training) on an issue relevant to the course.

In lieu of one research paper, students will develop a portfolio of written materials to advance an advocacy strategy centered around a substantive topic of the student's choosing. The portfolio will include: strategic advocacy plan; sign-on or "dear colleague" letter; advocacy letter; fact sheet; testimony; social media materials; outreach materials and a plan for a community meeting.

Learning Objectives:

Our objective is for students to gain an understanding of the complex legal and social issues that intersect in homelessness, as well as the different ways lawyers can address such issues. We want students to think "outside the box" of a traditional law practice and become familiar with other tools that can help clients achieve their goals. Students will learn about the considerations that go into developing an advocacy strategy and how to prepare the materials needed to implement that strategy, crafting advocacy messages for varied audiences and decision-makers.

LAW 552 v01 Housing Advocacy Litigation Clinic at Rising for Justice, Law Students in Court Division (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 552 v01>)
J.D. Clinic | 7 credit hours

Please see the Rising for Justice (Housing Advocacy and Litigation Clinic) website (<https://www.law.georgetown.edu/experiential-learning/clinics/risingforjustice/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Rising for Justice (Housing Advocacy and Litigation Clinic) PDF (<https://georgetown.app.box.com/s/cpxv7jw9n04pky4lopft98szxcd3g19c/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 1793 v00 Housing Law and Policy Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1793 v00>)

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

In 1949, Congress enacted a broad Housing Act with the goal of providing “a decent home and a suitable living environment for every American family.” In this course we will examine the laws and policies that have both advanced and impeded the United States’ achievement of this goal.

While the course focuses on the effects of housing laws and policies on low-income households and communities of color, we examine these effects with sharp attention paid to the ways in which housing laws and policies have privileged higher income households and white communities. Through historical, sociological, political, and legal lenses, we examine housing law and policy holistically from Reconstruction to the present. Throughout the course, we will consider the role of affected communities in advocating for and/or resisting the laws and policies adopted.

Three broad themes animate this course. First, we consider the question of a “right to housing,” including the extent to which such a right has been recognized, and the ways in which the absence or recognition of such a right has influenced law and policy. Second, we discuss and debate the relative roles of the free market, regulation, and subsidization in expanding access to safe and affordable housing. Third, we study the centrality of race to housing law and policy in the United States, including the historical and present role of racism in shaping housing outcomes. Specific class topics include, among others, federal public housing and housing subsidies, exclusionary and inclusionary zoning, federal fair housing/antidiscrimination law, homeownership, homelessness, eviction, and substandard housing condition regulation. Across this range of topics, we will engage in both doctrinal and policy analysis.

Learning Objectives: By the end of this course, I hope you will be able to describe and discuss the major federal laws and policies that have shaped housing outcomes in the United States. I further hope that you will gain an understanding of the socio-political context in which such housing laws and policies developed, and that you will be able to describe the role of grassroots advocacy in pushing forward and/or resisting particular policies. Throughout this course, you will also gain a critical understanding of the role of race and racism in shaping housing law and policy.

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 1286 v00 Human Trafficking and Modern Slavery in the 21st Century: Legal Perspectives (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1286 v00>)

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

Slavery has been a phenomenon that has existed since before written history, yet it is only in the last 200 years that efforts to abolish it have gained traction. Today, increasing mobility, global supply chains, and continued social discrimination have created the environment for ongoing human exploitation, even though the formal practice of chattel slavery, or the legal ownership of one human being by another, is illegal virtually everywhere. Indeed, some estimate that there are more slaves today than at any other time in human history. Most recently, efforts to eliminate severe forms of human exploitation are being made under the banner of ending human trafficking (or more formally, trafficking in persons).

This course will provide students an overview of the multiple legal perspectives on combating human trafficking and modern slavery. This will include the definitional tensions between different perspectives, alternative approaches to addressing severe human exploitation, and an overview of the current U.S. legal framework for eradicating human trafficking and modern slavery and its weaknesses. Attention will be paid to commonly recognized principles in human rights, criminal and labor law, but also in such areas as corporate responsibility and immigration law. The class will use a range of materials, including international treaties, decisions of international and foreign tribunals, and more familiar U.S. statutory materials and legislative history (such as committee reports).

Learning Objectives:

At the conclusion of the class, students should be able to

- recognize many of the forms of and pervasive nature of human trafficking and modern slavery;
- identify risks of human trafficking and modern slavery in most areas of practice they may choose in the future; and
- have familiarity with emerging issues in the area of human trafficking and modern slavery.

Recommended: A prior course in public international law or international human rights.

Mutually Excluded Courses: Students may not receive credit for both this seminar and Human Trafficking in International and Transnational Law.

LAW 037 v00 Immigration Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 037 v00>)
J.D. Course (cross-listed) | 3 credit hours

This course will examine the U.S. immigration system through legal and policy perspectives. We will explore the source, scope and constitutional limits of congressional power to regulate immigration; the executive branch implementation of immigration legislation, particularly procedures for entry and removal, and the extent of, as well as constitutional constraints on, Presidential power; and the administrative and judicial review of executive branch action. Close attention will be paid to how membership laws and policies are established and implemented: What laws and policies govern U.S. citizenship? Who is eligible to become a legal immigrant? How are annual admissions numbers set? How and why are family and employment priorities created? How does the U.S. protect refugees? With respect to the arrival of unaccompanied children from abroad, we will consider the laws and policies that govern how the U.S. government treats them. Unauthorized migration will also be examined to understand why some migrants do not use the legal route into the U.S. and what laws and policies the U.S. has in place to deter such unlawful movements at the border and control unlawful presence in the interior. We will analyze the impact of the major 1996 immigration control legislation and its implementation, with particular attention to detention and removal. We will closely examine the role of the Justice Department's Immigration Courts, with special attention to access to justice issues. We will explore the extraordinary need for, and challenges of, immigration law reform, as well as the particular situation of the Dreamers, children without lawful immigration status brought to and raised in the United States by their parents. Finally, we will assess the various changes implemented by the Trump and Biden Administrations, particularly in connection with the treatment of asylum seekers at the U.S.-Mexico border, the resettlement of refugees from abroad, and the removal of unauthorized immigrants.

LAW 037 v02 Immigration Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 037 v02>)
LL.M. Course (cross-listed) | 2 credit hours

This class will cover the constitutional and political framework for the U.S. Immigration System, enforcement and adjudication agencies, immigrants, nonimmigrants, removals and deportations, detention and bond, immigration hearings, judicial review, grounds for removal and inadmissibility, "crimmigration," immigration reform, "Chevron" deference, refugee and asylum status and other international protections. It will also include reading and analyzing major immigration cases like *INS v. Cardoza-Fonseca*, 480 U.S. 421 (1987) (well-founded fear) and *Matter of Kasinga*, 21 I&N Dec. 357 (BIA 1996) (female genital mutilation).

Mutually Excluded Courses: Students may not receive credit for both this course and National Security Law Through an Immigration Framework.

Note: Withdrawals are permitted up until the last class for this specific course.

LAW 1519 v00 Immigration Policy across the Branches (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1519 v00>)

J.D. Seminar | 2-3 credit hours

Who can enter the United States as a visitor or an immigrant? Who will get asylum? Who will wait in a detention center? And when, according to immigration laws passed by Congress, over ten million migrants in the United States are unauthorized, who will actually be deported? American immigration law is the product of presidential policy, Congressional command, and various discretionary decisions made by executive officials including immigration judges and Border Patrol officers. This course will examine the relationships between these various decision-makers. We draw on examples from immigration policy throughout the years—from the Chinese Exclusion Act to former president Trump's travel ban—to illustrate these issues. We also use case law from the Supreme Court, the Board of Immigration Appeals, and various federal circuits to understand how courts have evaluated these issues. Finally, secondary sources from historians and legal scholars help illustrate how various players the immigration system interact in practice. We will use this information to assess critiques of the immigration system and proposals for reform. These readings also introduce students to immigration related legal concepts including asylum, mandatory detention, and the use of the categorical approach to determining the significance of a migrant's criminal history. Students will develop a familiarity with immigration practice as well as a more nuanced understanding of the legal and political issues that vex immigration law scholars.

Learning Objectives:

- Develop a better understanding of the historic development of immigration law and policy.
- Become familiar with legal concepts concerning asylum, immigration detention, and executive power over admissions and removal.
- Understand different policy-making options and the tension between discretionary decision-making and compulsory enforcement.
- Appreciate the choices and limitations facing various decision-makers in the immigration context, as well as the experience of migrants and asylum seekers in the immigration system.
- Assess separation of powers concerns using examples from the immigration field.
- Make a nuanced assessment of popular news stories and debates about immigration law, paying special attention to the role of various decision-makers at play.
- Summarize and critically analyze various proposals for reform of the immigration adjudications, deportation proceedings, and the asylum process.
- Master a substantive legal issue related immigration by producing a paper and/or presentation on a legal debate in the area. Develop writing and presentation skills by participating in this exercise.
- Practice critical reading of law review articles and cases.

Recommended: Immigration Law and Policy.

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.

LAW 1650 v00 Income and Public Benefits (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1650 v00>)

J.D. Course | 3 credit hours

Few areas of law define a society's values more clearly than public benefits for low-income people. Policy judgments in this area connect closely to issues about the distribution of wealth and income, race, gender, and immigration, and personal autonomy, and they will be in mind throughout the course.

Polymakers, advocates, and researchers tend to look at these issues separately instead of viewing them in the intersection which represents the real world. The 1996 welfare law represents dramatically the consequences of making policy decisions without connecting them to a broader framework. American public benefits for low-income people have always been fragmentary, but the 1996 law was a watershed event that hurt millions of the poorest Americans more than any poverty policy decision since the New Deal.

The question now is whether we can heal the injury and build from there.

The challenge is to build a more comprehensive understanding and consequently go toward a future that goes in the right direction. To that end, we will read a mix of historical materials, basic social science research and theory, policy analysis, and cases. The course will cover the history of the basic structure of the relevant programs, their current configurations, and ideas for the future.

The heart of ending poverty consists of intersecting policies that include good jobs, job supports, in-kind income, and cash assistance, along with other items including child development, education, health, community development and housing, justice both criminal and civil, support for people with disabilities, many kinds of human services, and more. We will not be able to look in depth of all of that, but it is imperative to know that they are all crucial, and they will be framed in issues of distribution, race, gender, and immigration throughout.

LAW 3145 v00 Indigenous Health Law and Access to Health Care (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3145 v00>)

LL.M. Seminar (cross-listed) | 1 credit hour

This course will examine US treaties, court cases, and Congressional acts to explore what it means for the Right to Health to exist, the ways that right is recognized among indigenous peoples, and major shortfalls in achieving equity through these paths. American Indians and Alaska Natives (AIAN) experience serious health disparities in key morbidity/mortality indicators. AIANs are also a bell-weather subgroup in the US for unusual disease such as bubonic plague or the rapid dissemination of novel infectious disease such as happened among tribes in the covid-19 pandemic. In addition to risk and vulnerability that contribute to health disparities, sovereign nation status of the 574 federally recognized tribes in the US and the Indian Health Service that serves them are particular structures shown to mitigate despair and promote future well-being in remarkably difficult circumstances. There are unique laws, operations, and tensions that undergird these structures. Recent actions to strengthen treaty obligations and extend equity movements to indigenous peoples are gathering energy to address health and justice disparities.

This course focuses on the laws and systems foundational to access to care and health services for Indigenous peoples in the US. The course will include discussions on self-determination, sovereignty, funding, social determinants of health, inter-generational trauma and additional elements of Indigenous health law in the US and compare these to other Indigenous health systems particularly those in Canada, Australia and New Zealand.

The course is designed to provide practical skills for students interested in health equity and justice, Indigenous access to care, Indigenous health law, and policy implementation. The course illuminates, in particular, outcomes of shared American history and distinctive obligations, systems, and opportunities to address ethnic disparities.

Recommended: Administrative Law; Federal Indian Law.

LAW 3114 v00 Industry Epidemics: NCDs, Commercial Risk Factors and the Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3114 v00>)

LL.M Seminar (cross-listed) | 2-3 credit hours

This seminar will examine the role of law and policy in addressing modifiable risk factors that contribute to the rising prevalence of non-communicable diseases (NCDs). Risk factors to be addressed include: tobacco use, unhealthy diets, and the harmful use of alcohol. Materials and discussions will probe questions such as: What are the best regulatory practices to deal with NCDs risk factors? How do transnational corporations contribute to the spread of non-communicable diseases? How different international legal regimes come into play in addressing risk factors? What are the opportunities and challenges of using law & policy to address NCDs' commercial risk factors? Throughout this course we will have opportunities to consider how law and policy shape contemporary legal discussions related to NCDs, such as tobacco plain packaging, alcohol sponsorship, childhood obesity, commercial speech and food labelling, and targeted marketing strategies.

The course will take a global approach grounded in constitutional law and different international legal regimes (WTO, Human Rights Systems "Regional & Universal," among others). The course will explore how the rise in NCDs prevalence in both developed and developing countries is mainly driven by transnational corporations, globalization and foreign direct investment. Additionally, case studies will explore a variety of examples from jurisdictions spanning the United Kingdom, South Africa, and Latin American countries, including taxes to discourage consumption of unhealthy products, laws restricting advertising and promotion, and laws and policies to promote access to information to consumers.

Students will be equipped with an understanding of specific issues, such as the role of law compared with policy, the strengths and weaknesses of different regulatory strategies and the role and responsibilities of the relevant industries in promoting the right to health. After exploring a series of foundational themes and issues through the first half of the course, the remainder will focus on in-depth case studies and experiences in regulating the risk factors from a comparative perspective and future challenges.

This seminar requires attendance and participation in seminar discussions, preparation for class, writing response posts, and the submission of a final paper.

Course goals:

- Understanding of the various risk factors contributing to non-communicable diseases (NCDs).
- Understanding of various models of regulation of NCDs risk factors.
- Understanding of complex risk factors regulatory issues across various constitutional systems and international legal regimes.
- Understanding the interaction between regulation of NCDs risk factors and issues like gender and freedom of speech.
- Understanding the role of transnational corporations in the increased prevalence of NCDs.

LAW 342 v03 Information Privacy Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 342 v03>)

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

This course provides an introduction to information privacy law both on the books and on the ground. Topics covered include the common law, constitutional, and statutory foundations of U.S. information privacy law; philosophical bases for privacy protection; first amendment constraints on privacy law; information privacy compliance, enforcement, and regulatory practice; the European approach to privacy and data protection; privacy constraints on law enforcement activities; cybersecurity; and cross-border data flows. Special attention will be paid to issues raised by the information economy.

Learning goals for this course: Critical mastery of the existing doctrinal, statutory, regulatory, and policy landscapes and the complex interrelationships among them; critical mastery of the privacy compliance considerations that confront both private- and public-sector organizations; introduction to European information privacy and data protection law and the relationship between privacy and global information flows.

LAW 230 v00 International and Comparative Law on Women's Human Rights (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 230 v00>)

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

In many parts of the world, women are discriminated against, abused, treated as property, and even murdered because they are women. But today, there is a substantial body of international and regional human rights law that can be used to change the national laws that permit these practices or fail to protect women against them. In addition, many countries have begun to give women equal rights in many fields. Thus, there is now a body of human rights and comparative law that advocates can use to advance equal human rights for women.

This course provides students with an overview of that law. It introduces them to the many forms of discrimination and violence women still face and teaches them about the major human rights treaties that can help women achieve equality with men. These include the Convention on the Elimination of All Forms of Discrimination against Women; the International Covenant on Civil and Political Rights; and the regional human rights treaties from Africa, the Americas, and Europe. Students study the work of the human rights bodies that measure state compliance with these treaties, including their guidelines and case law on issues affecting women. The course also examines comparative law on human rights issues such as sex-based discrimination in employment, inheritance, and family law rights, domestic violence and female genital mutilation, polygamy and its impact on women and children, and women's lack of reproductive rights.

National court decisions from countries in both common law and civil law jurisdictions show how courts are using international and regional human rights law to help resolve domestic law issues. As some issues pose difficult conflicts between women's right to equality with opposing assertions of religious and cultural rights to discriminate, the course also examines how human rights bodies resolve those conflicts and asks how they should be resolved.

Note: For J.D. Students: Students Enrolled in the International Women's Human Rights Clinic must take this course as a pre- or co-requisite, but it is also open to other J.D. students and to LL.M. students.

LAW 166 v00 International Efforts to Combat Corruption Seminar
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 166 v00>)

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

International anti-corruption has become an increasingly “hot topic” among lawyers and policymakers: governments, international organizations, and technical experts all identify corruption as a serious impediment to comprehensive economic development. If left unchecked, corruption threatens to undermine the effectiveness of development initiatives in both the public and private sectors. Growing enforcement of legal instruments such as the Foreign Corrupt Practices Act and the UK Bribery Act have placed anti-corruption squarely on the agenda of a wide variety of transnational organizations. With so many variant actors invoking the importance of anti-corruption, lawyers must not only have a working knowledge of what corruption entails, but also understand how the development of an international anti-corruption legal framework is changing the way business is conducted in a global economy.

This course explores the international legal framework of anti-corruption, the scope of anti-corruption instruments, the methodologies employed by international actors enforcing these instruments, and the policy dilemmas implicated by these endeavors.

Given the dynamic nature of anti-corruption initiatives, the course presents an interdisciplinary, interactive approach to the subject matter. The class will introduce and discuss perspectives from academic texts, policy papers and media. It is hoped that this broad-based approach will provide students with a strong theoretical foundation in anti-corruption law, foster a practical understanding of international anti-corruption work, and inspire students to integrate this avenue of study into their future professional endeavors.

Students will complete a research paper 20-25 pages in length.

Learning Objectives:

By the end of this course, students will have a working knowledge of the role anti-corruption policy and political institutions (i.e., FCPA, OECD, and UNCAC) play in the field of anti-corruption. Students will be able to engage in professional discussions on the historical context of international anti-corruption efforts, the state of the current political and international climate, and the future of anti-corruption by making connections between past policy and current events. Students will be able to articulate original views, back them up with research and defend them through strategic thinking by engaging with guest-lecturing practitioners and the final oral presentation. Students will further deepen their knowledge on a particular topic within the field by conducting a research paper in which they will need to provide insightful analysis making connections among historical and current policies, institutions, and governments.

Recommended: Prior or concurrent enrollment in at least one course in private or public international law might be helpful but is not necessary.

Mutually Excluded Courses: Students may not receive credit for this seminar and Global Anti-Corruption Seminar or Understanding and Combatting Corruption Seminar.

LAW 145 v00 International Environmental Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 145 v00>)

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

The course focuses on international law applicable to the leading environmental and natural resource issues. It provides a framework for identifying and addressing the legal issues, links international law with relevant national laws, and focuses on ways to strengthen compliance with international obligations. The course covers climate change, ozone depletion, transboundary pollution and hazardous waste disposal, fresh water (both surface and ground water), marine resources, biodiversity, the links between human rights and environment and between environment and trade, and the financing of sustainable development. Special attention is given to cutting edge issues, such as synthetic biology and ecocide as an international crime.

Learning goals for this course: To enable students to become effective counsel, litigators, negotiators, arbitrators, judges, or legal advisors on a broad range of international environmental problems; to understand international instruments and negotiations; and to be able to apply legal concepts developed in the course within different national settings for implementing international law.

Recommended: International Law I: Introduction to International Law

LAW 227 v04 International Human Rights (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 227 v04>)

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

This course examines the law, institutions, and advocacy strategies designed to protect international human rights. We will analyze civil and political rights and economic and social rights, as well as international humanitarian law, and explore key enforcement mechanisms at the national, regional, and international levels. The evolving role of NGOs and civil society actors in advancing human rights, and the responsibility of corporations, will also be examined. Both progress and enduring challenges in making human rights real “on the ground” will be a focus of this course, together with the need for effective enactment of legal standards, enforcement of those standards, and empowerment of affected communities. Current legal issues and strategies concerning climate change and human rights will also be highlighted.

Recommended: International Law I: Introduction to International Law.

Mutually Excluded Courses: Students may not receive credit for both this course and the graduate course, International Human Rights Law.

LAW 814 v00 International Human Rights Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 814 v00>)
LL.M. Course (cross-listed) | 3 credit hours

This course provides an intensive survey of international human rights law and practice, with a principal focus on interpretation and implementation of human rights obligations, commitments, and norms in the practice of states. The course has three main components: in the first unit, we examine the development of the substantive law of human rights and its sources (including treaties, customary international law, and non-binding international instruments). In the second unit, we examine implementation of international human rights in the international, regional, and domestic systems, focusing on UN organs such as the Human Rights Council and treaty bodies as well as regional systems such as the European and Inter-American Courts of Human Rights. Finally, in the third unit we look at the application of the substantive law and implementation mechanisms in the context of current issues in international human rights, including in the context of atrocities, and the refugee crisis. The course highlights selected contemporary ethical problems in international human rights law such as genocide, crimes against humanity, and torture; application of human rights obligations, commitments, and norms to non-state actors (including corporations); positive duties on states to protect individuals from abuses by non-state actors; universality of human rights and cultural relativism; and the need to protect human rights while countering terrorism, including issues relevant to U.S. law and practice. Along the way we examine issues related to international immunities, impunity, human rights litigation under the U.S. Alien Tort Claims Act and Torture Victim Protection Act, and international criminal tribunals.

Recommended: International Law I: Introduction to International Law.

Mutually Excluded Courses: Students may not receive credit for both this course and International Human Rights Law, or the J.D. course, International Human Rights.

LAW 814 v02 International Human Rights Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 814 v02>)
LL.M Course (cross-listed) | 3 credit hours

This course provides an intensive survey of modern international human rights law. Tracing the historical evolution of human rights norms, we will first explore how they became a dominant feature of the post-World War II, post-colonial, and post-Cold War international orders. We will cover the doctrinal and institutional mechanisms of the modern human rights system, including the core treaties and international and regional bodies, with a particular focus on how courts, both international and domestic, can give human rights the force of law—or deprive them of it. We will examine how international human rights law defines specific rights (e.g., the right to life, the prohibition of torture), struggles to overcome structural and historical biases (e.g., discrimination on the basis of sex, gender, or race), and adapts to different contexts (e.g., climate change, armed conflict, social media and surveillance). Throughout the course, we will study why states and businesses respect human rights, why they don't, and how lawyers, NGOs, and other actors can work to ensure that most human rights norms are honored most of the time. Our readings will draw from case law, treaties, academic works, legal briefs, and other sources that offer a real-world sense of how 21st Century human rights law is articulated, litigated, and adjudicated.

Learning Objectives:

- be able to identify and apply IHRL treaties, norms, and jurisprudence to historical and contemporary legal and policy issues, including genocide, climate change, torture, racial discrimination, gender discrimination, LGBTI rights, corporate accountability, and online privacy and expression;
- be able to identify the key human rights mechanisms at the international and regional levels;
- be able to strategize how human rights disputes can be brought before these mechanisms or domestic courts.

Recommended: Prior enrollment in International Law I: Introduction to International Law (or equivalent).

At a minimum, students who have not previously studied public international law should read at least one treatise on the subject before the first week of class, e.g., *Public International Law in a Nutshell* 6th Ed, by Thomas Buergenthal and Sean Murphy.

Mutually Excluded Courses: Students may not receive credit for both this course and International Human Rights Law and Practice.

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

LAW 1755 v00 International Human Rights: History, Theory, Promise and Critique (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1755 v00>)

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

This course will examine the philosophical and historical underpinnings of international human rights law. Students will encounter early conceptions human rights protection, alternative visions for the modern human rights framework, the development of international human rights law, and critical perspectives on the evolution and implementation of human rights.

Students will be encouraged to critically examine the successes and failures of the normative framework for the protection of human rights, whether we have achieved the universal realization of human rights, and ways in which the system might be reimagined or strengthened. Particular attention will be paid to the legal framework applicable to the protection of the rights of non-citizens, including migrants, refugees, and stateless persons. Contemporary case studies will be used to illustrate the challenges in resolving protracted situations of statelessness or displacement, and how gaps in international legal protection may exacerbate looming human rights crises, including those related to global climate change.

There are no required prerequisites for this course. However, students may find it beneficial to have taken International Law I: Introduction to International Law and/or the introductory course to International Human Rights.

Learning Objectives:

- Students will gain an understanding of some of the historical movements in the creation of human rights and political forces driving outcomes.
- Students will learn how to assess the strengths of the international human rights regime and identify key areas and methods of critique.
- Students will gain the ability to think critically about our assumptions about the structure of international law and human rights in order to imagine ways in which international human rights can be strengthened towards the universal realization of rights.
- Students will strengthen their written and verbal communication skills through written reflections, papers, and classroom discussion.
- Students completing a paper for the writing requirement will gain mastery over their chosen topic related to international human rights law, enhance the clarity and precision of their writing, and sharpen their skills in conveying their understanding through an oral presentation.

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. The 3 credit section is open to J.D. students only and non-degree students may not enroll.

LAW 1914 v00 International Organizations (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1914 v00>)

J.D. Seminar | 2 credit hours

International organizations touch our lives in many important ways, from actions as simple as sending a postcard abroad to mobilizing the international community to combat global pandemics to responding to one State's aggression against another. In many instances, they have been very effective as a means of organizing collective responses to common problems. At other times, they have been seen as exceedingly ill-equipped to rise to some of the greatest problems of our times due to political paralysis, mismanagement, and other factors.

The course will provide students with an overview of international organizations and the pivotal role they play as the primary fora within which States develop and implement international law and policy. It will familiarize students with the structure, decision-making powers, financing, and other institutional law aspects of international organizations. It will also explain the position of international organizations within the international legal system, and how the system has evolved to accommodate organizations of varying size, scope, and composition. Toward the end of the course, we will examine the effectiveness of IOs' engagement on several contemporary issues. Even though this is a survey-type course, the intent is to address these issues at a fairly advanced level of analysis, and the course will involve close reading of international and regional legal instruments.

Prerequisite: Prior or concurrent enrollment in International Law I

LAW 959 v00 International Trade, Development & the Common Good (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 959 v00>)

LL.M. Seminar (cross-listed) | 2-3 credit hours

This course will examine the connection between trade law and development, including aspects of international and regional trade agreements, comparative law, and diverse areas of market regulation at the national level. Overall, the seminar will highlight the role of law and regulation as a driver for sustainable development and inclusive growth and link broader legal frameworks and policy debates with the needs of individuals and enterprises. It will engage students in ways in which economic law can help encourage sustainable and inclusive development and will assess challenges associated with legal and regulatory capacity and the uneven implementation of laws in practice. Cross-cutting and inter-disciplinary approaches in the field, such as socio-legal approaches, human rights, food security, the UN Sustainable Development Goals (SDGs), and gender and trade will also be discussed throughout the seminar.

The seminar will take place in three phases. In Phase I, the seminar will explore the historical and institutional relationship between trade and development, including World Trade Organization (WTO) disciplines, regional trade agreements (RTAs), and other relevant international legal frameworks. Phase II will focus on different issues and will cover a number of substantive aspects of trade and development in depth, all of which impact stakeholders and communities and hold greater potential to contribute to the common good. Specific areas of focus will include domestic market regulation and investment, non-tariff measures, regulation of services, trade facilitation, agriculture, labor and environment, intellectual property rights, gender, and digital trade.

Phase III of the course will consist of an in-class exercise to apply the theory and substantive legal approaches discussed in Parts I and II in the context to practical trade and development challenges.

Readings will be drawn from a variety of viewpoints and sources – law review articles, white papers, academic journals, newspapers and magazines, and excerpts from books – and will cut across trade and economic law, inclusive economic development, and business. The readings will highlight different aspects of the legal and regulatory environment in the context of encouraging sustainable and inclusive development globally and at the grassroots level. Discussion questions will be provided for each session, which can be used as the basis for class preparation

The course will also incorporate short, practical case studies that illustrate how different issues in trade, development, and economic regulation can be applied from the perspective of different stakeholders (entrepreneurs, countries, and communities). Seminar members will be asked to assume roles in discussion of these case studies, which will count towards class participation and lay the groundwork for the final paper. Questions to guide the case study analysis will also be provided.

In addition to the readings assigned for each session, optional background readings will be included for students wishing to explore a topic in greater depth (additional background reading is recommended for students who have not taken a trade law course, but the course does not have any prerequisites).

Note: Only the 3-CR section will fulfill the WTO & International Trade Certificate List C requirement.

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 520 v00 International Women's Human Rights Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 520 v00>)

J.D. Clinic | 10 credit hours

Please see the International Women's Human Rights Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/international-womens-human-rights-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 1767 v00 Intro to Humanitarian Crises (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1767 v00>)

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

This course provides an overview of major principles, theories, operational concerns, and public policy issues related to complex humanitarian emergencies. The course highlights selected contemporary crises, examining causes and consequences of these emergencies. Examples include Ukraine, Sudan, Democratic Republic of Congo, Syria, Venezuela, Yemen, Myanmar and others. A particular focus is the role of humanitarian issues in foreign policy and international relations.

Note: This course is cross-listed with the School of Foreign Service and meets on the main campus. Main campus classes run Wednesday, August 27 through Tuesday, December 9 in the Fall 2025 semester. 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 (<https://registrar.georgetown.edu/scheduling/>) for room assignments. Law Center students may register only through the Law Center's registration system. This seminar requires a paper. J.D. students must register for the 3 credit WR section of the seminar (LAWJ-1767-09) if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement. The WR section is open to J.D. students only and non-degree students may not enroll.

LAW 063 v00 Issues in Disarmament: Proliferation, Terrorism, and Great Power Rivalry Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 063 v00>)

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

This seminar addresses modern military weapons – their development, acquisition, proliferation, use, control, and elimination – considering a set of problems that will raise the most difficult security concerns for the United States and the rest of the world in the post-Cold-War era. In the seminar, we will explore a wide range of weapons technologies—including nuclear, chemical, biological, and conventional armaments—and the political and legal mechanisms that constrain them. The seminar will address historical allegations concerning the dissemination and use of these weapons; the rise and fall of various strategic doctrines; the bureaucratic processes of government decision making; and the evaluation of relevant ethical considerations surrounding possession and use. The bulk of the seminar will focus on contemporary legal and political issues such as ongoing treaty negotiations, export controls, verification of compliance, enforcement of treaty commitments, and the dismantling of redundant weaponry. The seminar is particularly recommended for those interested in exploring careers in public international law, but will also be relevant to others interested in the role of the lawyer in influencing United States public policy more generally. Each student will prepare a substantial original research paper and participate in small exercises designed to provide some simulated experience in characteristic legal tasks, such as drafting, analyzing, briefing, etc.

Mutually Excluded Courses: Students may not receive credit for this course and Proseminar in National Security Law.

Note: Laptops may not be used during class sessions.

LAW 532 v02 Juvenile Justice Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 532 v02>)

J.D. Clinic | 9 or 14 credit hours

Please see the Juvenile Justice Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/juvenile-justice-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Juvenile Justice Clinic PDF (<https://georgetown.app.box.com/s/nkvpe37yzntfzq6z7wn93a5zgi57puvq/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzlshe16le5s/>).

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

LAW 264 v03 Labor Law: Union Organizing, Collective Bargaining, and Unfair Labor Practices (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 264 v03>)

J.D. Course | 3 credit hours

The subject of labor law deals principally with the relationship between employers and unions. This course covers union organizing campaigns, collective bargaining disputes, strikes, lockouts, grievance-arbitrations, and related litigation. The student will develop skills that can lead to a career with management-side law firms, union-side law firms, the National Labor Relations Board, and public interest organizations.

This course will focus on the National Labor Relations Act. We will cover the scope of employee rights to engage in union activities; employee rights to engage in concerted activities even in the absence of a union; the National Labor Relations Board procedures for elections and unfair labor practice charges; the collective bargaining process; the duties of successor employers; strikes and lockouts; grievance and arbitration procedures; and a union's duty of fair representation.

We will also cover secondary boycotts, federal/state pre-emption, and discuss how the Railway Labor Act (covering the railroad and airline industries) compares with the National Labor Relations Act.

LAW 264 v04 Labor Law: Union Organizing, Collective Bargaining, and Unfair Labor Practices (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 264 v04>)

J.D. Course | 3 credit hours

Labor law is the law governing workers' collective action, union organizing, and collective bargaining. This course will focus on labor law in the private sector, which is governed mainly by the federal National Labor Relations Act, as amended. We will cover the legal regulation of workers' collective action, union organizing campaigns and processes, workers' rights to strike and their limitations, the collective bargaining process, the powers and procedures of the federal National Labor Relations Board, and the relationship between federal labor law and individual constitutional rights. The student will develop skills that can lead to a career with the National Labor Relations Board, union-side law firms and/or unions, management-side law firms, and other worker advocacy organizations.

LAW 292 v07 Law and Development (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 292 v07>)
J.D. Course (cross-listed) | 3 credit hours

This three-credit survey course is designed to introduce students to the different dimensions of law and development, integrating legal, historical, academic, and practical models and approaches. The course will cover a range of issues and substantive areas of law, including economic and social development and rule of law approaches; human rights law; comparative law; peace and security; international economic law (including trade, finance, aid, and investment); labor, environmental, and health law; market regulation; institutional models for advancing law and development; gender; and sustainable development. It will also examine the increasing role of technology and data in law and development and the connection between law and the United Nations Sustainable Development Goals (SDGs). Throughout the semester, the course will explore how different areas of law address questions of equity, inclusiveness, vulnerability, and environmental sustainability. There are no prerequisites for this course, and it is intended to be both an introduction to law and development and a complement to other course offerings at Georgetown Law.

The course is divided into three parts. The first part begins with an exploration of the foundations of law and development, including an examination of the issues, debates, and academic literature. This portion of the course will examine the role of governments and institutions in law and development (including the World Bank, WTO, IMF, UN system, donor organizations, regional organizations, and others), as well as how rules are designed and implemented from the perspective of individual and community stakeholders. Part I of the course will also highlight the evolution of different approaches, theories, and models within law and development, including economic approaches (structural change approaches, dependency theory, neoclassical/neoliberal approaches, endogenous growth theory, post-Washington consensus models, and others), promotion and criticism of rule of law approaches (legal pluralism, institutionalism and new institutional economics, constitutionalism, international vs. national law approaches, legal empowerment, informality, and others), and current movements such as law and political economy and TWAIL (Third World Approaches to International Law).

The second part of the course will introduce students to the different substantive dimensions of law and development. This segment will allow students to both understand the legal foundations of different aspects of law and development and explore intersections between different areas of law as they relate to development, highlighting the cross-cutting nature of law and development. Topics will include human rights law, international economic law (finance, investment, and trade), conflict and resource control, gender and development, corruption and development, development assistance, and law and development aspects of health, environment, and climate change.

The third part of the course will focus on issue-based and regional case studies, allowing students to apply what was covered in the first two parts of the course in different contexts and explore ways in which law has been – or could be – a driver for development. Issue-focused case studies will include land tenure and contracts, labor, agriculture and food security, intellectual property rights, and data and development. Regional case studies will include Africa, Asia (with some focus on China and India, among other countries), and Latin America. In this part of the course, students will also assess which law and development approaches have been best suited to different circumstances, economies, cultures, and communities.

Learning Objectives

The course has several interconnected learning objectives:

LAW 199 v03 Law and Regulation of Drugs, Biologics and Devices (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 199 v03>)

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

This course explores the legal, regulatory and policy issues that shape the research, development, and commercialization of drugs, biologics, and medical devices in the United States. We will consider the history and role of federal regulation of medical technologies; legal and ethical issues in the development and testing of new therapies; managing incentives for innovation, including patent, regulatory and data exclusivity; tort liability and its function in the regulation of the life sciences industry; and other issues. We will explore these issues using real-world examples, including the government and industry response to the COVID-19 pandemic.

Recommended: Prior or concurrent enrollment in Administrative Law.

Note: This is a required course for the U.S. Health Law Certificate Food and Drug Law Certificate.

LAW 1433 v00 Law and Religion (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1433 v00>) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

In fieldwork practicum courses, students participate in weekly seminars and conduct related fieldwork at outside organizations. This fieldwork practicum course is designed to give students familiarity with the field of law and religion. Students will participate in a two hour/week seminar and undertake 10 hours/week of fieldwork with organizations that work on issues related to religious freedom.

SEMINAR: President Obama called religious freedom "central to the ability of peoples to live together." Professor Martha Nussbaum observes, "America now contains a religious diversity unparalleled in its history."

This seminar will examine society's ability to enable those with the deepest of differences to live in community peaceably. Substantively, it will promote an understanding of the law that governs the relationship between religion and government, defines protections for the free exercise of religion, and provides the framework for civic life among people of all religions and none. Although law and religion will be the uniting theme of our work, there is a broad range of modalities that we can pursue in this field—litigation in workplace disputes, amicus briefings for the Supreme Court, researching the effect of public policy initiatives—providing a myriad of opportunities to hone professional legal skills.

Seminar participants will gain doctrinal competency in current religious freedom law, engage in a principled examination of religious freedom as an essential Constitutional and basic international human right, and gain experience interacting on a "hot topic" issue in a professional manner by focusing on common ground and building principled consensus.

Interested students who have any questions or would like more information about the seminar or field placements should feel welcomed emailing Professor Inks directly at sci2@law.georgetown.edu.

FIELDWORK: Students will work under the supervision of an attorney mentor for 10 hours/week with organizations that focus on issues related to religious freedom. Some examples include: the ACLU, the ADL, The Interfaith Alliance, Americans United for the Separation of Church and State, Congress, Government agencies, The Christian Legal Society, The Native American Rights Fund, and Alliance Defending Freedom among others.

Note: F-1 and J-1 international students must consult with an international student advisor before enrolling in this course. Please email lawcentervisa@georgetown.edu.

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

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

Note: Both enrolled AND waitlisted students are encouraged to e-mail Prof. Inks as soon as possible (but a CV is not necessary) to let her know if they have any preferences in where they want to work or the kind of work they would like to do. Students are NOT required to find their own work placements. If a student has a specific request or pre-existing relationship with an organization, every attempt to accommodate that will be made. No special previous experience is required for this practicum.

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 who can attend the weekly seminar and conduct at least 10 hours of fieldwork/week during normal business hours. This

LAW 135 v01 Law Firm Economics and the Public Interest: Advancing the Commitment to Pro Bono Publico through Law Firms and Other Legal Institutions (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 135 v01>)

J.D. Seminar | 1 credit hour

The point of this course is to provide the tools and some of the experience of working in or with a large law firm pro bono practice. We do this through three primary means: lecture (not just from the professors, but also from law firm and legal services leaders in the community); reading current materials on pro bono and the state of the legal market; and role-playing, using our mock law firm, Rodriguez Zimmerman & Drysdale. Each student will have a specific role in that fictional law firm, and we will provide access to more firm financial information than you will likely have at any other firm when you start (and certainly more than you would ever have from the outside). Alas, it is fictional – but trust us, it is realistic.

To understand how pro bono works in a large law firm, you first need to be familiar with how a large law firm itself works, both internally and in the market. The beginning of this course focuses on what we broadly call "law firm economics," but just as well could be called "operations" or "management" or "finance." We want you to understand these subjects so that you can answer this question – and then argue or defend the answer in the future: how is it that the Top 100 revenue-producing law firms in the United States contribute, on average, about 60 hours of free legal services per attorney each year? What does the donation of 1 ½ weeks of productivity do to the firm's bottom line?

Then we will focus on the how and why of pro bono practice. Where did this impulse to provide free legal services come from? How do law firms decide which matters to take, and which to decline? There is a vigorous debate in the law firm pro bono community about "what counts" as pro bono work – there is even a small treatise with that very name (included in the reading materials). Beyond the issue of qualification, how do law firms determine their pro bono priorities? How does pro bono fit within larger law firm management goals?

We will also explore pro bono from other points of view: public interest providers, law schools, corporate in-house counsel and the media. What role do these organizations play in the provision of pro bono legal services, and how do they interact with large law firm pro bono practices?

Note: UPPERCLASS WEEK ONE COURSE. This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students.

ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal. 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 1296 v00 Law of Religion (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1296 v00>)

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

This course will examine the way in which U.S. law—principally the Establishment and Free Exercise Clauses of the First Amendment, as well as the Religious Freedom Restoration Act (RFRA)—treats religious belief, religious exercise, and religious institutions. Topics will include: defining "religion" for purposes of constitutional law; governmental burdens on, and discrimination against, religious exercise; state aid for religious activities and to religious organizations, including pursuant to school voucher and "charitable choice" programs; the constitutionality of statutory exemptions for religiously motivated conduct, including in the context of laws prohibiting discrimination on the basis of sexual orientation; the role of religion in public education and in the public square; and religious institutions' claims to legal autonomy.

LAW 1542 v00 Law, Policy, and Practice of Disasters and Complex Emergencies (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1542 v00>)

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

This course is a "disaster law" simulation based on the post Hurricane Katrina legal reforms, particularly the Post Katrina Emergency Management Reform Act and the Disaster Recovery and Reform Act. That bill, along with ones passed in response to Hurricane Sandy, reorganized the United States emergency management system and highlighted the particular issues of vulnerable groups.

This simulation course will give students an in-depth experience of working on disaster law issues in the context of a legislative inquiry and hearing. Students will conduct mock interviews, review legislation and legal precedent, and then conduct a legislative hearing to determine whether further changes to the law are necessary. This course presents students with the opportunity to work in an emerging area of law, honing their legal skills with a focus on disaster victims and vulnerable populations.

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 Constitutional Criminal Procedure (formerly Criminal Justice), Property, or their first-year elective.

Recommended: Environmental Law or similar course or clinic

Strongly Recommended: Administrative Law or Legislation Clinic

Note: ATTENDANCE IS MANDATORY AT ALL CLASS SESSIONS. 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. All enrolled students must attend each class session in its entirety. Failure to attend the first class session in its entirety will result in a drop; failure to attend any subsequent class session in its entirety may result in a withdrawal.

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 315 v00 Literacy and Law Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 315 v00>)

J.D. Seminar | 2 credit hours

In this seminar, we use children's literature and participatory methodology to explore the relationships between law and literacy simultaneously as we bring to the surface fundamental principles of law, justice, and democracy. We do this using a dynamic, experiential approach, with examples from children's literature, children's writing, and learner-centered teaching methodology and a combination of readings, interactive seminars, and placements involving weekly reading with emergent readers. We examine learning theories and practices regarding emergent literacy and discuss their legal, educational, and social implications. Readings are drawn from law, educational theory and practice, and children's literature. We explore the variety of learning approaches that now inform literacy instruction in America. Legal implications to be considered include restrictions on literacy due to historical oppression and educational disadvantage, equal protection and diversity, freedom of speech, school finance, discipline, gender, and English as a second language. We also focus on the relationship between interactive, experiential learning, civic skills, and the democratic process.

Students are required to spend at least one hour per week working with an emergent reader. The placement may be a literacy program at a local school or center (e.g., the Early Learning Center at Georgetown Law), or some other arrangement of a participant's choice, approved by the instructors (e.g., siblings, relatives, or parents/grandparents). The reading sessions may be conducted in person or online. Writing requirements include both a monthly 5-page journal and a short paper. The paper may be a conventional paper or, the more frequent choice, the writing of a children's book that integrates legal and educational issues and which is accompanied by a short analytical essay describing the book's connections between literacy and law. Please contact the professors for more information.

LAW 1317 v00 Military Personnel and Veterans Policy Practicum ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1317 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201317v00)) (Project-Based Practicum)

J.D. Practicum | 4 credit hours

In a project-based practicum course, students participate in a weekly seminar and work on a project under the supervision of their professor.

SEMINAR: Through this practicum, students will learn the [legal](#) and [policy](#) underpinnings for the U.S. military personnel system and veterans affairs system. Students will also be exposed to background materials which explain the illustration of these systems. Students in this practicum will also gain experience and expertise in policy analysis, including legal analysis, policy and programming analysis, cost analysis, and political analysis. For most weeks of the course, we will conduct a "deep dive" into one substantive issue or framework issue for the community. The objective of this course is to train students to prepare policy analyses and/or draft legislation focused on veterans and military personnel policy, with the course objective being a written policy analysis or legal analysis, delivered to the seminar with an oral briefing.

PROJECT WORK: Students will work with the professor to develop or support a policy analysis paper, draft legislative proposal, or research contribution that relates to contemporary research on veterans and military personnel issues. Students will select a project within the scope of veterans and military personnel policy (such as by writing a detailed analysis of that issue/bill, complete with detailed recommendations tied to their analysis of the issue). An illustrative example might be veterans' access to care issues, which a student could analyze in the context of available VA population data and expenditures data, producing a recommendation for greater use of public-private partnerships and purchased care, accompanied by draft legislation that would amend Title 38, U.S. Code, to enable this recommendation. Another example (from a past class) could be a quantitative and qualitative analysis of military appeals court rulings on the issue of "unlawful command influence" and implications for policymakers and commanders seeking to address sexual assault in the ranks. Students will work directly for Prof. Carter, who [previously directed](#) research [and policy work](#) on [these issues](#) at [CNAS](#) and the RAND Corporation, and served on the transition team for the Department of Veterans Affairs, [and](#) will also have the opportunity to engage with other [policy](#) analysis organizations, veterans service organizations, legislative offices, [and](#) advocacy groups throughout this course.

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 Constitutional Criminal Procedure (formerly Criminal Justice), Property, or their first-year elective.

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

Note: This practicum course is open to LL.M. students, space permitting. Interested LL.M. students should email the Office of the Registrar (lawreg@georgetown.edu) to request admission.

This practicum may be suitable for evening students who can commit to attending class and participating in 10 hours/week of project work. This is a four-credit course. Two credits will be awarded for seminar, and two credits will be awarded for approximately 10 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

LAW 1606 v00 Motherhood and the Law Seminar ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1606 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201606v00))

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

This course will examine society's notions of motherhood and how various laws affect becoming and being a mother. Specific topics include laws that affect reproduction, pregnancy, leave from work following childbirth, parenting decisions, when to legally punish mothers and lastly navigating motherhood and professional identity as a lawyer. Some of the questions that will run through this course include:

1. Given the importance of caring for children, how should the law construct expectations of parenthood?
2. How does the law shape our notions of the responsibility of motherhood?
3. Is there common ground among political opponents on issues related to law and motherhood?
4. What laws should be implemented to better support mothers in the United States?

LAW 1458 v01 National Security and Human Rights Seminar ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1458 v01](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201458%20v01))

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

The struggle to respect and ensure human rights while also protecting national security raises important and complex legal and policy challenges. This course will examine current issues at the intersection of human rights and national security, with a focus on the use of force.

The first half of the course will cover the legal frameworks governing the use of force, including the UN Charter and *jus ad bellum*, the law of armed conflict (also known as the law of war or international humanitarian law), human rights law, and the U.S. Constitution. Students will examine how the rise of transnational terrorist organizations and advancements in armed drone technology have blurred the line between wartime and peacetime legal rules and placed tremendous pressure on these legal frameworks in the decades following the 9/11 attacks. By the end of this portion of the course, students will be able to analyze uses of military force in the daily news to determine whether the use of force is lawful under domestic and international law.

The second half of the course will cover key issues at the intersection of national security and human rights including: U.S. drone strikes, indefinite detention and the use of military commissions at Guantanamo, the CIA's torture program after 9/11, the climate crisis, and more. Where feasible, we will cover current events and have practitioners from the field join us for a discussion of the topic. In past years, we have had speakers from the State Department, Defense Department, Congress, and human rights organizations such as Human Rights Watch and Human Rights First.

Student learning objectives for the course are to use class sessions and the preparation of a paper:

- To become familiar with basic human rights standards that govern the use of force in law enforcement settings, with particular emphasis on the International Covenant on Civil and Political Rights and the European Convention on Human Rights;
- To become familiar with basic international law standards that govern the grounds for resort to force (*jus ad bellum*) and regulate the way force may be used in armed conflicts (*jus in bello* or law of armed conflict/international humanitarian law);
- To gain an appreciation of the complex ways in which many current security threats and responses to them have features that do not fall squarely into the categories of either crime subject to law enforcement operations or armed conflict subject to conventional military operations; and
- To become familiar with a range of complex issues at the intersection of national security and human rights and the diversity of professional opportunities in these areas.

Strongly Recommended: International Law; National Security Law; Law of War; Foreign Relations Law; Constitutional Aspects of Foreign Affairs; International Human Rights Law; or the first-year elective International Law, National Security, and Human Rights.

LAW 1031 v00 National Security Crisis Law: Edge Technologies ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1031 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201031%20v00))

J.D. Seminar (cross-listed) | 5 credit hours

National Security Crisis Law (NSCL) is an internationally recognized course and Georgetown Law's capstone experience for students pursuing a career in national security law. The simulation is equally advantageous for students going into other fields, as it emphasizes critical technologies, provides leadership training, and examines how cognitive biases, institutional cultures, and formal and informal social networks influence lawyers' ability to perform effectively under pressure. For its first 15 years, **NSCL: First Response** focused on federalism and domestic incident response. Drawing on tech-intensive courses offered over the past five years, in Spring 2026, **NSCL: Edge Technologies** launches the next generation of the course.

The first 20 classes will delve into laws governing areas such as haptic gaming; augmented and virtual reality (VR); nuclear, biological, electromagnetic, drone-based, and autonomous weapons; social media; artificial intelligence; surveillance; and biometric and satellite technologies. Having been assigned roles within the national security infrastructure, students will return from spring break for a week-long simulation which will include haptic gaming / VR and real-world components. Assigned SIM-classified and SIM-unclassified email accounts, students will receive storyline injects via an AP Wire and Video News Network. They will be empowered to make requests for information and submit their decisions with supporting legal analysis to a Control Team, made up of professors and attorneys from practice serving in non-player character (NPC) roles. In-person participation during the final 2 days of the simulation (Mar. 13 & 14, 2026) is mandatory. It is followed by three additional classes, with the final class on Mar. 20, 2026. Enrollment is limited.

Prerequisite: Constitutional Law I (or its Section 3 equivalent); Criminal Justice (or Criminal Procedure).

Strongly Recommended: Prior enrollment in National Security Law, Intelligence Law, and/or Constitutional Law II is highly recommended but not required.

Note: The course runs M/W/F (9:00 am – 11:00 am) Jan. 12, 2026 – Mar. 20, 2026, with the final paper due Apr. 3, 2026. Students are required to attend the in-person portion of the simulation, Friday, Mar. 13, 2026, 8:00 a.m. - 8:00 p.m. and Saturday, Mar. 14, 2026, 8:00 a.m. - 4:00 p.m. Students may not withdraw from this class after the add/drop period ends without the professor's permission.

LAW 1619 v00 Natural Resources and Energy Law and Policy Practicum (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1619 v00>) (Project-Based Practicum)

J.D. Practicum (cross-listed) | 4 credit hours

This course will give students an experiential learning experience in the field of natural resources and energy law and policy. Students will work individually or in groups on real-world legal and/or policy problems related to natural resources or energy for clients or stakeholders currently engaged in this rapidly changing subject area.

The seminar portion of the course covers the key elements of natural resources and energy law and policy related to the experiential learning projects. Students will study the relevant statutes, case law, and underlying policies relating to these natural resources and energy issues. The course is primarily domestic in its focus, but some topics and examples of international natural resources and energy law and policy will be included. During the course, students will draw on pertinent and practical legislative and administrative materials.

Throughout the semester, we will focus on building real-world legal and policy skills. We will discuss the successes and failures of natural resources and energy law and policy, the trade-offs between preservation and development, future prospects for effective resource management and conservation, and the skills needed to effectuate successful outcomes on behalf of clients.

This is a four-credit course, with two credits awarded for the two-hour weekly seminar and two credits for work outside of class on experiential learning projects. The class is designed to be appropriate for both law students and public policy students.

Course Goals:

1. The course is intended to help you develop your legal skills. During the experiential portion of the course, you will develop legal skills by working on a real-world legal or policy problem for a client. You will prepare a written analysis appropriate for delivery to the client. You will also prepare an oral presentation of your work, including findings and recommendations for the client. In undertaking this project, you will develop in-depth expertise on a natural resources issue as assigned.
2. In preparing the written analysis for your client, you will have an opportunity to hone your legal writing and analytical skills. You will consider and determine how best to present your analysis and findings to the client in written form.
3. You will also develop your skills in oral communication as you prepare and deliver a formal oral presentation of your project for the class and also for your client.
4. By the end of this course, you should have a broad understanding of the overall legal framework for the administration of domestic natural resources. The focus will be on federal law and policy as it relates to the experiential projects being undertaken by the class, but you should also gain insights into selected state and international topics, particularly the interaction between federal and state law and policy.
5. The course should provide you with a context for evaluating ongoing and fast-changing legal and policy issues and controversies relating to energy and natural resources.

In practicum courses, students do not provide legal advice, prepare legal documents, appear in court or before agencies, or do any course work that is construed as practicing law under D.C. Court of Appeals Rule 49 (Unauthorized Practice of Law). No attorney-client relationship is created by students' work in this practicum course.

Mutually Excluded Courses: Students may not receive credit for this course and Natural Resources Law: Energy, Water and Land Resources. Students may not concurrently enroll in this practicum course

LAW 329 v01 Natural Resources Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 329 v01>)

J.D. Course | 2 credit hours

This course surveys the federal laws, regulations, and constitutional provisions governing the ownership, conservation, exploitation, and preservation of renewable and non-renewable natural resources, such as public lands, wildlife, wilderness, parks, rangeland, fish, and forests. The course explores the philosophical, historical, and economic underpinnings of natural resource law. Emphasis will be placed on how agencies address natural resource issues and how courts resolve disputes in this area. Current issues, such as those relating to renewable energy and biodiversity, will also be examined.

LAW 326 v00 Non-Profit Organizations Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 326 v00>)

J.D. Seminar | 2 credit hours

This seminar examines the nature, formation, classification, and governance of non-profit organizations under state and federal law. Emphasis is on tax exemption and unrelated business income; powers and duties of officers and directors; tort liabilities of members, agents, officers and directors; legal issues in fiscal management; antitrust implications; and joint ventures with for-profit corporations. Issues that receive special treatment include: lobbying and political activities; First Amendment religion, speech, and association issues; and liabilities for "public interest" service providers. This seminar includes a general overview of tax considerations for non-profit organizations, but not in depth; tax matters are covered in depth in Tax Treatment of Charities and Other Nonprofit Organizations, which is offered in the Graduate Program.

Mutually Excluded Courses: Students cannot receive credit for this course and Non-Profit Organizations.

LAW 755 v00 Nuclear Non-Proliferation Law & Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 755 v00>)

LL.M Course (cross-listed) | 2 credit hours

This course will provide students with an understanding of the current matrix of nuclear nonproliferation treaties, multilateral arrangements, laws, regulations, initiatives, proposals, and organizations that aim to halt the spread of nuclear weapons and prevent nuclear terrorism. The goal is to examine the full array of tools employed by the United States to address nuclear proliferation, as well as how the Executive Branch brings these tools to bear through the inter-agency process and its joint efforts with Congress and international partners. Virtually every element of the nonproliferation toolbox was deployed to address the nuclear programs of Iran and North Korea, so considerable time will be spent examining these critical cases but mostly Iran. We will also examine how the nuclear programs of India, Pakistan, and Iraq shook and ultimately altered the nonproliferation regime. Throughout the course, we will consider nonproliferation efforts in the context of great power strategies, alliance obligations, and regional rivalries, on how these factors influence the decision-making of proliferating countries and countries seeking to prevent proliferation. A continuing theme in the course will be the evolution of nonproliferation tools over time and the role of lawyers in that evolution.

LAW 1209 v02 O'Neill Institute Practicum: Regulating Alcohol, Tobacco & Food in International and Comparative Law ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1209 v02](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201209v02)) (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 course explores the challenges and opportunities of using law to address risk factors that contribute to the rising prevalence of Non-Communicable Diseases (NCDs), such as unhealthy diets, tobacco use, and alcohol consumption. By taking an international and comparative approach, it navigates the theory behind the regulation of risk factors to NCDs in relation to concrete examples from around the world, with a particular emphasis on Latin America, where considerable progress has happened in recent years. 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: In every class, students will learn substantive content and develop lawyering skills, leading to a comprehensive understanding of the role of law in relation to risk factors to NCDs, including in policy, advocacy, and litigation. Specifically, students will be introduced to NCDs (definition, risk factors, and global burden); understand the role of corporations as drivers of NCDs; learn about regulations to address NCDs, such as pricing and taxation, labelling and packaging, and restrictions to marketing and advertising; and explore the strengths and weaknesses of regulatory, advocacy, and litigation approaches to NCDs. In navigating these topics, students will develop a set of lawyering skills, including generating and using evidence, monitoring policy, building coalitions, conducting scenario-planning, engaging decision-makers, segmenting audiences, and framing arguments.

PROJECT WORK: On the experiential/field-work side, students will work with external partners of the O'Neill Institute for National and Global Health Law (and the newly created Global Center for Legal Innovation Food Environments) on legal and policy projects related to NCDs and the law. For example, students may draft alternative reports to UN bodies analyzing compliance with human rights obligations related to unhealthy diets, tobacco use, or alcohol consumption (e.g., "shadow reports"). Such a report could analyze the prevailing legal frameworks in a particular country and highlight strengths and weaknesses in the statutory and regulatory language. By working with the O'Neill Institute and civil society organizations, the course gives students the opportunity to use law to address critical health challenges.

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

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

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

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 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 1360 v00 Policing in the 21st Century: Law Enforcement, Technology and Surveillance ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1360 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201360v00))

J.D. Seminar | 2 credit hours

Government agencies have broad powers to act for the public good. This includes the ability to investigate individuals and organizations and to conduct surveillance about their activities, a capacity strengthened by recent technological advances. But the ability to perform these functions is limited by various constitutional protections, including the First Amendment, Fourth Amendment, and various statutory laws.

This course will explore the intersection of contemporary surveillance practices with the need to safeguard civil liberties. The course will place special emphasis on the ways in which surveillance is used to control and manage populations of people, the relationship between policing and surveillance capitalism, and how artificial intelligence is reconfiguring privacy as we know it. Throughout the course, we will investigate how race, faith, national origin, immigration status, disability, penal status, class and other categories fundamentally shape who is being watched and why.

The course will begin with an exploration of privacy law and the limits that apply to surveillance practices, both electronic and non-electronic. We will examine free speech and freedom of expression under the First Amendment, search and seizure under the Fourth Amendment, and relevant statutory and regulatory laws. We will then explore an array of surveillance and policing practices, the ways in which individuals and businesses are opting into surveillance systems, and the close relationship between private industry and law enforcement.

We will also discuss how lawmakers, advocates and communities are pushing back against overreaching policies, and situate these calls for reform amidst broader social and political movements. Our texts will include a variety of sources ranging from case law, legal scholarship, government manuals, and coalition letters to podcasts, TED Talks, and investigative journalism.

Learning Objectives:

1. Introduce some of the major issues in government surveillance and privacy, and critically examine different approaches to these issues;
2. Test our approaches against current and rapidly developing surveillance practices, both electronic and nonelectronic, including artificial intelligence;
3. Understand how surveillance practices are used to profile and monitor particular communities, including on account of race, faith, national origin, immigration status, disability, penal status, class and other categories;
4. Examine different methods for challenging surveillance;
5. Anticipate the durability of these methods going forward.

Recommended: Prior or concurrent enrollment in Constitutional Criminal Procedure (formerly Criminal Justice) or Democracy and Coercion or Criminal Procedure.

LAW 508 v02 Policy Clinic (Harrison Institute for Public Law) (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 508 v02>)

J.D. Clinic | 8 or 14 credit hours

Students in the Policy Clinic provide services to make democracy work several policy themes. Recent projects include:

- *Community equity* – Combat gentrification and displacement in low-income communities of color, develop a community support fund, develop a community resilience hub.
- *Health and food* – Organize a consortium to improve working conditions in university food supply chains, expand access to oral health services, reinvent a better food chain for institutions (universities, hospitals, schools, and shelters), analyze social determinants of health (housing, food security, etc.) for state health officials.
- *Labor and human rights* – Organize a consortium to improve working conditions in university food supply chains (same as health above), protect worker rights in global supply chains for the FIFA World Cup and other mega-sporting events.
- *Trade and climate* – Develop mutually supporting climate and trade policies, develop options for international cooperation on climate policies through “climate clubs,” recommend strategies to decarbonize steel production without violating WTO rules, and identify strategies for reducing greenhouse gas emissions while preserving manufacturing jobs.

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.

Learning outcomes for this clinic: Students are supervised, evaluated and graded on three skill sets, each of which has specific evaluation criteria in the Policy Clinic Operations Guide. (<https://www.law.georgetown.edu/wp-content/uploads/2022/04/2021-22-Policy-clinic-operations-8-12-21-v3.docx>)

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. *Analysis and strategy* – covers legal, policy and strategic analysis. It includes identifying issues that require analysis, learning the context efficiently, using diverse sources to avoid bias, explaining analytic methods, using a logical framework, and drawing conclusions that meet client needs.
3. *Communication, writing and speaking* – includes organizing documents and presentations, meeting audience needs for context and decision-making, relating analysis through stories and examples, presenting visual information, and editing for plain language, clarity, and English style.

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.

LAW 408 v03 Poverty Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 408 v03>)

(Fieldwork Practicum)

J.D. Practicum | 8-10 credit hours

As a society, we strongly believe in certain myths about the adequacy and fairness of our legal system. Among those beliefs are that our laws and policies make the American dream available to everyone and provide an adequate safety net to prevent people from falling into the type of destitution we associate with less developed nations. We take pride in having a legal system that we believe is fair and treats people equally, regardless of income, race, and other characteristics.

The reality is that our legal system makes promises it does not keep. We do not have the laws and policies we need to protect the poor and other vulnerable groups, and the laws and policies we do have are often inadequate at best and pernicious at worst. The result is a system where the poor and other subordinated groups are too often left unprotected and routinely feel victimized by the government agencies charged with assisting them.

A key goal of this course is for students to examine poverty-related laws, policies, and programs and understand how and why our system so routinely fails to protect the most vulnerable members of our society. As part of this analysis, students will think critically about how and why those laws, policies, and programs have such detrimental impacts on vulnerable groups including people of color, women, children, individuals with disabilities, immigrants, and others. The class will explore the history of poverty policy and the evolution of safety net programs, both of which are inextricably intertwined with racism, gender discrimination, and bias toward certain groups. It will also examine key Supreme Court cases that shaped poverty law and policy, looking in particular at how the evolution of jurisprudence in the 1960s and 1970s dashed the hopes of anti-poverty advocates that the Court would establish the legal foundation required to truly protect the indigent. Throughout the course, we will also discuss the politics, the key leaders and thinkers, the noteworthy state and local innovations, and the data with an eye to understanding why our legal system repeatedly fails to live up to its promise, what innovations have been successful, and where we go from here.

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

FIELDWORK: In the four, five, or six-credit, mandatory pass-fail, fieldwork portion of the practicum, students will work with a public interest law organization that deals with issues connected to poverty. Students may work for either 10 or 15 hours in both the fall and spring, 10 hours in the fall and 15 hours in the spring or vice versa, or 30 hours/week in one semester only. If students complete their fieldwork hours for this practicum entirely in one semester, they may be eligible to enroll in a clinic for the other semester. The host organization may work from either a national or a local perspective on issues connected to poverty. Placements might involve a focus on poverty per se or “poverty and...” e.g., civil rights, women, education, housing, health, juvenile and criminal justice, child welfare or immigration. Depending on the organization, activities at placements could include assisting lawyers with litigation and/or policy advocacy, including governments on all levels and in either the executive branch or the legislative. Students may propose and arrange their own placements: these must be approved by Professor

LAW 635 v00 Power of the Purse: Budget Process and Appropriations Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 635 v00>)

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

The federal budget is where the nation's priorities are expressed.

It allows the federal government to operate and shapes what the government will do. It is also an important source of revenue for state and local governments and thus affects their own policy choices.

This course provides an introduction to the laws, rules, and practices that govern how the federal budget is put together and how the budget is executed. We will study both traditional "regular order" and contemporary realities. We will pay particular attention to sites of contestation and control with respect to the key institutional players of the legislative branch (including different committees within both the House and Senate, party leadership, the Congressional Budget Office, and the Government Accountability Office) and the executive branch (including the President, the Office of Management and Budget, agencies, and inspectors general). We will also study the role of the courts in appropriations law.

Note: No accounting or budget background is needed.

LAW 1537 v00 Practicum on Helping Pro Se Litigants in Family Court (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1537 v00>) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

In fieldwork practicum courses, students participate in a weekly seminar and engage in related fieldwork at outside organizations. This fieldwork practicum course will focus on helping people who cannot afford to hire a lawyer and are forced to represent themselves in divorce, child custody, and child support matters in D.C. Superior Court. Working under the supervision of attorneys at the Family Court Self Help Center (SHC) and the Family Law Assistance Network (FLAN), students will provide family law-related information and community education to D.C. residents who have to address their legal problems without the benefit of counsel.

Students will participate in a two-hour/week seminar and carry out up to 10 hours/week of fieldwork on site at D.C. Superior Court. Students will assist litigants onsite at the SHC and prepare information about family law and procedure for self-represented parties. If available and needed, students may conduct client intakes for FLAN, also onsite at D.C. Superior Court.

SEMINAR: In the seminar, students will learn about: (i) family law and procedure in the District of Columbia; (ii) the types of information parties need when they have to represent themselves; (iii) the best means for helping self-represented persons in crisis situations; (iv) developments nationally on involving non-lawyers, such as law students, in providing needed information and public education to self-represented parties; (v) requirements and restrictions of the District's unauthorized practice of law rules, which govern the services students in the Practicum may provide; and (vi) other innovative access to justice projects.

FIELDWORK: In the fieldwork component of the course, students will: (i) under guidance from the Family Court Self-Help Center and/or the Family Law Assistance Network (FLAN), provide self-represented litigants with basic information about family law and procedure; (ii) prepare easily understood family law public education materials; and (iii) participate in innovative projects.

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 Constitutional Criminal Procedure (formerly Criminal Justice), Property, or their first-year elective.

Recommended: Prior coursework or other experience in family law is recommended but not required.

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

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

This course is suitable for evening students who can commit to attending seminar and working 10 hours/week 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 fieldwork per week, for a minimum of 11 weeks. The two-credit seminar portion and two credit fieldwork will be graded separately. The fieldwork is graded mandatory pass/fail. Students will be allowed to take another course pass/fail in the same semester as this practicum. Students who enroll in this course will be automatically enrolled in both the seminar and fieldwork components and may not take either component separately. After Add/Drop, a student who wishes to withdraw from a practicum course must obtain permission from the faculty member and the Assistant Dean for Experiential Education. The Assistant Dean will grant such withdrawal requests only when remaining enrolled in the practicum would cause significant hardship for the student. A student

LAW 1264 v00 Professional Responsibility: Ethics in Public Interest Practice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1264 v00>)

J.D. Course | 3 credit hours

Public interest lawyering is counter-cultural in the legal profession, but the substantive law governing lawyers is generally the same regardless of practice area. This course examines the regulation of the legal profession with a focus on the ethical issues most often encountered by public interest lawyers. Most class meetings will be devoted to applying the Model Rules of Professional Conduct and other lawyer law to problems chosen from the text and other sources. Issues will include confidentiality and publicity; allocation of decision-making authority; conflicts of interest between individual clients and the broader client community or particular social justice movement; settlement and fee shifting; and special problems in organizational, class, and mass representation. The course will also examine the history of public interest law, issues confronting the public interest movement, and career options.

LAW 364 v07 Public Health Law and Ethics (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 364 v07>)

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

This course explores the interwoven dynamics of law, ethics, and science in public health through examination of core legal theory and practice-based examples. With COVID-19 ushering law, policy, and decision-making around public health into broad public awareness, this class will draw upon current issues in society, enabling students to apply legal and ethical concepts to real-world scenarios. By spotlighting recent and historical examples of public health law in action, including COVID-19, opioids, obesity, tobacco, and the environment, this course will be valuable for students interested in health law and equity, as well as students seeking to deepen their expertise in public policy.

Students will learn the conceptual foundations of public health law in the United States, with particular attention to the statutory and regulatory powers and duties of federal and state governmental entities to protect the health and safety of the population and the judicial decisions that shape them. Sources of tension between public health goals and objectives and civil liberties will be interactively contemplated, including, among others: disease surveillance and privacy; labeling and advertising restrictions and free speech; and considerations around individual versus population-based conceptions of health. Discussions of recent major legislative developments and court decisions impacting jurisprudence, public health authority, and individual rights will be incorporated alongside primary themes. Throughout the course, students will engage with public health law through applied learning—case studies and class exercises—focused on analyzing emerging issues, comparing national and global responses, understanding ethical implications, and developing legal and policy strategies that integrate health equity and address social determinants of health.

LAW 364 v08 Public Health Law and Ethics (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 364 v08>)

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

This course explores the interwoven dynamics of law, ethics, and science in public health through examination of core legal theory and practice-based examples. With the COVID-19 pandemic and multi-country mpox outbreak ushering law, policy, and decision-making around public health into broad public awareness, this class will draw upon current issues in society, enabling students to apply legal and ethical concepts to real-world scenarios. By spotlighting recent and historical examples of public health law in action, including health emergencies (e.g., COVID-19, Ebola, Zika, and mpox), non-communicable diseases (e.g., diabetes and cardiovascular disease, including the role of nutrition and physical activity, tobacco, and the environment, this course will be valuable for students interested in health law and equity, as well as students seeking to deepen their expertise in public policy. We will also discuss the deeper social, economic, and commercial determinates of health.

Students will learn the conceptual foundations of public health law in the United States, with particular attention to the statutory and regulatory powers and duties of federal and state governmental entities to protect the health and safety of the population and the judicial decisions that shape them. Sources of tension between public health goals and objectives and civil liberties will be interactively contemplated, including, among others: disease surveillance and privacy; labeling and advertising restrictions and free speech; and considerations around individual versus population-based conceptions of health. Discussions of recent major legislative developments and court decisions impacting jurisprudence, public health authority, and individual rights will be incorporated alongside primary themes.

Throughout the course, students will engage with public health law through applied learning—case studies and class exercises—focused on analyzing emerging issues, comparing national and global responses, understanding ethical implications, and developing legal and policy strategies that integrate health equity and address social determinants of health.

Note: This course meets on a condensed schedule. It will meet twice a week for the 1st eight weeks, then the course will meet once a week for the next five weeks. The last class meeting is on Wednesday, 11/20.

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

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

Recommended: Constitutional Law II: Individual Rights and Liberties.

LAW 1335 v00 Race, Inequality, and Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1335 v00>)

J.D. Course | 2 credit hours

Course Organization and Overview

This course explores the law's response to the problem of economic inequality. By 2015, the political and economic conversations have recognized the stark and unacceptable wealth and economic differences that underlie growing political and social instability. We will approach the subject from an interdisciplinary perspective that includes sociology, psychology, history and cultural studies. The course offers an introduction to the work of classic economic thinkers such as Adam Smith, and contemporary economists and legal scholars including Milton Friedman, Gary Becker, Richard Posner and Ian Ayres. The primary focus of the course however will be an exploration of the limits and failures of conventional rational choice approaches to explaining the questions arising from economic inequality for members of groups who have experienced pervasive race, gender and other forms of cultural subordination.

We will explore the conceptual framework of marketplace distribution of commodities, the cultural determinants of market value, and the claims of subordinated communities for economic equality. We will develop an understanding of the silence of the Constitution on questions of economic inequality. We will draw upon the insights of a wide range of social science research to map the consequences of the lack of a coherent legal framework to govern questions of distributive justice.

This course *does not* require a technical background in quantitative economics. The primary material will be drawn from sociology, history, psychology, narrative economics, and critical race theory.

Theme

The case study for this seminar this year will be the economic and social conditions of the city of Baltimore, Maryland. We will explore the impact of the cumulative economic and social deficits of that city. We will take advantage of our course discussion and research to investigate this dramatic example of economic and social inequality in America. This recent example of the explosive combination of police abuse and the underlying condition of wealth and income inequality is just the most recent example of long term neglect. We will try to figure out what factors surround the anger at the criminal justice process of stop and frisk and the implementation of the "broken windows theory" of police enforcement practices that have created police estrangement from many low wealth communities of color. The Freddy Grey Riots and the long-term political, economic and sociological dynamics of Baltimore provide an important to delve more deeply into the connection between police practices and the economic death of cities such as Baltimore.

We will ask are there important counter examples to Baltimore and Ferguson.

LAW 1753 v00 Racial Equity in Education Law & Policy Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1753 v00>)

J.D. Clinic | 10 credit hours

Students in the Racial Equity in Education Law & Policy Clinic engage in legislative lawyering to address issues of educational inequality along racial lines in U.S. public education. Clinic students work on behalf of clients (that range from non-profit organizations to coalitions to youth-led groups) to devise legislative and policy interventions to address client's policy priorities. Students may engage in legislative lawyering on issues such as school resource inequities, school segregation, discriminatory school discipline policies or practices, and inclusive curricular offerings.

Please see the Racial Equity in Education Law & Policy Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/our-clinics/racial-equity-in-education-law-and-policy-clinic/>) for more detailed information about the program.

For registration-specific supplemental materials, please see the Racial Equity in Education Law & Policy Clinic PDF (<https://georgetown.app.box.com/s/hjbx0kdzpm9717g9lufkgvact0f9ix3/>).

For information about clinic registration, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

Recommended: Courses such as Administrative law, Congressional Procedure, Civil Rights are recommended.

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

LAW 1728 v00 Reading the Police Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1728 v00>)

J.D. Seminar | 2 credit hours

During this seminar our class will read six books about policing in the United States. We will spend two weeks on each book. The first week we will discuss the book with each other. The second week the author will visit the class to discuss the book. Some author visits will be in person; others will visit via video conference.

Through studying these books and speaking with their authors we will learn how theories of policing have changed over time; how policing is influenced by, and in turn influences, law, politics and culture; the role that factors like race, gender, sexual-orientation, disability, indigeneity, age and class, have played in shaping how policing happens; the connection of policing to mass incarceration and its attendant harms; and we will probe some of the biggest challenges facing policing currently.

Reflection and Summaries: All students are required to submit a 750 word reflection paper on each book after we have read the book and before we have discussed it with the author. Reflection papers will be graded and late papers will be penalized. In addition, all students will submit at least two discussion questions on Canvas before the first week's discussion of each book. Discussion questions will be graded pass/fail.

Grading:

Your grade for the class will be based upon: 1) attendance and the quality of your participation; 2) reflection papers for each book; and 3) discussion questions for each book.

Prerequisite: Constitutional Criminal Procedure (formerly Criminal Justice) or Democracy & Coercion or Criminal Procedure or Instructor Approval. (LL.M.s are welcome).

LAW 440 v04 Refugee Law and Policy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 440 v04>)

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

This course examines domestic refugee law and policy, with particular focus on asylum and other refugee-related claims for protection that arise in the U.S. legal system. Students will become familiar with the key actors in the asylum and refugee law arena, including the U.S. Congress, the Department of Justice, the Department of Homeland Security, the federal courts, and international entities.

The course objectives are: (1) to equip students with an understanding of the principles of refugee policy, asylum law, and the United States' procedures for refugee protection, and (2) to provide students with a practical appreciation for how refugee policy is formed and a working knowledge of asylum law, which will serve as a foundation for academic research, clinical study, employment, pro bono work, and/or internship opportunities within the U.S. government and the NGO community.

In addition to focusing on the refugee definition as interpreted by U.S. courts, we will examine the processes for adjudicating asylum claims – where the system works and where it fails. We will also seek to understand the limits of asylum law and explore the toughest issues facing asylum adjudicators and policy makers today.

LAW 1445 v00 Reproductive Justice Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1445 v00>)

J.D. Seminar | 2-3 credit hours

Reproductive Justice is a concept developed by Black Women activists in the 1990s to provide a different framework to explore how systemic oppression impacts reproductive decision-making. Acknowledging that abortion and contraception were often not the primary reproductive concerns of many marginalized women, including women of color, young women, women with disabilities, undocumented women, and queer women, activists adopted a framework that considers the contexts in which reproductive decisions are made. This approach centers social, racial and economic justice, and focuses as much on the rights to have and raise children as it does on the right to not have them though access to safe and legal abortion care and contraceptive access.

This course will focus on the rights to not have a child, to have a child, and to raise a child. The course will not focus on abortion or contraception, but will address the impact of Dobbs and forced birth. Students are welcome to focus their writing requirement on abortion or contraception. The course will take an interdisciplinary approach to the issues, incorporating various bodies of law (family law, welfare policy, criminal law) along with an historical analysis, social science, and current events.

Note: J.D. students must register for the 3 credit section of the seminar if they wish to write a paper fulfilling the Upperclass Legal Writing Requirement.

This course will be enrolled via waitlist.

LAW 3090 v00 Reproductive Rights (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3090 v00>)

LL.M. Course (cross-listed) | 2 credit hours

This course will explore the history and law of reproductive rights in the United States. The majority of the semester will be spent analyzing the constitutional framework, jurisprudence and federal and state regulations governing forced sterilization, contraception and abortion from the 1920s until today. We will consider the historical, social and religious context of the regulation of reproduction; gender, race and socioeconomic class issues; and the practical impact of the regulations in effect today. This course is primarily focused on reproductive rights in the United States, but we may consider comparative international perspectives.

Please note that this course will not cover regulation of parenting, adoption, foster care, assisted reproductive technologies or related reproductive health topics, or reproductive justice in any meaningful detail.

All students are expected to read the assignments, attend class, and prepare for active discussion every week. Depending on course enrollment, I may assign small groups of students to assist me in leading each week's discussion of the assigned materials. Short oral presentations on current events or topics of particular interest will likely be assigned during the second half of the semester.

Grading: Class participation, including oral presentations, and/or short reaction papers will represent at least 35% of the final grade. A take-home exam will account for the remaining 65%.

Recommended: Constitutional Law I

Note: The course incorporates some international perspectives, and US reproductive jurisprudence is influential globally—but happy to discuss further since the focus is US law.

LAW 1892 v00 Reproductive Rights and Justice Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1892 v00>)

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

The class will focus on reproductive health and the law. Understanding and learning about the legislative process is essential to this class. Reproductive justice issues span not only constitutional law considerations, but also other aspects of law, society, and the political process. Topics researched and/or discussed will include abortion, assisted reproduction, contraception, treatment of incarcerated pregnant individuals, pregnancy exclusion laws, rape and statutory rape laws, personhood and feticide laws, surrogacy, the use of child endangerment laws to prosecute women for their conduct during pregnancy, and parenthood.

Students will learn how to perform in-depth research and analysis involving these subjects and will then learn the process of drafting legislation, understanding the legislative process, and productively working with legislators, policy makers, advocacy groups, and other interested parties to promote reproductive liberties and enact necessary changes.

All students will gain significant exposure to legal research and writing and will work closely with the instructors to develop and hone these critical skills.

Course Goals:

The goals of this course:

- *Introduce students to the study of reproductive health law, policy, and regulations*
- *Familiarize students with the social, medical and legal literature on the topic*
- *Engage students with practical as well as theoretical ideas in reproductive justice*
- *Stimulate intellectual curiosity about the subject matter*
- *Inspire thoughtful analysis*
- *Encourage and facilitate discussions*

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 611 v14 Restorative Justice: Theory and Practice in Criminal, Education, and Community Settings (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 611 v14>)

J.D. Seminar | 1 credit hour

Restorative Justice (RJ) is a distinct form of conflict resolution – rooted in indigenous traditions – that aims to redirect society's retributive response to harm. For example, crime, in the context of RJ, is not considered an offense against the state but rather a harm against another person with impacts that reverberate through the community. Harm represents an imbalance in the community, not just the missteps of individuals. RJ elevates the role of those involved in and affected by harm in seeking acknowledgment and understanding; restoring relationships, emotional, and material losses; and addressing root causes of the harm through dialogue and problem solving.

Across the country RJ has emerged in public systems (i.e., juvenile and criminal justice, education, child welfare) and in community-based settings. This has increasingly placed lawyers (and judges) in the role of decision makers regarding the use of restorative justice at different stages of the juvenile and criminal justice process (i.e., pre-trial diversion, deferred adjudication, sentencing, and re-entry); co-architects of restorative justice programs; policymakers implementing and integrating restorative responses into legislation; and practitioners of RJ in a variety of settings.

We will be learning about the theory and practice of Restorative Justice in criminal justice, educational and community settings, exploring its challenges, possibilities, and interface with legal systems. The course will involve advanced readings, group work, activities, guests, and simulated restorative processes to gain an experience for what readings and academic discussions cannot offer.

Course Learning Outcomes

- Identify key restorative principles and practices.
- Describe the application of RJ in criminal justice, educational, and community settings, identifying and assessing legal challenges and possibilities.
- Experience restorative processes for community building and responsive to harm.
- Practice introspection through course exercises.
- Introduce and/or enhance fundamental skills and professional ethics that restorative practitioners need to practice.

Note: FIRST-YEAR WEEK ONE COURSE. This course is mandatory pass/fail and will not count toward the 7 credit pass/fail limit for J.D. students.

This optional, elective course is for first-year J.D. students only. Details regarding the registration process will be provided to students during the fall semester via email, information sessions, and on the Week One website (<https://www.law.georgetown.edu/experiential-learning/simulations/first-year-week-one-simulations/>). 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, 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 24, 2025 at 3:00 p.m.** After that point, students must receive permission from both the course professors 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 403 v04 Rule of Law and the Administration of Justice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 403 v04>)
J.D. Seminar (cross-listed) | 2 credit hours

This course offers students an opportunity to learn the definitions of “rule of law” and how to reform legal and judicial systems, including measuring the impact of those reforms. The field of rule of law reform is an expanding area of practice, be it focused on strengthening the concept of ‘Rule of Law’ and its indicators or to achieve certain economic, social and/or political goals.

The course begins by reviewing various definitions of what is meant by “rule of law”, recognizing that different institutions, governments, public and private sectors want to promote reforms to legal/judicial systems perhaps seeking the same end, but through different ways. The course uses a case study methodology, including specific sessions with U.S. and foreign judges and other rule of law practitioners active in reform efforts. Topics include: Democracy and the rule of law; Access to justice; Criminal justice and Criminal procedural reform; Court administration and Case management; Commercial court reform; Alternative dispute resolution (ADR); Judicial independence and Accountability; National security and Transitional justice; Indicators to measure the rule of law; and a discussion of the role played by legal actors in addressing corruption, both within and outside the legal system.

We will consider the rationale behind rule of law reforms by examining experiences around the world, including in the United States. We will see how reforms may target more competitive market economies, stronger law enforcement, gender equality or social justice. We will learn the impact of an increase in demand from users of justice systems who want improved services, not only “formal” justice users in courts, but informal justice services like paralegals and chieftaincy also. The course will also address the often overlapping or inconsistent agendas of donors, international organizations (e.g., United Nations, World Bank, Inter-American Development Bank, IMF, USAID, U.S. Military, among others) in the discussion and analysis.

Learning Objectives:

At the end of the course. Students will have acquired an understanding of the various definitions of ‘rule of law’ and the factors leading to and preventing successful reform efforts.

At the end of the course, students will have acquired some understanding of the differences and similarities among international organizations and their approaches to Rule of Law to be able distinguish varying objectives (e.g. democracy promotion, economic development, human rights and social justice, anti-corruption and law enforcement).

At the end of the course, students will have acquired a vocabulary and understanding of overlapping (and even inconsistent agendas) to be able to identify the “drivers” of reform and provide inputs for the design or evaluation of Rule of Law reform efforts.

Recommended: International Law I: Introduction to International Law is suggested but not required. Familiarity with international organizations would be useful but not required.

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

LAW 1450 v00 Segregation Seminar: History and Future for Education, Housing and Opportunity (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1450 v00>)

J.D. Seminar | 2-3 credit hours

The course will cover segregation in public accommodations, residences and education, historically and currently. Although the workforce, marriage, and access to citizenship and voting were segregated for centuries in the U.S., employment discrimination, anti-miscegenation, immigration and election law are beyond the scope of this course. Students will learn that the US is racially segregated in housing and education and that segregation is discriminatory. They will grapple with the fundamental question of why segregation exists and the role of law in creating and responding to segregation. Students will gain a historical perspective on the ideology of white supremacy that animates segregation. They will learn that the chief consequence of segregation is inequality, for everyone, people of color and whites. Among those consequences are mass incarceration, health and wealth disparities, wasted human capital due to lack of opportunity, racial hostility, militarized policing in certain neighborhoods (Ferguson & all its antecedents and successors), environmental degradation, and suburban sprawl. Students will also learn strategies for dismantling segregation and, hopefully, help develop innovative solutions in their research papers.

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 1353 v00 Sexual Orientation, Gender Identity, Sex Characteristics and International Human Rights Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1353 v00>) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

This fieldwork practicum course focuses on issues of sexual orientation, gender identity, gender expression and sex characteristics from an international and national human rights law perspective. The course will provide an overview of the main human rights issues in these fields, while affording students an opportunity to work with organizations that are addressing human rights violations of people based on sexuality, gender and sex characteristics, in various ways.

As such, students participate in a two-hour weekly seminar and work for 10 hours/week for at least 11 weeks during the semester at an outside organization.

Background: Every day, lesbian, gay, bisexual, transgender and queer (LGBTQI) people are victims of multiple human rights violations, which are directly linked to the lack of acceptance (by society and the State) of their non-normative sexualities, gender identities or gender expressions. Some of the most common human rights violations of LGBTQI people include killings, torture, ill-treatment, "corrective" or punishing rape, "conversion therapy," discrimination in schools, in the workplace and in accessing health services, among many others. Intersex persons face human rights violations because of the general lack of acceptance of their bodies that differ from the socially accepted standards of "female" and "male" bodies. Because of their sex characteristics, intersex people often face human rights violations including irreversible non-consented and non-medically necessary genital surgery at the early stages of infancy and throughout childhood, as well as forced sterilization, among others.

SEMINAR: The course will take a close look at some of the human rights violations faced by lesbian, gay, bisexual, trans, queer and intersex (LGBTQI) people, or other people perceived as such, as well as the corresponding States' obligations under international human rights law. The students will analyze landmark and recent decisions emerging from regional and international human rights monitoring bodies, which have developed standards around these categories. This analysis will provide a solid legal foundation for students to develop their projects for external partners.

FIELDWORK: Students will be placed with organizations working in the area of sexual and reproductive rights. Most likely, the work will be conducted remotely, as several of these organizations are not based in the Washington D.C. area. The work conducted for this portion of the course will be supervised by the external organization.

In the past, the work with external partners specific human rights issues faced by LGBTQI people, included collaborating on several policy and legal projects, including preparing shadow reports to present before international human rights bodies, conducting analysis of legislation or a related case, among others. External partners vary every year, and include international and domestic leading human rights organizations working on the promotion and protection of the rights of LGBTQI people at the international and domestic level.

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

Recommended: Experience or coursework in international human rights law, women's rights law, and/or gender and sexuality and the law is recommended.

Mutually Excluded Courses: Students may not concurrently enroll in this

LAW 1173 v00 Social Enterprise and Nonprofit Law Clinic (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1173 v00>)

J.D. Clinic | 10 credit hours

Please see the Social Enterprise and Nonprofit Law Clinic website (<https://www.law.georgetown.edu/experiential-learning/clinics/social-enterprise-and-nonprofit-clinic/>) for more detailed information about the clinic.

For registration-specific supplemental materials, please see the Social Enterprise and Nonprofit Law Clinic PDF (<https://georgetown.app.box.com/s/fnepnstr94efsmail1mt786xthnjvxcg/>).

For information about clinic registration generally, please see the Clinic Registration Handbook (<https://georgetown.app.box.com/s/kaax2p1h16z2hiwdsbuzljshe16le5s/>).

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

LAW 410 v07 State and Local Governments in a Federal System: Laboratories of Democracy (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 410 v07>)

J.D. Seminar | 2-3 credit hours

States are the “laboratories of democracy” Supreme Court Justice Louis Brandeis said, and contemporary theories of localism argue that policy change can be driven by innovation at the municipal level. Given the gridlock in Congress, and a Supreme Court that has devolved a number of key choices, including political gerrymandering and reproductive freedom to the states, the role of state government, and of municipal governments in an intrastate federalism model, is increasingly salient. Each state has its own Constitution, its own court system, and its own legislative process. States and local governments enjoy substantial law-making and regulatory authority; bear significant responsibility for the financing and provision of most domestic public goods and services; and are key sites for political participation. This course surveys the legal environment, political values and policy debates that shape state and local governments in the United States. We will look at some specific case studies on the promise of state constitutions and challenges to innovation in state constitutional law as an alternative to U.S. Constitutional doctrine; consider the state separation of powers doctrines that govern interbranch conflict; examine how state governments substitute decisions for local choice; consider the opportunities and challenges of direct democracy approaches to policy innovation; and look at the impact of boundaries on who has access to public goods. After completing the course, students will be able to identify many of the key doctrinal principals and analyze how they apply to the socio-economic context of federalism and intrastate federalism today. The course will examine the role of governors and mayors as policymakers, and how horizontal federalism serves as a driver of national policy in areas including civil rights, immigration and climate change. The course also will challenge students to explore the tension between the historical movement toward greater local home rule and the modern trend to regional solutions. Finally, the course will enable students to exercise and develop skills of particular relevance to state and local decision-making: statutory interpretation, working effectively in groups, and understanding the dynamics and procedural context of state and local government proceedings.

Learning Objectives:

This course aspires to empower its students to:

- Recognize and apply several core legal doctrines that enable and constrain state governments and various local government entities.
- Describe how several prominent threads of American political theory have guided the historical development of state and local government law.
- Apply several constitutional principles and legal standards that regulate state and local government
- Explain the predominant funding mechanisms for state and local governments, and analyze how state and local policies can affect the viability of local government.
- Identify several state and federal policies that can impair the sustainability of local government; and federal policies that constrain the autonomy of states in performing their core functions.
- Develop and deliver principled arguments about how socio-economic policy issues relate to legal doctrine, intra-regional wealth, housing and land use policy and alternatives to local government.

Recommended: Although no prerequisites are required for this course, familiarity with constitutional law, property law and administrative law are helpful.

LAW 415 v00 Strategic Intelligence and Public Policy Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 415 v00>)

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

This seminar will explore several significant legal and policy concerns presented by the conduct of foreign intelligence activities in peace and war. To the extent possible we will focus on current or recent issues. We will discuss the role and history of Congress in authorizing, overseeing and regulating intelligence activities. We will also briefly review the constitutional authorities (primarily Art. II) of the President to undertake activities protecting the national defense in the absence of specific statutory authority, as well as the role of the federal courts in resolving national defense disputes.

More specifically we will discuss legal and structural issues associated with covert action, espionage, electronic surveillance for foreign intelligence purposes (the Foreign Intelligence Surveillance Act) and its impacts on privacy interests. We will consider the crimes of insurrection, conspiracy, and litigation issues involving the use of classified information in criminal and civil cases, including the use of secret evidence in criminal prosecutions. This discussion will include the state secrets privilege and the Classified Information Procedures Act (CIPA). We will examine unauthorized disclosures of classified information and whistleblower protections. And finally, we will briefly discuss the role of a free press in our democracy.

The overall approach of the seminar will be to have an open analysis and interesting discussion of these and possibly other related topics. Questions are welcome and can be addressed to Prof. Dyson at dd1117@georgetown.edu.

Note: The Summer 2025 sections of this course will enroll via waitlist. The Writing Requirement section (LAWJ-415-06) is open to J.D. students only and non-degree students may not enroll.

LAW 1397 v00 Street Law: Criminal Justice and Human Rights ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1397 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201397v00)) (Project-Based Practicum)

J.D. Practicum | 5 credit hours

Please see the Street Law website (<http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/street-law-program/>) and this video (https://m.youtube.com/watch?v=wq9fk_eeMNA&feature=youtu.be) for more information about the course.

OVERVIEW: Street Law Criminal Justice and Human Rights is a project-based practicum where Georgetown Law students teach practical law courses at D.C. public high schools (day students) or the D.C. Jail (evening students). Enrolled law students develop and refine critical lawyering skills, including legal research and writing, time and project management, public speaking, and the capacity to engage diverse audiences in a low-risk, high-reward environment. Street Law instructors help the local community better understand the law, identify how it impacts them, and develop legal and analytical skills. In short, Street Law instructors have a tangible impact on the lives of local residents.

The fall curriculum focuses on the purpose of laws and legal reasoning, negotiations, criminal justice, and human rights. A lesson plan bank is provided to all Street Law instructors. The course capstone is a human rights “mini” mock trial where the high school students perform as lawyers and witnesses and compete against other Street Law classes. This practicum allows law students to gain invaluable lawyering skills while actively giving back to the local community. Guiding students through the semester is a remarkable and unforgettable experience.

SEMINAR: The seminar uses interactive instruction to explore law and legal concepts, classroom management, lesson planning, and student assessment. Law students have time to collaborate with their peers and also gain access to additional lessons they can use in their classes. Outside of the seminar, faculty provide intensive support and collaborate with each student to support their learning and growth.

PROJECT WORK: The placements are determined primarily by the law students’ schedules. Law students spend at least 10 hours/week preparing for and teaching a practical law course. Law student instructors have the primary responsibility for instructing and grading their students. Street Law faculty and fellows observe each law student instructor and conduct post-observation debriefs at least three times per semester.

Regular and punctual attendance is required at all practicum seminars, field placements, and scheduled events. If a student must miss a seminar, a Street Law event, or project work, the student must speak to the Street Law faculty as soon as possible to discuss the absence. Unless Street Law faculty indicate otherwise, a student with more than one unexcused absence from the practicum seminar or one week of unexcused absences from the fieldwork or project work may receive a lower grade or, at the professor’s discretion, may be withdrawn from the practicum.

ORIENTATION: A three-day orientation is held from Tuesday, August 19, through Thursday, August 21. During orientation, law students will experience the student-centered teaching methodology they will use in their own classes and have a chance to practice facilitating lessons before entering the classroom. Attendance at the orientation is mandatory. Evening division students should contact the Street Law faculty to discuss orientation schedule conflicts.

MEETING INFO

Thursdays, 3:30 to 5:30 p.m.

ENROLLMENT INFORMATION: Students enroll in this course via GU Experience (<https://guexperience.georgetown.edu/>). Students are

LAW 1398 v00 Street Law: Mock Trial Advocacy ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1398 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201398v00)) (Project-Based Practicum)

J.D. Practicum | 4-5 credit hours

Please see the Street Law website (<http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/street-law-program/>) and this video (https://m.youtube.com/watch?v=wq9fk_eeMNA&feature=youtu.be) for more information about the course.

OVERVIEW: Street Law Mock Trial Advocacy is a project-based practicum course where Georgetown Law students teach a mock trial advocacy course at D.C. public high schools (day students) or the D.C. Jail (evening students). Enrolled law students develop and refine critical lawyering skills, including legal research and writing, time and project management, public speaking, and the capacity to engage diverse audiences in a low-risk, high-reward environment. Street Law instructors help the local community better understand the law, identify how it impacts them, and develop legal and analytical skills. In short, Street Law instructors have a tangible impact on the lives of local residents.

The spring semester focuses on trial and litigation skills. Street Law instructors prepare their students to compete in a mock trial tournament. The law students develop a thorough understanding of trial procedure, law, and practical advocacy skills. This practicum allows law students to actively give back to the local community while gaining invaluable lawyering skills.

SEMINAR: The seminar uses interactive instruction to explore law and legal concepts, classroom management, lesson planning, and student assessment. Law students have time to collaborate with their peers and also gain access to additional lessons they can use in their classes. Outside the seminar, faculty provide intensive support and collaborate with each student to support their learning and growth.

PROJECT WORK: The placements are determined primarily by the law students’ schedules for the semester. Law students will work at least 10 hours/week preparing for and teaching a practical law and trial advocacy course. Guiding high school students through the mock trial process is remarkable and unforgettable. Law student instructors are responsible for instructing and grading their students. Street Law faculty and fellows observe each law student instructor and conduct post-observation debriefs at least three times per semester.

Regular and punctual attendance is required at all practicum seminars, field placements, and scheduled events. If a student misses a seminar, a Street Law event, or project work, they must speak to the Street Law faculty as soon as possible to discuss the absence. Unless the professor indicates otherwise, a student with more than one unexcused absence from the practicum seminar or one week of unexcused absences from the fieldwork or project work may receive a lower grade or, at the professor’s discretion, may be withdrawn from the practicum course.

ORIENTATION: A three-day orientation is held from Tuesday, January 7, through Thursday, January 9, 2026. During orientation, Law students will experience the student-centered teaching methodology they will use in their own classes and have a chance to practice facilitating before entering the classroom. Attendance at the orientation is mandatory. Evening division students should contact the Street Law faculty to discuss orientation schedule conflicts. Attendance at this orientation is mandatory for students who have not already taken the Street Law: Criminal Justice and Human Rights practicum in the fall semester.

MEETING INFO

Thursdays, 3:30 to 5:30 p.m.

ENROLLMENT INFORMATION: Students enroll in this course via GU

LAW 948 v00 Tax Treatment of Charities and Other Nonprofit Organizations (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 948 v00>)

LL.M. Course (cross-listed) | 2 credit hours

Studies the treatment of charities and other nonprofit organizations, including private foundations, churches, hospitals, trade associations, social clubs, and political organizations under the federal income tax law. Among the topics covered are the characteristics of the various classes of exempt organizations, the legislative policies underlying their exemption from tax, problems associated with qualification for and retention of exemption, joint ventures, the unrelated business income tax including corporate sponsorship, the declaratory judgment remedy, implications of racial discrimination, international activities and the treatment of lobbying and political expenditures.

Prerequisite: Federal Income Taxation.

LAW 1625 v00 Technology Policy and Practice (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1625 v00>)

J.D. Seminar | 2 credit hours

Discover what it means to "practice" technology policy through an innovative and experiential class using cutting-edge technology issues to teach practical writing, legal, legislative and policy making skills that can be applied to *any* legal and policy matter (e.g., competition, national security, health, tax policy).

Students can expect to leave with an understanding of key technology legal and policy issues while also being exposed to "skills of the trade" for legislative advocacy, including: persuasive advocacy for policy issues, formation of policy campaigns, legislative strategic planning, drafting of policy documents, and stakeholder politics. Specifically, students will develop practical legal and policy making skills, such as drafting talking points, writing testimony, creating a strategic legislative campaign, and learning the art of an elevator pitch. Students will learn skills that can help them pursue a wide-array of careers, from a law firm to the White House.

There is no prerequisite course required. Class will incorporate pre-class preparations and may also include in-class skill building exercises.

Learning Objectives:

Goals:

- Receive substantive knowledge of key policy issues related to technology.
- Develop skills for successful legislative advocacy and policy making with a focus on stakeholder perspectives and tech policy issues.
- Develop legislative strategy skills needed for planning and implementing legislative advocacy/policy campaigns.
- Develop oral and written skills specific to policy making.

Outcomes:

- Students will gain substantive knowledge of technology policy issues.
- Students will develop practical written advocacy skills through drafting advocacy papers, talking points and testimony to Congress.
- Students will develop practical written advocacy skills for drafting testimony from the perspective of a Congressperson or policy maker.
- Students will develop legislative strategy skills - such as how to coalition build, critically review a lobbying strategy plan, evaluate a media plan and other crucial aspects of policy campaign.
- Students will develop oral advocacy skills for delivering prepared testimony to Congress.
- Students will develop oral advocacy skills for delivering an elevator pitch.
- Students will develop oral advocacy skills for preparing and implementing an effective meeting for policy making.

Mutually Excluded Courses: Students may not receive credit for both this course and Advocacy in the Digital Age (formerly named, Federal Advocacy in Technology Law and Policy).

LAW 1748 v00 The Death Penalty in America Seminar (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1748 v00>)

J.D. Seminar | 2-3 credit hours

This seminar will consider the past, present, and future of the death penalty in the U.S. Topics will include the Eighth Amendment framework; capital-eligible offenses and limitations; the role of race; intellectual disability, insanity, and mental status; juvenile offenders; procedural requirements in capital cases; actual innocence claims; methods of execution; juror qualification; and the allocation of issues between judge and jury. The course also will cover current abolition initiatives under state constitutional, legislative, and clemency initiatives.

Student learning goals: Students will gain both a jurisprudential understanding and practical insight into the death penalty and its administration. Students will intensively explore this challenging constitutional and legal area, and will write on an important selected issue.

Mutually Excluded Courses: Students may not receive credit for this course and Capital Punishment Seminar or the Death Penalty Litigation Practicum.

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 3083 v00 The First 1000 Days: Global Health Law & Policy from Gestation to Age Two (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3083 v00>)

LL.M. Seminar (cross-listed) | 2-3 credit hours

The first 1,000 days between a woman's pregnancy and her child's second birthday significantly impact a child's ability to grow, learn, and thrive and affect a country's health and prosperity. This course approaches this period with a Reproductive Justice (RJ) lens, emphasizing health disparities resulting from historic and ongoing discrimination and inequality. Throughout the world, factors such as race, language, income, education, immigration status, ability, gender identity, and sexual orientation impact one's ability to carry a healthy pregnancy to term, and the opportunities babies have to grow and thrive. Only by addressing these factors can societies maximize outcomes during the 1,000 days period. As per Georgetown Law's Institutional Learning Outcomes, this class will interrogate how purportedly neutral laws and policies intended to positively impact birth outcomes serve to 1. Stigmatize and criminalize those who cannot meet these requirements due to structural and institutional barriers, 2. Reinforce class-based normative presumptions around pregnancy, childbirth and childrearing that have a harmful impact on marginalized pregnant and parenting people.

Increasingly, law and policy have been recognized as a high-impact and robust approach for accelerating progress in supporting women who are pregnant and lactating, along with infants through their first 24 months and beyond. In various jurisdictions, policymakers enact courses of action, regulatory measures, laws, and policies, and allocate resources with direct or indirect effects on providing the essential building blocks for families during the 1,000-day window of opportunity. This course focuses on policies, programs, and practices across the globe—at the national, tribal, state, and local levels—that improve or hinder family well-being. Students will examine the evidence informing these courses of action, along with the historical and contemporary legislative, regulatory, and judicial aspects. They will also consider to what extent these government actions are intended to remedy systemic barriers to maternal and child health, or further entrench inequities by placing explicit or implicit burdens on historically subordinated groups.

This course applies the RJ framework to an area that has primarily been viewed as one of public health. In doing so, students will build a deeper understanding of the social factors that impede public health initiatives and widen health disparities, but this is not intended to be a comprehensive RJ class. Topics and themes include preconception care, infertility, assisted reproductive technology, maternal and infant mortality disparities, newborn screening, immunizations, family leave policies, breastfeeding-relevant policies and practices, dietary and physical activity guidance, social assistance programs, food and nutrition labeling, childcare supports, and other environmental and policy strategies to support maternal and child health.

Course Goals/Student Learning Outcomes

- Identify key law and policy approaches used across the globe that have been used or have the potential to support healthy growth and development during the first 1,000 days (a woman's pregnancy through her child's second birthday);
- Understand the Reproductive Justice Framework, and its role in advancing maternal and child health;
- Understand how racism, economic inequality, and all forms of discrimination (especially in the US) have resulted in policies that do not advance maternal and child health and lead to racial health disparities;
- Identify laws that work to place blame on poor maternal and child health outcomes on individuals, rather than systemic issues;

LAW 3134 v00 The Intersection of Employment and National Security Law (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3134 v00>)

LL.M. Course (cross-listed) | 1 credit hour

Federal employees and contractors safeguard our nation's most sensitive information and secrets. However, many do not consider that national security is a major consideration when employing civil servants or making decisions regarding their continued employment. As of 2017, over 4.3 million Americans possess a security clearance and even more have access to sensitive, unclassified information. Security clearances and suitability reviews assess the reliability, trustworthiness, and character of prospective employees.

Because security clearance and suitability adjudications often determine whether a person is hired - and in some cases, fired - they invoke the application of employment protections under laws such as Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act Amendments Act of 2008. The decision to deny employment based on a security clearance or suitability decision is considered an adverse action. While some actions are subject to judicial and/or administrative court review, others are not. Therefore, executive orders, federal regulations, and agency guidance are necessary to ensure that vetting is both thorough and fair. In the last decade, courts and agencies have grappled with issues ranging from discrimination to the stigmatization of mental health issues in security clearance and suitability adjudications.

This course will examine the intersectionality of national security issues and employment; specifically, how national security concerns shape vetting in federal employment from security clearances to suitability reviews. Moreover, it will serve as an introduction to understanding the interplay of federal case law, executive orders, federal regulations, and agency guidance in this area.

LAW 1019 v00 The Law of Public Utilities: Bringing Competition to Historically Monopolistic Industries (<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1019 v00>)

J.D. Seminar | 2-3 credit hours

Our major infrastructural industries—electricity, gas, telecommunications, transportation and water—were historically controlled by monopolies. Since the 1980s, efforts to introduce competition into these industries have met obstacles. Battles before legislative bodies, regulatory agencies and courts, at the state and federal levels, have produced a distinct body of law. That body of law—the law of introducing competition into historically monopolistic industries—is the subject of this course.

From the principles learned in the course, students have written papers on such diverse topics as renewable energy, internet, movie production, chicken slaughtering, student loans, pharmaceutical research, Uber, Flint's water crisis, utility corporate form, law school admissions, farms seeds and insecticide, Youtube, private space travel, rare minerals used in solar and wind facilities, Facebook, cloud storage, electric storage, and telemedicine at the VA. Some of these papers have made their way into professional journals or law journals.

Regardless of the industry or era, the regulation of infrastructural monopolies and their competitors has five common elements: its **mission** (to align business performance with the public interest); its **legal principles** (ranging from the state law on exclusive monopoly franchise to federal constitutional protection of shareholder investment); **policy flexibility** (accommodating multiple public purposes, from service reliability to environmental accountability to protection of vulnerable citizens); reliance on multiple **professional disciplines** (law, economics, finance, accounting, management, engineering and politics); and **formal administrative procedures**, such as adjudication and rulemaking.

Today, political challenges are causing policymakers to stretch regulation's core legal principles. Four examples of these challenges are: **climate change** (e.g., To what extent should we make utilities and their customers responsible for "greening" energy production and consumption?); **universal service** (e.g., Should we bring broadband to every home, and at whose cost?); **privacy** (How do regulators induce personal changes in energy consumption while protecting the related data from public exposure?); and **protection of our infrastructure from hackers, terrorists and natural catastrophes**.

Complicating these political challenges are two sources of constant tension: **ideology** (e.g., private vs. public ownership, government intervention vs. "free market"); and **state-federal relations** (e.g., Which aspects of utility service are "national," requiring uniformity; and which are "local," warranting state experimentation?).

This field has many jobs, as new issues emerge and as baby boomers retire. Lawyers play varied roles. They advise clients who are suppliers or customers of regulated services, represent parties before regulatory tribunals, advise those tribunals or their legislative overseers, and challenge or defend those tribunals on judicial review.

Note: The 3-credit Writing Requirement section of this course is restricted to J.D. students only. The 2-credit Paper section of this course is restricted to LL.M. students only.

LAW 3085 v00 The Nuremberg Trials, the Doctors Trials ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3085 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%203085%20v00))

LL.M. Seminar (cross-listed) | 2 credit hours

The Doctors Trial considered the fate of twenty-three German physicians who either participated in the Nazi program to euthanize persons deemed "unworthy of life" (the mentally ill, mentally retarded, or physically disabled) or who conducted experiments on concentration camp prisoners without consent. The Doctors Trial lasted 140 days. Eighty-five witnesses testified and almost 1,500 documents were introduced. Sixteen of the doctors charged were found guilty. Seven were executed.

The Doctors Trial provides a significant and important example of human rights violations and serves as a lesson in law and bioethics vital to understanding how law evolved from an initial eugenics policy to and including the horrible examples that framed human atrocities during WW II.

This course will highlight examples from Jeanne Guillemin's "Hidden Atrocities, Japanese Germ Warfare and American Obstruction of Justice at the Tokyo Trial", Joel Dimsdale's "Anatomy of Malice" examining the psychological assessments necessary for the trials, and Vivien Spitz's "Doctors from Hell", delving deep into the actual court transcripts from the proceedings. Ben Ferenz's work, one of the actual prosecutors at the trials, will also be included as insight into this tragic period.

LAW 1838 v00 The Prison Reform Project: Making an Exoneree ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1838 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201838%20v00)) (Project-Based Practicum)

J.D. Practicum | 5 credit hours

Making an Exoneree is a project-based practicum that will involve students in wrongful conviction cases and provide them with experience, knowledge and analytical skills in working with wrongfully-convicted individuals and exploring avenues towards exoneration. The percentage of wrongfully convicted persons is currently estimated to be between 2 and 5%, meaning somewhere between 46,000 and 230,000 innocent persons are currently incarcerated. This practicum will explore the causes behind wrongful convictions and involve law students directly in the complex legal process of building a case in support of, and advocating for, an exoneration (most often, long after the original underlying conviction) on behalf of several wrongfully convicted individuals.

Making and Exoneree was created by Marc Howard and Marty Tankleff, who share a unique connection and history: childhood friends since the age of three, they know about wrongful convictions through personal experience – Tankleff spent over 17 years in prison for a crime he did not commit, and Howard played a role in securing his exoneration. Every spring semester since 2018, under the guidance of Howard and Tankleff, fifteen highly motivated Georgetown University undergraduate students reinvestigate five probable wrongful conviction cases, produce short documentaries, and create social media campaigns, websites, and petitions advocating for exoneration.

Law students will play an instrumental role in reviewing, analyzing and synthesizing their assigned individual's legal case materials. They will document the procedural history of the case, perform legal research, synthesize complex case materials and legal precedent and otherwise participate in developing, assessing and advocating for different legal and related strategies that might lead to exoneration. They will contribute to identifying areas for reinvestigation, managing teams of undergraduate students doing reinvestigation, and preparing and presenting (orally and in writing) an in-depth, critical legal evaluation of their assigned case. In some cases, law students will assist legal counsel. In others, they will contribute to developing visual media, presentations and social media campaigns demonstrating the merits of a case in an effort to obtain legal representation for the person whose case they have been assigned. **In 2023 and 2024, wrongfully convicted individuals walked out of prison (in 2023, after 42 years, and in 2024, after 18 years) in large part, because of the zealous work of the Georgetown Law students assigned to the cases.**

Prerequisite: J.D. students must complete the required first-year program, including Constitutional Criminal Procedure (formerly Criminal Justice), prior to enrolling in this course (part-time and interdivisional transfer students may enroll prior to completing Property, or their first-year elective). Students may not concurrently enroll in this practicum course and a clinic or another practicum course.

Mutually Excluded Courses: Students may not receive credit for this course and Wrongful Convictions.

Note:

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

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 supervised project work per week. Students will receive one letter grade for the seminar and the project work.

Students who enroll in this course will be automatically enrolled in both the seminar and practicum 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 Learning. The Assistant

LAW 1454 v00 Topics in LGBTQ Civil Rights Seminar ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1454 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201454%20v00))

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

This seminar will address aspects of the long and ongoing work to win LGBTQ freedom, equality, and inclusion. Topics likely will include the freedom to marry, challenges to so-called “sodomy” laws, the efforts to establish the rights of transgender individuals, LGBTQ parenting, and employment discrimination, as well as such matters as how the movement is structured, how political and legal groups and strategies interact, etc. The approach will be to talk not only about the development of the legal doctrine but also about the cultural and political context in which the struggle has taken place, and how that context contributed to the willingness or unwillingness of courts and politicians to embrace the cause. Readings will include briefs, case law, and selections from secondary sources. Students should finish the course with an understanding of how the law in this area has evolved, where it is going, and how the LGBT movement illustrates some more general aspects of how successful civil rights movements in this country operate.

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 1600 v00 Toxic Chemical Law and Advocacy ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1600 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201600%20v00)) (Fieldwork Practicum)

J.D. Practicum | 4 credit hours

In a fieldwork practicum course, students participate in a weekly seminar and conduct related fieldwork at an outside organization focused on toxic chemical law. For example, have you ever wondered what is in the food and drink we consume besides the raw agricultural products such as coffee beans or milk? In this course, students will explore the how the Food and Drug Administration (FDA) under the Food, Drug, and Cosmetic Act, by the Environmental Protection Agency (EPA) under the Toxic Substances Control Act and other statutes, and the the Consumer Product Safety Commission (CPSC) under the Consumer Product Safety Act work together (or don't) to regulate toxic chemical products in consumer products that are consumed or used in the U.S. every day such as coffee, soft drinks and yogurt. Students will develop real-world lawyering skills such as fact gathering, legal research, drafting, developing guidance or advice, crafting advocacy strategy and more. Students will participate in a two hour/week seminar and also undertake 10 hours/week of fieldwork at the Environmental Working Group (EWG), a public-interest nonprofit that advocates on behalf of consumers, and other non-governmental organizations.

SEMINAR: The authority of the FDA, EPA and CPSC to regulate the safety of toxic chemicals in consumer products has evolved as the manufacturing of everyday products has become increasingly industrialized and affected by an array of new technologies that cause the food and drink we regularly consume to contain potentially harmful chemicals. This seminar will utilize legislative and administrative materials as well as case law to enable students to critically evaluate the processes by which the federal government regulates toxic chemicals in consumer products and compare and contrast regulatory schemes for different consumer products. The course will also touch on related topics such as the role of the Federal Trade Commission in the regulation of marketing trade practices related to chemicals in consumer products.

FIELDWORK: In the fieldwork component of this course, students will be assigned to projects at the Environmental Working Group or a similar non-governmental organization. They will have an opportunity to learn how such institutions play a role in representing consumer interests in product safety issues being debated in both the administrative and legislative processes, and in matters subject to litigation.

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

Recommended: Administrative [law](#), as well as food and drug [law](#), and [environmental](#) law-related courses, are recommended but not required.

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

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 who can commit to attending class and working 10 hours/week (during business hours) on site at their field placements. This is a four credit course. Two credits will be awarded for the two-hour weekly seminar and two credits for approximately 10 hours of fieldwork per week, for a minimum of 11 weeks, to be scheduled with the faculty. The fieldwork must be completed during normal business hours. The two credit seminar portion of this practicum will be graded. The two credits of fieldwork are mandatory pass/fail. Students will be allowed to take another course pass/fail in the same semester as the fieldwork. Students who enroll in this course will be automatically

LAW 3157 v00 U.S. Health Law and Diplomacy in a Global Context
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 3157 v00>)

LL.M Seminar (cross-listed) | 2-3 credit hours

U.S. Health Law and Diplomacy in a Global Context aims to introduce U.S. health law and policy through comparative and international lenses. The course will provide interested students with a broad introduction to key areas of domestic health law (health coverage, public health, product regulation, social determinants outside the health sector), including divisions of responsibility at the federal, state, and local levels in the unique health policy environment of the United States. The course will also provide a basic comparative framework for understanding the U.S. health law and policy systems within the broader experience of high-income countries and other health systems. Moreover, this course will explore the role that the U.S. plays in shaping and engaging in global health law through international law, federal assistance programs, and participation in international organizations. This element of the course will focus on the Constitutional and legal context for U.S. foreign policy relating to health, including critical issues relating to the U.S. role in the World Health Organization. Throughout the course, special attention will be paid to way in which law impacts health, more broadly the notion of "legal determinants of health" as articulated in the final report from the Lancet-O'Neill Institute/Georgetown Commission on Global Health and Law.

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

LAW 1837 v00 Washington DC: Law and Policy for the Capital City
(<https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1837 v00>)

J.D. Seminar (cross-listed) | 1 credit hour

The District of Columbia has a unique position as the seat of the United States government. Because it is not a state, it does not have a voting representative in the U.S. Congress. It has limited powers of home rule, and did not even receive its current form of home rule until a 1973 Act of Congress. Its power remains limited even as to matters affecting entirely local interests. Indeed, Article I, Section 8 of the U.S. Constitution vests Congress with the power to exercise exclusive legislation in all cases over the District, and it has done so for matters ranging from budget control to marijuana sales. DC has non-voting representatives in each Chamber of Congress who did not have a staff, offices on Capitol Hill, or budgets, and a Delegate to the House of Representative who can participate in hearings, but does not have a vote. In some respects, DC is like a U.S. territory, and yet, unlike territories, it does not have a clearly designated path to statehood. For many reasons, the residents of the District of Columbia have repeatedly sought statehood primarily in order to have representation and to have autonomy over its own laws, budget, and constituency, and each time the effort has failed.

At the same time, within the narrow ambit of its home rule power, DC is a vibrant, thriving city. It has overall high income levels, with DC taxes paying the highest per capita income taxes in the nation. It has a population of over 700,000 residents, most of them full-time, larger than the population of two American states, and larger than the population of at least one state when it was admitted to the Union. That DC is a "transient city" is a myth. In fact, until recently, DC had a majority-Black population, and has for over a hundred years been a center of culture and education for Black residents, nurturing institutions like Howard University and the U Street corridor.

DC has a unitary school district, its own metropolitan transit system, and its own Mayor, an elected Attorney General, a city Council, and its own court system. The DC Council is the legislative body in DC made up of 13 members – 8 Councilmembers each of whom represent one of the eight wards in the District, 4 of whom represent the city "at large", and one Chairman. It has a unique system of sublocal governance through its Advisory Neighborhood Commissions (ANCs). It has a police department, and a National Guard, but, as we saw on January 6, the Mayor cannot call up the Guard in the same way other Governors can on their own accord. We have also seen how the police powers of DC are constrained by the relationship with federal property and federal law enforcement agencies in the district.

DC also faces challenges in developing housing and infrastructure. Because of deep disparities in income, it has been subject, in some areas, to rapid gentrification. At the same time, through its Master Plan, and by dint of the efforts of Councilmembers, the construction of affordable housing and limiting the exodus of longtime residents is a policy priority. DC has also distinguished itself as a best practice model in two areas: its pursuit of local climate policy, including a commitment to net-zero carbon use; and its efforts to distinguish itself as a world-class city, with subnational diplomacy and networks with mayors both in the US and globally.

In this class, we will look at the unique structure of DC government within the contexts of our federalist system its governance structure and institutions, and some of the policy challenges it faces. We will discuss the movement for DC statehood, including its historical and justice-related underpinnings. The class is taught by Professor Chertoff, who studies state and local government. Several guest speakers are expected.

The assessment for the class will be a final paper; it will be based either on an in-class exercise we will participate in, based on a current issue in D.C. policy of D.C. federal relations, or a topic approved by the professor.

Recommended: Constitutional Law, Property Law and Administrative Law

LAW 1883 v00 Water Law in an Era of Climate Change ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1883 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201883%20v00))

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

This course will introduce the legal principles governing the acquisition, use, and conservation of water resources, with an emphasis on the historic development of water allocation systems and the challenges posed by climate change. After a brief survey of water usage from antiquity through the present, the course will explore how states have developed competing allocation schemes – riparianism, prior appropriation, and hybrid systems – in response to local conditions and inquire how those systems can respond to changing climatic conditions. The course will next examine the federal government's role in water allocation through its various and competing interests, including, navigation, flood control, reclamation, conservation, and protection of Native American water rights. The course will also survey mechanisms for resolving water disputes between states, through interstate compacts and Supreme Court original actions, and among nations, through treaties and arbitration. The course materials will include case law, legislation, and academic commentary. Throughout the course, traditional water law principles will be examined in the context of current concerns over climate change.

Learning Objectives: Students will gain familiarity with the general principles of water law at the state, federal, and international level. They will acquire an appreciation of how the governing legal principles have evolved over time in response to local conditions and interests. They will develop skills in critically evaluating whether those principles are adequate or adaptable in addressing current environmental challenges and what are avenues for future reform.

Prerequisite: Property Law and Constitutional Law I: The Federal System.

Recommended: Courses in environmental and natural resources law would be helpful.

LAW 1515 v01 Water Law Seminar ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1515 v01](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201515%20v01))

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

This course provides a survey of the key elements of domestic water resources law and policy, as well as selected international topics. Students will study the relevant state and federal law, legal opinions and interpretations, and development of underlying policies relating to water resources. The course will provide an overview of the basic doctrines relating to water law – prior appropriation and riparianism, and will consider hybrid systems of water allocation developed to address today's needs and challenges. Students will examine the legal issues surrounding water as a shared regional resource in both domestic and international contexts. The course will review the law of federal and Indian reserved water rights. Finally, the course will address some of the pressing water resources topics of today, such as sustainable management and climate change adaptation in watersheds and river basins in the U.S. and around the globe. We will also address strategies and challenges for addressing future international and domestic water needs. Throughout the course, we will consider the successes and failures of water resources law and policy and prospects for effective water resources management, including conservation, infrastructure development, and the importance of sound science. Students will be expected to participate in class discussions, as well as to complete a final paper. This is a two-credit seminar.

Mutually Excluded Courses: Students may not receive credit for both this seminar and Water Law Seminar: Allocation and Use in Times of Scarcity.

LAW 1827 v00 Wildlife and Ecosystems Law ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1827 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201827%20v00))

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

This course will involve an in-depth study of the complex body of laws by which we protect or regulate wildlife, including laws that protect ecosystems in which fish and wild animals live. The course will provide an overview of the wildlife common law history that stretches across several centuries and will address wildlife-specific federal laws and their accompanying regulations, including the Endangered Species Act, Migratory Bird Treaty Act, Marine Mammal Protection Act, and Magnuson-Stevens Fishery Conservation and Management Act. The course will cover civil and criminal enforcement, constitutional and Tribal issues that arise in wildlife cases, and international law, including the Convention on International Trade in Endangered Species. The course will also explore natural resources law and policy.

LAW 1622 v00 Wrongful Convictions ([https://curriculum.law.georgetown.edu/course-search/?keyword=LAW 1622 v00](https://curriculum.law.georgetown.edu/course-search/?keyword=LAW%201622v00))

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

This course will survey the problem of wrongful convictions. We will first examine the primary causes of wrongful convictions, including “junk science,” false confessions, prosecutorial misconduct, misidentifications, jailhouse snitches, and ineffective assistance of counsel. Next, we will explore the legal landscape of actual innocence litigation, including habeas corpus, Section 1983, and the lingering question of whether innocence alone is a constitutional basis for relief. Finally, we will consider the moral, ethical, and philosophical implications of wrongful convictions for our justice system, and the difficulty of administering a functioning system while also correcting its mistakes.

Learning Objectives:

1. We hope that, by the end of this class, you will have a working understanding of the most common causes of wrongful convictions and the most common issues that arise when litigating them.
2. We also hope that, throughout the course, you will develop a broader sense for what the fact of wrongful convictions means for our criminal justice system overall, and what if anything we can improve.
3. Finally, we hope that you will develop and demonstrate improved critical thinking, persuasive writing, and oral advocacy through the written and oral components of this class.

Full-time Faculty

Michael Diamond
 Christy Lopez
 Tanina Rostain
 Philip G. Schrag
 Nicole Summers
 David Super
 Brian Wolfman