

Fall 2025 Course Descriptions

5/7/2025

******: indicates courses that satisfy the research requirement (Academic Regulations 2.1 (3))

^^: indicates courses that meet the experiential requirement (Academic Regulations 2.1 (5))

B508 Legal Operations: Generative AI ^^ (3) – Kubicki, J.

This dynamic course is designed for 2nd and 3rd-year law students keen on understanding and applying generative AI (GenAI) in the legal domain. The curriculum is structured to impart practical knowledge and skills necessary for navigating the complexities of GenAI within legal contexts. Students will delve into the mechanics of Generative AI, as well as its implications throughout legal practice and the legal profession, as a whole.

A significant portion of the course will be dedicated to hands-on training with Generative AI models, emphasizing their adaptability through fine-tuning for legal-specific tasks. Students will gain practical experience in prompt design and learn how to leverage these models to maximize efficiency and accuracy in day-to-day work, legal analysis and document generation.

The course will also provide a critical examination of the legal dilemmas posed by GenAI, including data privacy, copyright and intellectual property issues, the challenges of deepfakes as evidence, and the ethical considerations in AI deployment. Through case studies and real-world examples, students will engage with current and pressing legal debates, preparing them to address these issues competently in their future careers.

By the end of the course, students will possess a robust understanding of GenAI's working principles, be adept at utilizing them in various legal applications, and have a keen awareness of the legal and ethical challenges posed by AI technologies. They will leave the course not only with theoretical knowledge but also with practical skills and a personal prompt library, enabling them to effectively integrate GenAI tools into their legal practice responsibly and innovatively.

Final grades will be based on class participation, exercises and assignments (in-class and self-study), and a 5 to 10 page position final paper.

Visiting Lecturer Josh Kubicki teaches, researches, and speaks at the intersection of innovation and the practice of law.

B514 Private Practice Externship ^^ (1-3) –

The Private Practice Externship provides an opportunity for second- and third-year students to receive academic credit for their work in a law firm, corporate, or other private practice setting.

- COURSE GOALS

The student will work with attorneys in a law firm, corporate, or other private practice setting, and gain insight into how the organization runs as a business and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in meetings, depositions, court hearings, and/or transactional meetings.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact [Dean](mailto:anmcfadd@iu.edu) McFadden (anmcfadd@iu.edu)

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- ADDITIONAL INFORMATION

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact [Dean](mailto:anmcfadd@iu.edu) McFadden at anmcfadd@iu.edu

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship in the first week of classes.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B528 Adv Appellate Advocacy: Moot Court Board (1) – McFadden, L.

This course provides a structure and academic credit for the work of the Sherman Minton Executive Advocacy Board. Enrollment is limited to students on the Moot Court Executive Advocacy Board. Executive Board members may enroll in this course again in the spring semester for one or two additional credit hours (depending on your role). 3L members of the "Competition Board" may not enroll under this course number, but can enroll in B734: Advocacy (Moot Court) in Spring 2025.

Executive Board responsibilities in the fall semester include researching and writing the moot court case problem and drafting the bench memo. Students also serve as teaching assistants for the 2L Appellate Advocacy (B642) course by judging and critiquing practice oral argument rounds and providing some limited feedback on written assignments. Advance approval is required; Professor McFadden will transmit the names of all Executive Board members to the registrar. (Pass/Fail.)

B528 Adv Appellate Advocacy: Brief-Writing & Argument ^^## (2) – McFadden, L.

Building on the 2L Appellate Advocacy course, we will dive further into the organization and style of appellate briefs, working with a problem set in the United States Supreme Court. Later in the semester we will turn our attention to oral argument.

As part of the class, you will write a complete appellate brief and present oral argument. You will be required to submit interim documents too, including outlines and drafts. Students will meet individually at least once during the semester to discuss their drafts. You will also be asked to help evaluate 2L students delivering their Appellate Advocacy practice arguments. There is no final exam. Your grade will be based on the successful completion of all assignments, with the majority of your grade based on your final appellate brief.

Enrollment is limited to 10 students and requires the advance permission of Professor McFadden. Please send a short note of interest to Professor McFadden at lanemcfa@iu.edu prior to course registration. The class is intended for 3Ls, but 2Ls may enroll in exceptional circumstances. Special consideration will be given to students competing in an external moot court competition during the school year, or who have not been selected but who anticipate competing.

B534 Civil Procedure II (3) – Hammond, A.

This course explores personal jurisdiction, subject matter jurisdiction, venue, removal, the Erie doctrine, preclusion, aggregate litigation, and appeals, among other topics. Civil Procedure II addresses topics formerly covered in the second semester of our year-long Civil Procedure course, and so may be fairly characterized as “foundational”—not just for prospective litigators, but also for aspiring non-litigators who, as corporate lawyers, tax lawyers, trusts and estates lawyers, real estate lawyers, intellectual property lawyers, and others, practice law in the shadow of civil litigation.

B538 Semester Public Interest Program ^^ (8) – Hughes, S.

Upper-level students spend an entire semester in Washington, D.C. as public interest externs with nonprofit organizations, Members of Congress or Congressional Committees, or federal government agencies. On occasion, students with field placements outside the DC, Maryland, and northern Virginia areas are eligible to take this course.

The core of the program is a semester-long field placement (B538; 8 credits for 400 hours of fieldwork). Students also must submit no fewer than six reflective essays on topics including ethics. There is no exam.

The externship also includes establishing and maintaining communication among each of you, your respective supervising attorney, and the primary instructor, Professor Hughes. The academic component of the fieldwork credits is satisfied through weekly reflective essays that integrate the fieldwork experience; learning through the coordinated three-credit course, Lawyering in the Public Interest (B539); and your own life, work, and academic experiences.

B539 Lawyering in the Public Interest ^^ (3) – Hughes, S.

B539 is the research and writing component/academic course that complements the Externship/Field Placement (B 538) course. B 539 is a skills course with emphasis on learning how to create work products related to legislation and regulatory projects, including rulemaking and challenges of various sorts to rules promulgated by federal agencies, the differences between full-dress regulations and "guidance," preemption of state laws by federal statutes and regulations, and practicing concise oral presentations on your topics.

B 539 will count for three credits of academic work. Thus, with the eight credits that students are expected to earn for the B 538 course, and the optional Specialized Advanced Legal Research course (B 639) for one credit, the total credits offered and supervised for the B 538-B 539 combination will be 12 credits.

For B 539, students should expect to devote 127.5 hours total, including four hours of in-class time roughly either every other week beginning on the first Friday of the Fall Semester 2025 and time spent researching and drafting the written products that will be due over the course of the semester. Or, with a two-hour meeting each week with some students located in a classroom at the Baier Law Building and some at Jones Day in Washington, D.C., or on Zoom if the student is in neither of those locations.

Classes will meet six (6) times over the semester, and we will have a finale meal with all enrolled students.

Students seeking to enroll only in B 539 need permission of Professor Hughes to enroll.

Students deemed eligible for the DC Semester Program do not need additional permission to enroll.

This course is capped at 12 students.

B545 Criminal Law Externship ^^ (1-3) –

The Private Practice Externship provides an opportunity for second- and third-year students to receive academic credit for their work at a prosecutor's or public defender's office.

- COURSE GOALS

The student will work with attorneys in a prosecutor's office, public defender's office, or other criminal law setting, and gain insight into how the organization runs and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

Some of these positions may require that a student be eligible for certification as a Certified Legal Intern (CLI) per Indiana Supreme Court Admission and Discipline Rule 2.1, which requires completion of half of the hours required for graduation and enrollment in or completion of the Legal Profession course. [Information regarding certified legal interns](#) and the [relevant forms](#) can be found on the Indiana Board of Law Examiners website. (Note: Other states have different requirements – e.g. Illinois Supreme Court Rule 711 allowing similar certification – so please make sure to look into whatever may be relevant for your externship depending on its location.)

- PARTICIPATING OFFICES

While a criminal law externship may be completed in numerous counties and offices, below is a list of employers with whom students have completed externships in the

past: Bartholomew County Prosecutor, Brown County Prosecutor, Hamilton County Prosecutor, Greene County Prosecutor, Johnson County Prosecutor, Lawrence County Prosecutor, Marion County Prosecutor, Monroe County Prosecutor, Morgan County Prosecutor, Owen County Prosecutor, Lawrence County Public Defender, Marion County Public Defender Agency, and Monroe County Public Defender.

Some – but not all – of these offices post regularly on CareerNet. Please reach out to CSO if you are interested in or have questions about other employers.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in hearings, trials, and conferences.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

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- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- ADDITIONAL INFORMATION

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

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NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B547 Public Interest Externship ^^ (1-3) –

The Public Interest Externship provides an opportunity for second- and third-year students to receive academic credit for their work in a non-profit, legal service, local/state/federal government, or other public interest setting.

- COURSE GOALS

The student will work with attorneys in a non-profit, legal service, local/state/federal government, or other public interest setting, and gain insight into how the organization runs and how the legal personnel serve their client(s). The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their organization. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing and participating in meetings, depositions, court hearings, and/or transactional meetings.

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- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact Dean McFadden (anmcfadd@iu.edu)

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- ADDITIONAL INFORMATION

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact Dean McFadden (anmcfadd@iu.edu)

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing

and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

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B548 Financial Institutions (3) – Hughes, S.

This course surveys U.S. laws pertaining to providers of regulated financial services – commercial banks, broker-dealers, commodities brokers and exchanges, investment banks (also known as securities firms), hedge funds, investment advisors, and, to a lesser extent, insurance companies. We will compare the regulation of banking and securities, banking and insurance, derivatives, securitizations, and international regulation of financial services providers.

We will look at the laws and regulations that pertain to these service providers and how Congress reformed them in response to the Financial Crisis and this year may reform them again. We will discuss the nature of fiduciary duties in financial regulation and specific providers and products that are emerging such as “fintech” companies, industrial loan companies, Initial Coin Offerings and Simple Agreements for Future Tokens, crowdfunding, SPACs, and other non-traditional entities bringing new companies to capital markets, and open banking, neo-banks, and “challenger banks.” How the SEC, CFTC, Treasury, and the traditional bank regulatory agencies will participate in these changes – or be pushed by them – remains to be seen. The future of digital assets regulation could be especially interesting.

This course has relied on a long textbook by notable authors that may be out of date as the Fall 2025 semester begins. I am looking for a more recent text as this course description goes out to students – and one hopefully less expensive.

To help me tailor the course in light of future market or regulatory changes, I will ask students enrolled to send a short note in August explaining why they have chosen this course.

This course will have one in-person examination administered during the regular exam period. Class participation – significant or not – will affect the final grade for this course.

There are no pre- or co-requisites. No one needs a degree in finance to be successful in this course. Cross-enrollment in Legislation, Administrative Law, or Corporations is helpful but not required.

B551 IP Externship ^^ (1-3) –

The Intellectual Property Externship program consists of a series of externship opportunities developed and administered by the law school in connection with the Center for Intellectual Property Research. The number and type of externships will vary from semester to semester, and some may be available during the summer. Intellectual Property externship opportunities will be posted at designated times during the fall and spring semesters. Students will ordinarily apply directly to the externship hosts, who will be responsible for selecting externs. Student externs will then enroll in the Intellectual Property Externship course. Prerequisites will vary, depending upon the externship.

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required.

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B554 Legislation (2) – Popkin, B.

Most law today is found in statutes and it is therefore important to understand how courts deal with statutory law. The major emphasis in this course is statutory interpretation.

Part I deals with the history of statutory interpretation, from the early period when judge-made law dominated to the current period, when statutes dominate.

Part II discusses both the theory and technique of statutory interpretation, focusing on text, external context, and change. We want to know what the modern textualists are trying to tell us and whether their efforts at controlling judicial discretion are successful. Textualism is contrasted with purposivism (the dominant approach during much of the 20th Century). We also consider canons of construction, which is the technique by which judges bring substantive values to interpretation. An important question is how modern textualists with these canons. Finally, a separate chapter deals with "Change" and how different judges adapt a statute to changing circumstances.

Part III deals with administrative interpretation and legislative history. It dwells on the shift from judicial enthusiasm for considering such history in the mid-20th Century to current suspicion about its use. It also considers the effectiveness of rules about statutory interpretation adopted by courts and legislatures.

Part IV discusses statutes as a source of law -- how statutes interact with the common law and with each other to create law. Now that most law is statutory, working out the interaction of statutes has become more important than the older problem of working out the relationship of statutes to traditional common law.

On a broader note, the course takes two approaches -- the practical side of helping lawyers tell judges how to interpret legislation and the jurisprudential perspective of worrying about what approach is best in our constitutional democracy.

B558 Conservation Law Clinic ^^ (3) – Freitag, C.

The Conservation Law Clinic is an opportunity for second- and third-year law students to serve as interns in the Conservation Law Center, a public interest law firm that represents citizen groups, nonprofits, and government clients who need legal assistance with natural resource conservation and environmental matters. While we have traditionally focused on issues related to land conservation, freshwater ecosystems and water quality, and endangered species, an emerging area of our work is assisting underserved communities dealing with heavy impacts from industrial pollution. Conservation Law Clinic interns, working closely with Clinic Attorneys, participate directly in the representation of

Conservation Law Center clients. Clinical work is supplemented with readings and discussion that will focus on practice skills. Clinic interns report that they value the experience of representing real-world clients and working in a law firm setting on issues of broad importance. Clinic matters have included analysis of conservation related laws, development of and commenting on new administrative rules, drafting legislation, and participating in all aspects of complex environmental litigation at federal and state administrative, trial, and appellate levels. Students may also have an opportunity to do research related to international conservation work, particularly issues in Costa Rica and Tanzania. Students interested in registering for two consecutive semesters are preferred. Independent study students are also considered. Prior authorization is required. We strongly recommend students enroll concurrently in Intro to Environmental Law, which will provide a solid foundation in statutory interpretation. (All rising 2Ls will be encouraged to take some for of statutory interpretation course given the new guidance on the Next Gen bar exam, and Intro to Environmental Law fits that bill perfectly whether or not one intends to pursue environmental law as a career!) Preference will be given to the first twenty students who request authorization, with Intro to Environmental Law considered. To get authorized to register, please send a statement of interest and a copy of your resume to Christian Freitag (cfreitag@iu.edu) prior to registration.

B561 Elmore Entrepreneurship Law Clinic ^^ (3) – Need, M.

The Elmore Entrepreneurship Law Clinic is designed to provide students the unique opportunity to work on actual business formation, planning, and strategy issues in a multidisciplinary setting. Students interested in transactional law practice, advising entrepreneurs, or becoming entrepreneurs are typical candidates for participation in the Clinic.

The Clinic operates as a small law firm extending its services into business advice, with Clinic interns working under the supervision of the Clinic Director, providing legal and business consulting to a variety of early-stage companies. Client projects vary widely but frequently include advising clients on appropriate business form; drafting necessary formation documents; obtaining permits and licenses; negotiating contracts and leases; and providing business planning advice. Students often have opportunities to review and provide feedback on the business plans of actual startups.

Clinic interns meet with the Director in groups or individually to review project status and to discuss experiences and concerns. Clinic interns also attend a two-hour class each week. The course surveys typical legal issues affecting entrepreneurial enterprises, but also focuses on typical funding strategies and procedures of VC-backable companies. Corporations is a prerequisite or co-requisite for participation in the Clinic, and other strongly suggested co-requisites or prerequisites include Securities Regulation (typically taught in Fall), Business Taxation (typically taught in Spring), and Corporate Finance (typically taught in Spring) or equivalent preparations as determined by the Director. Per Indiana Supreme Court Rules, students participating in the Clinic must also have completed or be in enrolled in a Professional Responsibility course. 3Ls or 4th-year JD/MBAs only. Enrollment in the clinic is limited, so students must, prior to enrollment, submit a current resume and a brief statement of interest to the Director by email. Without a resume and a statement of interest, the Director will be unaware of your interest and will not approve your registration in the course.

B564 Protection Order Litigation ^^ (2) – Applegate, A.

Basic Information: Protection Order Litigation (the "Course") is an experiential learning course designed to complement and supplement the work of the Law School's pro bono Protective Order Project ("POP") and help students determine if they would like to enroll in

the Civil Protection Order Clinic ("CPOC"). The Course is open to up to 16 second- or third-year students; students who have not previously completed POP volunteer training will need to do so at the beginning of the semester. Class will meet for two hours once a week in a seminar format on Wednesdays from 3:25-5:25p.m.; that meeting time is open to discussion and adjustment, if possible, to fit interested class members' schedules.

Coordination with POP: There will be close coordination and collaboration between the Course and the Protective Order Project ("POP"). While enrolled in the Course, students conducting intakes at POP will share their experiences with the other students.

Content of the Course: The Course will cover the relevant statutes and important case law for civil protection order ("CPO") cases, as well as related family law; rules of court; litigation practice; best practices for working with survivors of sexual and relationship violence; considerations about Intimate Partner Violence and Abuse (IPV); how to conduct IPV screening; how to work with clients, attorneys, and courts; the intersection of the law for CPO's, other restraining orders, and criminal no contact orders; immigration issues; mental health issues; housing issues; whether and when reaching compromise in CPO cases is appropriate; and ethical issues. There will be some simulated assignments using Indiana's protective order form documents as well as POP's form documents. The Course will also provide students with the chance to develop professional skills including interviewing clients and drafting pleadings and motions.

Pre-requisite for CPOC: Except in limited circumstances and with advance approval, students wishing to enroll in CPOC in a subsequent semester will be required to have completed the Course. That said, students who take the Course are not required to enroll in CPOC; they may or may choose to continue to volunteer for POP.

Grading and Evaluation: There is no final exam. Grades will be based on, among other things, the attentiveness, timeliness, and overall quality of each student's written assignments; and preparation for class and participation in class discussions. Other criteria will be set out in the syllabus.

B569 Nonprofit Organizations ## (3) – Purcell, P.

Approximately two million nonprofit organizations, supported by over \$400 billion in annual gifts, provide essential services ranging from large urban hospitals, major universities, national social service agencies and grant-making private foundations to "grassroots" homeless shelters, food pantries and health clinics. Attorneys play an important role as independent counsel, staff and/or volunteer directors for nonprofit organizations, as well as counsel to the donors who support these charitable missions.

This three credit hour course examines the legal issues of nonprofit organizations. Specific topics will include:

- Formation of all types of nonprofit organizations under state and federal law
- Governance duties and liabilities of officers, directors and trustees
- Tax-exempt status for nonprofit organizations under state and federal law
- Creation of private foundations, donor advised funds and supporting organizations
- Lobbying and political campaigning
- Inurement, private benefit and intermediate sanctions
- Commercial activity and unrelated business income tax
- Charitable giving
- Oversight by state attorney general and Internal Revenue Service
- Special issues for membership organizations

- Mergers, joint ventures, dissolution and antitrust

This course is designated by the law school as a writing course. Grades will be based on a team writing project, short essay assignments and participation in class discussion. The required text will be:

- Fishman and Schwarz, *Nonprofit Organizations: Cases and Materials* (Foundation Press, current edition TBA).

B572 Intellectual Property Clinic ^^ (1-4) – Hedges, N.

The IP Clinic provides students the opportunity to work directly with clients on actual intellectual property law matters (e.g. patent, trademark, and copyright applications, interaction with the United States Patent & Trademark Office (USPTO), NIL (name, image, and likeness) and other IP licenses, due diligence, and non-infringement and/or invalidity opinions). Students interested in IP law and advising individuals, start-ups, and small business are candidates for the Clinic. Because the Clinic is certified by the USPTO, students are eligible to receive temporary registration to practice before the USPTO. The Clinic is organized much like a law firm, with students working with other students and adjunct professors under the supervision of the Clinic Director. Students meet with the Director to review project status and to discuss experiences and concerns and attend one to three hours of class each week.

NEW IP CLINIC STUDENTS elect to participate in either (1) the patent section of the Clinic (3 credits); (2) the non-patent section of the Clinic (trademark and other non-patent IP matters) (3 credits); or (3) both sections (4 credits). Class sessions survey practical IP legal issues, including ethics, ownership, protection strategies, infringement avoidance, and client counseling.

Enrollment in the Clinic for NEW students is limited, so students must submit a resume and an interest statement to the Director to obtain permission to enroll. Strongly suggested prerequisites or co-requisites include at least one of Patent Law, Trademark Law, or Survey of IP or equivalent experience. 3-4 credits, professional skills.

RETURNING/ADVANCED IP CLINIC STUDENTS elect to participate in either (1) the patent section of the Clinic; (2) the non-patent section of the Clinic (trademark and other non-patent IP matters); or (3) both sections. Advanced IP Clinic class sessions survey materials requested by Advanced IP Students at the beginning of the semester and/or supervision, advanced client counselling, and advanced project management. Advanced IP Clinic students elect 1-4 credits.

Enrollment in the Clinic for RETURNING/ADVANCED students is limited, so students must contact the Director to obtain permission to enroll. Students must have participated in IP Clinic in a prior semester to enroll in Advanced IP Clinic. 1-4 credits, professional skills. Students may enroll in multiple semesters of Advanced IP Clinic. However, total credits for the Advanced IP Clinic will be limited to 8 total credits, not including any credits obtained in their first semester of IP Clinic.

There is no final exam in the IP Clinic. Grades are based on student work product and other factors

B575 Constitutional Design in Multiethnic Countries ## (3) – Williams, D.

This course is an introduction to the study and practice of constitutional design: Developing a constitution to fit a particular country at a particular time, so that its people have legal tools to deal with their most pressing problems. Constitutional design is arguably the most important legal issue facing the countries of the world, including the United States.

This course will consist of two elements: in-class instruction and out-of-class constitution writing. On the first day of class, I will break you into teams. Each team will study a particular country and work on designing a constitution for it. I will announce the country teams on the first day of class. As we cover each subject in-class, the teams will be applying that material to their particular countries out-of-class. Each team will submit multiple papers, and each person on each team will be the principal author of at least one paper. I will meet with each team to discuss the papers on a weekly basis. At the end of the semester, each team will merge the individual papers into one long White Paper, proposing a constitution for their country and explaining the reasons for its recommendations. Your grade will be based 50% on the paper for which you are a principal author, 25% on your team participation, and 25% on your team constitution and its supporting rationale.

For part of each class session, I will lecture to cover the main points so that we all have them sharp in our minds. The bulk of the work, however, will be struggling to apply the material in the context of particular countries. Constitutional design matters only if it can help people make a better collective life, so without application, this subject is pointless. With that fact in mind, let me emphasize three points. First, you should expect to do a great deal of research about your chosen country; that research is every bit as important as the class materials. Second, you will probably feel—at least at first and probably forever—that you are not really sure how to apply the class materials because there are few clear rules and so many imponderables. That feeling is normal, so get used to it. Third, for that reason, the collective aspect of this course is critical because discussion really will improve your analysis. Therefore, even though each short paper will be principally authored by one person, it must also be the product of group analysis and conversation.

For that reason, each team will need to meet at least once a week outside of class to talk about the content of the various papers. In addition, each team will need to meet with me at least once a week to talk about the papers that are coming due and to get feedback on the papers that have already been submitted. Those meetings are as much a part of this course as the formal class meetings, and attendance is not optional.

One word of advice: if you are worried about the meetings because you don't particularly like to work on teams, now would be a good time to get over that attitude. Almost all legal work involves teamwork. Unfortunately, law school by its structure tends to feed the American delusion that the important thing is how you perform on your own, as a separate individual. That's not the real world. In the real world, the most important thing is whether you lift up the people around you.

There are no prerequisites for this class, nor is instructor permission required to enroll. There will be no take-home exam, nor an exam of any kind, nor non-standard meeting times except for the group meetings detailed above.

B582 Mergers & Acquisitions (3) – Williams, C.

This course provides an overview of state corporate and federal securities law structuring M&A transactions and the implications of each for shareholders' rights, either to vote or to challenge the transaction. We then look at the typical contract provisions that get negotiated for different stages of these transactions, and then we study the corporate and securities law doctrines relevant to the approval of, or defense to, mergers and acquisitions. Topics will include debates over the proper role of the board in defending against hostile attempted acquisitions; the role of hedge fund shareholder activists or private-equity firms in promoting transactions, and debates about those roles; and some current trends in antitrust enforcement that are affecting mergers and acquisitions. The course will be taught using a law textbook supplemented by problems and some contract drafting exercises.

Prerequisites: Corporations is a required pre-requisite; Securities Regulation is a suggested pre-requisite or co-requisite.

Evaluation: Final examination: 80%. Class attendance and participation: 20%.

B590 Entertainment Law (2) – Meitus, R.

Entertainment law is a respected area of legal practice dealing with representation of both creative talent and business interests. Entertainment law has most notably been at the forefront of popular culture as forms of media distribution have moved to the Internet in digital forms and artificial intelligent has become an important topic. This course will provide students with the opportunity to develop both a practical understanding of representing creative and business interests in the fields of music, film & television and literary publishing and a theoretical understanding of the broader IP and constitutional issues at stake with regard to control of creative media. The course is designed to be useful even if a student does not go on to practice directly in the entertainment or media law fields.

Either of the courses Survey of Intellectual Property Law or Copyright Law are recommended to be taken either prior to or concurrently with Entertainment Law (but are not required). The subject matter of Entertainment Law, though drawing on copyright law to some extent, does not significantly overlap with any other course to an extent that would preempt students from taking both. The course has a multiple choice exam.

Text: *Entertainment Law: Fundamentals and Practice*, Corey Field, Revised First Edition.

B591 Child Representation Practicum ^^ (3) – Vilensky, R. / Wieneke, J.

The Child Representation Practicum provides law students an opportunity to represent youth aged 10 and older in the Indiana child welfare system. Supervising attorneys from Child Advocates, Inc. will work with law students to explain court proceedings, client rights, and case options to youth clients. Law students will gain experience researching issues regarding the CHINS (Child in Need of Services) or TPR (Termination of Parental Rights) case, investigating placement options at the client's direction, and advocating for the youth's wishes in case meetings. Alongside the supervising attorney, law students will prepare for hearings and zealously advocate in court for the wishes of the youth.

During the first 6 weeks of the semester, students will meet with adjunct faculty one time a week for 3 hours reviewing Indiana's child welfare system and best practices for representing youth. For the rest of the semester, the focus will be on clients and the class will only meet one time a week for 90 minutes.

Students who are not certified legal interns will be assigned clients and will attend meetings and communicate with their clients as non-attorney advocates. Certified legal interns will be able to make arguments in court; therefore, certification is preferred but not required. Students are encouraged to continue work with their clients after the semester ends and may earn 1 credit for continued work on cases in subsequent semesters. Students can email rachel@childadvocates.net with questions.

B600 Directed Reading (1) –

(1) A directed reading is an independent project in which a student, in consultation with a supervising faculty member, reads a collection of materials in an area of interest. The list of materials will be generated by the student in consultation with and subject to the approval of the supervising faculty member;

(2) J.D. candidates will be permitted to enroll for a directed reading only once for a maximum of one credit;

- (3) A directed reading will require no substantial writing nor generate any writing credit; and
- (4) A directed reading will be graded on a "Pass/Fail (F or C-)" basis.

B601 Criminal Procedure: Investigation (3) – Scott, R.

This is a constitutional law course concentrating primarily on the Fourth Amendment, with some examination of the Fifth and Sixth Amendments. We will read many of the latest pronouncements by the Supreme Court in Criminal Procedure, which is one of the most rapidly expanding areas of Supreme Court discourse. In doing so, the course probes the constitutional constraints that regulate the conduct of state and federal law enforcement officers conducting criminal investigations. In addition to clarifying the law in this complex area, this course places particular emphasis on realistically examining how lower courts, the police and others in law enforcement actually use the criminal procedure rules. Areas to be covered include (but are not limited to): searches and seizures of persons and property, stop and frisk, arrest, profiling, the exclusionary rule, roadblocks, confessions, wiretapping, and police interrogations.

B602 Criminal Procedure: Trial (3) – Cho, C.

How do grand juries work? Under what circumstances can someone be detained before they are actually convicted of a crime? What is a "speedy trial"? When can someone fire their attorney and represent themselves? How do you litigate negative pretrial publicity? How do you pick a jury? What actually happens in a trial? What happens after the trial?

This course examines the answers to those questions and more, covering the criminal process after the police investigation ends. The course traces the path of a criminal case from the initial charging decision through post-conviction proceedings, with emphasis on the various formal court proceedings along the way. We will use the unconventional 3-hour once-a-week timeblock to participate in simulations of federal court proceedings, work in groups to discuss and understand cases, and hear from guest speakers—which in the past have included a federal judge and a U.S. Attorney.

This course is one of three basic Bill of Rights courses offered by the law school (along with Constitutional Law II and Criminal Process: Investigation) and covers topics that are frequently part of the bar exam. In addition, this course is vital for anyone contemplating a career in criminal law or a judicial clerkship. The only prerequisite is the first-year Criminal Law course. PLEASE NOTE that this course may be taken independently of Criminal Process: Investigation – neither course is a pre-requisite for the other one.

B613 Consumer Law ^^ (3) – Pieples, G.

An introduction to federal and state regulation of the consumer market including unfair and deceptive practices; consumer credit regulation including truth in lending, usury, and predatory finance; debt collection; warranties; credit reporting and identity theft.

Consumer law encompasses many things from broad and basic state consumer protection laws to extremely technical federal regulations related to the disclosure of interest rates. We will cover all aspects of a consumer's interaction with the market from the advertising of the product, through the financing of the purchase, performance and the collection of the debt. We will also explore how a federal fee-shifting statutes create opportunities for entrepreneurial law graduates.

This is an experiential learning course. The course grade will be based several practice-oriented "projects." Students will review and analyze consumer contracts and statutes, and then draft legal documents such as privacy policies and advice letters. Examples of the

projects include conducting a community legal education program, drafting an opinion letter to a small business client whether a certain proposed business practice violates consumer protection laws or drafting a comment on a new regulation proposed by the Consumer Financial Protection Bureau.

B616 Modern Law Practice: Special Challenges Related to Family Office Investing and Operations ^^ (1) – Rompon

A family office is a privately held enterprise that many wealthy families establish to manage their investments and personal needs, often for multiple generations of the same family. Operating a family office can be costly and complex, so generally speaking, only families with at least \$250 million in investible assets establish one. Family offices control more than \$6 trillion globally; as wealth has continued to be concentrated in fewer people, the number of family offices being established has accelerated. As a result, they are now essential participants in sophisticated transactions that are traditionally the province of large companies or private equity firms. This course introduces students to the structure and operation of the modern single-family office (SFO). Topics include the historical origins of the single-family office (SFO); reasons why many families continue to organize their financial and non-financial affairs through SFO structures; how SFOs are organized and legally regulated, organizationally structured, and operationally managed; and, importantly, how SFOs often incorporate non-financial considerations into their investment decision-making, thus complicating how they are structured. Using a blend of traditional investment theory, case studies, and guest speakers, we will explore the methods SFOs use to manage risk, evaluate investment returns, and optimize tax to satisfy the financial objectives of the individual family members served by the SFO. The course aims to enable students to engage substantively with the owners and professional staff of SFOs regarding their investment-related activities.

The instructor for this course is John Rompon (IU Law '88), Managing Partner of Marjo Investments, LLC. It will take place in Chicago on Oct 9-12 from 5 to 8:30 pm at the DLA Piper Law Firm, 444 West Lake Street, Suite 900. Dinner will be provided each night. A \$500 travel stipend (through an alumni gift) is available to make participation possible where it would otherwise not be. Enrolled students should contact Dean McFadden for details.

This is a 1-credit pass-fail course that counts toward the Law School's experiential education requirement. It includes 14 hours of instructional time and an expectation of an additional 28.5 hours of background readings, group assignments, and other projects completed outside of class (as required by ABA standards).

B617 Modern Law Practice II ^^ (2) – Henderson, B.

Currently limited to students who completed summer internships in the Family Office Program. Please contact Professor Henderson for additional information

B618 Modern Law Practice: Field Placement Program ^^ (8) – Henderson, B.

Currently limited to students who completed summer internships in the Family Office Program. Please contact Professor Henderson for additional information

B620 Negotiations ^^ (2) – Hoeksema, J.

Class Purpose/Goal: LEARN TO NEGOTIATE BETTER AND TO ENJOY IT MORE

The class is designed to offer students an opportunity to increase their self-awareness and awareness of others and to learn and practice concrete negotiation skills. Students will be negotiating in class nearly every week. Students will learn to transfer theoretical

understanding of negotiation skills from the classroom to address conflict and engage in negotiation in a professional, ethical and effective ways in professional and personal settings.

We will be using *Getting to Yes* (3rd Edition) by Roger Fisher and William Ury. Excerpts from texts other than the main book will also be used.

We will discuss specific negotiations in which members of the class may have engaged in during the course of their daily lives as well as examine current events and evaluate the effectiveness of negotiating skills of public figures.

Grades determined as follows:

60% attendance and class participation;

15% final paper;

25% final negotiation.

B634 Adv Con Law: Media Law in the Digital Age (3) – Fargo, A.

An examination of the theory and practice behind the development of free speech and free press law globally, with an emphasis on U.S. law. Topics discussed will include history of the First Amendment, First Amendment theory, freedom of expression in global human-rights contexts, limits on government regulation of media, including internet intermediaries, defamation, privacy, and access to information. Student research required.

Note: This class meets according to Media School regulations and calendar.

B639 Advanced Legal Research ^^ (2) – Maurer Library

Advanced Legal Research offers students an opportunity to gain in-depth working knowledge of legal research methods and resources. The course will emphasize use and comparison of a broad range of legal research tools, with a focus on electronic materials. The course will review the complete range of federal and state primary and secondary sources, and emphasize efficient and effective research strategies. We will then dive deeper to cover topics critical to practical legal research, such as how to work with court dockets and how to track down superseded statutes. Additionally, we'll introduce two other critical areas of legal research, legislative history and administrative materials. In tackling each of these areas, students will become expert in the use of Lexis and Westlaw, but will also be introduced to a number of other subscription-based and free resources for conducting quality legal research. Upon completion of this course, students should be able to evaluate research options and make choices that best suit the widest possible variety of modern legal research situations.

This course will be offered in an asynchronous online format, meaning that the class will not meet at regular intervals for live instruction. Instead, instruction will take the form of course readings, recorded lectures, and other online resources, as assigned. Students will have several opportunities to assess their progress in the course, through a combination of shorter and more in-depth research assignments. The process of researching these hypotheticals will provide students with an opportunity to review all the studied resources within the context of discreet substantive questions, and develop their skills at conveying the fruits of their research to others. In keeping with ABA regulations requiring substantive and meaningful interaction between instructor and student and among students, students will actively participate in weekly discussion board prompts in Canvas, as a substantial portion of their participation grade for the course.

Each student's course grade will be based on (1) brief, topical research quizzes, (2) research exercises distributed for each subject or module, and (3) class participation. This course is organized for a compressed format and will be conducted over the first nine weeks of the semester.

Please note: Throughout their law school career, students may enroll, at a maximum, in the 2-credit ALR course and up to two 1-credit ALR courses.

B639 Advanced Legal Research ^^ (2) – Ahlbrand, A.

Advanced Legal Research offers students an opportunity to gain in-depth working knowledge of legal research methods and resources. The course will emphasize use and comparison of a broad range of legal research tools, with a focus on online free and subscription-based legal research resources. We will pick up where legal research instruction in LRW leaves off, reviewing and deepening your skills in secondary source, statutory, and case law research, while also taking each subject further by focusing in on additional practical skills, such as how and when to work with superseded statutes, how to perform legislative research, and how to search for court dockets. In addition, we will discuss emerging tools and techniques in legal research, such as practitioner-focused research products like Practical Law and effective methods of working with generative AI in legal research. Upon completion of this course, students should be able to evaluate research options and make choices that best suit the widest possible variety of modern legal research situations.

This course section will meet in person. Students will have several opportunities to assess their progress in the course, through a combination of shorter and more in-depth research assignments and in-class exercises. The process of researching these hypotheticals will provide students with an opportunity to review all the studied resources within the context of discreet substantive questions and develop their skills at conveying the fruits of their research to others.

Please note: Throughout their law school career, students may enroll, at a maximum, in the 2-credit ALR course and up to two 1-credit ALR courses.

B639 ALR: Legislative & Regulatory Research ^^ (1) – Morgan, J.

Online (asynchronous) course; Graded; no prerequisite

This course focuses on developing research skills in U.S. federal legislative and administrative law. Students will explore sources of federal statutory and administrative law, conducting research on legislation, U.S. Congressional publications, legislative history documents, rulemaking materials, and agency regulations using a variety of resources. Upon completing this course, students will achieve learning objectives in the following areas:

1. U.S. Congressional Documents and Legislative History
 - Explain the U.S. federal legislative process.
 - Describe different types of U.S. Congressional documents and publications.
 - Identify major sources of federal legislative history.
 - Assess the relative authority and value of different legislative history sources.
2. Federal Administrative Regulations and Regulatory History
 - Explain the U.S. federal rulemaking process.
 - Describe how federal regulations are structured and published.

- Use preambles and dockets to conduct regulatory history research.

3. Research Methods and Databases

- Track and stay informed about federal legislative and regulatory developments using various electronic and print resources.
- Develop effective legal research strategies.
- Demonstrate proficiency in using electronic legal and government research tools.

Evaluation

Student performance will be assessed through written assignments, including online discussions, research exercises, citation exercises, and quizzes.

Enrollment Policy: Throughout their law school career, students may enroll, at a maximum, in the 2-credit ALR course and up to two 1-credit ALR courses.

B642 Appellate Advocacy ^^ (1) – McFadden, L.

This class is focused on practical skills and is an extension of the written and oral advocacy you did in spring-semester LRW. The course will also prepare you for the 2026 Sherman Minton Moot Court competition or other moot court competitions. Registration for this course is *required* for participation in the Sherman Minton Competition. However, you may take this course even if you do not participate in Sherman Minton. This course is for all 2Ls; 3Ls and graduate students require the advance permission of Professor McFadden.

The course is designed to be useful to all lawyers, not just litigators. Although appellate argument provides our frame, the skills that this course teaches—presenting complex facts and ideas to an audience confidently and concisely—are those used daily by lawyers in many types of practice. Jury trials, motion hearings, city-council debates, administrative hearings, contract negotiations, and presentations to boards of directors will all draw on this same skillset. The course begins by examining the essential components of an appellate brief. You will learn how to structure a written argument when no single binding authority establishes the governing legal rule. We will discuss appellate standards of review, a more flexible approach to CREAC structure, and other theoretical issues associated with persuasive written advocacy. Later in the semester, you will present two oral arguments (one on Zoom and one in-person). These will be judged by 3L members of the Moot Court Board, and you will have an opportunity to individually review your performance with Professor McFadden.

The course is taught as a combination of asynchronous video and live lectures. For the live-lecture class sessions, you may enroll in either of the two sections that are offered. There is no final exam. Attendance will be required.

Please contact Prof. Lane McFadden (lanemcfa@indiana.edu) with any questions. (Pass/Fail)

B645 Trusts & Estates (3) – Stake, J.

This course in Trusts & Estates will cover goals, methods, and effects of the law relating to donative transfers of assets, mostly across generations. Included will be purposes of donor control; intestate succession; execution, revocation, and revalidation of wills; creation, modification, and termination of trusts; construction of wills and trusts; the law relating to future interests, the Rule Against Perpetuities and other limitations on donative intent. The intricate rules and extensive doctrinal material covered will require a fast pace of presentation. Nonetheless, policy issues involving both fairness and efficiency will be considered.

The prerequisite for this course is a course on Property. It is probably a good idea to take this course in Trusts and Estates before any advanced courses in Estate Planning. It is intended as a basic introduction to the trusts and estates area and as elemental preparation for students hoping to enter general practice or specialize in estate planning or fiduciary administration.

Extensive use of power point slides is anticipated. Class preparation is required. The exam will probably include only multiple-choice questions. The readings will be primarily, if not entirely, from the "Trusts and Estates, Second Edition" casebook written by Prof. Stake. That book will likely be replaced with a Third Edition in 2026.

Professor Stake does not plan to teach this course in 2026 or the Spring of 2027.

B650 Introduction to Income Taxation (3) – McMahon, S.

This course introduces the basic concepts of federal income tax law as it applies to individuals and families using a problem-based approach. Topics covered in this course include: what constitutes income subject to tax and what is excludible; what is deductible; the tax treatment of gains and losses; and which income items are taxed at preferential rates. Additionally, this course focuses on the skills that lawyers, and definitely all tax lawyers, use daily, including statutory interpretation and administrative practice through reading and applying the Internal Revenue Code and Treasury Regulations. This course is a prerequisite for most other law school tax courses. For law students, this is an introductory course with no prerequisites. Grades will be based on written assignments required throughout the semester that are graded on a pass-fail basis and, for 75% of the grade, on an exam for which you may bring any outline you help produce.

B653 Corporations (3) – Woody, K.

This course surveys the legal rules governing modern American corporations, with a focus on the publicly traded corporations that dominate much of the U.S. business environment. Topics include agency law, business formation, limited liability, corporate governance, fiduciary duties, shareholder voting, derivative suits, corporate control transactions, and the purpose of the firm. A key theme will be the role of regulations governing the relationships of a firm's shareholders, directors, managers, employees, creditors, customers, and suppliers. There are no prerequisites or assumed business background for the course. Major aims for the course will include preparing students for the bar, and to prepare students to undertake more detailed study in specialized business law courses, as well as assist business clients in practice. Grades will be assessed based upon preparation and participation in class, as well as a final exam.

B654 Products Liability (3) – Madeira, J.

Are you haunted by questions such as "Who is responsible when my hair dryer bursts into flames?" or "When is a doughnut a defective product?" Have you ever spent sleepless nights wondering how a manufacturer's liability is affected by government regulation or what happens when a consumer is injured by a product that is 25 years old? If so, "Products Liability" is the course for you. This course offers a fascinating glimpse of how the law determines whether sellers and other commercial transferors of products should be liable for the personal injuries or property damage their products cause. Much of the course will focus on "strict" products liability, but other claims such as negligence, warranty, and misrepresentation will also be covered. The course will also include topics such as a) the use of class action and multi-district litigation; b) social science approaches to understanding product-caused injuries; and c) how competent courts, administrative agencies, and legislatures are in solving product liability problems. Student grades are determined by performance on a final examination.

B658 Law & Education: Legal Perspectives (3) –

This course prepares students to: 1) identify legal and ethical issues occurring in public PK-12 schools; 2) apply school/district policy and federal/state law to current legal/ethical dilemmas to formulate, articulate, and defend alternative solutions; 3) increase awareness about the importance of legal literacy for administrators, educators, policymakers, and others; 4) locate primary sources of law (i.e., federal/state statutes, regulations, and case law) needed to solve legal/ethical dilemmas and to stay abreast of evolving law; 5) collaborate with others to solve complex legal/ethical dilemmas; 6) communicate persuasively in oral and written form to advocate for themselves, colleagues, students, schools, and district; and 7) analyze legal and ethical issues related to socio-economic status, race, ethnicity, national origin, language proficiency, disability, gender, sexual orientation, and gender identity. This is a School of Education course (**EDUC-A608**) which will be taught entirely online and follows the School of Education calendar. Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. This course qualifies as one of the School of Education courses that is required for the [J.D. Minor in Education Policy](#). *Any law student may enroll in this course*, but preference is given to Minor in Education Policy students. Therefore, students who are interested in enrolling or interested in declaring the minor must contact [Dr. Janet Decker](#) by May 20, for summer semester and April 8, for fall semester enrollment permission.

Note: This course meets according School of Education regulations and calendar.

B658 Law & Education: Legal Aspects of Higher Education (3) –

The purpose of this course is to introduce current legal issues occurring in higher education settings. Specifically, this course will prepare you to: 1) identify legal issues occurring in public higher education settings so that you can formulate, articulate, and defend alternative solutions; 2) describe and analyze key principles of higher education/college policy as well as federal and state law and apply them to real life scenarios; 3) increase your awareness about the importance of legal literacy for administrators, faculty, policymakers, and others; 4) access primary sources of law (i.e., federal and state statutes, regulations, and case law) needed to analyze and solve legal dilemmas and to stay abreast of evolving law; 5) collaborate with others to solve complex legal issues; 6) communicate persuasively in oral and written form so that you can advocate for yourself, colleagues, students, school, and district; and 7) analyze a variety of social justice and ethical issues involving socio-economic status, race, disability, sexual orientation, gender identity, and gender. This course is a School of Education course (EDUC-C705) taught entirely online. Students are responsible for ascertaining applicable rules of relevant jurisdictions for bar exams/admission. Some jurisdictions limit the number of online hours. This course qualifies as one of the School of Education cross-listed courses required for the [J.D. Minor in Education Policy](#). Because there are limited spots available for law students, preference is given to law students who have declared the Minor in Education Policy. Therefore, students who are interested in enrolling or interested in declaring the minor must contact [Dr. Janet Decker](#) by May 20, for summer semester and April 8, for fall semester enrollment permission.

Note: This course meets according School of Education regulations and calendar.

B662 Copyright (3) – deMaine, S.

This course investigates U.S. copyright law, beginning with an historical overview and leading to current developments. Coverage includes rationalizations for copyright, the nature of protected subject matter, the bundle of rights conferred by copyright, the duration of those rights, fair use, types of liability, litigation, and remedies for infringement as well as additional areas of detail along the way. We will also consider critiques of the current state of copyright law and its ramifications.

This course is an excellent choice for anyone interested in intellectual property, art, music, film, books, architecture, and more. Copyright law presents a good mix of cases and statutes, helping students hone their skills in reading and analyzing both.

This class has two short assignments around the middle of the semester and a regular, closed book final exam.

B663 Labor Law (3) – Dau-Schmidt, K.

This course explores the basic law on unions and collective bargaining in the United States. Students will learn about the law governing union organizing campaigns, collective bargaining, strikes and lockouts, and enforcement of the collective agreement. The course may be taken as either a writing course or an exam course. The course is taught as a simulation in which the students are employees covered by the National Labor Relations Act and must organize and bargain with President Dau-Schmidt to receive fair treatment and a decent grade. As a spur to organization, the simulated “President Dau-Schmidt” is an arbitrary and sometimes abusive employer (hopefully in humorous ways). To create opportunities for learning, President Dau-Schmidt sometimes violates the law in the simulation. Students should not take the course if they are easily offended or would be hurt by such simulated “abuse” or lawlessness. Fall 2025 will probably be the last time Professor Dau-Schmidt teaches labor law as a simulation. Students will be evaluated based on participation in the simulation, a short paper, and an exam. The form of the exam will be negotiated in the class. There are no prerequisites for the class.

B668 Con Law II (3) – Macia, R.

This course will focus on the First Amendment. We will spend the majority of the semester examining freedom of expression. We will begin with an overview of free speech theory and then turn to the issues that arise when government action interferes with various types of speech, including politically subversive speech, libel and defamation, pornography, hate speech, and commercial speech. We will also discuss the problems posed by regulation of symbolic acts of expression (like flag burning), limitations on the use of public areas such as parks and streets, and campaign finance reform. The remainder of the course will focus on the religion clauses of the First Amendment. We will examine cases concerning the meaning of religion and the protection afforded to religious practice, particularly when it violates general laws. We will also explore the interpretation of the establishment clause, in cases involving school prayer and school vouchers, the teaching of evolution, and public sponsorship of Christmas displays. The course will meet in person for class sessions, which will include both lecture and discussion. There will be one final in-class examination, which will be open-book.

B669 Immigration Law (3) – Krishnan, J.

This course will focus on immigration law from, respectively, a legal, political, international, public policy, social, and ultimately, moral and ethical perspective. We will address issues such as citizenship, migration, marriage, asylum, and many more areas that relate to immigration law. We will begin the process of trying to unpack the various layers of this debate.

There are different learning outcomes that this course will seek to pursue. To begin, in light of the current debate on immigration, we will explore how this discussion relates to issues

such as class, inequalities, employment opportunities, and the history of who has been able to migrate to the U.S. and during what time periods – and who has not. We will also study the implications of the rhetoric that has been used by the various sides during the course of this debate and, in particular, how civil society has responded. Additionally, we will analyze how international law, international treaties, and international institutions have contributed to both the public discourse and to public policy as it relates to immigration. And thereafter, we will look at the empirical research and data on what is actually occurring in terms of immigration trends within and into the U.S.

In sum, the course will offer lessons so that the class will be familiar with:

- a). the historical context under which immigration policy in the U.S. has developed, and
- b.) current events and policy trends as they relate to the main immigration issues of today.

At the end of the semester, my hope is that we will each have a more detailed understanding of the complex nature surrounding immigration law and policy in the United States.

Required Texts:

- T. Alexander Aleinikoff, David A. Martin, Hiroshi Motomura, Maryellen Fullerton, Juliet Stumpf, and Pratheepan Gulasekaram *Immigration and Citizenship: Process and Policy* (West Publishing 9th ed. 2021)
- Statutory Supplement (2024) – available on line and in hard-copy
- Please also go to www.ssrn.com and sign up. It is free. This is a scholarly website where I will, on occasion, ask you to download articles to read.

Grading:

- All students will be assessed based on one final 3-hour exam that will be open book, open notes (80%) as well as class attendance and participation (20%).

B672 Secured Transactions (3) – Ryan, C.

Debt is a familiar concept for most of us who have financed our education with loans, have credit cards, and buy any manner of things “on credit.” You may have recently taken out a loan for a car or even a mortgage. But what makes a transaction “secured”? In the process of acquiring debt, we may agree that our creditors may take our property (“collateral”) if we do not pay our debt. If you have agreed to such a condition, you may be entitled to compensation—kidding—but you have almost surely engaged in a secured transaction. This course will address a wide variety of commercial transactions, with a primary focus on Article 9 of the Uniform Commercial Code (UCC), as well as the interplay between Article 9 and the bankruptcy laws, other state- and federally-created liens (both statutory and judicial) and other types of financing structures. We will explore, in depth, the life-cycle of a secured transaction, including its creation, perfection, and the priority of a security interest under Article 9. In short, this course is designed for you to learn the statutory scheme that regulates security interests in personal or business property. The legal rules are not a mystery; they are printed in statute throughout the 50 states and in the UCC. In addition, because the UCC is part of a comprehensive set of rules regarding particular transactions, it is important to understand how the provisions of the UCC work together. In that respect, this course is a foundational course—and a bar-tested subject. Above all, in this course, you will develop the skills necessary to engage competently in complex statutory interpretation and application, providing you with a necessary foundation for further legal studies. Grades will be based on your class participation, and your performance on problem sets and a final examination.

B679 Student Legal Services Practicum ^^ (3) – Williams, St.

Student Legal Services (IUSLS) is a busy, fast-paced law office conveniently located in the heart of the IU-Bloomington campus. Unlike most law offices, IUSLS is structured around our legal interns, meaning we make our interns' learning experience a priority. IUSLS legal interns develop their legal skills by practicing law on behalf of real clients under the supervision of licensed attorneys. IUSLS legal interns meet with clients directly, research relevant law, and work with licensed supervising attorneys to formulate case strategy. As legal interns gain more experience, they are encouraged to formulate case direction and strategy on their own, with supervisor approval. Students are asked to make a three-semester commitment to the IUSLS internship, with the summer counting as one semester. The Practicum course is offered only during the fall semester.

B680 Employment Discrimination (3) – Widiss, D.

This course examines federal civil rights laws prohibiting employment discrimination based on race, color, sex, religion, national origin, age, and disability. The course considers litigation strategy and the sources, theories, and goals of anti-discrimination law. Specific subjects covered include discriminatory refusals to hire and terminations; workplace harassment; employers' responsibilities to accommodate pregnancy, religious practices, and disabilities; and the applicability of current law to discrimination on the basis of sexual orientation or gender identity. The course also considers affirmative action and diversity, equity, and inclusion initiatives, as well as challenges to such policies. Students are required to complete several pass/fail assignments that provide practice applying the legal concepts discussed. Grades will be based primarily on performance on an in-class open book final exam, but performance on the assignments and in-class discussion may also be taken into consideration.

B684 Strategies for Legal Writing I ## (2) – Murphy, B.

This course is designed to enhance your success in law school and in your future career endeavors by further strengthening critical legal analysis skills, with a particular emphasis on information processing and written legal analysis for exams. Using bar-tested subjects, you will be provided with multiple opportunities to perform legal analysis and receive feedback on your work product. This course also will explore some of the most current research on learning, with the goal of identifying individual strengths and preferences – and developing new ones – to enhance memorization and information processing. By the end of the semester, you should be able to utilize best practices for learning new material, strategize for optimal written exam performance, and effectively complete a bar exam performance test under timed conditions. Instructor permission is required to enroll.

B686 Civil Protection Order Clinic ^^ (3) – Williams, M.

Description not yet available

B688 Community Legal Clinic ^^ (3) – Pieples, G.

In the Community Legal Clinic, students represent low-income clients in Monroe and surrounding counties providing access to justice with a particular focus on economic justice. In the CLC, you will help clients solve legal problems and provide representation in civil matters related to consumer debt. Consumer debt is one of the largest areas of unmet legal need for low-income Hoosiers. Credit collection actions make up the largest category of civil cases in many Indiana counties.

You will serve as the client's primary legal representative. Under faculty supervision, you will carry and manage your own caseload and handle all aspects of the client's matter from intake to final resolution. In the process, you develop skills that are fundamental to competent lawyering: problem solving, legal analysis and reasoning, legal research, fact investigation, oral and written communication and advocacy, interviewing and counseling,

negotiation, understanding of legal and administrative institutions and procedures, organizing and managing legal work, and recognizing professional responsibilities and resolving ethical dilemmas.

During the semester, students will participate in a weekly seminar, which will include training in the basic skills of lawyering as well as discussions of the legal, ethical and policy issues raised by your cases. Class time enables students to practice the skills they need to work with their clients and to bring problems from their client work to the full staff of the clinic for discussion and assistance.

Enrollment in the Clinic is limited, so students must submit a resume and an interest statement to the Director (gjpieple@iu.edu) to obtain permission to enroll. Priority will be given to 3L students. Consumer Law is a suggested prerequisite or co-requisite, and priority will be given to students who have taken or are taking consumer law. Evidence and trial practice are also suggested prerequisites or co-requisites include.

Proposed Draft Seminar Syllabus

Week 1	Introduction to Clinic and the Clinical Method
Week 2	Client Interviewing
Week 3	Understanding and Defending Credit Collection Actions
Week 4	Counseling the Client
Week 5	Case Planning & Fact Investigation
Week 6	Pleadings and Discovery
Week 7	Negotiations
Week 8	Economics of Poverty
Week 9	Dealing with Challenging People
Week 10	Motion Practice
Week 11	Trial Practice Exercise
Week 12	Understanding and Overcoming Cognitive Bias
Week 13	Wrap Up

B698 Judicial Field Placements ^^ (1-3) –

The Judicial Field Placement provides an opportunity for second- and third-year students to receive academic credit for their work with a judge in chambers.

- COURSE GOALS

The student will work with judges, clerks, and court staff in a judicial setting, and gain insight into how a chambers runs and how the judge and their staff work together to serve the court. The student will gain a behind-the-scenes view of what happens in a courtroom from the judge's perspective and how cases are discussed and decided. The student will also learn to discern what written and oral advocacy

techniques are effective (and ineffective) from the judicial perspective. The goal of the course is for students to be able to develop their own lawyering and legal skills, assess that development, reflect on their experience and its application to their legal career, and discuss it with their employer and faculty supervisors.

- PREREQUISITE(S)

Successful completion of the 1L curriculum.

- STUDENT ROLE

The student's role in this course will first and foremost consist of working as an extern at their court. Work responsibilities at the externship will vary based on the employer, but will likely consist of legal research, reviewing and drafting memos and other legal documents, and observing hearings, trials, and conferences.

Students are required to work 52 hours for each academic credit earned (*i.e.* 104 hours for two credits and 156 hours for three credits). The academic component consists of ABA-required work: (1) written goals and objectives for the externship, (2) reflective essays, (3) one-on-one meetings with the faculty supervisor, and (4) a final self-assessment and evaluation of the workplace. Students are required to maintain and submit a detailed timesheet throughout the semester.

- APPLICATION METHOD

For assistance with finding an externship, please work with your CSO Advisor. Faculty approval prior to registration is required. Students interested in this externship course are encouraged to contact Dean McFadden (anmcfadd@iu.edu).

Once you have secured a position, getting set to work for credit is a fairly simple process: You need to complete the Externship Permission Form on CareerNet, which can be found under the Externships tab on the left side of your homepage. We'll review and approve the externship, and then you'll enroll in the relevant course for the semester during Registration or during the Drop/Add period.

- MATERIALS

The Syllabus and any additional reading materials and assignments will be posted on this course's Canvas page.

- ADDITIONAL INFORMATION

Before signing up for an externship course, please be sure review the [Faculty Policy on Field Placements](#).

For additional questions, contact Dean McFadden (anmcfadd@iu.edu)

NOTE: If you have not secured or approved your placement for the course as of registration day, please register for another course you want to take in case securing and/or approving the placement falls through. Once you secure and get your placement approved, you can drop the extra class and add the externship.

Please note: Ordinarily, no student may enroll in a field placement concurrently with a law clinic. Rare exceptions may be made by Dean McFadden.

B706 Independent Research (1-3) –

A student may enroll in independent research that results in a substantial original written product under the supervision of a faculty member. The faculty member shall determine, after consultation with the student, the subject matter of the research, the scope of the project, the maximum number of credit hours that may be allowed, and the final date for submitting the final written product. A student may not register for a B706 credit research project without the written approval of a faculty supervisor.

Independent research will normally be awarded 2 credit hours and will require substantial written product of equivalent length and quality as is expected in a 3-credit seminar. With the written permission of a faculty member, a student may pursue independent research for 1-4 credits hours, with the expectation for the length and quality of the final written product adjusted accordingly.

Independent research for more than 4 credit hours is possible in unusual situations for third-year students for whom the research serves as a capstone experience. Such research should result in a substantial final written product of publishable quality or its equivalent. Students interested in pursuing independent research for more than 4 credit hours should prepare a written research proposal addressing:

*

- * The nature, scope, and objective of the proposed research;
- * A plan for completing the research;
- * The intended outcome of the research, including publication plans;
- * Features of the research that would warrant additional credit (such as interviews, surveys, access to archives or other material, or other components that may require more time and effort or work outside of the Bloomington area);
- * Relevant coursework or other experiences that have prepared the student to conduct the research;
- * How the research will provide a capstone experience; and
- * Compliance with any IRB or other applicable research requirements.

Independent research for more than 4 credit hours will require the approval of the supervising faculty member, the Executive Associate Dean for Academic Affairs, and the Associate Dean for Student Affairs.

Regardless of the number of credit hours, a student engaged in independent research shall consult with the faculty supervisor with sufficient frequency to assure that the research is progressing satisfactorily and that it will be completed by the scheduled date. Independent research credit may not be used to compensate a student for work as a research assistant. J.D. candidates may not receive more than six credit hours total from enrollments in B706 and/or B707, absent prior permission from the Dean of Students based on exceptional circumstances related to academic or professional goals.

B707 Directed Research (1-3) –

A student may engage in collaborative research with a faculty member under the faculty member's supervision. Such research may facilitate a faculty member's work and may be on a topic identified by the faculty member, but must both involve independent research by the student and convey the fruits of that research through one or more papers, memos, or other written products prepared by the student. The intent is to provide an opportunity for substantive collaborative research with faculty. The faculty member shall determine and clearly convey to the student the subject matter of the research; the scope of the collaboration; the type, number, length, and due dates of written work; the number of credit hours; and the intended duration of the collaboration. A student may not register for a B707 directed research project without the written approval of a faculty supervisor. A student may complete Directed Research for 1-3 credit hours during or between semesters. Directed Research shall not satisfy any writing credit.

J.D. candidates may not receive more than six credit hours total from enrollments in B706 and/or B707, absent prior permission from the Dean of Students based on exceptional circumstances related to academic or professional goals.

B708 Information Privacy Law I (3) – Tomain, J.

Privacy law and policy is one of the most important and rapidly expanding (and changing) fields in the world today. Increasingly most aspects of daily life involve the (often unwitting) collection, communication, and use of personal data. As personal data are generated and collected more widely, and are far more revealing, governments are challenged to determine the proper limits and regulatory structures to enforce those limits, while businesses and other data users must determine how to comply with those emerging rules, often in the context of new technologies and unclear norms. The field of information privacy has grown so large that we are now covering it in two courses. Information Privacy I (this course) covers the academic and constitutional background to privacy, the intersection of privacy and free speech, the intersection of privacy and law enforcement, and (time permitting) privacy considerations in national security. Information Privacy II (not this course) will focus on privacy issues involving government records, and commercial and international contexts. This class will most likely have a take-home essay exam that is distributed the last day of class and will be due before the exam period starts, instead of an in-class exam during exam period. Class participation is also a component of the final course grade. If you have questions, please contact Prof. Tomain: jtomain@iu.edu

B709 Transactional Drafting: Real Estate ^^ ## (3) – Need, M.

In this course, students will learn transactional drafting skills through a focus on mixed-use real estate acquisitions. Students will learn the relationship between business and legal aspects of a commercial real estate transaction through a “cradle to grave” review of a hypothetical transaction, from first review through due diligence and closing. Students will learn to value a mixed-use parcel from an income perspective and familiarize themselves with basic lender qualifying models, title insurance review, and the drafting and review of all aspects of the acquisition process, the acquisition contract, and triple net leases.

The drafting instruction starts with the “nuts and bolts” of contract drafting and proceeds through the process of incorporating deal terms into contract provisions. Students will study both stylistic and legal conventions and their relationship to one another. Students will learn how to identify risks and draft clear contract provisions that minimize ambiguity and control those risks. The course is useful to any student who will be drafting and negotiating contracts in his or her legal career, whether in the real estate context or otherwise.

B710 Independent Clinical Project ^^ (1-4) –

The following requirements apply to all independent clinical projects:

- (1) The project must be supervised by a member of the faculty;
- (2) Up to three credit hours during the academic year or four credit hours during the summer may be arranged with the supervising faculty member, at a rate of 50-60 internship hours per credit hour; P/F or C- grading applies, unless special prior arrangements are made with the faculty member;
- (3) If the project involves client contact (other than an institutional client), the student must have completed successfully a course in the Legal Profession as a prerequisite and be supervised by a licensed attorney;
- (4) The project will not satisfy the School’s research and writing graduation requirement;
- (5) The supervising faculty member is encouraged to visit the project site during the course of the project;

- (6) The student must provide a written description of the project. The supervising faculty member must sign the proposal. The signature constitutes the faculty member's certification that the project has a definite and explicit academic component; and
- (7) The student and supervising faculty member must follow a supervision protocol, developed by the Dean in consultation with the Educational Policy Committee, that assures compliance with ABA Accreditation Standard 305;
- (8) If the project is supervised by a faculty member in whose special field of expertise the project lies, the student and faculty member may substitute for the protocol described in paragraph (7) other evidence of compliance with the following requirements (the requirements of paragraphs (1) – (6) remaining in force) -
- (a) The academic component must include the following elements:
- (i) A procedural mechanism for facilitating critical thinking by the student about the lawyering process. The student should be required to keep a journal, attend regular discussion sessions with the faculty member, or engage in some equivalent regularized procedure;
- (ii) The opportunity to reflect on one or more issues of ethics and professional responsibility;
- (iii) A clearly defined academic agenda focusing on one or more aspects of the legal system, including interpersonal relationships, institutions, dispute resolution, and legal doctrines;
- (iv) An opportunity for the student to acquire new lawyering skills or to improve upon skills already acquired;
- (b) The project must include some established and regular communication among the supervising faculty member, student, and supervising attorney; and
- (c) The supervising faculty member must consult with the supervising attorney in the evaluation of the student's academic achievement.

B710 Cybersecurity Clinic ^^ (3) – Bose, S. / Shackelford, S.

The IU Cybersecurity Clinic is an initiative driven to enhance the cybersecurity of under-resourced stakeholders, including local municipalities, counties, school corporations, non-profits, and small businesses. The Clinic has dual goals of improving local and state cyber preparedness while training the next generation of cybersecurity professionals and leaders. The Clinic leverages Indiana University's strong tradition of applied, interdisciplinary cybersecurity leadership to provide a much-needed service across the Hoosier state, and beyond. Students participating in the Clinic will work directly with clients to provide on-the-ground cybersecurity and compliance expertise to address pressing concerns and help instill legal, technical, governance, and managerial best practices. Alongside the project, students will take a 3-credit substantive course providing an overview of privacy and cybersecurity risk management issues and covering topics such as security frameworks, critical infrastructure protection, incident response management, and best practices for addressing common cybersecurity challenges for organizations. For Cybersecurity Risk Management MS Students, the Clinic can fulfill any concentration requirement. For JD Students, the Clinic fulfills the skills requirement.

B712 Teaching Fellow (1-3) –

The Teaching Fellow course will award academic credit to upper-level students who serve as Teaching Fellows in classes they have already completed. The course will consist of two components: (1) a classroom component, organized by the instructor of record for the Teaching Fellow course (the "Fellowship Instructor"); and (2) an academic support component, supervised by the instructor for the class in which the Teaching Fellow provides support (the "Class Supervisor").

To complete the classroom component, students serving as Teaching Fellows will read assigned materials and meet periodically (approximately three times per semester) as a

group with the Fellowship Instructor to discuss their activities, to reflect on their experiences, and to share advice with one another. The classroom component will require only approximately 10 hours of student work; students will earn most of their academic credit through academic support activities. The Fellowship Instructor will serve as a resource for Teaching Fellows and will work closely with Class Supervisors to evaluate Teaching Fellows' work.

To complete the academic support component, Teaching Fellows may perform a variety of support activities at the direction of the Class Supervisor. Examples include:

- * reading assigned material for the class, along with students taking it;
- * regularly attending class sessions to remain familiar with students' progress and questions;
- * leading regular review sessions for students in the class during the semester, or in preparation for exams;
- * assisting the Class Supervisor in assessing and providing feedback on practice exercises or other assignments that do not count toward the final grade;
- * holding office hours (in addition to those held by the Class Supervisor) during which students are invited to meet and ask questions; or
- * preparing review materials, in conjunction with the Class Supervisor, that summarize course content or otherwise assist with student learning.

Class Supervisors may prefer to work with their Teaching Fellows in different ways, and each will be free to assign a combination of responsibilities that best suits the class and their own teaching style. To ensure that Teaching Fellows complete an appropriate amount of work during the course, the Class Supervisor shall prepare a Teaching Fellowship Plan (discussed below) for each class in which a Teaching Fellow provides academic support.

Class Supervisors may select students to serve as a Teaching Fellow for their classes using any method they wish, and they will have considerable flexibility in the work to be performed by Teaching Fellows. Those decisions are subject, however, to several important limits:

1. Teaching Fellows must be upper-level students who have already completed the class for which they provide academic support.
2. Teaching Fellows may earn a number of credits up to one credit less than the number earned by students in the class for which they provide academic support. The number of credits earned by a Teaching Fellow in each class must be explained in a Teaching Fellowship Plan.
3. Teaching Fellows may not assess, and may not contribute in any way to the assessment of, any student work that contributes to final grades in the class. Determining grades will remain the sole responsibility of the instructor. Teaching Fellows may assess and provide feedback to students on practice exercises or other assignments, provided those assignments do not count toward the final grade.
4. Enrolling in the Teaching Fellows course does not operate as an appointment to the adjunct faculty at the law school, or as a Student Academic Appointee at the IU Bloomington campus.

B713 Administrative Law (3) – Applegate, J.

Whether an administrative agency is promulgating environmental rules, resolving a labor dispute, adjudicating a Social Security claim, or enforcing immigration laws – or any of the myriad ways in which federal regulation affects the economy and touches our lives – the agency is required to follow a set of rules and procedures. Administrative law reaches every corner of modern life, and it structures how agencies accomplish their assigned missions, while balancing fairness, democratic accountability, rule of law, and practical necessities of government. Whether representing clients before these agencies or staffing the agencies

themselves, lawyers must be able to navigate this legal environment. Using a variety of examples, we will study the sources of administrative law, including the Constitution and statutes. The course will cover how the law both empowers and constrains agencies, mediates the separation of powers, and creates opportunities to challenge agency action in court.

B714 Deliberative Leadership ## (3) – Henderson, B.

A disproportionate number of law graduates become leaders, yet law school seldom provides formal training. In other professional programs, the most successful educators have concluded that formal academic theories have limited value. Instead, effective leadership appears to be an accumulation of skills, behaviors, and attributes acquired primarily through observation, reflection, and practice. Therefore, using a combination of class discussion and structured personal reflection through a course workbook, this course focuses on the importance of leadership to the health and functioning of our public and private institutions, the attributes of leaders worth following, and identifying when how, and why certain people ascend to leadership positions. To enable student practice in leading others, most of the thirteen classes will be planned, organized, and run by student teams. In addition, some of these classes will include Maurer alumni and other law graduates who will share their insights and experience on professional development and leadership topics. Assessment is based on class participation, team performance, a leadership-oriented reflective paper, and a short call-to-action speech. Class size is limited to 20 students.

B720 Advanced Trial Practice ^^ (3) – Diekhoff, M.

Advanced Trial Practice is a limited enrollment course for third-year students who are especially interested in litigation. It provides students with an opportunity to refine their basic trial skills, as well as an opportunity to practice jury selection, presentation and cross-examination of expert witnesses, and impeachment. The development and improvement of advocacy skills and techniques are the focus of this class. Written assignments are designed to complement specific advocacy skills and to assist the student in identifying and addressing litigation issues. The class utilizes a criminal case problem that presents a guilt-innocence question and challenges students to consider issues including witness and juror bias and the presentation of non-traditional experts. The final exam is a mock trial. Evidence and Trial Advocacy are prerequisites. Students enrolled in the class are encouraged to participate in trial advocacy competition.

B722 Trial Advocacy ^^ (3) – Diekhoff, M.

Trial Advocacy is one of the core courses in the litigation curriculum. It covers the techniques, tactics and performance aspects of the trial; including opening statements, direct and cross-examination, exhibits, and closing arguments. There is also discussion of courtroom demeanor, relationships with judges and court officials, and ethical guidelines for courtroom practice. Students learn by doing, with every student performing in smaller practical sections most weeks. In lieu of a final exam, students conduct a full trial.

Trial Advocacy is the second course in the trial practice sequence. Evidence is taken first, and is a prerequisite to Trial Advocacy. Trial Advocacy is taken second, and is a prerequisite to Advanced Trial Practice and Trial Competition. Trial Advocacy is also useful as preparation for clinical courses that involve litigation, such as Community Legal Clinic.

B723 Evidence (3) – Oliva, J.

Evidence is critically important to the practice of law. Why? Evidence is not only central to every civil and criminal trial; evidence often determines the victor in any given legal dispute pre-trial. Evidence law regulates the proof of facts at trial and reflects the construction of courtroom "truth." Evidence is also significant outside the courtroom. Transactional

attorneys, in-house counsel, mediators, negotiators, and lobbyists consistently use evidence to analyze and advance their clients' claims. In other words, evidence is vital to everything that lawyers do every day. This course examines the legal rules that govern the proof of disputed issues of fact during adversary proceedings. Emphasis will be placed on the rules that determine the admissibility of various types of evidence, including testimonial evidence (hearsay rules and impeachment of witnesses), documentary evidence, and scientific and expert evidence. The course also considers, among other things, judicial notice as substitute for evidence, character evidence, impeachment, and the effect of the jury trial on the rules of evidence. This course will include a final examination.

B726 IP Antitrust (3) – Knebel, D.

This course will focus on the interplay between the antitrust laws and laws protecting intellectual property such as inventions, works of authorship and trademarks. Although both sets of laws are ultimately intended to make our economy more innovative and productive, their distinct ways of accomplishing that objective often seem to put them at odds with each other and courts are routinely called upon to resolve those conflicts. In the process of looking at these conflicts and their resolution, the course will provide an understanding of basic antitrust principles that may be sufficient for students not intending to concentrate in that area.

No previous exposure to antitrust is expected or required. It is recommended that students have taken at least one intellectual property course, or be concurrently enrolled in one.

B727 Securities Regulation (3) – Nagy, D.

This course provides an overview of the federal securities laws and focuses primarily on the Securities Act of 1933. Topics include the definition of a security; underwriting and the registration process for public offerings; transactional exemptions such as private placements; secondary distributions; and civil and criminal enforcement as well as private rights of action for Securities Act violations. Transactional problems are used to explore the statutory provisions, SEC rules and regulations, federal court cases, and other sources of securities law (or "lore") referenced in the assigned reading. Students are expected to work through specified problems in advance of class and to come prepared to discuss their answers/solutions. The transactions we cover run the gamut from start-up businesses seeking to raise capital from family and friends, to initial public offerings (IPOs), to new issues of securities by some of the world's largest public companies. Grading will be based on a three-hour final exam administered during the exam period, as well as preparation for and participation in class.

Co-requisite or pre-requisite: Corporations (B653). This course can be taken in the second or third year.

B729 Antitrust (3) – Wallace, S.

"Antitrust laws ... are the Magna Carta of free enterprise," and are "as important to the preservation of economic freedom and our free-enterprise system as the Bill of Rights is to the protection of our fundamental personal freedoms." Justice Thurgood Marshall, *United States v. Topco Associates* (U.S. 1972).

Thousands of lawyers have an antitrust component to their practice – whether in a white collar criminal capacity or in dealing with civil conduct or merger cases. It has also been much in the news in recent years with rising levels of wealth inequality and increased corporate concentration. But are these antitrust problems? Politicians seem to think so and have held numerous Congressional hearings, called for the break-up of big tech companies like Google and Facebook, and have advanced a number of antitrust legislative proposals.

Gaining some basic knowledge of both civil and criminal antitrust is not just important for being an informed citizen. As our law school's "general practice" web page advises: "no matter how specialized a lawyer's practice, there are certain subjects with which every professional should be familiar" and you "should know enough about antitrust to be able to recognize a potential issue and help [your] client avoid running afoul of the law." Or as a plaintiff's lawyer, you should know enough about antitrust law so that you don't miss a chance to sue for treble damages. Or if you are interested in government practice, you should know enough about antitrust law to consider careers with multiple federal agencies (e.g., Federal Trade Commission, DOJ Antitrust Division) and state Attorneys General offices.

It is also just plain fun: it is judges and lawyers who have "made antitrust law out of the cryptic antiquated language of the Sherman Act, as later supplemented by the equally cryptic Clayton Act." (Judge Posner) That is because all of criminal and civil antitrust law has grown out of a small handful of statutory sentences. (The corollary of that, however, is that if you prefer bright line rules with clear statutory direction, this course might not be for you.) This introductory, comprehensive course charts antitrust law's development and basic concepts—from criminal price-fixing to civil monopoly claims to the analysis of whether proposed mergers are anti- or pro-competitive. You will leave the course both a more informed lawyer, and better equipped as a citizen to predict what value antitrust law may have to offer in the future. The final is an open book/notes three-hour essay exam.

B734 Advocacy: External Moot Court Teams ^^ (1) – McFadden, L.

Students competing in an intermural moot court competition during the 2025-2026 school year may enroll in this course. If your competition spans the fall and spring semesters, you may enroll in this course in either fall or spring (but not both). Registration requires the advance approval of Professor Lane McFadden; please contact him directly at lanemcfa@iu.edu to indicate that you would like to enroll. Enrollment typically happens during drop/add at the beginning of the fall semester (because many team members will not know during spring course enrollment whether they are competing in the following year).

All moot court competitions are eligible for one hour of academic credit per year, with the exception of the Jessup and Pace Environmental Law Competitions, which are eligible for two hours' credit.

Credit is awarded on a pass/fail basis. The course consists of meetings with Prof. McFadden and other faculty advisors to discuss the briefing topic (when competition rules permit), the preparation and filing of an appellate brief as part of your competition, and regular practice for oral argument.

For more information on moot court teams, please see <https://law.indiana.edu/students/advocacy/external.html> and contact Prof. Lane McFadden (lanemcfa@iu.edu) with any questions.

B734 Advocacy: IP Moot Court ^^ (1) – Janis, M.

This course is the for-credit component of students' participation on one of the IP Moot Court teams, which include AIPLA, INTA, PTAB, Oxford International IP Moot, IP LawMeets, and the International Patent Drafting Competition. Enrollment is by permission of the instructor only. Before enrolling under this course number, please confirm your participation on the IP Moot Court Team with the CIPR Associate Director, Melissa Berry (berryam@iu.edu).

B739 White Collar Crime (3) – Woody, K.

This course serves as an introduction and overview of corporate and financial crime. Topics covered will include: theories of corporate criminal liability, mail and wire fraud, insider trading, foreign bribery, securities fraud, settlements and sentencing. Also discussed in this class will be the role and authority of government agencies in curbing corporate crime, the status of victims in non-trial settlements, and the process of large internal investigations into corporate malfeasance. This course will include a take-home final.

B743 Patent Law (3) – Janis, M.

This class surveys United States patent law, with an emphasis on the decisions of the Court of Appeals for the Federal Circuit, the U.S. Patent and Trademark Office (USPTO), and the U.S. Supreme Court. The structure follows the basic steps of a patent infringement suit, addressing claim construction, validity, infringement, defenses and remedies. In general, we will draw on cases involving straightforward and sometimes even humble technological developments that illustrate fundamental patent law principles. We will learn how patent law arguments are developed and rebutted before the courts and the USPTO; how the institutions of the patent system operate and how they might be improved; and how changes to the patent law regime, including those enacted as part of the America Invents Act, affect a wide range of innovators, from start-ups to universities to multi-national tech companies. The exam is an open-book take-home exam.

B745 Conflict of Laws (3) – Sanders, S.

Imagine that a plane crashes in State A. The aircraft was assembled in State B, and owned by a company in State C, but the defective engine was manufactured in State D. The injured or deceased passengers are from ten different states. State laws vary on matters like availability of punitive damages and who may file a wrongful-death action. So, in our air crash example, which state's law should apply to the tort claims? This is an especially knotty example of a conflict-of-laws problem, but it gives you a taste of what the subject is about – and why it is relevant to real-world legal practice.

Transactions or conduct may have contacts with more than one state. This reality generates a number of legal questions that are relevant both to transaction planning and litigation. For example, if two states have the power to legislate and regulate, and both seek to apply their law to the same dispute, how should we choose between them? Can the parties to a transaction avoid potential problems by simply choosing the applicable law themselves, and, if so, are there any limits to that form of party autonomy? Over the years, many different approaches have been developed to help guide lawyers and judges on these issues. We will examine those approaches and consider how they work in application. They also raise fascinating questions about the limits of sovereignty and the policy considerations underlying the exercise of sovereign authority.

The field known as conflict of laws comprises several sub-areas: (1) choice of law (the sort of problem illustrated by the air crash example); (2) requirements and restrictions on choice of law that are imposed by the U.S. Constitution and the realities of a federal system, including Full Faith and Credit, interstate enforcement of judgments, and the *Erie* doctrine; and (3) a sovereign's ability to exercise personal jurisdiction. We will cover all of these topics, though the dominant focus of the course is choice of law.

There are no prerequisites for this course, though there is some overlap (in the areas of personal jurisdiction and *Erie*) with Civil Procedure II. It is equally useful for 2Ls and 3Ls, and may be especially valuable for students planning to clerk.

The final exam will be a combination of issue-spotter essays and multiple-choice questions.

B755 EU Law (2) - Erdős / Király

The EU Law course is designed to provide students with an understanding of the legal framework governing the European Union and its internal and external policies and relations. It covers the principles, rules, institutions and legal mechanisms that shape EU law, as well as its practical implications in various areas. Through a combination of theoretical discussion and practical case studies, students will explore key areas of EU legislation and policy-making. Each year the course focuses on a specific theme reflecting particular areas, current trends or challenges within the EU legal and policy framework.

This year, the course will focus specifically on "Business Transactions in the Context of EU Law". The objective of this year's course is to provide students with an introduction to the legal environment that facilitates and regulates business activities in the European Union. By examining the interplay between EU law and business transactions, students will gain insight into how EU law affects doing business in the EU. Students will have access to a tailored reader containing cases, academic articles and EU legislation, providing them with the necessary tools to critically analyze and apply EU law in a business context.

The main areas covered by this year's course:

- Introduction to the institutional and legal system of the EU
- Fundamentals of the EU Internal Market
- Free Movement of Lawyers
- Mutual Recognition and Free Movement of Companies
- Protection of Foreign Investments
- Regulation of AI
- Consumer Protection
- Protection of Intellectual Property
- Private International Law in Business Transactions

B764 Intro to Law & Technology (3) – Cate, F.

Mobile phones, computers, cameras, sensors, AI, and other digital technologies play an increasingly ubiquitous role in every aspect of our lives, economy, and society. Because of the breadth of their impact, understanding these technologies and the digital data they create, their benefits and their risks, and the role of government in promoting and regulating them is critical for lawyers and other professionals. This course provides an introduction to some of the most critical of these technologies and the tools available for managing the risks they create today and in the future. The course is designed both for students wanting a single survey course on digital data issues and responses and students seeking a broad background in these fields before or while taking more specialized courses. No technical background or prerequisite is required. Students will complete presentations on topics of interest, an in-class midterm, and a final exam.

B771 Mediation ^^ (2) – Stafford, C.

This class explores mediation as a method of dispute resolution and teaches negotiation and advocacy skills. We will consider mediation in many civil practice areas from the perspective of the client, the advocacy attorney, and the mediator. We will discuss whether and when to mediate, how to prepare the client, and how to draft mediated agreements. This course will cover relevant authority and rules governing mediation and will include frequent discussions on legal ethics in the mediation setting.

Written work will consist of six assignments: three Confidential Mediation Statements, and three Mediated Agreements. These written assignments will count for 80% of the course grade, with the remaining 20% of the course grade based on role playing exercises. There

will be no end of the semester course examination. Frequent role-playing will explore and reinforce mediation skills.

This course will be limited to 20 participants. Satisfactory completion of this course will enable the new lawyer to understand the role of mediation in the justice system and prepare the lawyer to represent a client in a mediation session.

B782 Intro to Environmental Law (3) – Applegate, J.

Environmental law protects the health and well-being of ourselves and of the natural systems that surround us. Environmental law's concerns range from the impact of a ski resort on hikers' enjoyment of a pristine mountain valley, to air and water pollution from factories and automobiles, to dangerous chemicals and pesticides, and to the disposal and clean-up of hazardous waste. The health and safety of the air we breathe, the water we drink, the nature we enjoy, the cars we drive, and the commercial products we use are all the subject of a different aspects of environmental law. Environmental laws are often complex (or deceptively simple), and so our focus in this introductory course will be fundamental, cross-cutting concepts and skills that lawyers need to represent their clients – corporations, government, nonprofit organizations, or individuals – effectively when these issues arise. We will study these concepts and skills in the context of a selected few of the principal environmental statutes, including the National Environmental Policy Act, Clean Air Act, Toxic Substances Control Act, Resource Conservation and Recovery Act, and the Comprehensive Environmental Response, Compensation and Recovery Act ("Superfund"). Introduction to Environmental Law serves as a foundation for more focused courses and the Conservation Law Clinic. Grading will be based on case presentations, class participation, and a final exam.

Seminars:

B592 Seminar in Law & Political Theory: Institutional Analysis of Social-Ecological Systems ** (3) – Shackelford, S.

This 3-credit seminar, which IU's Nobel Laureate Elinor Ostrom taught for many years, examines how, when, and why individuals engage (or fail to engage) in collective action to resolve (or not) the social and social-ecological problems that confront them. The seminar will focus, as it did when Professor Ostrom taught it, on the "Bloomington School of Political Economy" and its approach to Institutional Analysis, which she developed over the course of more than 40 years, along with her husband Vincent and colleagues in the Ostrom Workshop in Political Theory & Policy Analysis at Indiana University. Though the "Bloomington School" will be highlighted, we will also address other approaches, both complementary and competing, throughout the semester. The Seminar in Fall 2025 will be led primarily by Professor Jessica Steinberg, Chair of International Studies at the Hamilton Lugar School of Global and International Studies, and Director of the Ostrom Workshop Program on Environment and Natural Resource Governance (ENRG). Other Ostrom Program Directors, including Professor Shackelford, will be convening seminar sessions. Deliverables will include regular memos, and a final class research paper.

Institutions, including both formal laws and informal social norms, constitute the "rules of the game" governing social interactions, the outcomes of which affect both human societies and the natural environment. Institutional analysis, at its simplest, is the study of rules, rule-changes, and their social and ecological consequences over time. It encompasses various approaches to institutions from diverse disciplines, including (but not limited to) institutional economics (e.g., the economics of property rights and contracting), game

theory, theories of rational and public choice, agent-based modeling, network analysis, and legal analysis.

This seminar is open to law students, PhD students and postdocs, as well as Visiting Scholars and Practitioners in the Ostrom Workshop. Faculty, too, are invited to participate in the seminar whenever they like. Master's candidates can apply to take the course by emailing either Professor Steinberg.

At the end of the semester, after final papers have been turned in, we will convene the "Mini-Conference," a long-standing tradition of the Ostrom Workshop, usually held on the first Monday following the end of the semester. Instead of student presentations, at the Mini-Conference, faculty members will present and briefly critique student papers, followed by a response from student authors and general discussion. The virtue of having faculty members present the students' works is to help students understand how an intelligent reader, not necessarily an expert in the topic of the paper, interprets what and how each student writes.

L533 Seminar in Civil Procedure ** (3) – Hammond, A.

Seminar on State Civil Procedure: This is a three-credit seminar that will satisfy the advanced research requirement. This course offers an exploration of state civil procedure that is designed to complement the focus on federal law in the introductory and upper-level civil procedure courses. American law schools teach federal civil procedure to the exclusion of state law. But state courts hear 98% of all civil cases in the United States. And while the Federal Rules exert significant influence on state courts, many states have departed from their federal judicial counterparts in crucial aspects of civil process, including pleadings, discovery, summary judgment, and appeals. Furthermore, state courts are structured differently and often hear different kinds of civil cases than courts in the federal system. State civil procedure also offers a comparative perspective on both the leading and longstanding controversies in civil procedure including access to justice, adversarialism, the costs of litigation, and procedural fairness. The primary goal of this seminar is to expose students to a wide range of these topics using the often-overlooked state jurisdictions. The hope is that, through each student's research paper, they will also develop greater familiarity with a particular topic of civil procedure as well as how to research and analyze state statutes, procedural rules, and judicial decisions.

This class's only pre-requisite is the first-year Civil Procedure course. However, students may get more out of the seminar if they have taken or are simultaneously enrolled in Civil Procedure II. Reading assignments and lectures will summarize the relevant procedural rules that students must know to participate in the discussion, but prior or simultaneous study of those rules may offer students greater ease and nuance.

L690 Seminar in Corporate Law: Emerging Issues ** (3) – Williams, C.

This is a seminar for students with a serious interest in corporate law. We will study a number of emerging issues in corporate law, concentrating on caselaw developments in Delaware and law review debates amongst corporate law academics. The topics to be studied include: (1) the corporate purpose debate; (2) corporations' political spending and lobbying and attempts to put limits on corporate political spending; (3) expanding *Caremark* litigation that demands directors and officers attend carefully beyond law compliance to social issues such as customers' privacy (Meta) or accuracy in the media (Fox News); (4) the Delaware court's interventions regarding executive compensation at X, the former Twitter; (5) new developments supporting and expanding controlling shareholders' powers in Delaware corporations; and (6) new procedural limitations on books and records access in Delaware.

Prerequisites and co-requisites

Students must either be taking corporations or have taken it. There will be no exceptions granted to this requirement.

Evaluation

Class participation: 10%. Attending regularly and participating based on reading and thinking about the reading will constitute excellent participation.

Paper: 90%. The paper for the seminar will qualify for upper-level writing credit for the J.D. students.

L710 Seminar in Law & Social Psychology ** (3) – Quintanilla, V.

The course will help students appreciate central concepts in social psychological, including naïve realism: the understanding that what appears to be true to us may depart from reality. This can be understood through principles of social cognition, heuristics and biases, emotions, and the influence of stereotypes, biases, and prejudice on our view of others, ourselves, the legal system, and the world.

Moreover, the course will focus on realistic ways for engaging with others, including understanding and appreciating the fundamental psychological needs of oneself and others: the need for acceptance and belonging, predictability and certainty, and understanding, along with needs for self-esteem, autonomy, and trust. These needs will form a basis for understanding relationships and systems, and non-violent communication and other approaches for developing trust and reciprocity.

The course will also center psychological research on behavioral legal ethics and research on positive psychological on what engenders true well-being and happiness.

The seminar course will begin with an introduction that compares and contrasts the divergent epistemologies of law and social psychology and introduce students to research methods common in social psychology.

The substantive portion of the course will cover the following social psychological themes: (1) social cognition: how people select, interpret, remember, and use social information to make judgments and decisions; (2) social perception: how we form impressions of and make inferences about other people; (3) self concepts: research on self construals, and differences between the interdependent and independent self construal and its legal implications for judgments of intent and punishment; (4) cognitive dissonance: discomfort caused by holding two or more inconsistent cognitions or caused by performing an action that is discrepant from one's customary, and typically positive, self conception; (5) attitudes and persuasion: explicit or implicit evaluations of people, objects and ideas cognitively, affectively, and/or behaviorally based, and differences between the peripheral and central routes to persuasion—important for legal rhetoric; (6) conformity: behavioral change caused by the real or imagined influence of other people and its implications for designing effective legal rules; (7) group processes: social facilitation, social loafing, deindividuation, group polarization, groupthink and their implications for judging and jury decision-making; (8) pro-social behavior and aggression: acts performed either to help or to harm others; (9) prejudice and stereotyping: research on implicit bias, and the affective, cognitive, and behavioral underpinnings of prejudice, which will offer a bases to evaluate discrimination law; (10) research on justice, trust, including procedural justice and system justification theory and other research on conflict resolution and moral psychology.

Seminar papers will focus on themes that weave together several levels of analysis on problems of interest to students in the class. In general, these papers will focus on this

problem of interest and analyze (1) how societal institutions shape the above social psychological concepts, and how this social psychology of persons, in turn, shapes legal decision-making, laws, or legal institutions, or (2) how laws or legal institutions shape the social psychology of persons, which in turn, influences societal institutions. Seminar papers will also often propose interventions, whether legal, social, cultural, or psychological, or a combination of these, to address contemporary legal and social problems. We will be discussing these social psychological concepts in class, and a variety of laws or legal institutions. Students will be expected to research problems, laws, legal institutions of interest to them, and to study literature on the societal institutions (such as the workplace, family, prisons, schools, e.g.) that relate to the problems of interest to them.

Research seminars involve intensive student participation in the classroom (students often taking the lead in discussing and presenting material) and the completion of a substantial written product (usually a paper of between 20-30 pages). I will provide students with significant feedback on their written work while the work is in progress. This feedback will ordinarily include a written critique of an outline and a first draft of the research paper that the student prepares. As a three-credit course, students should be prepared to devote a minimum of 127.5 hours to their work in the seminar, taking into consideration time spent in-class, time spent on readings and other preparation in advance of class, and time spent on researching and writing the outline/abstract, first draft, and final draft of the research paper.

L710 Theories of Collective Liberation ** (3) – Butler, Y.

Collective Liberation emphasizes the interlocking and interdependent nature of systems of subjugation. By acknowledging the interconnectedness of the various challenges facing marginalized communities, Collective Liberation aims to foster creative and transformative interventions without pitting vulnerable groups against one another for short-term gains. These tensions are evident in the following examples:

Scenario 1: A law school focuses its minority recruitment on Black students to address a history of oppression at that specific school. Latin American students want an increased emphasis on recruiting more Latin American students to increase diversity overall. Additionally, affirmative action policies, which seek to be intentional about recruiting and enrolling a well-qualified, diverse group of students, face many challenges. One of these challenges alleges that Asian American and Pacific Islander (AAPI) students are harmed by affirmative action policies and that Black and Latin students benefit at the expense of AAPI students.

Scenario 2: Whether one is discussing access to bathrooms, athletics, or the workplace, cisgender and transgender women and girls and gender nonconforming individuals are often perceived to be at odds. For example, in the 2020 Supreme Court case, *Bostock v. Clayton County*, held that Title VII's prohibition of discrimination "on the basis of...sex," is inclusive of sexual orientation and gender identity. Some groups have alleged that recognizing "gender identity" under Title VII is harmful to the broader fight for women's equality, in part, because it enshrines harmful gender stereotypes into the law. Others argue that it does the exact opposite.

Scenario 3: Since the COVID 19 pandemic and the 2020 murder of George Floyd, there is a renewed energy for penal abolitionist strategies in the United States. Many groups have called for a number of systemic reforms and transformative changes. These changes include advocacy to "defund the police" and invest in other forms of service provision. While many of these calls are driven by intersectional coalitions (black, brown, indigenous, immigrant, cis and trans women, and gender nonconforming people, among others), other intersectional

coalitions also resist the complete abolition of police. Those against abolishing or defunding the police cite the fact that communities of color and other “outsiders” are often not public safety priorities. Thus, they claim that efforts to abolish the police continue to deprioritize the safety of communities of color.

Scenario 4: In the battle against sex trafficking, some feminists refer to sex workers who advocate for the full decriminalization of prostitution as members of the “pimp lobby,” say they are too traumatized to know better, or otherwise argue that their efforts are harmful to the violence against women movement. Sex workers and their allies argue that they do not suffer from “false consciousness,” they are not members of a fictional “pimp lobby,” and they are key members of the violence against women movement. Sex workers argue that the anti-trafficking movement, with its carceral focus, has led to a variety of tangible harms.

This course considers how the law, the legal profession, and legal system actors can work toward our “collective liberation.” Collective liberation considers how a variety of struggles (including the above scenarios) are inextricably interconnected. Students will learn about several theoretical frameworks that analyze power, prejudice, dominance, and subordination from the perspectives of race, ethnicity, nationality, language, gender, class, sexual orientation, dis/ability, and more. Students will also learn how those frameworks advance or detract from the goal of pursuing justice for marginalized groups without sacrificing the wellbeing of any individual group. After leaving this course, students will understand how to reframe a perceived conflict between two or more groups that seem to be at a socio-legal impasse.

L710 Law and Society: Social Movement Lawyering & Business Law ** (3) – Velazquez, A.

This seminar will provide students with the chance to think critically about how laws governing business entities intersect with social movements. For example, on the surface, organizing a labor union has little to do with business law. However, organizing a union is shaped by corporate law, commercial law, bankruptcy law, and the evolving law regulating artificial intelligence. Accordingly, lawyers interested in bringing social change in the area of labor law would do well to leverage business law topics to help build power for employees. Lawyers interested in social change in the area of criminal law would likewise do well in better understanding how laws providing for limited liability and governing the formation of capital make investing in private prison systems profitable. Students will be graded on their participation, a short presentation, and a final paper.

L713 Seminar in Law & Economics ** (3) – Ryan, C.

Why do we allow parties to a contract to breach their obligations short of specific performance? Do criminal law penalties adequately disincentivize certain behaviors? The Law & Economics academic movement sought to answer these questions and therefore test the boundaries of using legal policy to promote the efficient production and allocation of resources and consequently the maximization of social welfare. This course offers an introduction to the study of Law & Economics. We will focus on the core bodies of law taught to first-year law students—tort law, contract law, property law, and criminal law—as well as other areas in which the law impacts human behavior. For each of these bodies of law, the economic approach will be described in non-technical terms, and then this approach will be used to examine issues within that body of law. We will also develop some elementary economic techniques, guided by economic theory. By the end of this course you will be able to use these and other techniques to: assess the economic efficiency of legal rules; analyze how the legal regimes affect economic efficiency; and demonstrate how the assignment of risk alters perceptions of value, among other applications. But above all, you will be able to apply them to a final project of your choosing, which should go beyond mere description to apply the

methods of Law & Economics to critically evaluate some rule, regulation, or customary legal practice.

In addition to the mostly theoretical discussion of Law & Economics in which we will engage, we will also engage in discussions of academic writing and commentary typical of advanced seminars. You will thus present your project to your peers, discuss other students' works-in-progress, and write a paper offering original Law & Economics analysis of an approved topic—all in service of preparing you for norms of professional discourse.

There are no prerequisites for the course, and you need not have training in economics to benefit from the course. However, we will occasionally use basic arithmetic and algebra.

L714 Seminar in Judicial Conduct ** (3) – Geyh, C.

This seminar explores judicial conduct with references to the law that regulates judicial behavior and the influences on judicial decision-making. The first part of the seminar concerns how courts and judges are regulated, and include sessions on judicial ethics and discipline, judicial elections, judicial impeachment, and the roles of Congress and the President in promoting judicial independence and accountability. The second part of the seminar explores the influences on judicial decision-making. It will focus on perspectives from political science, psychology, and history, and explore the extent to which judges are subject to extrajudicial influences such as ideology, race, and threats to their reelection. The seminar seeks to synthesize the two parts by exploring whether and how the mechanisms discussed in the first part of the course can or should be employed to manage the influences on judicial decision-making that the second part of the course documents.

L730 Seminar in International IP ** (3) – Leaffer, M.

This Seminar has two goals. The first is to provide students with the opportunity to write a substantial paper involving an international or comparative issue in the realm of intellectual property. The second goal is to expose students to current developments in IP (with a pronounced international theme) and cutting-edge legal scholarship. The bulk of class sessions will focus on the issues related to the presentations (supplemented by required readings) given by invited speakers from a range of backgrounds who will cover a broad variety of issues relating to international intellectual property. At the end of the semester, students will present their research projects to the class.

L730 Seminar in Data Law & Policy ** (3) – Mattioli, M.

This seminar will focus on the law's role in shaping technology and creative expression. The central theme of the class is intellectual property with a special focus on patents, copyrights, trademarks, and trade secrets. Around that theme, the class explores related fields and disciplines such as privacy, economics, informatics, and health. Approximately six scholars/commentators will visit campus during the semester to present wide-ranging examples of interdisciplinary works-in-progress to seminar students. Drawing upon these examples of interdisciplinary IP scholarship, students will craft their own articles over the course of the semester. During class sessions, students will study and discuss the visiting scholars' works-in-progress and relevant background readings, and attend the visiting scholars' presentations and pose questions to each presenter. Prior or concurrent enrollment in at least one intellectual property course is a prerequisite.

L764 Seminar in Law & Technology ** (3) – Marinotti, J.

This seminar explores cutting edge legal issues in the context of emerging technologies. Topics covered in this seminar have included: artificial intelligence, intellectual property, digital assets, data governance, privacy and digital trespass, right-to-repair, corporate surveillance, cyberattacks and cyber attribution, among many other topics. Students taking

the course will develop a broad understanding of the questions, policies, and technologies that are shaping our daily lives. As a seminar, the course assessment is based on short response papers, a final research project, in-class participation, and a demonstrated willingness to engage with tech news. Students should be self-starters, willing and ready to learn about technologies and basic legal doctrines outside of class time so that in-class discussions can be devoted to cutting-edge questions. There are no pre-requisites or co-requisites for this seminar.

L766 Seminar in Children & the Law ** (3) – Levesque, R.

This course examines the law's response to the developmental understanding of childhood, with particular focus on distinguishing the rights of youth from those of adults. Much of our efforts center on understanding the myths and realities of legal doctrine governing childhood, particularly the transition to adulthood. To do so, students explore how the legal system responds to youth's needs in a variety of social contexts and institutions (e.g., families, media, intimate relationships, schools, and religious institutions) and sociolegal systems (juvenile, child welfare, medical, mental health, and criminal justice systems). Supreme Court cases serve as our main texts, although students do consult empirical research and substantive areas of law in their writing projects. Students' grades are based on class participation relating to assigned readings as well as oral and written presentations describing the results of independent research projects.

L776 Seminar in Wrongful Convictions ** (3) – Beety, V.

The emergence of DNA testing over the past thirty years has exposed the conviction of thousands of factually innocent people. This course provides an opportunity to learn about the systemic errors in our legal system that lead to wrongful convictions of factually innocent defendants, as well as explore more broadly the justice or injustice of our criminal legal system. We will question whether defendants can be wrongfully convicted or wrongfully sentenced regardless of their factual innocence and what that means. This is a seminar course that also focuses on what happens after an individual's criminal conviction becomes "final," that is, after he or she has exhausted the appeals process. Students will learn the fundamental basics of post-conviction law (habeas law) to enhance their understanding of wrongful convictions and available remedies.

L799 Seminar in Law & Democracy ** (3) – Almendares, N.

This seminar is organized around two main themes: the role of an unelected judiciary in a democracy and how law, and those same unelected judges, regulate the practice of democracy. There is an inherent tension between judicial review and democracy, which is evident in cases and commentary. The course will expose students to this main controversy and the way law affects democracy and participation in government. We will focus on topics like censorship, campaign financing, protest, and corruption. The requirements for the course are class participation and a paper, which we will workshop throughout the semester.