

# The John Marshall Law School

## Additional Information on Elective Courses

### Spring 2010

#### Advocacy Courses

##### **NEGOTIATION** – (2 CREDIT HOURS) – Law 282

This course is designed to serve as both an advanced negotiation course and a stand-alone negotiation course. The goals are to communicate insights in both theory and conceptual models of various negotiation processes. In particular, this class will provide students the opportunity to understand and apply these concepts and theories in both familiar and unfamiliar negotiation situations. Actual negotiation simulations will provide the students with opportunities to polish their skills and practice the different styles and tactics presented through various hypothetical exercises

##### Prerequisites:

There are no prerequisites for this course. This course will also satisfy a requirement of the Alternative Dispute Resolution certificate program.

##### **CLIENT INTERVIEWING AND COUNSELING** – (2 CREDIT HOURS) – Law 283

This course is designed to prepare students in the essential lawyering skills of client interviewing and counseling, and the concomitant skill of fact analysis. Professionalism, communication, ethical considerations, multicultural lawyering and assessing the legal sufficiency of a client's claims are also discussed as crucial skills in the development of an effective advocate.

##### Prerequisites:

There are no prerequisites for this course. This course will also satisfy a requirement of the Alternative Dispute Resolution certificate program.

##### **ADVANCED MEDIATION PRACTICUM** -- (2 CREDIT HOURS) – Law 284

This course focuses on mediation from two perspectives: the experiential, hands-on learning provided by fieldwork in the courts and the substantive learning that comes from classroom discussion, short written papers and readings by experts in mediation.

Students will read current materials on mediation theory and practice and participate in classroom programs and demonstrations led by experienced mediators and mediation advocates.

A portion of the course will consist of mediation skills training conducted by the Center for Conflict Resolution ("CCR"). Once students have successfully completed the skills training portion of the course and met all of CCR's certification requirements, they will be certified as CCR volunteers to conduct actual mediations on behalf of CCR

##### Prerequisites

At least one prior ADR course: either "Mediation and Mediation Advocacy" or "Alternative Dispute Resolution" with a final grade of at least a "B." This course is required for students pursuing an ADR Certificate.

##### **MEDIATION AND MEDIATION ADVOCACY** -- (2 CREDIT HOURS) – Law 244

Mediation and Mediation Advocacy examines the theory and practice of effectively representing clients in a variety of mediation settings, and is designed to give students both a theoretical background and hands-on experience. The course will focus on mediation from two perspectives: that of the mediator and that of the advocate.

Effective advocacy in mediation has elements in common with effective advocacy in litigation, but there are critical differences. These similarities and differences will be explored through guest lecturers, class-based simulations, interactive role-playing and post-mortem discussions. In addition, students will explore the ethical issues that arise in mediation settings and how those issues may impact their professional responsibility obligations.

##### Prerequisites:

There are no prerequisites. However, this course is a required for students pursuing an ADR Certificate. It is also a prerequisite for the Advanced Mediation Practicum.

##### **DEPOSITION PRACTICUM** – (2 CREDIT HOURS) – Law 285

This course is designed to assist students in preparing for the role of effective advocate in the discovery process. Civil litigation and some phases of criminal litigation utilize depositions as the primary tool of trial preparation or settling disputes. Deposition evidence may be used as substantive evidence or for impeachment at a trial setting. The course will focus on defining deposition goals, perfecting questioning techniques, understanding the rules, forming objections and tactical considerations crucial to taking and defending depositions.

**Prerequisites:**

Evidence or Trial Lawyer is the only prerequisite to this course. This course will satisfy a requirement of both the Trial Advocacy certificate program and the Alternative Dispute Resolution certificate program.

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**Advanced Legal Research: Illinois Legal Research (1 credit)**

This course is intended for students interested in sharpening their practical in-depth research skills in Illinois-based research. The course provides in-depth exposure to both print and electronic sources for performing legal research in Illinois law. The course will explore the varied sources for discovering primary law including the Illinois Constitution, statutes, case law, and administrative regulations. In addition, the course will focus on major secondary sources, both in print and electronic format, for locating Illinois law. Students will be graded on weekly exercises and a final research project.

Prerequisites: Lawyering Skills I and Lawyering Skills II.

Taught by: reference librarians

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## **BUSINESS FRANCHISE LAW**

(J.D. - Intellectual Property Curriculum)

(J.D. - Regulated Industries Curriculum)

On Monday evenings during the Spring 2010 semester at The John Marshall Law School, Professor Robert Nye will teach his J.D. 3-credit hours course in **Business Franchise Law**. John Marshall offers both J.D. and LL.M. courses dealing with laws, cases, and law practice in the business franchise field.

Enrollment in the course is limited to 20 students.

**FRANCHISING REMAINS ONE OF THE FASTEST-GROWING  
FIELDS BOTH IN BUSINESS AND IN LAW.**

**Franchising and franchises are governed by  
Federal and state laws and regulations**

**There are more than 750,000 franchised businesses in the United States,  
and one out of every 12 U.S. businesses is a franchise. Franchises also  
account for more than 40% of every dollar spent in the United States.**

Basic materials for this course include (a) Casebook: Schneider and Nye, **Business Franchise Law: Cases and Materials** (Carolina Academic Press 2003 ed.), and (b) additional and update items, including also provisions of the new Federal Franchise Trade Regulation Rule, of which many will be available on the school's LegalEase website portal. The following is the course description in the School's J.D. catalog/Bulletin:

**BUSINESS FRANCHISE LAW**

(J.D. - Law 081 - 3 credit hours)

Development of the business franchise as a unique legal and business phenomenon; federal and state statutes, regulations and cases dealing with the franchisor-franchisee relationship. Areas to be covered include governmental restrictions and pre-conditions concerning the sale of business franchises; procedures and documents to effect and evidence compliance with state and federal regulations; the rights and duties of franchisor and franchisee under the franchise agreement; remedies of franchisor and franchisee for violations of the franchise agreement; statutory and regulatory provisions which (a) require certain items to be included in the franchise agreement, and (b) prohibit or limit the availability of specific kinds of actions and remedies.

**The final grade in the J.D. Business Franchise Law course will be based on class participation and on completion of, and presentation on, an approved project-paper.**

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Spring, 2010 / Mr. Wangerin

Commercial Law Survey – Four Credits

(Possible Alternative: Various One-Credit Business-Law “Mini-Courses”)

For further information, please contact Mr. Wangerin at [7wangeri@jmls.edu](mailto:7wangeri@jmls.edu)

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**Important Preliminary Note**

On November 3<sup>rd</sup>, the Faculty will vote (at a faculty meeting) on a proposal that has just been approved by the JMLS curriculum committee. This proposal, if approved by the faculty on November 3<sup>rd</sup>, will add a series of one-credit mini-courses on selected business law topics to the JMLS curriculum.

If the faculty approves the proposal just described, a very high likelihood exists that JMLS will NOT offer the four credit Commercial Law Survey course during the Spring, 2010, semester. Rather, in that case JMLS probably will offer four one-credit mini-courses on business law topics during the Spring, 2010, semester ***instead of*** the four credit Commercial Law Survey course.

***If JMLS offers four separate one-credit business law mini-courses in Spring, 2010, instead of the four credit Commercial Law Survey course, the substantive coverage of the four separate one-credit mini-courses will collectively be the same as the substantive coverage of the four credit Commercial Law Survey course.***

If JMLS offers four separate one-credit mini-courses in Spring, 2010, JMLS will offer all four of those one-credit mini-courses in online format. The four one credit online mini-courses will run more or less consecutively during the Spring, 2010, semester.

If JMLS offers four separate one-credit online business law mini-courses in Spring, 2010, as a substitute for the four credit Commercial Law Survey course, students will have multiple scheduling opportunities in connection with the substantive topics covered. Some students, for example, will take all four of the one-credit mini-courses. Students who do this will study everything that they would have studied in the four credit Commercial Law Survey course (had they taken it) and will earn, obviously, four credits. However, students will take only three of the one-credit mini-courses, or only two of them, or only one of them. Students who select these less-than-all-four options will study only some of the stuff that they would have studied in the four credit Commercial Law Survey course, but NOT all of the stuff. These students will, obviously, earn less than four credits.

***Important Note: If JMLS offers one-credit business law mini-courses in Spring, 2010, (instead of the four credit Commercial Law Survey course), a new “pre-requisite” rule will come into play. That rule is this: Students may enroll in the one-credit mini-courses only if the students have already earned 55 or more credits. This already-earned-55-credits rule does NOT apply to the four credit Commercial Law Survey course.***

Please note one additional thing in this context. Although JMLS might NOT offer the four credit Commercial Law Survey course in Spring, 2010, (because JMLS might offer, instead, four one-credit mini-courses on the same substantive law topics in Spring 2010), JMLS is NOT eliminating the four credit Commercial Law Survey course from the Curriculum. Rather, JMLS is retaining that course and will probably offer it in future semesters. If JMLS offers that four credit course in future semesters, however, a teacher other than Mr. Wangerin will probably teach it.

Shortly after the Faculty acts on November 3, Jodie's office will send information on this issue to all students.

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1. Mr. Wangerin's lectures are filled with loud rock and roll music (including much music in Spanish), naughty pictures and stories, disgusting jokes and props, outrageous stereotyping and utterly ridiculous examples. Students who disapprove of these things should avoid Mr. Wangerin's classes.
  2. Mr. Wangerin encourages students who take courses with him to contact him through his course websites or by email. However, students who wish to talk *in person* with Mr. Wangerin may call him at any time – 773-274-8087. Students may also make arrangements to meet *in person* with Mr. Wangerin at school at times that are convenient to the students.
  3. For technical reasons, the schedule for Spring 2010 lists two separate sections of the Commercial Law Survey course. (The same thing will likely happen if a revised schedule lists separate one credit mini-courses.) The separate sections of this course / these courses will be taught and tested in exactly the same way, and in a joint fashion. So, students who sign up for alternate sections of the course / courses will get exactly the same thing.
  4. No casebooks will be required for the Commercial Law Survey course (or the related one-credit mini-courses). However, several text books – texts on Contracts, Payments and Secured Transactions in the "Concise Hornbook" series -- will be highly recommended for supplemental reading. Suggestions for supplemental reading will be described on the course websites.
  5. Students who take courses with Mr. Wangerin will be *required* to complete one, and probably a second, anonymous online survey about teaching methods and satisfaction with learning. Mr. Wangerin will post the anonymous results of these mandatory-response surveys on his course websites.

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### Substantive Coverage

The four credit Commercial Law Survey course – or the four separate one-credit mini-courses that might be offered in Spring, 2010 as a substitute for that four credit course -- will cover four selected topics in USA business law.

- A. ***Breach and Excused Non-Performance in Contract Cases***: This unit of the four credit Commercial Law Survey course (or this separate one-credit mini-course) will cover a topic that is probably (a) the single most commonly encountered real world Contract law topic for general practice lawyers and (b) tested more heavily on the bar exam than any other contract law topic. If non-performances of contract obligations are "breaches," remedies are potentially available to the non-breaching parties. However, if non-performances are "excused," remedies generally are NOT available. Two distinct categories of excuses will be discussed, the "non-agreement" excuses (sometimes called the "real" defenses) and the "all-other" excuses (sometimes called the "personal" defenses.) Discussion will include extensive references to the cryptic concept of express and constructive (implied in law) "conditions." Discussion will also include brief references to the notion of "consideration" as well as to rules regarding writings, notably rules regarding the statute of frauds and the parol evidence rule. Analysis will emphasize situations in which rules in Article 2 of the UCC differ from rules in the common law of contracts (with the common law principally articulated in the Restatement Second of Contracts).

Important Note: Analysis of this topic will NOT include analysis of Remedies in contract cases, though Remedies will from time to time be mentioned. Analysis of contract law remedies will be in a separate one-credit business law mini-course that JMLS is likely to offer for the first time in Fall, 2010.

- B. ***"Outsiders" in Commercial Transactions***: This unit of the four credit Commercial Law Survey course (or this separate one-credit mini-course) will cover topics that are routinely skipped over by teachers of standard contract courses but that are (a) commonly encountered by general practice lawyers and (b) regularly tested on the bar exam. The topics include Assignees (principally of non-payment rights); 3rd party Beneficiaries (a bar exam favorite); Sureties (who are people /business that take on secondary liability for the debts of others); Agents (including Delegates); Remote Beneficiaries of Article 2 Warranties; Bailees (principally carriers and warehouses); and Good Faith Purchasers of Goods / Buyers in the Ordinary Course of Business (which kinds of commercial actors possess what sometimes are called "super powers" in connection with commercial transactions). This unit / separate mini-course may include an Introduction to the role of bankruptcy representatives.

- C. **Paying for Contracts with “Negotiable Instruments” and Assignments of Payment Rights:** This unit of the four credit Commercial Law Survey course (or this separate one-credit mini-course) will discuss two important and commonly used methods for paying for contracts. One of those topics will be Article 3 negotiable instruments – a topic that is ALWAYS tested on the bar. The other topic will be assignments of payment rights under Article 9, a topic that is sometimes tested on the bar. The discussion will emphasize the importance of FTC consumer protection rules in both of these payment contexts.

Important Note: JMLS ***requires*** some students to take the “Payment Systems” course. For these JMLS students, the Payment Systems course is a pre-requisite for this one-credit mini-course.

- D. **Security for Future Payments.** This unit of the four credit Commercial Law Survey course (or this separate one-credit mini-course) will discuss methods that credit lenders and credit sellers use to secure future payments of debts, i.e. credit payments. Three of the topics that will be covered -- mortgages, Article 9 secured transactions, and suretyship promises – are tested heavily on the bar exam. The fourth topic, credit default swaps, is not generally tested on the bar. However, credit default swaps are worthy of analysis because they played a major role in the near-collapse of the world's economy in 2008.

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### Grades and Grading

Grades for these courses will principally be determined by performance on exams. However, students who wish to earn grades of A in the courses -- A Pluses, A's, A Minuses – will have to perform well on exams AND will have to participate in certain activities (on the course websites).

Because grades in these courses – at least for students who wish to obtain A grades – will be determined in part by participation of students in non-anonymous course activities, grading in the courses will necessarily be non-anonymous. Students who object to non-anonymous grading should NOT take these courses.

Mr. Wangerin gives grades pursuant to the JMLS Large-Enrollment-Electives Grading Curve. Within the strictures of that grading curve, Mr. Wangerin tends to give the maximum number of high grades, the maximum number of low grades and the minimum number of grades in the middle of the grading scheme. In other words, within the strictures of the grading curve, Mr. Wangerin usually uses a “barbell” approach to grading.

### “Participation” in Course Activities

“Participation” in course activities consists of doing one of two things, or both of these things, or in doing other things that individual students might from time to time suggest on an individual basis suggest to the teacher:

1. Regular and thoughtful posting by individual students of comments / questions / responses in electronic discussions of various topics, including discussions of substantive law topics. In most instances, students will be required to identify themselves when they post messages in the electronic discussions. However, in connection with some of the electronic discussions, students will be allowed to post messages anonymously. Further, if individual students from time to time wish to post messages that are anonymous to other students but that are NOT anonymous to Mr. Wangerin, those students should contact Mr. Wangerin privately. He will then make arrangements for those students to post anonymous-to-other-students messages.
2. Regular and thoughtful submission by individual students or small groups of student-created multiple choice questions on various substantive law topics. (Instructions for constructing MC questions on substantive law topics – and for forming and then working with small groups of students in connection with construction of MC questions – will be found on the course websites.)

Definitions: “Regular” in the foregoing means “regular” and does NOT mean constant or excessive. So, students will be able to satisfy “regular” requirement even if they do NOT participate in all of the e-discussions and even if they do NOT submit MC questions on all substantive topics. “Thoughtful” means, well, “thoughtful.” Note: Redundancy -- e.g. “I agree with X about that point” or “Joe already said this but I’d like to repeat....” -- is very common in law school discussions. Redundancy is NOT thoughtful participation.)

### Tests

If JMLS offers the four credit Commercial Law Survey course in Spring, 2010, there will be four completely separate tests in the Commercial Law Survey course, with one test for each of the four separate units. Each of the tests will be worth 25% of the total grade for the four credit course. There will be no final exam and no repetition of coverage on the tests. If JMLS offers four separate one-credit mini-courses in Spring, 2010, each of the separate mini-courses will conclude with its own final exam. Those single final exams – and “participation” as noted above -- will generate the grades for these individual mini-courses.

All questions on all tests will be objective, mostly multiple choice questions.

***Extremely Important Warning About Tests***

***Mr. Wangerin tests very, very, very heavily on rote knowledge of terminology and on rote knowledge of the basic elements of rules. Hence, success on Mr. Wangerin's tests requires students to engage in large amounts of rote memorization – the "M Word." Because of this, students should take classes with Mr. Wangerin only if they are willing to engage in large amounts of rote memorization.***

Tests will be administered numerous times on test dates, or, upon special arrangements, a day or so before test dates. (Students who need alternative test dates must notify Mr. Wangerin of that fact well in advance of test dates.) Generally speaking, students will take tests at JMLS, in proctored settings. However, students who will be out of town on test dates may make private arrangements to take tests at out of town locations in proctored settings.

In connection with all of Mr. Wangerin's tests, students have 24 hours after the tests are administered to post comments on the course website(s) about problematic questions on the tests. (The tests themselves will be available on the course website(s) immediately after the tests are administered.) Since Mr. Wangerin commonly discards significant numbers of questions on his tests as a result of these posted comments, or accepts multiple correct answers for problematic test questions, participation in post-test gripe-fests about tests is strongly recommended.



**Comparative Human Rights:  
South Africa and the United States  
Spring Semester 2009**

**Overview**

The seminar will explore several key human rights issues under the U.S. Constitution, the South African Constitution, and the African Charter on Human and Peoples' Rights. For example, we may explore how each of these instruments treats the death penalty, racial equality, or social and economic rights such as the right to health care.

Students will write a significant research paper, or complete an approved equivalent project. We will register students for two credits, but students may opt for a third credit (as independent study). Students earning two credits will write a paper no fewer than 30 pages in length (double-spaced), exclusive of footnotes; students earning three credits will write a paper no fewer than 50 pages in length (double-spaced), exclusive of footnotes. Students will be required to participate in the field trip (described below).

The seminar will meet on Wednesdays from 12:00 to 1:50 p.m. Dean Ruebner and Professors Schwinn and Hirsch will co-teach the seminar.

**Field Trip**

Students and faculty will travel to South Africa over Spring Break, from approximately Wednesday, March 10, 2010, to Sunday, March 21, 2010. We will visit Cape Town, Johannesburg, Pretoria, and other sites.

Students will be responsible for the costs of the field trip. We estimate costs at no more than \$4,000.00. (This includes the cost of the trip, \$3,500.00, plus the school's administrative fee, \$500.00.) The cost does not include food and personal purchases in South Africa. The cost of the trip is in addition

to tuition and books for the seminar. The school will arrange flights, lodging, and site visits. Students are responsible for their own travel documents and shots and other medicine.

### Enrollment and Selection

Students must submit a short (500 to 1,000 word) personal statement describing their interest and motivation *to Professor Schwinn* (sschwinn@jmls.edu, or room 412) on or before **Friday, October 30**. Students should state their names and year in law school; they should indicate that they have satisfied the prerequisites (Constitutional Law I and Constitutional Law II); they should list any human rights or public international law courses they have completed; and they should state their interests and reasons for applying for the seminar. ***Students should not register for the seminar directly.***

The seminar is capped at 30 students. If we receive more than 30 personal statements, we will select students based on their personal statements. ***We will enroll selected students; students should not register for the seminar directly.***

**Questions:** Contact Professor Steven D. Schwinn, sschwinn@jmls.edu, room 412, or (312) 386-2865.

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## **Constitutional Theory-Prof. Ford**

### Course Description

The purpose of this course is to examine the political and economic views of libertarians and progressives and, in particular, their contributions to constitutional law. We will also consider the extent to which libertarians and progressives are likely to succeed in pursuing their preferred policies through the judicial system. Readings will include Lysander Spooner, Robert Nozick, Friedrich Hayek, Milton Friedman, Richard Epstein, Randy Barnett, G. A. Cohen, John Dewey, Tom Hayden, Sotirios Barber, Cass Sunstein, Jack Balkin, Mark Tushnet, Mary Ann Glendon, and Gerald Rosenberg.

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## **Family Law – Prof. Dolan (Law 104)**

Prof. Dolan's Family Law class will: (1) introduce you to the basics of current family law practice, (2) provide you with the law's historical and policy context—which is critical to successful client advocacy and real understanding in this growing, changing field, and (3) lay a strong foundation for bar preparation.

The course is based on Illinois statutes and key cases both for practical knowledge and a firm base from which to explore the main competing approaches. We also use the Areen Family Law textbook, and substitute new cases and brief policy articles where useful. (Illinois material is available online and posted on Legalease.) Class discussion will be problem-based and include a variety of formats, including small-group break-outs and assigned attorney roles.

We start by looking at the state's interests in regulating marriage; restrictions on getting married (including the same-sex marriage debate); couples' ability to change the terms of marriage by contract; and the legal effects of cohabitation. Next, a brief look at the law's treatment of the intact marriage, including financial and violence issues, sets the scene for understanding the structure of divorce laws. The divorce unit explores the impact of no-fault divorce and the recurring role of fault; the long-term, multi-party issues in child custody, visitation and child support; and the complex rules of property division and maintenance. We end with an introduction to the fascinating world of artificial reproductive technology, which reflects how new forms of parent-child and couple relationships are demanding new laws and legal arguments.

Following the recommendations of the recent Family Law Education Reform Project, the class will include: one guest lecture on family law practice (including client relations and professional ethics); another on psychological custody evaluations; and a divorce negotiation exercise (during class time) which provides students with the opportunity to synthesize all aspects of divorce law.

The exam is open-book essay, based primarily on analyzing hypotheticals (similar to those we will do throughout the semester), and also including your choice of one of several pre-assigned policy questions. This 3-credit class meets Mondays and Thursdays at 10:30. Please feel free to email Prof. Dolan with any questions about the course.

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## International Human Rights-Prof. Dana

This course introduces international human rights law. It examines the historical origins of human rights law, the substantive international texts and norms, and the international mechanisms that might be used to enforce it. Themes that run throughout the course may include the relationship between rights and duties, changing conceptions of statehood and sovereignty, and responses to terrorism. The course will include consideration of the United Nations human rights system and regional systems such as the European Human Rights System and the Inter-American Human Rights System, as well as domestic enforcement of human rights and the prevention of human rights violations. Some of the specific human rights topics covered in this semester may include human rights in the war on terrorism, cultural relativism as a challenge to universal human rights, the right to freedom of religion and belief, and the relationship between US law and international human rights norms.

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**International Law Seminar: International Organizations** – Law 191 (2 credit hours; eligible students may register for an additional summer hour of independent study).

This course will be offered at The John Marshall Law School with a one-week field trip to Switzerland during Spring Break. The visit to Switzerland will bring you to the cities of Zurich, Lucerne, Bern, and Geneva with visits to institutions of Swiss government and to the homes of several international organizations.

The course instructor is **Professor Mark E. Wojcik**, a John Marshall professor who is also a Permanent Adjunct Professor of Anglo-American and Comparative Law at the University of Lucerne Faculty of Law in Switzerland.

To ensure maximum participation by JMLS students (both day and evening), the class will meet at JMLS on five Saturday afternoons, with a one-week trip to Switzerland.

### **JMLS Class Schedule**

Saturday, January 30, 2010, 2:00 p.m. to 5:00 p.m.

Saturday, February 20, 2010, 2:00 p.m. to 5:00 p.m.

Saturday, March 6, 2010, 2:00 p.m. to 5:00 p.m.

Saturday, April 10, 2010, 2:00 p.m. to 5:00 p.m.

Saturday, April 24, 2010, 2:00 p.m. to 5:00 p.m.

### **Schedule in Switzerland**

#### **Day-by-Day Plan for Field Trip**

#### **During JMLS Spring Break (March 13-20, 2010)**

**Overview:** Students will leave from Chicago, fly to Zurich, and take the train to Lucerne where we will stay for two days. We will leave Lucerne by train to visit the capital of Switzerland (Bern) and then continue on to Geneva where we will visit a number of international organizations. Students will fly back to Chicago from Geneva.

Saturday, March 13, 2010. Depart Chicago (ORD) for flight to Zurich, Switzerland (ZRH).

Sunday, March 14, 2010. Arrival in Zurich and transfer to Lucerne, Switzerland (approximately 1 hour train ride). Short walk from the train station to the hotel in Lucerne. Afternoon **walking tour of Lucerne.**

Monday, March 15, 2010. Morning tour of the **law library** of the University of Lucerne. After lunch, sessions on the Swiss Legal System at the **Supreme Court of Switzerland** (Lucerne Chambers) and at the **University of Lucerne Faculty of Law**. “Swiss Evening” party with law students from Switzerland.

Tuesday, March 16, 2010. We will leave Lucerne on Tuesday morning and travel by train to Bern (a beautiful train ride that takes approximately 90 minutes). Bern is the capital of Switzerland and a U.N. World Heritage Site. We will visit the **Swiss National Parliament** and tour the building if parliament is not in session. We may also schedule a possible visit to or meeting with staff from the U.S. Embassy. We continue by train that evening to Geneva.

Wednesday, March 17, 2010. Tour of the **United Nations in Geneva** and lunch at the United Nations. Afternoon visit to the Museum of the **International Committee for the Red Cross** (ICRC) to consider role of NGOs in creating international law norms.

Thursday, March 18, 2010. Morning visit to international organization (such as the **World Health Organization**). Afternoon visit to international organization (such as the **International Committee for the Red Cross**).

Friday, March 19, 2010. Morning free. Afternoon visit to another international organization (such as **World Trade Organization**). Swiss farewell fondue dinner.

Saturday, March 20, 2010. Depart Geneva Airport (GVA) for Return Flight to Chicago.

The seminar will cover the following specific topics relating to International Organizations:

1. Overview of International Organizations
  2. The Legal Personality of International Organizations
  3. Constitutions of International Organizations
  4. Treaties Between International Organizations
  5. Membership in International Organizations
  6. Powers of International Organizations
  7. Law-Making and Norm Creation By International Organizations
  8. Voting Procedures
  9. Responsibilities of International Organizations
  10. Member State Liability for Actions of International Organizations
  11. Accountability and Good Governance
  12. Privileges and Immunities of International Organizations (and Their Representatives)
  13. Dissolution
  14. Succession
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Prof. Sonia Green

#### Assisted Reproductive Technology: Law and Practice (Seminar)

##### Description:

This course will address the legal and ethical issues that surround the growing uses of assisted reproductive technology. We will approach the issues from two perspectives: an academic perspective that analyzes the broader legal and ethical dimensions of this area of medicine, and a practical perspective that examines how a family law practitioner might address some of these issues day to day. The readings will be interesting and varied and will come from legal and non-legal sources. We will have some guest speakers and student presentations. The final grade will be based on the students' class participation (worth 5%), in-class presentation (worth 15%) and final paper (10-15 pages, worth 80%). Students will be able to choose their own topics, with the advice of the professor. All students are welcome in this course. The course meets once a week for two hours and is worth two credit hours.

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#### Professional Responsibility class-Prof. Alberto Bernabe

This course will cover most of the rules and doctrines of the law of lawyering as defined by the Model Rules of Professional Conduct. Once you register for the course, Professor Bernabe will contact you by e-mail (using your JMLS address) with important instructions regarding the materials you will need for the course.

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#### PROF. MARY JEAN DOLAN'S UPDATED COURSE DESCRIPTION FOR SPRING 2010

##### **Religion and the Law (2) Law 269**

This Religion and Law seminar will prepare students to understand and provide legal counsel on the many current, high-profile legal questions of religious rights and state neutrality. Professor Dolan has extensive experience counseling large and small cities on how to comply with shifting constitutional lines while, for example:

- funding the social service and educational work of religious organizations;
- partnering with clergy in organizing communities to address hard-core poverty;
- fostering or permitting holiday displays, prayer at meetings, religious events;
- handling police requests for exemption from guarding abortion clinics;
- enforcing zoning and building codes against churches claiming exemptions.

This seminar will be useful for students who are considering legal careers in local government, non-profit, or civil rights, and will be interesting for anyone with a passion for politics, religion, and/or rights-balancing in our pluralistic society.

The class will use a problem-based approach in covering the major Supreme Court decisions affecting religion (on the Establishment Clause, the Free Exercise Clause, the Free Speech Clause, and RFRA and RLUIPA statutes). We also will discuss the role of history and competing judicial standards, including neutrality, separationism, nonpreferentialism, endorsement, and coercion. Professor Dolan will provide a list of current topics for students' papers (including issues relating to her recent Supreme Court brief and related scholarship), and also will help students formulate alternative topics to pursue their own specific interests. The grade will be based primarily on the written paper, with consideration given to class participation. Students will not be required to give a formal presentation to the class, but will have the opportunity for class discussion of their works-in-progress. This 2-credit seminar meets once a week, Mondays 6-8 p.m. Constitutional Law II is a prerequisite. Please feel free to email Prof. Dolan with any questions about the class.

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## MEMORANDUM

To: Students interested in my Sales Transactions Course in the Spring 2010 Semester

From: Ann Lousin (Ext. 434; Room 417; [7lousin@jmls.edu](mailto:7lousin@jmls.edu))

Date: December 1, 2009

The pre-requisites for this course are Contracts I and II, both of which you must complete by December, 2009

The two required books for the course are my duplicated materials, *Course Materials on Sales Transactions*, and the statutory text. The course materials will be available on Legalese in December, 2009 They constitute your syllabus. If you are in the afternoon section, please prepare "Class One", as designated in the table of contents in the course materials, for our first meeting; if you are in the evening section, please prepare "Classes One and Two" for our first meeting.

The statutory text is any recent edition of either West's or Foundation's version of "commercial statutes", including the U.C.C. Buy it new. You will need to write in it. I shall allow you to bring that book, and only that book, with you into the exam. Therefore, if you buy it used, you will have to put your notations around somebody else's notes. I shall not allow you to type anything into the statute book or paste or tape pages into it. During the exam, I shall check your book; if there is any contraband in the statute book, I shall, as I have in the past, report you for discipline on the grounds of "bringing unauthorized materials into the examination."

I also recommend buying or borrowing the latest edition of *The Uniform Commercial Code* by White & Summers. If you are planning on taking other U.C.C. courses, you should buy it new, but if you want to save money, you may read the library's copies.

### Rules for Class

Recitation in this course is not voluntary, and there are no "passes." I call on all students and at random. If you are not prepared when I call on you, I shall insist you leave the room and not return until you are prepared. If you have a truly valid excuse, such as illness or a family emergency, you must notify me before class. You must bring both the course materials and statute book with you to each class.

The sole basis for your grade will be the anonymously graded written exam at the end of the course. There is no credit for class participation. If you have any questions, please contact me before you register for Sales Transactions.

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### **School Law – Law 116 (2)**

A study of the federal and state law that determines the nature of schools and schooling, their organization, operation and management. The course includes a consideration of school personnel problems, school districting and redistricting problems referendum and bond issues, school boards, teacher responsibility and rights, student responsibility and rights, school records, special education issues, the in loco parentis doctrine, tort and contractual liability, collective bargaining, dress codes, religious freedom, desegregation, and other selected issues of constitutional law.