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**COLLEGE OF LAW**

**Spring 2024**

**JD**

**FIRST WEEK ASSIGNMENTS**

**LAW 6060: Business Organizations   
Professor Jerry W. Markham   
First Week Assignment:**  
Business Organizations

FIRST ASSIGNMENT: Read pages 1-56 of the casebook.

Readings Assignments: I will seek to cover fifty-five pages in the casebook for each day’s lectures or 110 pages per week.

**LAW 6560: Securities Regulation  
Professor Jerry W. Markham   
First Week Assignment:**  
FIRST ASSIGNMENT: Read and be prepared to discuss pages 1-30 of the text.

**LAW 5300: Civil Procedure A & B  
Professor Howard M. Wasserman   
First Week Assignment:**

Civil Procedure A & B: Go to fiucivpro.blogspot.com

**LAW 7510: Civil Rights  
Professor Howard M. Wasserman   
First Week Assignment:**

Civil Rights: Go to fiucivilrights.blogspot.com

**LAW 6957: Law Review Staff Members  
Professors Eric Carpenter and Lisa Davis   
First Week Assignment:**

Optional 2024-2025 FIU Law Review Board Member Application. See details as provided in the Canvas assignment; submit by January 15, 2024: the Package, Volunteer Form, and email to Office of Student Conduct and Academic Integrity.

**LAW 6403: Florida Condominium and Community Association Law  
Professor Salvador A. Jurado Jr.   
First Week Assignment:**

Class 1: Concept of Condominium and Homeowner Association Ownership, Planning and structuring of real estate developments using condominium and community associations.

* Introduction
* Common-law principles
* Historical foundations
* Florida Statute 718 and 720
* Discuss the Governing Documents
* Choosing project structure
* Platting and building regulations
* Warranty issues
* Statutory regulations
* Tiered associations

Readings:  
Textbook chapter 1, pages 1-24 and 44-45   
Textbook chapter 3, pages 1-5, skim through 20-41, 44-49, 53-62

Assignment:  
Familiarize yourself with the condominium association’s governing documents that will be provided to you in the first class. (“Governing Documents”) – Bring the Governing Documents to every class.

**LAW 7930: In-House Lawyering   
Professor Catherine Clancy Mandell   
First Week Assignment:**

Please read the following:

1. Eric Wallerstein, *FTX and Sam Bankman-Fried: Your Guide to the Crypto Crash*, The Wall Street Journal, December 22, 2022, [https://www.wsj.com/articles/ftx-and-sam-bankman-fried-your-guide-to-the-crypto-crash-11669375609](https://urldefense.com/v3/__https:/www.wsj.com/articles/ftx-and-sam-bankman-fried-your-guide-to-the-crypto-crash-11669375609__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7eoBo6PvA$).

2. Matthew Goldstein, *Deutsche Bank Will Pay $75 Million to Victims of Jeffrey Epstein*, Business Law Today, May 17, 2023, [https://www.nytimes.com/2023/05/17/business/deutsche-bank-jeffrey-epstein.html?smid=nytcore-ios-share&referringSource=articleShare](https://urldefense.com/v3/__https:/www.nytimes.com/2023/05/17/business/deutsche-bank-jeffrey-epstein.html?smid=nytcore-ios-share&referringSource=articleShare__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7djx0jaRQ$).

3. Katy O’Donnell, *Wells Fargo Slammed with $3.7B Penalty, in Record CFPB Settlement*, Politico, December 20, 2022, [https://www.politico.com/news/2022/12/20/wells-fargo-cfpb-settlement-00074740](https://urldefense.com/v3/__https:/www.politico.com/news/2022/12/20/wells-fargo-cfpb-settlement-00074740__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7cS0tx9PA$).

4. Jean Eaglesham, *Auditors Didn’t Flag Risks Building Up in Banks*, The Wall Street Journal, April 10, 2023, [https://www.wsj.com/articles/auditors-didnt-flag-risks-building-up-in-banks-6506585c](https://urldefense.com/v3/__https:/www.wsj.com/articles/auditors-didnt-flag-risks-building-up-in-banks-6506585c__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7c3Z0AYqQ$).

5. Talia Soglin, *Snapchat Parent Reaches $35 Million Biometric Privacy Class-Action Settlement in Illinois*, Chicago Tribune, August 22, 2022, [https://www.chicagotribune.com/business/ct-biz-snapchat-class-action-settlement-privacy-20220822-naciplplo5f3veyrhegr62rcc4-story.html](https://urldefense.com/v3/__https:/www.chicagotribune.com/business/ct-biz-snapchat-class-action-settlement-privacy-20220822-naciplplo5f3veyrhegr62rcc4-story.html__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7eaWuQiMg$).

6. Sarah Ellison, Josh Dawsey and Rosalind S. Helderman, *Fox was Resigned to a Tough Trial. Then, a Secret Mediator Stepped in.*, updated April 24, 2023, [https://www.washingtonpost.com/media/2023/04/19/mediator-fox-news-dominion-settlement/](https://urldefense.com/v3/__https:/www.washingtonpost.com/media/2023/04/19/mediator-fox-news-dominion-settlement/__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7dIbU5_2A$).

7. Jason Zweig & Justin Baer, *Charlie Munger, Warren Buffett’s Partner and ‘Abominable No-Man,’ Dies at 99*, the Wall Street Journal, November 28, 2023, [https://www.wsj.com/finance/investing/charlie-munger-berkshire-hathaway-dead-74d476a8?st=ph6zxv4pbk77uqw&reflink=article\_email\_share](https://urldefense.com/v3/__https:/www.wsj.com/finance/investing/charlie-munger-berkshire-hathaway-dead-74d476a8?st=ph6zxv4pbk77uqw&reflink=article_email_share__;!!FjuHKAHQs5udqho!PtAwrYV99t7u9Qxnvuq5mSwforUYi0lXRc2qBZY5q3JllchszdbMbS2LnL-lcawndwIkibqGQ4-2pb3av7eEss7qJg$).

**LAW 5781: Legal Reasoning   
Professor Louis N. Schulze, Jr.  
First Week Assignment:**

For the first class, sign up for the “Legal Reasoning” TWEN webcourse, read the entire syllabus, and complete the “First Week Assignment,” found under “Course Materials.”

**LAW 6621: Estate and Gift Tax  
Professors Saidin M. Hernandez and Mauricio Rivero  
First Week Assignment:**

Introduction

A. Text: pp. 3-30  
B. Statutory Material: IRC §§ 2502(a) & (c) and 2001(a) – (c)

**LAW** **6610: Corporate & Partnership Tax   
Professors Saidin M. Hernandez and Mauricio Rivero  
First Week Assignment:**

pp. 3-63 in Kwall, Jeffrey L. The Federal Income Taxation of Corporations, Partnerships, Limited Liability Companies, and their Owners. 7th Edition. Foundation Press, 2023.

**LAW** **6265: International Litigation  
Professor Gilberto A. Guerrero-Rocca  
First Week Assignment:**

\*\*Please download files

LAW 6265 International Litigation – Mondays RDB 2080 (5:00-6:50 PM) - 2 Credits. Prof. Gilberto A. Guerrero-Rocca ([giguerre@fiu.edu](mailto:giguerre@fiu.edu)).

* Gilberto A. Guerrero-Rocca, *“The Prodigal Son Comes Home: Ecuador Returns with Investment-Arbitration*” World Arbitration & Mediation Review (WAMR). 2018. Vol. 12. Issue 3, pp. 319-369.
* “*Investment Protection & Treaty-Based Arbitration*” (FIU Law, Conference by Gilberto A. Guerrero-Rocca).

 

**LAW** **6725: Florida Medical Malpractice: Practice and Procedure  
Professor Carolina Suarez  
First Week Assignment:**

CLASS ONE: TUESDAY, JANUARY 9TH, 2024

READING ASSIGNMENT:

FLA. STAT. 95.11(4)(b)

FLA. STAT. 766.104

FLA. STAT. 766.106

FLA. STAT. 768.18

FLA. STAT. 768.20

FLA. STAT.768.21

FLA. STAT. 768.0415

Article I, Section 26 of the Florida Constitution

Florida Bar Rule of Professional Conduct 4-1.5

**Mindfulness and the Law  
Professor Rosario Lozada   
First Week Assignment:**

First-Week Assignment

*Welcome to Mindfulness and the Law.* I look forward to working with each of you this semester.  Our textbook is Professor Scott L. Rogers’ *The Mindful Law Student: A Mindfulness in Law Practice Guide* (2022).  Please note that, as a general rule, you will not need a computer during class.  Complete these readings and assignments before we meet on Thursday, January 11:

**Read** foreword, preface, introduction, and chapter 1 on leadership (pp. vi-xiv; xviii-xxiv; 2-19).  **Complete** the self-leadership inventory on page 8.  **Bring** your answers and textbook to class.  (You do not need to engage in the practices listed on page 18 before class, although you are welcome to do so.)

Go to [www.themindfullawstudent.com](http://www.themindfullawstudent.com/) and locate the student portal.  In the student portal, click on the hyperlink that corresponds to “access guided practices via the web” When you arrive at “guided mindfulness practices,” bookmark the page for your benefit.

**LAW** **6010: Sales  
Professor Michele Anglade  
First Week Assignment:**

The first-week assignment will be posted on the Canvas course page.  Before our first class meeting log on to the Canvas course page, read the course syllabus, and complete the assignment in the First Week Module.

Students who cannot access the course page on Canvas may email me (at [angladem@fiu.edu](mailto:angladem@fiu.edu)) for the course syllabus and first-week assignment.

**LAW** **6702: Products Liability  
Professor Michele Anglade  
First Week Assignment:**

Text:  Owen and Davis, Products Liability and Safety, Cases and Materials, 8th ed. (Foundation Press, 2020).

For the first class, please read pp. 1-40.

**LAW** **5300: Civil Procedure  
Professor Elizabeth Price Foley  
First Week Assignment:**

I will hand out the syllabus and go over class expectations.

Please NOTE that NO LAPTOPS are allowed in class unless you are permitted one pursuant to a disability accommodation.

**Class #1**: read pp. 61-77 of Yeazell casebook (10th edition, 2019) (Pennoyer v. Neff and related materials).  Also read Federal Rule of Civil Procedure 12, Article III, sections 1-2 of the Constitution and the Due Process Clauses in the 5th and 14th Amendments (NOTE: the Rules and the Constitution are both contained in the paperback Rules supplement to the Yeazell casebook).

**Class #2**:  read pp. 78-88 (up to section 2 on Absorbing In Rem Jurisdiction) (International Shoe, McGee & Hanson cases and related materials). Also re-read FRCP 12.

**LAW** **6936: Separation of Powers Seminar  
Professor Elizabeth Price Foley  
First Week Assignment:**

**Separation of Powers Seminar:**

We will discuss class expectations/grading, etc. on the first day of class. I will pass out a syllabus that day, as well as your reading materials for week two. For the first class session, please read the following and be sure to print these out and bring them to class:

1. Federalist Nos. 47, 48 & 51, available here:

<https://www.congress.gov/resources/display/content/The+Federalist+Papers>

1. Michael J. Teter, *Congressional Gridlock’s Threat to Separation of Powers*, 2013 Wisc. L. Rev. 1097*, available at* <https://deliverypdf.ssrn.com/delivery.php?ID=292084092121075085074004071075117119035088025016027009096003123075095026075010071010062032061034008009023112026111096124087071047091011052051102112127127102117102031001062055024112100084098081020002103121002065027112025069003022005008068075007028070083&EXT=pdf&INDEX=TRUE>

**LAW** **6545: Employment Law  
Professor Kerri Stone  
First Week Assignment:**

Please make sure you have the 6th edition of the combined casebook; ebooks are not permitted.

Work is important. Work underlies the identity of many Americans. The law of the workplace

is fascinating because it forces legislators, triers of fact, and triers of law to grapple with the

nuances of the life of the workplace: the human psyche, interpersonal exchanges, and the

dynamics that exist between groups and individuals. Unlike in many countries, like Canada,

France, Germany, Great Britain, Italy, Japan, and Sweden, which all have statutory provisions

requiring employers to show good cause prior to discharging employees, employment in

the United States is presumed to be at-will. This means that any employer may hire, fire, and

set up terms and conditions for its employees as it sees fit. Atop this presumption, however,

is engrafted legislation and sometimes judge-made law that dictates restrictions on how

and why changes in the terms and conditions of one’s employment (including hiring and

firing) may be implemented. This class will focus on surveying the law of the workplace,

addressing issues like workplace privacy, free speech in the workplace, whistleblowing, and

employment discrimination.

Week 1:

• Introduction

U.S.-BASED MULTINATIONAL EMPLOYERS AND THE SOCIAL CONTRACT OUTSIDE

THE UNITED STATES, by Donald C. Dowling Jr., which may be found at 26 ABA J. Lab. &

Emp. L. 77 . Be prepared to discuss the article in detail and to ground your discussion in your

understanding of the assigned material.

• CASEBOOK Introduction and Chapter 1: Defining Employee and Employer Status

Welcome to class. I look forward to meeting each of you. Please consider the following

excerpt from an essay by Vicki Schultz. If you have already taken Employment Discrimination

or Labor Law, you may have already have read this piece. Please read it again.

*Rosabeth Moss Kanter opens her classic book, Men and Women of the Corporation,*

*by noting:*

The most distinguished advocate and the most distinguished critic of modern

capitalism were in agreement on one essential point: the job makes the person. Adam

Smith and Karl Marx both recognized the extent to which people's attitudes and

behaviors take shape out of the experiences they have in their work.

Kanter shows, in brilliant detail, how jobs create people. In her account, people adapt

their actions--indeed, even their hopes and dreams and values--to function as well as

possible within the parameters established by their work roles. There is the manager

whose need for trust in an organization that cannot eliminate uncertainty leads him to

hire others just like him; yet exercising such social conformity in the selection process

undermines the very idea of a meritocracy on which the corporation and the manager's

own legitimacy is founded. There is the secretary whose higher-ups reward her for

loyalty and “love” rather than performance; yet, exhibiting the very traits and

behaviors expected of such a loyal subject--timidity, emotionality, parochialism, and

praise addiction--undermines the secretary's perceived professionalism and, hence, her

ability to move upward within the organization.

The process of adapting ourselves to our work roles does not stop at the office door or

factory gate. As human beings, we are not purely instrumental, and we cannot easily

compartmentalize the selves we learn to become during working hours. In fact, most

of us spend more time working than doing anything else. So, it should not be

surprising that the strategies we use to succeed as workers become infused into our

behavior, thoughts, feelings, and senses of ourselves--our very beings--with real

spillover effects in our so-called “private” lives.

Consider one of my favorite films, The Remains of the Day. Anthony Hopkins plays

Mr. Stevens, the head butler to an English nobleman, Lord Darlington. Mr. Stevens's

tragedy is that he so faithfully adheres to the ethic of steadfast, loyal service to his

master (and, he believes, his nation) that he cannot even question, let alone condemn,

the lord's deepening collaboration with the Nazis--a collaboration which ultimately

disgraces the estate. At the same time, Mr. Stevens's self-effacing, dignified service as

a butler so suffuses his sense of self that he cannot bring himself to even feel, let alone

express, his growing love for the house's headmistress. A great butler, he is caught in

a dilemma of duty that tragically undermines his capacity to serve his master, or even

his own heart, in a deeper, fuller way.

Although there is tragedy in this account of work's influence, there is also reason for

hope. If people's lives can be constrained in negative ways by their conception of their

occupational roles, they can also be reshaped along more empowering lines by

changing work or the way it is structured or understood. The literature is filled with

examples of people whose lives have been transformed in positive ways through their

work. One powerful set of stories comes from women who entered the skilled trades

in the 1970s, when affirmative action opened nontraditional careers to women for the

first time. When these women were stuck in low-paying, dead-end jobs, they showed

no real commitment to work. But when new lines of work opened up to them, many

women aspired for the first time to take up jobs they had never previously dreamed of

doing.Although many of the women took their new jobs out of financial need, the jobs

quickly became more than a paycheck; the women felt they had come into their own

at last. For many, the positive effects of their new work roles on their self-esteem

permeated their identities, and they found the courage to change and grow in other

aspects of their lives.

As these examples suggest, it is not only academics and filmmakers who have stressed

how important our work is to our identity. Ordinary folks have said so in their own

words, as Studs Terkel's marvelous oral history of working people confirms. As he

notes in his introduction: “This book, being about work, is, by its very nature, about

violence--to the spirit as well as to the body. . . . It is, above all (or beneath all), about

daily humiliations.” Yet, work also provides a foundation for our dreams: “It is about

a search, too, for daily meaning as well as daily bread, for recognition as well as cash,

for astonishment rather than torpor; in short, for a sort of life rather than a Monday

through Friday sort of dying.”

For better or worse, the people in Terkel's book--like people everywhere-- testify that

work matters. Whether they feel beaten down by it, bored by it, or inspired by it, it

affects who they are profoundly. They ask someone, “Who are you?,” and they

answer, “I'm an autoworker,” or “a nurse.” Most fundamentally, they define ourselves

in terms of the work they do for a living.

--

Vicki Schultz, Life’s Work, 100 COLUM. L. REV. 1881, 1890 -1892 (2000).

**LAW** **6936: Seminar: Focused Topics in Employment Discrimination   
Professor Kerri Stone   
First Week Assignment:**

Welcome to Focused Topics in Employment Discrimination Law.

Please note that this is a demanding class in which you will be expected to produce a multi-draft 25- page paper. Deadlines will be firm and frequent. Please ensure that you have adequate time this semester to put into this endeavor.

 You will need a basic working knowledge of Employment Discrimination Law to successfully complete this class, so if you have not taken one of the survey courses, you will need to put in extra work at the start of the semester. I will help you by providing foundational material in class and working with you individually, but it will be a fair amount of work to grasp the basics if you have not taken a survey course. Please read the following, which explains the course and gives you your first week’s assignment. Please also make sure that you understand the concept of plagiarism as it will apply to your work in this class. I am looking forward to seeing/meeting all of you. Start thinking about a paper topic if you’d like!

SEMINAR: FOCUSED TOPICS IN EMPLOYMENT DISCRIMINATION LAW

Professor Kerri L. Stone

I. GENERAL INFORMATION

A. Course Description:

This seminar will delve, in some depth, into certain precepts in the law of employment discrimination, including types of claims and coverage under federal anti-discrimination statutes, harassment, stereotyping, and accommodation. Specifically, the seminar will examine caselaw and scholarship that informs and animates these concepts and the discourse surrounding them. The seminar will continually revert to the central question of the role of federal antidiscrimination legislation and its comportment with its legislative and societal goals. Questions of liability and whether it attaches in the presence or absence of invidiously discriminatory intent and discriminatory effect will be explored.

Throughout the seminar, we will read very well-researched and well-written articles. We will continually return to the questions of whether jurisprudence comports with legislative goals in the passage of these protective statutes and public/social policy interests, and what should and should not be within the statutes’ prohibitions. We will engage in detailed discussions of the material in class, and you will communicate with me about your research and drafts. Ultimately, through a thoughtful examination of caselaw, scholarship, and theory, you will inform and refine your own opinions on these matters and be able to conduct effective research, synthesize what you find with what you have learned, and articulate sound and thoughtful contributions to these evolving areas of law.

This course is largely about what I refer to as the “periphery of Title VII.” Title VII of the Civil Rights Act of 1964, the centerpiece of employment discrimination litigation, prohibits discriminatory treatment against individuals with respect to the terms and conditions of their employment when that treatment is “because of” protected class membership. Squarely within this prohibition are acts like firing or demoting someone where it can be shown via a clear demonstration (like a “smoking gun” admission) or even via a logical deduction (like a scenario in which context and circumstances versus more direct evidence make it apparent) that protected class membership was the reason for the decision. Similarly, in sexual harassment cases, the harassment must, among other things, be “because of” the victim’s sex, whether that means that she was propositioned repeatedly or faced with a barrage of disparaging comments that reference her sex. In disparate impact cases, facially neutral policies and practices that confer a disparate or disproportionate impact on a protected class of individuals, are called into question, and will be actionable unless the employer can show that they are business necessities. Even if they are shown to be necessary, the defendant may still need to make the practice less intrusive, if there is a way to do so. The effect of the policy or practice on an individual is said to occur “because of” the individual’s protected class status, even though there is no intentional discrimination at play.

But what about scenarios that are significantly less clear? The law of Title VII is so relatively new and its jurisprudence so continually (and so slowly) evolving, that learning about and thinking about the next frontiers of discerning and capturing harm that befalls employees “because of” their sex or race or other protected class status, is more than just an exercise in musing. It is a chance to really think about the role that they might actually have in advancing or changing the law once they reach practice. On one hand, Title VII, as courts so frequently intone, is not a “civility code,” whereby every slight is actionable. On the other hand, in a world in which social science and psychology inform societal—and judicial—understandings of things like unconscious bias, one should not be so quick to deem a “because of” allegation as too attenuated.

Thus, we focus on the “periphery of Title VII”—those scenarios, cases, and doctrines that press and challenge the contours of the statute and the domain of that and whom it regulates. We talk about behaviors and issues that traverse the spectrum between that which is clearly covered by Title VII and that which is clearly outside its reach. So, for example, the Supreme Court has held that Title VII is violated when a woman is not selected for a promotion as a result of having been deemed by a decision maker as “too manly” in her appearance and affect to conform to the stereotype of a feminine, beautiful, polite, and deferential woman. But does that mean that subsequently, a woman who is not hired because she lacks a “Midwestern girl look” has a viable cause of action? What about a gay man who is harassed for being too effeminate and not conforming to the stereotype of a typical heterosexual male? Indeed, courts have varied in their responses to these and other related questions. To take another example, sexual harassment consisting of sexual overtures made toward a victim or of pejorative language directed at a victim that references her sex and is said to be “because of sex” and actionable. But workplace bullying that is “neutral” and evenly meted out, is wholly lawful, as is a certain amount of general vulgarity. What, however, about “gendered bullying,” whereby the standard for actionable harassment is clearly not met, although a woman is made to feel alienated or diminished in the workplace because of her sex, nonetheless? What about a situation in which a victim is forced to continually observe the harassment of another woman, but is not directly harassed, herself?

These issues are timely, interesting, and important. I look forward to discussing them with you.

B. Evaluation:

\*\*\*Three things that you MUST know before you take this class.

1. This is a writing course, and I take great pleasure in working closely with students on their research and writing. I will happily answer any questions and address any concerns that you have during the semester, both during my regularly scheduled office hours and by appointment. However, I consider plagiarism to be among the most serious offenses that a law student can commit, and I will treat it as such immediately upon encountering it in a draft or in a final paper. In this class, with no exceptions, every instance of plagiarism will be dealt with as required. Plagiarism is the use of the exact words or phrasing of another (any other, including but not limited to a scholar, a judge, or another student) without showing quotations and citing the source. Plagiarism is also the use of the idea of another without proper attribution/citing to the source. See generally Debbie Papay-Carder, Note, Plagiarism in Legal Scholarship, 15 U. TOL. L. REV. 233 (1983); Jaime S. Dursht, Judicial Plagiarism: It May Be Fair Use But Is It Ethical?, 18 CARDOZO L. REV. 1253 (1996). I highly recommend that you review these articles to avoid any confusion as to what is and what is not plagiarism. Again, I am always on hand to consult about these matters as well, and I anticipate that there will be no problems in this area.

2. Good and thorough class preparation is essential to doing well in this class. I expect that each student, irrespective of what he or she is writing about, will have read for and attend each class. After your final grade has been calculated, I may raise or lower it by one grade (e.g., from B to B+, or B+ to B). I am much more apt to do this in a seminar like this one than I would be in a regular class because of the small size and discussion-based nature of the class. Students who evince consistent and thoughtful preparation may have their grades increased, and students who evince a failure to do the required reading may have their grades decreased, irrespective of how often they participate in the discussion. Facility with this material and background knowledge in this area cannot be faked.

Please keep in mind that I as a teacher, look forward to acknowledging preparation and meaningful participation and attentiveness to class discussions by making these things operate to enhance students’ grades.

3. You are required to attend at least 85% of scheduled class hours. . Attendance in this class is governed by Section 501 of the Academic Policies and Regulations of the College of Law; please read this section very carefully. Please note that you should not inform me of a planned absence UNLESS Section 501 requires you to do so. Please follow ALL instructions in Section 501, should you wish to invoke it in any manner.

Your performance in this seminar will be primarily based on the completion of a substantial research paper and the formal presentation of your research findings to the class. You will also be required to engage in consistent class participation. Please see a more specific description of these evaluative criteria below.

1. Research Paper (70%): You will be required to prepare a comprehensive research paper on a topic of your choosing. The paper must be an approximately 25 page double spaced word processed pages, inclusive of footnotes, written in times new roman 12-point font, with pages consecutively numbered at the bottom, fully-justified, and with one inch margins on all sides. It must include thorough research outside of class materials.

You will be required to adhere to the attached research timetable.

2. Presentation/Interactive Participation in others’ Presentations (30%): You will be required to develop a 15-minute presentation on your research topic. There will then be a 10-minute question/answer and feedback session following your presentation. This presentation will educate the class as to the more nuanced aspects of topics that it has already studied and hone others’ perspectives on and reactions to your view and work. By presenting your research topic, you will also receive feedback from the class, which should assist you in polishing your final written product.

Presentations are meant to provoke questions and comments from other students so that students may collaborate on their work by exchanging helpful questions and thoughtful feedback. Your grade will thus also incorporate an evaluation of your performance as an attentive and helpful audience member during others’ presentations.

Once you have selected your paper topics, I will assign you a presentation date.

WEEK 1 READING:

 Ricci v. DeStefano, 557 U.S. 557 (2009). · Sandra F. Sperino, Into the Weeds: Modern Discrimination Law, 95 NOTRE DAME L. REV. 1077 (2020). · Charles A. Sullivan, Making Too Much of Too Little?: Why "Motivating Factor" Liability Did Not Revolutionize Title VII, 62 ARIZ. L. REV. 357 (2020).

PAPER TOPICS

Your paper is required to be a research paper that touches upon a topic we discuss in class and incorporates outside research. I am happy to be of assistance to you as you choose a topic. You are welcome to tackle subjects that have been written about before, as long as your perspective and research is fresh and original, and you provide citation/attribution wherever it is needed. You are responsible for knowing what’s out there. You should scan the syllabus and course description for issues of interest to you and do some preliminary research on caselaw and scholarship that will aid you. You are welcome to write a case comment on a specific case that you find or examine and weigh in on a circuit split or an issue of first impression.

Tips for picking a topic:

∙ Think about topics and issues that you already care about or have an interest in.

∙ Do a thorough search of what’s out there; you don’t want to write something that’s already been written! Don’t be discouraged if you hit dead ends. This process takes time.

∙ Look at the assigned readings. Comb the footnotes of articles and look for citing references and histories in the cases. Read some of the unassigned notes in the textbook; there are hundreds of unwritten articles in there!

∙ Stay on top of current events. What legislation is being passed right under our feet? What cases are being heard soon that are of interest to you? Read the oral argument transcripts and press coverage of popular cases. Can you develop a theory or an argument better than the attorneys did? Can you take an issue in a different direction or view it through a different lens?

∙ If you’re still stuck, play around on Westlaw or Lexis. Type in search terms that interest you, and see where they take you. Hop from cases to articles to statutes. Read footnotes and cited sources. See where those take you. Track your “research trail.” Your topic is at the end of it.

WRITING THE RESEARCH PAPER: SOURCES

1) Heather Meeker, Stalking the Golden Topic: A Guide to Locating and Selecting Topics for Legal Research Papers, 1996 Utah L. Rev. 917.

2) Eugene Volokh, Writing a Student Article, 48 J. Legal Educ. 247 (1998)

3) <http://www.ll.georgetown.edu/guides/seminar_papers.cfm>

I look forward to working with all of you this semester.

**LAW 6363: Trial Advocacy (all sections)  
Professor H. Scott Fingerhut  
First Week Assignment:**

Trial Advocacy

Welcome to TRIAL ADVOCACY -- to the most extraordinary experience you will have in law school.

Monday, Tuesday, and Wednesday, January 8-10, 2024 (FIRST PRACTICE SECTIONS)

 Students will be given an “Introduction to the Courtroom” by their practice section coach.

 No advance preparation is required.

 All materials will be provided to you before class (by email).

Dress for this and all future practice sessions is APPROPRIATE COURTROOM ATTIRE.  Examples are [here](https://lirp.cdn-website.com/29c3241a/dms3rep/multi/opt/lawyers-1920w.jpg), [here](https://i.guim.co.uk/img/media/a26a484b3723a9c1d1c1135480055f6e12fac16b/0_112_5700_3420/master/5700.jpg?width=620&quality=85&dpr=1&s=none), [here](http://www.classicghana.com/wp-content/uploads/2020/05/law-graduates-students.jpg), [here](https://law.fiu.edu/wp-content/uploads/sites/2/2023/04/Estrella_1-500x367.jpg), [here](https://law.fiu.edu/wp-content/uploads/sites/2/2017/07/Georgetown-Champions-2.jpg), [here](https://law.fiu.edu/wp-content/uploads/sites/2/2019/02/national-trial-cometition-19.png), [here](https://www.sfltimes.com/wp-content/uploads/2016/10/page0000009_high.jpg-32.jpg?x63062), [here](https://law.fiu.edu/wp-content/uploads/sites/2/2022/01/Bedell_newsfeed_2022-1.png), and [here](https://law.fiu.edu/wp-content/uploads/sites/2/2018/09/fiu-law-trial-team-mock-trial-champions-2018.jpg).  If students have any questions about what "appropriate courtroom attire" means, or need assistance to obtain appropriate attire, please email me promptly (at [fingerhut@fiu.edu](mailto:fingerhut@fiu.edu)).

Note: Unless expressly permitted by me, Trial Ad practice sessions, like class lecture, are *No Laptop* learning environments.

Thursday, January 11, 2024 (FIRST LECTURE)

ALL STUDENTS must come to class prepared to STAND AND DELIVER (WITHOUT NOTES) a personal favorite/meaningful passage (from any song, movie, poem, book,*etc.*) and also be prepared to explain its personal significance.  *The passage you select MUST approximate 10 seconds long*.

To serve as your TRIAL NOTEBOOK for the semester, students MUST have with them in class a letter- or legal-sized EXPANDING FILE POCKET (your preference; I recommend legal-sized, 5 1/4" expansion or larger, sample [here](https://www.grainger.com/product/PENDAFLEX-Expandable-File-Folder-1-Pockets-23K648?opr=PDPRRDSP&analytics=dsrrItems_23K766)), with to-be-labeled manila file folders (I recommend letter-sized interior folders, sample [here](https://www.officedepot.com/a/products/1397656/Office-Depot-Brand-Heavyweight-Manila-File/)).  Prepare to amass roughly an 18-24" stack of materials this term.

From our primary course text, [*Fundamental Trial Advocacy*](https://www.westacademic.com/Roses-Fundamental-Trial-Advocacy-3rd-Edition-9781634598286) (Third Edition), please read CHAPTER 1 (“The Best Way to Learn Advocacy”) and CHAPTER 2 (“Lawyers, Judges, & Juries”).

Note: You may purchase an e-copy of this course text if you prefer.

From our secondary course text, [*Florida Trial Objections*](https://store.legal.thomsonreuters.com/law-products/Treatises/Florida-Trial-Objections-6th/p/106622643)(Sixth Edition),and also from *Online Sunshine*, located [here](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0000-0099/0090/0090ContentsIndex.html)*,* please read up on and be prepared to discuss the concepts of RELEVANCE and UNFAIR PREJUDICE, *et al*., as provided under the relevant pages (in *Florida Trial Objections*) and *links* (at Online Sunshine) covering Fla. Evid. Code ss. *90.401*, *90.402*, and *90.403*.

Note: You must purchase a hard copy of *Florida Trial Objections*, not an e-copy.

From the Rules Regulating The Florida Bar, please read from [Chapter 4](https://www.floridabar.org/wp-content/uploads/2018/10/Ch-4-2019_04-Oct-12-2018-RRTFB.pdf) ("Rules of Professional Conduct") the *PREAMBLE: A Lawyer's Responsibilities; Scope; and Terminology*(pages 1-5); and all of *RULE 4-3* (“Advocate,” pages 81-93).

Dress for this and all future class lectures is APPROPRIATE LAW SCHOOL ATTIRE.

Note: Class lecture, too, is a *No Laptop* learning environment, unless expressly permitted by the professor.

**LAW 6361: Pretrial Practice   
Professor H. Scott Fingerhut  
First Week Assignment:**

Pretrial Practice

Welcome to PRETRIAL PRACTICE -- an experience unlike any other you will have in law school.

Here are our first week assignments:

Monday, January 8, 2024 (FIRST LECTURE)

From our course text, [Pretrial Advocacy: Planning, Analysis, and Strategy](https://www.aspenpublishing.com/BergerPretrial6e) (Sixth Edition), please readChapter 1 (“The Pretrial Advocate’s World”).  Note: You may purchase an e-copy of this text, if available and you prefer.

From the Rules Regulating The Florida Bar, read the [Preamble; Scope; and Terminology](https://www.floridabar.org/wp-content/uploads/2018/10/Ch-4-2019_04-Oct-12-2018-RRTFB.pdf) in Chapter 4 (“A Lawyer’s Responsibilities,” pages 1-5).

Please also read the [Preamble: A Lawyer's Responsibilities; and Scope](http://www.americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct/model_rules_of_professional_conduct_preamble_scope.html)of the American Bar Association’s Model Rules of Professional Conduct.

Read as well The Florida Bar's [Creed of Professionalism](https://www.floridabar.org/prof/presources/creed-of-professionalism/).

From the [Guidelines for Professional Conduct](https://www.floridabar.org/prof/regulating-professionalism/presources002/) of Trial Lawyers Section of The Florida Bar, read their Preamble and General Principles.

And finally, please also read:

-- from *In re: Aldo A. Pina*, pages 1-38 of [this](https://abi-opinions.s3.amazonaws.com/Pina.pdf) court order;

-- this lawyer's Florida Bar disciplinary history, which you may access [here](https://www.floridabar.org/public/acap/disc-docs/?icn=201870160&member=117515) and [here](https://www.floridabar.org/public/acap/disc-docs/?icn=202190004&member=117515); and

-- [this](https://www.miaminewtimes.com/media/pdf/bravechurchlawsuit.pdf) complaint in *The Peninsular Florida District Council of The Assemblies of God, Inc., v. Brave Church of Miami, Inc. et al*.

Tuesday, January 9, 2024 (SECOND LECTURE)

From our course text, please read Chapter 15 ("The Cases and Assignments"), including, ON-LINE, the *entire* two case files (both criminal and civil).  While on-line, please also familiarize yourself with Chapter 15's other available material.  Access to this and all of our course text's on-line offerings is explained inside the cover of your text, wherein you will be provided with your access code and direction to create your account with [www.casebookconnect.com](http://www.casebookconnect.com).

Also, please review the legal/litigation analytics services offered per these websites:

<https://pro.bloomberglaw.com/legal-analytics/>

<https://www.clio.com/blog/legal-analytics/>

[https://premonition.ai](https://premonition.ai/)

[https://lexmachina.com](https://lexmachina.com/)

Notes: In Pretrial Practice, *laptops are permitted solely for the purpose of engaging in our classwork*.  Students are also expected each class to have with them/access to (whether by hard copy or computer) *all* relevant materials assigned and may be covered in lecture.

**LAW** **6112: Criminal Procedure Investigations  
Professor H. Scott Fingerhut  
First Week Assignment:**

Criminal Procedure Investigation

 Welcome to CRIMINAL PROCEDURE INVESTIGATION -- among the most mind-opening, soul-expanding, inspiring experiences you will have in law school.

Wednesday, January 10, 2024

Please read Chapter 1 in our main course text, [Criminal Procedure and the Constitution: Leading Supreme Court Cases and Introductory Text](https://www.westacademic.com/Criminal-Procedure-and-the-Constitution-Leading-Supreme-Court-Cases-and-Introductory-Text-2023), by Israel, Kamisar, LaFave, King, Primus, and Kerr (2023 Edition).

Thursday, January 11, 2024

Please read our entire secondary course text -- what I refer to as "The $4 Book": [*The U.S. Constitution And Fascinating Facts About It*](https://www.constitutionfacts.com/us-pocket-constitution/), Supplemental Text by Terry L. Jordan (Eighth Edition).

Note: In Crim Pro Investigation, *laptops are permitted solely for the purpose of engaging in our classwork*.  Students are also expected each class to have with them/access to (whether by hard copy or computer) *all* relevant materials assigned and may be covered in lecture.

**LAW** **6330: Evidence   
Professor Eric Carpenter  
First Week Assignment:**

For Wednesday, Jan. 10: Read the class syllabus and “Introduction to Evidence” (in the "evidence pack") and watch the Introduction to Evidence PowerPoint lecture. All of these are available in this Google Drive: <https://drive.google.com/drive/folders/10z-b7dB3L-kXSjYRHYKq7mqeDKNgBtN3?usp=sharing> . Once the course starts, we will be using Canvas. In addition, skim State v. Mitchell, which is the first case in Evidence in Context; read FRE 102, 1102.

For Thursday, Jan. 11: Read FRE 601, 602, 701, 704; read Understanding Evidence (UE) ch. 23, §24.06 (through [A]); read FRE 901(a), (b)(1); read UE §§ 26.07, 27.08, 28.01.

**LAW** **5100: Criminal Law (Sections A & B)   
Professor Eric Carpenter  
First Week Assignment:**

"Everything you need for the first week is in this Google Drive link: <https://drive.google.com/drive/folders/1tjP7wHRSfuhJRm6ifCfihDUQMzs8w-Hv?usp=sharing>

Wednesday, Jan. 10: Go to the syllabus that is in the Google Drive and do units 1 and 2.

 Thursday, Jan. 11: Go to the syllabus and do unit 3."

**LAW 6507: National Security and the Constitution   
Professors Samuel Londono and Keith Puls  
First Week Assignment:**

Monday: U.S. Constitution

Tuesday, Case Book, Chapters 1 &2.

**LAW 6797: LSV III  
Professor Yordanka Delionado   
First Week Assignment:**

**\*\*Please download files****** ****

<https://www.westlaw.com/Document/I720c57d9dddc11e18b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0>

**LAW 5400: Property Section C  
Professor Amber Polk   
First Week Assignment:**

Professor Amber Polk

Email: [apolk@fiu.edu](mailto:apolk@fiu.edu)

Office Hours: Thursdays 6:00-7:00pm in RDB 2043 and by appointment

Class Meetings: W/Th 7:00-8:50pm in RDB 2002

Casebook: Sprankling and Coletta, Property: A Contemporary Approach, 5th ed., ISBN: 978-1-68467-717-7

Recommended Workbook: Raymond R. Coletta, Workbook on Estates and Future Interests, 3rd ed., ISBN: 978-0314286864

Jan. 10th: Sprankling, 1-34

Jan. 11th: Sprankling, 34-63

**LAW 6531: Local Government Law  
Professor Mike Valdes   
First Week Assignment:**

\*\*Please download file

This reading assignment includes excerpts from the following:

* Alexander Madison, The Federalist No. 10 (1787)
* Brutus, Brutus I (1787)
* Alexis de Tocqueville, Democracy in America (1835)
* Gerald Frug, The City as a Legal Concept, 93 Harv. L. Rev. 1059 (1980)
* Robert Nozick, Anarchy, State, and Utopia (1974)
* Charles M. Tiebout, A Pure Theory of Local Expenditures, 64 J. Pol. Econ. 416 (1956)
* Robert C. Ellickson, Cities and Homeowners Associations, 130 U. Pa. L. Rev. 1519 (1982)



**LAW 5400: Property Section B  
Professor Eloisa Rodriguez-Dod   
First Week Assignment:**

I. Required Book

**Property Law Cases and Materials Open-Source: Volume One 2024**

Elena Maria Marty-Nelson and Eloisa C. Rodriguez-Dod

ISBN-13: 979-8865940692

Available at: <https://a.co/d/5v8q4kS>

**Property Law Cases and Materials Open-Source: Volume Two 2024**

Elena Maria Marty-Nelson and Eloisa C. Rodriguez-Dod

ISBN-13: 979-8866210893

Available at:  <https://a.co/d/dHdrjl1>

Both volumes are available on Amazon.com.

|  |  |  |
| --- | --- | --- |
| **Dates** | **Topic** | **Readings** |
| Monday 1/8 | Introduction to Property Law; Rule of Capture | Chapter 1 and Chapter 2 |
| Tuesday 1/9 | Found Property; Bailments | Chapter 3 and Chapter 4 (pages 62-70) |
| Tuesday 1/16 | Bailments (continued); Gifts | Chapter 4 (pages 71-82) and Chapter 5 |

**LAW 7503: Florida Constitutional Law  
Professor Robert Scavone  
First Week Assignment:**

* Mary E. Adkins, *The Same River Twice: A Brief History of How the 1968 Florida Constitution Came to Be and What it Has Become*, 18 Fla. Coastal L. Rev. 5 (2016), pgs. 7–21, available [here](https://urldefense.com/v3/__https:/scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1800&context=facultypub__;!!FjuHKAHQs5udqho!Ps7XZfN3JGGiUR-cQMiI2O8UV-0KYDWP8P1MDbfjskyrT99u17viDC-j3pG2d0HIHWdHqf3JS_lEsWAenXHb7NheuQ$).
* Art. I, §1, Fla. Const.
* Casebook pgs. 3–12. Tishia A. Dunham and Carlos L. Woody: Florida Constitutional Law (Carolina Academic Press 6th ed. 2023) and supplemental reading as assigned.

**LAW 7364: Advanced Trial Advocacy  
Professor HT Smith  
First Week Assignment:**

Advanced Trial Advocacy

 Tuesday, January 9, 2024 (FIRST PERFORMANCE)

 Each student will present a five (5) minute Opening Statement.  The case -- which may be civil or criminal -- is about a fight between two (2) high school students on campus.  You must fill in all of the other facts.  I will be looking for presence, poise, a persuasive theory, a memorable theme, and the use of words that help the listener to see the action.

 Advocacy Drills will also be performed in this session.  You must memorize the Pledge of Allegiance for use in one drill.  Other materials will be distributed.

 Dress for this and all performance sessions is appropriate courtroom attire.

Thursday, January 11, 2024 (FIRST LECTURE)

In our main course text, [Trial Advocacy: Planning, Analysis, and Strategy](https://www.aspenpublishing.com/berger_trialad_5e) (Fifth Edition) students must read and outline Chapter 1 (The Message: Case Theory and Theme Development), pages 1-37.  Students shall turn in a copy of their outlines at the beginning of class.

In our supplemental text, [*Florida Trial Objections*](https://store.legal.thomsonreuters.com/law-products/Treatises/Florida-Trial-Objections-6th/p/106622643) (Sixth Edition), please read pp. 115-116 (Irrelevant) and p. 215 (90.401); pp. 144-145 (Prejudicial or Inflammatory) and p. 216 (90.403); and p. 12 (Assumes a Fact Not in Evidence).

Write one (1) page listing 12 commercial tag lines (for example, “Just Do it,” by Nike).  Students shall turn in a copy of their work during class.

Lastly, please listen [here](https://www.nita.org/s/product/49-justice-at-trial-with-james-brosnahan/01tUm000001HLQrIAO) to NITA Podcast 49: Justice at Trial, with James Brosnahan, from the beginning of the podcast through PAUSES around minute 43.Students are then to write an outline of the podcast portion listened to.

At the top of this and all written assignments, please place your name, date, Advanced Trial Advocacy, and the assignment.

Dress for this and all lecture sessions is appropriate law school attire.

**LAW 6106: Death Penalty Clinic  
Professor Hannah Gorman  
First Week Assignment:**

\*\*Please download file



**LAW 6350: Law & Procedure: U.S. & Florida Course Students  
Professor Raul Ruiz  
First Week Assignment:**

**Week of 1.10.24: Introduction**

Topics Covered: (1) Course Introduction

Assignments for First Class:

1. Log into Canvas at <https://canvas.fiu.edu> . Complete all the assignments for the modules titled “Before the Semester Begins.”
2. Read the Syllabus.
3. Be ready to succeed on the bar exam!

**LAW 6350:** Law & Procedure: U.S. & Florida Course Students  
**Professor Raul Ruiz  
First Week Assignment:**

**Week of 1.10.24: Introduction**

Topics Covered: (1) Course Introduction

Assignments for First Class:

1. Log into Canvas at <https://canvas.fiu.edu> . Complete all the assignments for the modules titled “Before the Semester Begins.”
2. Read the Syllabus.
3. Be ready to succeed on the bar exam!

**LAW 7511: First Amendment   
Professor Raul Ruiz  
First Week Assignment:**

Welcome to First Amendment! I am very excited to have you in what I consider one of the most important classes in law school in our legal profession.

The first assignment for First Amendment is below. Please be sure that you complete the readings before our first class as we will be jumping right into a discussion of the cases class. I expect you all to brief the three cases below and be prepared to discuss them in detail.

I look forward to meeting you all!

# All readings below are from the “First Amendment Law: Freedom of Expression and Freedom of Religion (5th Ed.)” book by Hellman, Araiza, Baker, and Bhagwat.

# 1/10/2024 Class

Incitement and Subversive Advocacy

1. Early Cases

*Readings to Complete Before Class*

Pages 3-12

*Cases*

*Schenck v. United States*

*Frohwerk v. United States*

*Debs v. United States*

1. The Holmes/Brandies Dissents

*Readings to Complete Before Class*

Pages 12-17, 23-36

*Cases*

*Abrams v. United States*

*Gitlow v. New York*

*Whitney v. California*

**LAW 5400: Property A  
Professor Matthew C. Mirow  
First Week Assignment:**

For our first week in Property, please read and be ready to discuss pp. 3-35 in Dukeminier et al., Property, Concise Edition, 3rd edition (Wolters Kluwer, 2021). I look forward to seeing you in class at 9:00 a.m. on Monday, January 8, 2024.

**LAW 6226: Legal History   
Professor Matthew C. Mirow  
First Week Assignment:**

For our first week in Legal History, please read and be ready to discuss pp. 85-105 in Langbein, Lerner, and Smith, History of the Common Law: The Development of Anglo-American Legal Institutions (Aspen, 2009). I look forward to seeing you in class at 2:00 p.m. on Tuesday, January 9, 2024.

**LAW 6750: Professional Responsibility  
Professor Margaret Brenan Correoso  
First Week Assignment:**

Jan. 8: Introduction and the Legal Profession

**Readings**

* Text: 1-60
* Rules: Preamble; Scope note; 8.1 and 8.4(g)

*Problem*

* 1-1: Adderall

Jan 9: The Legal Profession (cont’d)

## Readings

* Text: 63-105
* Rules: 1.0(d), 1.2(d); 5.3, 8.4, 8.5
* Review readings for Class 1

*Problem*

* 2-1: The Dying Mother

**LAW 7575: Entertainment Law  
Professor Ivan Parrón  
First Week Assignment:**

First class assignment is "Law of Ideas" pages 1-20.

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**LAW 6795: LSV II  
Professors Brener, Correoso, Klion, Loeb, Mullins, Rosenthal, Sheehe  
First Week Assignment:**

**LSV II -- All sections** (Brener, Correoso, Klion, Loeb, Mullins, Rosenthal, Sheehe)

Spring 2024

**Assignments for the First Week**

Class 1:

1. In your textbook (**Joan M. Rocklin et al., *An Advocate Persuades* (2d ed. 2022)**), read the Introduction (p. xxi) and Chapter 2 (“The Ethical, Professional Advocate”).
2. On the **FIU Law Library website** (<http://libguides.law.fiu.edu/henrylatimerguide>), read the following Rules Regulating the Florida Bar, available under the **Professionalism Standards** tab:

* Rule 4-3.1: Meritorious Claims and Contentions
* Rule 4-3.3: Candor Toward the Tribunal
* Rule 4-3.4: Fairness to Opposing Party and Counsel
* Rule 4-3.5: Impartiality and Decorum of the Tribunal

*(Note: To access the specified Rules Regulating The Florida Bar, click on “Florida Bar Rules” when you are on the Professionalism Standards page, then click on the Rules of Professional Conduct beneath RRTFB Chapter 4. Be sure to read the comments to each assigned Florida Bar Rule.)*

Class 2:

1. In your textbook (**Joan M. Rocklin et al., *An Advocate Persuades* (2d ed. 2022)**), read Chapter 8 (“Trial Motions & Motion Practice”). You may skim the illustrations and examples. If you need a primer or a review of the litigation process, skim Appendix A (“A Litigation Overview”), beginning on p. 369.
2. Carefully read the Comprehensive Course Syllabus and submit your Student Information form. During or shortly before Class 1, your individual LSV professor will provide you with more information about accessing these documents.

**LAW 6520: Administrative Law   
Professor Mario Loyola  
First Week Assignment:**

Required text: Michael Asimow & Ronald M. Levin, State and Federal Administrative Law (5th ed. 2020).

Class 1: Asimow and Levin, pp. 1-18.

Class 2: Asimow and Levin, pp. 18-47.

**LAW 6263: International Human Rights Law  
Professor** **Tawia Ansah  
First Week Assignment:**

First Week Assignment

Text:

* Hannum, Anaya, Shelton, and Celorio, International Human Rights: Problems of Law, Policy, and Practice (7th ed.), Aspen, 2023.

Reading for first week:

* Please read pp. 1-46 for the first week.
* Bring current stories from the newspapers and media related to human rights.

**LAW 5259: Introduction to International & Comparative Law   
Professor Tawia Ansah  
First Week Assignment:**

Text:

Dunoff, Hakimi, Ratner, and Wippman, International Law: Norms, Actors, Process. A problem-Oriented Approach. 5th Edition (Wolters Kluwer, 2020).

For the first class, please read pp. 1-31.

For the second class, please read pp. 31-63.

**LAW 6052: Bankruptcy  
Professor Scott Norberg  
First Week Assignment:**

Please read casebook pages 1-14 and be prepared to discuss the problems in class (however, omit Problem 1-4).  Also, read Uniform Fraudulent Transfer Act (located near the back of the statutory supplement) §§ 2(a), 4, 5, 7(a)(1), 8(a) and 9; and view the video lectures on state debt collection law (posted on Canvas under Modules/Video Lectures) and the handout on state debt collection vocabulary (posted on Canvas under Modules/Course Materials).