



Week One Simulation Courses

Week One 2026 will take place from Monday, January 5 through Thursday, January 8, 2026. Week One courses are optional, 1-credit courses, graded pass/fail, and count toward the 6 credits of required experiential coursework. Please see pages 1- 7 for First Year Courses and pages 8 -13 for Upper-Division Courses currently offered.

First Year Courses Currently Offered for Week One 2026

Brand Protection Strategy in a “Privacy First” Era: Mitigating IP Risks Simulation

Professor Leslie Nettleford (CRN: 43804)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This course is designed to allow you to develop real-world skills to protect intellectual property (IP) and provide hands-on experiences in a challenging, complex and rapidly changing field. You should expect intensive group work and a highly-participatory environment. You will learn about how companies use and monetize their IP, regulatory tools and online complaint processes to protect their IP, and the opportunity to not only engage in creative research and investigation in a privacy-first era, but also to develop essential lawyering skills, including legal analysis, collaborative teamwork, client counseling, and problem-solving.

Upon completion of this course you will be able to anticipate company IP risks and make recommendations for proactive steps prior to product or project launches. You will know how to draft cease and desist letters, prepare draft licensing agreements, and file online complaints. You will learn how to work individually and collaborate as a team to prioritize efforts and propose strategies that provide the most meaningful solutions based on a company's needs.

Corporate Compliance in the Financial Sector: Anti-Money Laundering and Counter-Terrorism Financing

Professor Jonathan Jay Rusch (CRN: 37673)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

This course will introduce students to the law and practice of corporate compliance, with particular reference to the financial sector and a critical compliance area for that sector: anti money laundering and counter-terrorism financing (AML/CFT). Through mini-lectures, simulation exercises (e.g., drafting of corporate compliance policies, in-house client counseling on compliance issues, briefings of senior executives on key compliance issues, identification of compliance failures, and reporting of potential wrongdoing to law enforcement and regulators), and oral and written feedback, students gain exposure to the key skill sets that lawyers performing corporate-compliance roles routinely use. This course can also serve as an introduction to materials covered in upper level elective courses such as Federal White Collar Crime or International White Collar Crime. The course does not require students to have any prior exposure to corporate-compliance issues from their first-semester courses.

For class each day, students will have certain assigned readings before class (which may include scenario-based fact patterns and mock documents for the next day's exercises), and handle questioning in mini-problems involving witness questioning in both civil and criminal practice. The scenario for the course, as it expands during Week One, is expected to include situations such as (1) drafting and markup of a corporate AML/CFT policy to ensure appropriate inclusion of legal and other requirements pertinent to the topic; (2) client interviews involving corporate executives and employees with questions about interpretation and implementation of the AML/CFT policy; (3) public speaking to corporate executives, in the form of concise briefings on key AML/CFT-related issues and developments; (3) identification of potential AML/CFT compliance failures through questioning of corporate executives and employees; (4) reporting of potential wrongdoing to law enforcement and regulators through Suspicious Activity Reports; and (5) recommendations of possible disciplinary action against selected corporate executives and employees who appear to have engaged in various forms of misconduct. Students can expect to participate in each of the scenario-based exercises each day of class and to enhance their and their classmates' learning through a highly participatory and supportive environment.

Cybersecurity Incident Response: Legal Leadership During Cyber Crisis

Professors Adam W. Smith and Laurie Lai (CRN: 45338)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This one-credit pass/fail Week One course will introduce relevant cybersecurity legal obligations by simulating a variety of real-life cyber threats. Students will learn about the complex legal considerations related to cyber incidents, including the various stakeholders in a cyber incident, the overarching legal frameworks, and the risk landscape that shapes incident response. Students will daily apply these legal considerations in fast-paced, intense scenarios.

This introductory course will provide an overview of the legal and ethical obligations applicable to all lawyers, as well as a foundation for upper-level cybersecurity and privacy courses. The course will include a daily substantive lecture and related simulation(s). The course will begin with simpler scenarios and build in complexity throughout the week. By the end of the course,

the simulations will involve each student individually representing a different stakeholder with different priorities and objectives, each characterizing the complex landscape of considerations that influence how a cyber-incident response could play out. Students will taste what it feels like to be a lawyer working day-to-day in cyber-incident response—the messiness, the uncertainty, the high stakes, and the fun of working under such conditions.

The goals/student learning objectives for this course include:

1. Experience a variety of cybersecurity incidents and the corresponding legal decision making processes associated with responding to such incidents.
2. Develop and sharpen lawyering skills, to include applying legal requirements in the face of uncertain and evolving facts, communicating complex legal issues orally with non-lawyers (e.g., with board members), and drafting documents in compliance with statutory requirements while keeping business and legal risk considerations in mind.
3. Gain knowledge of cybersecurity law, including statutory and regulatory obligations, government relations, and cyber-incident management.
4. Engage in effective problem-solving and prioritization of obligations related to cyber incident response when faced with ambiguous information and tight deadlines.
5. Identify and appreciate ethical considerations related to cyber-incident response.

Extradition Simulation: International Law, Human Rights, and Effective Advocacy

Professor David Koplow (CRN 49159)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

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

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

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

development of essential lawyering skills, including fact development and analysis, problem solving, strategic planning, and effective oral advocacy.

Legal Skills in an AI-Powered World

Professors Alonzo Barber and Guillermo S. Christensen (CRN: 45334)

Jan. 5-8, 2026 from 6:00 p.m. - 10:00 p.m.

We are in what some experts describe as the Fourth Industrial Revolution, where Artificial Intelligence (AI) is at the foundation of significant technological advancements in fields including education, healthcare, transportation, agriculture, energy, and manufacturing. Historically, the emergence of new technologies has been accompanied by dire warnings about human redundancy. Certainly, AI's ability to augment human understanding and decision-making will raise questions regarding the future of the legal profession.

This Week One course will examine the impact of AI on law and policy, and how evolving technologies challenge traditional legal frameworks and regulations. We will explore contextual examples of AI in everyday life, and current and potential applications in the legal field. The course will include immersive real-world case studies considering various applications of AI, including use in criminal justice, autonomous vehicles, and facial recognition technologies. We will use these perspectives to analyze the legal, ethical, and social implications resulting from the use of AI and other advanced technologies.

By the end of this introductory course, students will have a working understanding of the legal and policy issues raised by AI, and the tools and skills necessary to analyze and address these challenges. We will simulate the practice of assessing risk and providing appropriate client facing analysis and recommendations.

Questioning Witnesses In and Out of Court

Professors Michael F. Williams and Jonathan D. Brightbill (CRN 31627)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

This Week One course will introduce students to a critical dimension of lawyering: the law, practice, and ethics of questioning witnesses effectively in non-adversarial and adversarial situations. Through lectures, simulation exercises (i.e., mock depositions, grand jury proceedings, and trials), and oral and written feedback, students gain exposure to the forensic techniques needed to effectively question witnesses in both informal and formal settings, a skill set whose value in the practice of law is not limited to litigation. This course is an excellent introduction to the type of materials covered in upper level elective courses such as Trial Practice and Civil Litigation Practice.

The course does not require students to have taken Evidence, but will introduce students to selected key evidentiary issues that they need to understand in order to construct lines of questions and individual questions to elicit responsive answers (or to object successfully to opposing counsel's questions). For class each evening, students will have limited assigned readings before class (which may include fact patterns and mock documents for the next day's exercises), and handle questioning in mini-problems involving witness questioning in both civil

and criminal practice. The scenarios are expected to include situations such as: (1) informal interviews of corporate employees and other individuals by outside counsel conducting internal investigations of alleged wrongdoing, such as consumer fraud, economic sanctions violations, foreign bribery, organized crime, and SEC disclosure violations; (2) informal and formal interviews of government employees, government-contractor officers and employees, and other individuals by counsel for a Congressional committee investigating alleged fraud against the government; (3) formal non-adversarial questioning of witnesses in civil and criminal depositions, and in federal grand jury proceedings; and (4) formal adversarial questioning of witnesses in civil and criminal trials. Students can expect to be conducting witness questioning each evening of class and to enhance their and their classmates' learning through a highly participatory and supportive environment.

Students will develop a stronger understanding through experiential learning of the role of questions in litigation, with specific focus on witness interviews, depositions, direct examinations, and cross examination.

Restorative Justice: Theory and Practice in Criminal, Education, and Community Settings

Professors [Tarek F. Maassarani](#) and [Robert Haferd](#) (CRN 35388)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

Restorative Justice (RJ) is a distinct form of conflict resolution – rooted in indigenous traditions – that aims to redirect society's retributive response to harm. For example, crime, in the context of RJ, is not considered an offense against the state but rather a harm against another person with impacts that reverberate through the community. Harm represents an imbalance in the community, not just the missteps of individuals. RJ elevates the role of those involved in and affected by harm in seeking acknowledgment and understanding; restoring relationships, emotional, and material losses; and addressing root causes of the harm through dialogue and problem solving.

Across the country RJ has emerged in public systems (i.e., juvenile and criminal justice, education, child welfare) and in community-based settings. This has increasingly placed lawyers (and judges) in the role of decision makers regarding the use of restorative justice at different stages of the juvenile and criminal justice process (i.e., pre-trial diversion, deferred adjudication, sentencing, and re-entry); co-architects of restorative justice programs; policymakers implementing and integrating restorative responses into legislation; and practitioners of RJ in a variety of settings.

We will be learning about the theory and practice of Restorative Justice in criminal justice, educational and community settings, exploring its challenges, possibilities, and interface with legal systems. The course will involve advanced readings, group work, activities, guests, and simulated restorative processes to gain an experience for what readings and academic discussions cannot offer.

Course Learning Outcomes

- Identify key restorative principles and practices.
- Describe the application of RJ in criminal justice, educational, and community settings, identifying and assessing legal challenges and possibilities.
- Experience restorative processes for community building and responsive to harm.
- Practice introspection through course exercises.
- Introduce and/or enhance fundamental skills and professional ethics that restorative practitioners need to practice.

Social Intelligence in the Practice of Law: Dealing Effectively with Clients, Colleagues, and Opposing Counsel

Professors Jane Juliano and Corey John Linehan (CRN 31392)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

This skills-based simulation course will introduce students to the essential skills of social intelligence needed in all forms of a law practice—including law firms, government agencies, corporations, nonprofits, and solo practice. Students will learn about emotional intelligence and the factors that affect their abilities to interact with clients, co-workers, and opposing counsel. Students will study neuroscientific and psychological research that illustrates how basic brain function and other factors, such as strong emotion, influence how a person makes decisions. With this knowledge, students will develop strategies to improve their own decisions and to interact effectively with clients, colleagues, and opposing counsel as they engage in various types of decision-making. Using a combination of lecture, discussion, videos, skills exercises, and simulations of legal practice scenarios, this course will emphasize concrete, practical tools to increase students' effectiveness in managing themselves and their interactions with others. The course will equip students to effectively communicate with others, present information in a persuasive light, recognize and address their own internal biases, and deal with interactions they may find difficult. Students completing this course will have developed a solid grasp on how to address the wide variety of interpersonal dynamics that commonly arise in the legal arena.

Learning Objectives:

The main objectives of this course are to increase students' awareness of the substantial role of social intelligence in the practice of law and to provide students with concrete skills to effectively handle day-to-day interactions. Students will learn research-based skills and strategies from the fields of neuroscience, the study of emotions and emotional intelligence, negotiation, and communication. As they learn theory, students will have the opportunity to practice techniques for harnessing these dynamics in professional interactions commonly involved in the actual practice of law. The simulations will emphasize positive strategies for dealing with common interpersonal interactions in a legal practice: lawyer–client, lawyer–opposing counsel, and lawyer–colleague. At the end of the course, students will have an improved ability to effectively communicate and negotiate, present information in a persuasive light, recognize and address internal biases, and deal with interactions they may find difficult—skills that talented legal minds need to become great counselors at law.

World Health Assembly Simulation: Negotiation Regarding Climate Change Impacts on Health

Professors Kathryn C. Gottschalk , Sara Pollock Hoverter, and Alice Kayongo (CRN 41760)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This Week One simulation will introduce students to the science and impacts of climate change, including effects on health such as heat stress, vector-borne disease, and food security. It will provide students an opportunity to develop positions, advocate, conduct a simulated negotiation, and receive feedback to improve skills. The negotiations will take place as part of the World Health Organization's World Health Assembly. Students will represent countries and important civil society institutions in negotiating and crafting an international agreement pertaining to climate change and global health. They will have the opportunity to conduct research for their assigned country or organization, interview experts, develop strategy, negotiate, receive and incorporate feedback, and draft resolutions, treaties, or other legislative language. Our approach will allow students to go through not merely an academic negotiation exercise but to develop language that might be useful in the real-world context of the World Health Assembly.

Upper-Division Courses Currently Offered for Week One 2025

An Advocate Prepares: The Supreme Court Institute Week One Course

Professor Deborah Shrager (CRN 49239)

Jan. 5-8, 2026 from 9:00 a.m. - 1:00 p.m.

Moot courts are one of the most important ways advocates prepare for oral argument. Moots are regularly held in legal practice, and after graduation many students will be asked to participate in moot courts for colleagues or for themselves—whether they are employed at a large law firm, an advocacy organization, or as a public defender or prosecutor. Becoming an effective moot court judge requires many of the same skills that are needed to be an effective oral advocate.

The Supreme Court Institute provides moot courts for advocates preparing to argue in the U.S. Supreme Court. In this upper-level course, students will go behind the scenes of the Institute's work and experience moot courts from the perspective of both the advocate and those serving as "moot justices." Through class discussion and group projects we will focus on preparing for oral argument, questioning advocates, skillfully responding to that questioning, and providing valuable feedback at the end of a moot.

Breaking Privilege: An In-Depth Analysis of Privilege Issues in the Context of Civil Litigation

Professors Valerie J. Ramos and Serafina Concannon (CRN 43806)

Jan. 5-8, 2026 from 6:00 p.m. - 10:00 p.m.

In this course, using clips from and simulations relating to popular TV shows, including *Breaking Bad* and *Better Call Saul*, we discuss privilege issues that come up in civil litigation. Because privilege issues arise in every aspect of a litigation—whether it be ensuring that proper measures are taken to preserve privilege or challenging an adversary's improper assertion of privilege to gain access to relevant information—understanding the parameters of the attorney-client privilege, the work-product doctrine, and related privileges is a key component to zealous representation with which all litigators need to be familiar. For junior attorneys especially, knowing how to spot and understanding how to analyze potential privilege issues is a vital skill, as junior attorneys are frequently the first to come across these issues, during interviews of clients and witnesses, the review of documents in discovery, and depositions.

This course is designed as an in-depth analysis of privilege issues that can arise during the lifecycle of a case, including the representation of multiple clients, the application of privilege within corporations and extending that privilege to its advisors, and compelling discovery improperly claimed as privileged. In this course, we will review the key concepts of privilege law through mini-lectures, discussions of scenes from TV shows, articles, and recent legal opinions,

and engaging in hypothetical situations and role play of handling privilege issues with clients, opposing counsel, and in court. At the end of the course, students will have an understanding of the key privilege issues that arise in civil litigation, including knowing how to spot a potential privilege, evaluate the existence of the privilege, and address the issue.

Integrated Advocacy for Social Justice

Professor Nan Hunter (CRN 49217)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

Few social change organizations continue to rely as heavily on litigation as once was the case. Instead, even the primary litigation-oriented legacy groups such as the NAACP LDF and the ACLU have explicitly adopted multi-dimensional, integrated advocacy strategies that draw on litigation, legislation, administrative and policy advocacy, as well as on a variety of strategic communication models, community organizing and non-state institutional targets. This course will introduce students to the core skills necessary for the integrated advocacy approach to lawyering for social justice.

The course will be built around a case study involving litigation of constitutional and/or statutory civil rights claims in an anti-discrimination case. The class will begin by collaborating on the outline of a litigation strategy to address the problem in the case study and then delve more deeply into the integration of multiple modes of advocacy using skills including mapping, media, and engagement with non-legal institutional venues. Students will gain experience in framing, the use of narrative, and consideration of different modes of legal work.

International Financial Architecture & Multilateral Cooperation: Policy, Advocacy & Negotiation

Professor Sharon Yang (CRN 49237)

Jan. 5-8, 2026 from 6:00 p.m. - 10:00 p.m.

The post- World War II multilateral cooperation paradigm has helped broker relative peace and economic prosperity, standing up institutions and mechanisms such as the G7, G20, International Monetary Fund, World Bank and the Financial Stability Board where global leaders promote economic development, steer policy across a range of investment, debt management and sustainable finance goals, and establish international financial standards.

This one-credit pass/fail Week One experiential course will introduce students to the international financial architecture and establishment/objectives of multilateral organizations with a focus on international economic legal & policy issues. Students will have an opportunity to research and develop legal & policy positions on behalf of a jurisdiction; compose sample briefing memos and practice briefing senior policy officials; develop a strategy for achieving their policy objectives; and participate in a simulated G20 discussion and negotiation session resulting in a sample G20 finance track communique. The course will likely include guest speakers who are current or former public sector officials engaged on international economic law & policy issues, giving students enhanced insights to international discussions and negotiations.

Introduction to Sports Television: Drafting & Negotiating Talent Agreements

Professor Raquel R Braun (CRN 45359) *(Please note there is not a corresponding Teaching Fellows course with this simulation course.)*

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This course will provide students with an introduction to the sports television business, and the role of on-air talent, from the point of view of in-house counsel. Students will first examine the objective of sports talent agreements and the key parts of a talent contract, including structure, terms and common jargon used. As part of this assessment, they will review key contract provisions in the context of a talent agreement, such as force majeure, termination rights, representations and warranties, morals provisions and the remedies available to the parties.

Students will then gain an understanding of the strategies in-house counsel employ and challenges they face when negotiating and drafting such contracts, including assessing different negotiation tactics, the role of leverage, and understanding the perspective(s) of talent's representative during the negotiations process. Finally, students will have an opportunity to employ their learnings in the negotiation and drafting of a talent agreement.

Lawyering in Web3: Supporting Clients in A Dynamic Legal Environment

Professor David Hoppe (CRN 48466)

Jan. 5-8, 2026 from 6:00 p.m. - 10:0 p.m.

This course provides students the opportunity to develop practical client counseling skills in the context of a rapidly-changing and uncertain legal environment. Students will apply a risk-based approach to evaluating client objectives and proposed business models in circumstances of legal ambiguity and limited authority. Drawing on selected court decisions and a limited number of agency enforcement actions and administrative policy statements, students will develop practical, actionable client guidance for founders and high-growth, early-stage companies and provide analysis for managing lawyers.

In simulated client sessions and internal law firm presentations, students will practice strategies and techniques for effectively communicating with demanding clients who may have little legal knowledge or experience and identifying and evaluating legal issues posed by client business models. The context for the course is the practice of law in the innovative consumer media/tech sector referred to as Web3, in which legal issues specific to video games, blockchain and immersive technologies must be considered, including user-generated content and user ownership of in-platform assets.

Trauma-Informed Lawyering

Professors Agatha Schmaedick Tan and Amelia Rubenstein (CRN 48015)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This simulation course is intended as a primer on trauma-informed lawyering, and a starting point for practical skills that can be applied across the full spectrum of the legal profession and system, regardless of the type of law one practices. This course offers an introduction to trauma and the

growing, evolving field of trauma-informed care, which has critical applications in the field of law, behavioral health, law enforcement, and other direct service areas.

A growing body of research over the past 25 years has demonstrated that trauma exposure is common in the United States and every attorney is likely to have clients whose lives and legal matters are greatly impacted by trauma. In this course we will discuss the many intersections of trauma and law, including where client experiences of trauma are often denied, ignored, covered up, or avoided. Our focus is on trauma as it impacts and applies to lawyers and clients in practice, courts and judges, and the legal system and profession as a whole. Because the legal system is so fundamental to society, we will necessarily touch on diverse perspectives and areas of knowledge, including the biology of trauma, neuroscience, psychology, sociology, trauma studies, critical race theory, systems thinking, history, and social sciences. When we work with clients from a trauma-informed perspective, we engage our awareness of trauma's impact to assist the client (and ourselves) with navigating the uncomfortable and inconvenient issues that can become obstacles to the pursuit of justice. We might only know that trauma is impacting a situation from the client's response (or even our own response) to trauma: fear, grief, or anger or dysregulation like physical discomfort, mental or emotional suffering, or strained relationships.

While some lawyers receive training in working from a client-centered perspective, we rarely learn how to deal with trauma and its impact. We've usually been taught to exclude trauma, or at least not talk about it. Without trauma-informed lawyering, clients impacted by trauma risk being inadvertently deprived of justice by the very injuries that injustice such as violence, racism, poverty, discrimination, and other disasters (visible or seemingly invisible) caused in the first place. Turning away from trauma risks diminishing the quality of legal services, undermining a client's experience with the legal system or even eroding our own well-being as lawyers. In this course we propose to turn toward trauma in clients, in systems, and in ourselves with the same humanity you would offer a fellow human who has experienced a visible injury.

White Collar Criminal Practice: International Scandal Investigations

Professors Frances C. DeLaurentis and Ronald J. Coleman (CRN 40081)

Jan. 5-8, 2026 from 1:30 p.m. - 5:30 p.m.

This intensive, Week One simulation course is designed to provide students with a basic understanding of how to defend clients in the early stages of an international criminal scandal investigation. The course requires students to work in teams to defend a fictitious foreign celebrity client in an investigation conducted by the U.S. Attorney's Office for the Southern District of New York. Through role-plays and practice-based exercises, students will handle assignments of the exact type associates at leading white collar practices might be called upon to complete. Among other things, students will learn to:

- Work collaboratively as a member of a defense team
- Analyze a criminal case against a high-profile international client, isolate points of weakness in the prosecution's case, develop important interview questions for the client, and create a strategic research and defense plan
- Explore typical issues arising in high-profile international criminal investigations, including press, jurisdiction, and statute of limitations
- Gain basic understanding of substantive U.S. crimes arising in the context of international

criminal investigations, such as mail and wire fraud, bribery, money laundering, and conspiracy

- Conduct fast-paced legal research, and draft high-quality written work product
- Present and defend findings orally, and prepare a witness for interview by the U.S. Attorney's Office

Assignments students will complete during the course of the week will include drafting an initial press release, conducting "flash" research, delivering an oral presentation and responding to real-time questions, preparing a PowerPoint presentation, drafting persuasive talking points for use in a meeting with a federal prosecutor, and preparing a client for interview by that prosecutor