

First-Year Week One Simulations

Week One 2021 will take place from Monday, January 11 through Thursday, January 14, 2021. Week One courses are optional, 1-credit courses, graded pass/fail, and count toward the 6 credits of experiential coursework required of students matriculating as first-year students in Fall 2016 or later.

Courses Currently Offered for Week One 2021

[Advocacy, Client Counseling and Negotiation Skills in Practice Settings](#)

Professor [Sheldon Krantz](#) (CRN: 33691)

Jan. 11-14, 2021 from 1:30 p.m. - 5:30 p.m.

Through role plays set in the context of interaction with clients, fact-finding, negotiation, litigation, and transactional work, this Week One simulation course will teach first-year students how ethics issues arise in practice and how lawyers may run afoul of rules that govern professional responsibility. During the course's four days, students will be involved in one or more of the following matters:

- A court sanctions hearing relating to allegations of abuses in civil discovery;
- A disciplinary hearing considering conflict of interest claims against in-house counsel because of her alleged representation of both a university and its president during a criminal investigation;
- A simulation of interaction with clients and negotiations relating to the sale of a helicopter;
- A simulation of an internal law firm investigation of alleged associate and partner abuses in billing.

In each of these situations, students, working in teams and in various roles will be assigned responsibility for meeting with clients, fact-finding—reviewing documents and interviewing prospective witnesses, researching pertinent ethics rules, engaging in negotiations, and making arguments either in a court or disciplinary hearing setting. Through these role-playing assignments, students will learn how to analyze rules of professional conduct, engage in fact-finding, and serve as advocates in various settings. Upper-class teaching fellows will serve as clients, potential witnesses, and decision-makers in the disciplinary setting.

Big Data, Face Recognition and the Limits of the Legislature: A Bill Negotiation Simulation

Professors [Clare A. Garvie](#) and [Emily Tucker](#) (CRN: 40083)

Jan. 11-14, 2021 from 6:00 p.m. - 10:00 p.m.

If you have ever taken advantage of basic government services, your personal information is part of a massive trove of data that local, state and federal agencies share with one another through a variety of overlapping networks, databases and bureaucratic collaboratives. This infrastructure has been built over the course of the last 20 years, for the most part without any oversight or accountability, let alone transparency to the public.

Some policymakers--pushed by civil rights advocates and grassroots organizations--have begun to try to check the exponential growth in government power that these technologies have made possible. Last year, the Washington Post reported that Immigration and Customs Enforcement (ICE) was running face recognition searches on Maryland's driver information databases. Community groups, including one group represented by Georgetown's own Federal Legislation Clinic, demanded that legislators take action.

In this course, students will simulate the actual bill negotiation that took place last year in the Maryland State legislature. Using a fact pattern based on what unfolded, but fictionalized to protect client confidentiality, students will assume coalition roles to broker, draft, amend, and advocate for their own privacy bill from the perspective of those assigned roles.

Congressional Hearing Simulation: Updating the Fair Labor Standards Act for Today's Economy

Professors [Indivar Dutta-Gupta](#) and [Laura Tatum](#) (CRN: 33612)

Jan. 11-14, 2021 from 1:30 p.m. - 5:30 p.m.

President Franklin D. Roosevelt called the Fair Labor Standards Act (FLSA) of 1938 "the most far-reaching, far-sighted program for the benefit of workers ever adopted in this or any other country." The historic FLSA established the minimum wage, created a standard workweek, outlawed child labor, and instituted certain work safety protections for minors. Over eighty years later, many argue that the law is too rigid for today's 21st-century workplace and the gig economy. Others contend that the law must be strengthened to better protect workers, many of whom face job insecurity; wage theft; or lack of health, retirement, and unemployment benefits. Most agree that the law needs to be updated -- but how?

In this dynamic and realistic Week One simulation, students will prepare for and conduct a Congressional hearing on updating the FLSA. Working in teams, students will gain experience in the key components of preparing for and conducting a hearing including writing, delivering, and responding to opening statements, testimony, and questions. Students will play the roles of witnesses such as Department of Labor leadership, business leaders, worker advocates, and others, as well as Democratic and Republican Congressional Members of Congress/staff. Additional Members of Congress will be played by outside experts. Upperclass teaching fellows will help guide student preparation for the hearing and serve as Members of Congress in the simulation.

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

Professor [Jonathan J. Rusch](#) (CRN: 37673)

Jan. 11-14, 2021 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.

Designing Financial Regulation Post Crisis

Professor [Jeffery Y. Zhang](#) (CRN: 35480)

Jan. 11-14, 2021 from 6:00 p.m. - 10:00 p.m.

This Week One, project-based simulation course is designed to introduce students to the policymaking process within the realm of financial regulation. Many people can list numerous contributing factors of the 2008 global financial crisis, and most have heard of the Dodd-Frank Wall Street Reform and Consumer Protection Act. But what did the Dodd-Frank Act actually set out to accomplish? What regulations have U.S. financial regulators implemented to improve financial stability since its passage in 2010? In light of the economic crisis caused by the COVID-19 pandemic, did those regulations achieve their objectives? The goal of this course is to explore these questions by having students simulate financial regulatory policymaking through in-class debates and group presentations.

Over the four days of this course, students will get up to speed on key financial regulatory measures implemented in the United States over the past decade. Then, acting as financial regulators, they will analyze the strengths and weaknesses of the regulatory framework. Students will focus on the main macroprudential aspects of bank capital regulations, including the quantification of their costs and benefits.

[Internal Investigation Simulation: Evaluating Corporate Corruption](#)

Professor [Michael J. Cedrone](#) (CRN: 10602)

Jan. 11-14, 2021 from 9:00 a.m. - 1:00 p.m.

In this Week One simulation, you will act as outside counsel conducting an internal investigation into Santé, an issuer on a U.S. exchange. Santé has uncovered evidence of bribe-like payments made as part of its operations in Africa. It is concerned that these payments may trigger liability under the Foreign Corrupt Practices Act (FCPA), a U.S. statute with a wide extraterritorial reach. Fearing criminal penalties and negative press, the French company has engaged outside counsel—you—to evaluate the potential risks associated with these payments and to consider ways to mitigate those risks. In your role as outside counsel, you will interview key witnesses to gather facts, then assess the risks to your corporate client under the FCPA. You will present your findings and recommendations to Santé’s general counsel, played by Georgetown Law alumni.

The focus of this course is skills exposure and acquisition in a challenging and complex international context. You should expect intensive group work and a highly-participatory environment. You will not only learn about statutory interpretation and the role of the FCPA in corporate transactions, but you will have the opportunity to engage in essential lawyering skills, including fact development, legal analysis, witness interviewing, client counseling, team-building, project management, and problem-solving.

[Legal Innovation: Designing Human-Centered Solutions to Challenges in Law](#)

Professors [Jacklynn Pham](#) and [Daniel Yi](#) (CRN: 35339)

Jan. 11-14, 2021 from 6:00 p.m. - 10:00 p.m.

This Week One, project-based simulation course is designed for students who want to learn methods and processes to create new and effective solutions to challenges in the legal industry. Working in teams of four, students will re-imagine how we can deliver some aspect of legal services. To do this, we will bring together principles from design thinking, business strategy, and behavioral science.

Some examples of legal design challenges that teams may take on:

How might we reduce the rate of default in landlord-tenant court?

How might lawyers in firms improve the billing process for clients?

How might we improve the likelihood that consumers will read, understand, and respond to a product recall notice?

How might we help qualifying pro se litigants take advantage of free filing policies in D.C. Superior Court?

Over four fast-paced, intense days, teams will: map out and study the problem, sketch out competing ideas, turn your ideas into testable prototypes, and validate the key elements you will need if your idea is going to work. At the end of Week One, you will pitch your proposed solution to a key influencer in the legal industry.

Questioning Witnesses In and Out of Court

Professors [Michael F. Williams](#), [Jonathan D. Brightbill](#), and [Jonathan J. Rusch](#)

Jan. 11-14, 2021; *there are two sections of this course:*

9:00 a.m. - 1:00 p.m. with Michael Williams and Jonathan Brightbill (CRN: 31627)

6:00 p.m. - 10:00 p.m. with Jonathan Rusch (CRN: 31393)

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 upperlevel 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.

Learning Objectives for Professor Rusch:

The general objective of the examination exercises in this course is skills exposure, practice, and improvement to ensure that students become familiar with the forensic techniques needed to question witnesses effectively in a variety of contents. Whether or not students eventually take upper-level courses such as Trial Practice or Trial Advocacy, which address a broader array of litigation skills in a full-semester course, this course will provide them with a valuable lawyering skill set whose value in the practice of law is not limited to litigation. That skill set is best developed in a concentrated course like this by keeping in-class mini-lectures brief, overseeing multiple exercises by students, and providing prompt in-class feedback after each exercise is completed.

Learning Objectives for Professors Williams and Brightbill:

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 examinations.

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

Professor [Tarek Maassarani](#) (CRN 35388)

Jan. 11-14, 2021 from 9:00 a.m. - 1:00 p.m.

Restorative Justice is a nonpunitive approach to addressing harm distinct from the retributive response of contemporary criminal legal systems. The latter establishes a framework in which the state defines what acts constitute a crime and those acts are considered offenses against the state. Accountability is seen as the external imposition of consequences for certain prescribed acts. Alternatively, Restorative Justice offers dialogue-based processes for individuals to articulate and be understood for the harm they have acted out or experienced and seek ways to repair that harm, including the rupture of relationships the harm may have created. Accountability is seen as acknowledging the harm and taking relevant action to address it out of an intrinsic sense of responsibility and desire for repair. In addition to those who have harmed or been harmed, Restorative Justice considers impacts on, and involve individuals from, the wider community.

Across the country Restorative Justice 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 various roles: 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); architects of restorative justice (i.e. diversion programs); policymakers implementing and integrating restorative responses into legislation; and practitioners of restorative justice in a variety of settings.

We will be learning about the theory and practice of Restorative Justice--and as it relates to the theory and practice of punitive justice--through the case study of sexual harm on college and university campuses. This lens will be of personal significance to students and has current relevance in the national debate around Title IX reform. This issue is one of the most complex, politically charged, and emotionally sensitive for Restorative Justice to address. We will also discuss the broader history and legal debates around Restorative Justice in the US as it manifests in criminal justice systems, educational systems, and community contexts. As such, we will consider the challenges and possibilities for restorative justice on campus, the DC area, and beyond, ending our final class with a simulated restorative process to gain an experience for what readings and academic discussions cannot offer.

Learning Objectives:

The course objectives are as follows:

- Identify key restorative principles and practices.
- Articulate the problem of campus sexual harm; assess traditional responses to the problem and the legal environment within which they take place; and identify the potential of Restorative Justice in this context.
- Describe the application of RJ in criminal justice, educational, and community settings, identifying and assessing legal challenges and possibilities.
- Apply restorative principles during experiential learning.
- Practice introspection through course exercises.
- Introduce and/or enhance fundamental skills and professional ethics that restorative practitioners need to practice.

The course aims to improve students' understanding of Restorative Justice in theory and practice. As such, Restorative Justice will be examined through readings, case study analysis, working groups, discussion, and experiential practice, led by the lead instructor and upper class Teaching Fellows. Students in the course will practice or witness skills associated with RJ practice, including but not limited to, participant preparation, facilitation, and self-reflection. The use of experiential pedagogy aligns with best practice in legal education finding that the performance of skills develops expertise.

Restorative Justice: Law and Policy Intersections

Professor [Thalia González](#) (CRN 40853)

Jan. 11-14, 2021 from 1:30 p.m. - 5:30 p.m.

Restorative justice has been part of American law and policy for more than three decades. It exists as an alternative approach to addressing harm across multiple public systems (i.e., juvenile and criminal justice, education, and child welfare) as well as in community-based settings. In the context of harm, restorative justice is a distinct form of conflict resolution that aims to redirect society's retributive responses. For example, crime, in the context of restorative justice, is not considered just an offense against the state but rather viewed as a wrong against another person and indicative of a broken relationship between the offender, the victim, and the community.

More recently, restorative justice has expanded into mainstream reform conversations—particularly around addressing mass incarceration and securing justice—and gained a new urgency following nationwide protests in response to racial violence and anti-Blackness. The increasing exchange between criminal justice reform and restorative justice cannot be ignored. Proponents and opponents of the expansion of restorative justice in law must think carefully about the existing U.S. restorative justice scheme, to ensure the construction and refinement of restorative justice laws do not yield undesirable state and local practices.

This Week One course provides an introductory examination of restorative justice in U.S. law in an intensive and condensed format. First, it will review the most common uses of restorative justice in the U.S. in public systems. This includes consideration of the application of restorative justice values, frameworks and practices in contrast to retributive theories. Next, using American criminal law as a case study, it will examine contemporary ethical and legal issues emerging from the legalization of restorative justice. The capstone requires application of the course materials in a simulated negotiation, development, and drafting of a restorative justice law.

The course aims to improve students' effectiveness as future lawyers. The course design promotes learning through the application of knowledge and performance of skills to gain expertise. Students will develop skills associated with legal analysis, legal writing, professional collaboration, negotiation, and self-reflection.

Learning Objectives:

- Familiarity with fundamental restorative justice theories and principles.
- Ability to describe and analyze the application of restorative practices.
- Development of an informed perspective of the nature of restorative justice in public systems.
- Identification of legal and ethical intersections in the U.S. restorative justice scheme.
- Identification and assessment of challenges and possibilities for restorative justice.
- Practice of introspection through experiential exercises.

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

Professor [Jane Juliano](#) and [Amy Wind](#) (CRN 31392)

Jan. 11-14, 2021 from 9:00 a.m. - 1:00 p.m.

This Week One simulation will introduce students to the essential concepts and competencies of social intelligence implicated in all forms of a law practice, including law firms, government agencies, corporations, non-profits and a solo practice. Students will learn about emotional intelligence and research that illustrates how basic brain function and other factors, such as strong emotion, influence how a person makes decisions. Using a combination of lecture, discussion, videos, skills exercises and simulations of common 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 with an improved ability to effectively communicate with others and make them feel heard; present information in the most persuasive light; recognize and address their own internal biases; act with assertiveness when necessary; learn how to effectively give and receive criticism; and deal with highly emotional or extremely difficult individuals. This course also will present positive strategies for dealing with common interpersonal relationships in the legal workplace: lawyer-client, lawyer-opposing counsel, and lawyer-co-counsel. 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, negotiations 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 highly emotional or extremely difficult individuals -- skills that talented legal minds need to become great counselors at law.

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

Professors [Vicki A. Arroyo](#), [Kathryn C. Gottschalk](#), [Sara P. Hoverter](#) and [John T. Monahan](#) (CRN 31384)

Jan. 11-14, 2021 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.