



GEORGETOWN LAW

**Handbook for S.J.D Students,
Faculty Supervisors and
Committee Members
2022-2023**

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Introduction

The Doctor of Juridical Science (S.J.D.) is the highest degree offered by Georgetown University Law Center. It is designed for law graduates from around the world who are interested in becoming law professors, scholars, jurists or public intellectuals, or in deepening their scholarship to continue in these fields. Students have five years to complete the degree, although most students finish sooner.

Writing a dissertation is the primary task for S.J.D. students. They do so under the direct supervision of a full-time member of the law school's faculty. Through the dissertation, students are expected to make a substantial contribution to legal scholarship by raising, expanding upon or answering an important question and exercising independent critical ability in making the argument. The dissertation may be a single book-length monograph or a series of related articles suitable for law journal publication.

To earn an S.J.D., a student must meet the following requirements:

- Two years in full-time residence
- Successful completion of required and elective courses
- Successful completion of a dissertation or, if approved, a series of substantial law review articles
- Successful oral defense of the dissertation or series of articles
- Submission of the dissertation in compliance with S.J.D. Program guidelines

S.J.D. Program Policies

This Handbook describes the S.J.D. Program and its policies. The Georgetown Law Student Handbook of Academic Policies covers law school rules and policies for all Georgetown law students. It is on the webpage and S.J.D. students are expected to be familiar with its contents.

Residency

To obtain a S.J.D. degree, normally students must be in residence for two years. During this time, students complete a full-time course of study, research, and writing under the supervision of a full-time member of the faculty.

After two years, students are not required to be full-time students unless they are residing in the U.S. on a student visa, although they are advised to devote as much time as possible to their writing. Students are also not required to remain in residence after two years but are encouraged to do so because it is highly conducive to completion. S.J.D. students who are not in residence normally maintain matriculation as full-time students in continuing enrollment (8 credits/semester).

While in residence, students are required to enroll in the Georgetown Student Health Insurance plan unless they qualify for a waiver. <https://studenthealthinsurance.georgetown.edu/waive-coverage/>

Required Coursework

First Year Students

- S.J.D. Methods (fall) (S.J.D. Core Curriculum)
- Presentation Skills for Academics (spring)
- Supervised Reading (fall and spring) (S.J.D. Core Curriculum)

First and Second Year Students

- S.J.D. and Fellows Seminar (4 semesters)
- S.J.D. Colloquium (Legal Justice) (1 semester) (S.J.D. Core Curriculum)
- S.J.D. Colloquium (Empirical Research Methodology) (1 semester) (S.J.D. Core Curriculum)
- Scholarly Paper Seminars (2 courses over 4 semesters)

All enrolled students, in and out of residence

- S.J.D. Workshop (year-long) (S.J.D. Core Curriculum)

Course Descriptions

S.J.D. Methods, first year students (S.J.D. Core Curriculum, fall semester)

Professor Alexa Freeman

First year S.J.D. students take this class their fall semester. Its purpose is to launch students on the path to writing a successful dissertation. Specifically, students refine their dissertation topic; write a thesis statement and an identity memo; tentatively decide on a structure for their dissertation; and discuss writing strategies. The course examines and compares concepts and features of different legal scholarship methodologies. Finally, students are introduced to the Zotero/Juris M database and citation manager.

Presentation Skills for Academics, first year students (2 credits, spring semester)

Professor Andrew Wolvin

First year S.J.D. students take this course to receive training in oral presentations and practice their skills in moot sessions. Specifically, the course aims to provide the opportunity for students to refine their oral communication skills in order to: effectively communicate research projects to listeners; enhance listening skills; adapt messages to desired purposes and target audiences; and manage information before, during, and after presentations. This course culminates in presentations at the National S.J.D. Roundtable at the end of the semester.

S.J.D. & Fellows Seminar, first and second year students (3 credits, fall & spring semesters)
Professor Robin West

S.J.D. students attend the S.J.D. and Fellows Seminar for four consecutive semesters their first and second years. The course alternates between "workshop" and "seminar" meetings.

The seminar portion aims to equip students and fellows who hope to enter the legal academy with a basic core of knowledge in jurisprudence, legal theory, and interdisciplinary movements in law. It also exposes them to new works and methods of scholarship now shaping the legal academy. Each of the four semesters has a different theme: "Contemporary Legal Scholarship," "The History of American Legal Theory," "Law and Social Science," and "Law and Humanities."

In the workshop portion, S.J.D. students and fellows present their work in progress to the group and invited faculty members. All students and fellows are encouraged to participate in the workshops at all stages of their scholarship to receive critical feedback on their work. S.J.D. students who have completed the four-semester rotation are encouraged to return to present as they are completing their dissertations and preparing to defend, and both S.J.D. students and fellows who are preparing for the academic job market may use this time to moot their job talks.

Scholarly Paper Seminars for first and second year students (3 credits per paper, fall or spring semesters)

J.D. faculty

Over the course of their first two years in the S.J.D. Program, students take two seminars from the school's regular curriculum that require a scholarly paper. Students select their seminars in consultation with their faculty supervisor. The paper must be 8,000 words, regardless of length requirements for J.D. students enrolled in the particular seminar.

The seminars should be on topics that will assist students with their dissertations either directly by producing portions of it, or indirectly by providing needed background knowledge. The purposes of this requirement are to add to students' intellectual foundations for the dissertation; to give them additional experience writing a scholarly paper; to get them started drafting portions of their dissertations; and, if appropriate, to enable them to submit an article for publication.

Supervised Reading, first year students (S.J.D. Core Curriculum fall & spring semesters)

Supervisors and other faculty

First year S.J.D. students spend a significant amount of time researching and deepening their knowledge in their topic areas and developing their dissertation methodology. This process is formalized through supervised reading with supervisors. The goal of Supervised Reading is for students to complete as much of background reading as possible for their dissertations. The list itself should be the product of mutual collaboration between supervisor and student and should consist of the background literature necessary for students to produce a viable dissertation along the lines suggested in their proposals. The supervisor and student establish a reading schedule and plan to meet by zoom at least twice during the semester. While not required, supervisors may request short "feedback memoranda" in advance of the meeting.

S.J.D. Colloquium on Legal Justice, first and second year students (S.J.D. Core Curriculum, alternating fall semesters)

J.D. faculty (lecture portion) and Professor Alexa Freeman (seminar section)

Legal Justice lecture and seminar will be offered next in fall, 2022

Offered every other fall, students attend “Legal Justice” lectures (part of Curriculum B for J.D. students) open to the S.J.D. program by special arrangement. It looks at twentieth- and twenty-first century American legal thought, beginning with classical legal thought and the challenge posed by legal realism to classical conceptions of rights and legal reasoning. It then considers process theory, law and economics, legal liberalism, and perspectivist approaches to law, including law and society, critical legal studies, feminist legal theory and critical race theory. The course ends with modern conservative theories and approaches to statutory interpretation. Following the lecture, students meet with Professor Freeman for their small group seminar to discuss the material in greater depth.

S.J.D. Colloquium on Empirical Research Methodology, first and second year students (S.J.D. Core Curriculum, alternating spring semesters)

Professors Juliet Aiken and Parina Patel

Empirical Research Methodology will be offered next in spring, 2024

In alternating years with Legal Justice, the S.J.D. Colloquium will survey empirical research methodology. This course will provide a basic understanding and appreciation of quantitative and qualitative methods, including their strengths, weaknesses and limitations. The course will not equip students with sufficient training in the use of quantitative or qualitative methodologies, but it will help students decide whether using empirical evidence would be helpful in their dissertations, and if so, to identify additional courses to take. This class will also help students learn to evaluate scholarship that employs empirical methodology.

S.J.D. Workshop, all students (S.J.D. Core Curriculum, fall and spring semesters)

See Appendix B for more details.

Professor Alexa Freeman

Starting their second semester in the S.J.D. Program, students attend the S.J.D. Workshop. Students are required to present in both their 1st and 2nd years and twice thereafter but may present as many additional times as they choose. The rigor of having one’s work regularly discussed encourages steady productivity. They also rotate responsibility for commenting on other students’ work. As a result, workshop participants are deeply involved with each other’s work. The S.J.D. Workshop does not necessarily meet every week, but weekly slots are blocked out on the calendar. Supervisors are asked to attend during their student’s presentation at least once during the year. Students manage the scheduling using the shared calendar

Electives (anytime, credits and grading policies vary)

In addition to their two scholarly paper seminar requirements, S.J.D. students may take or audit elective courses to broaden their exposure to substantive law in their fields and to study under professors who might be potential dissertation committee members. Students may choose from courses at the law school or main campus. All elective coursework decisions are made in consultation with the student’s supervisor.

Time for Completion

S.J.D. students are expected to complete their degree within five years after commencing the program. Up to two additional years of study may be granted under exceptional circumstances and with the supervisor's support. Students must formally petition the director. Approval will be granted only when the student has made significant progress and is close to completion.

Suggested Dissertation Timeline

The time it takes to go from first draft to oral defense varies from project to project. A timeline is a useful tool for motivating and structuring the work, and students and faculty supervisors may want to develop one. The following is a general guide for four years, but many other models are available. (See "Templates for Writing," Appendix B.)

Year 1. Students complete a well-formulated thesis statement, table of contents and literature review.

Year 2. Students develop a comprehensive outline of the dissertation and begin drafting chapters.

Year 3. Students complete a draft of the dissertation.

Year 4. Students work on their revisions and prepare to defend. Dissertations commonly undergo one or two revisions before the defense.

Scholarly Process, Work Product and Plagiarism

Scholarship is rarely a solitary endeavor. This includes dissertations, which are written with input from supervisors, committee members, other faculty, student colleagues, and participants at academic workshops, seminars and conferences. Cross-fertilization is a vital and cherished part of academic intellectual life. On the other hand, overreliance opens the risk that the dissertation becomes the work product of another person. Furthermore, academic integrity requires scrupulous honesty in the use of another's work.

Failure to properly credit another person's words or ideas constitutes plagiarism, conduct that is subject to disciplinary sanctions. *All doubts should be resolved by crediting the contribution of others following standard rules of attribution.* (See the Georgetown Law Student Handbook of Academic Policies section on plagiarism for guidance.) Students are urged to discuss their questions and concerns with their faculty supervisors.

Supervisor Responsibilities

The cornerstone of doctoral education is the relationship between students and their faculty supervisors. Faculty supervisors are full-time members of the law school's faculty. Writing a dissertation takes sustained student dedication over several years and involves a serious time commitment for the supervisor. Students are assigned a faculty supervisor who has chosen to

work with them prior to admission to the S.J.D. program. Faculty supervisors and students are expected to work together throughout the student's enrollment in the program.

Generally, supervisors and students set their own meetings. In addition, there are specific meetings and events that supervisors must attend each year:

Meet with new students over the summer or the first week of school

- Discuss how to work together, including expectations, meeting schedules and best methods for communicating.
- Review fall and spring course schedules to identify seminar options for satisfying the two writing requirement courses.
- Compile list for supervised reading and discuss process, including "think-piece" option.
- Schedule your student's first year moot (see below).

Attend student presentations

- First year students moot their presentation in preparation for the National S.J.D. Roundtable held every spring. Supervisors attend their student's moot which is part of the student's class, "Presentation Skills for Academics."
- Starting their second year, students present their work in progress twice a year at the S.J.D. Workshop or S.J.D. and Fellows Seminar. Supervisors are expected to attend at least one presentation a year when their student presents either at the S.J.D. Workshop or the S.J.D. and Fellows Seminar.

Meet with first year student end of fall semester or first week of spring semester

- This is a check-in meeting. How is the student doing academically and how is the student's emotional/physical well-being?
- Review dissertation proposal. It will have changed since the plan submitted in the admission application. Revisit the feasibility and formulation of the topic. Decide, at least tentatively, whether the dissertation will be a monograph or series of articles.
- Explain the Institutional Review Board process if the student is considering research that might require approval. Any questions should be directed to Professor Lilian Faulhaber, Associate Dean for Research and Academic Programs.
- Go over course plans
- Choose a time for the student's spring semester presentation (see below) and notify the director.

Attend annual meeting with director in the spring

- This is an assessment meeting. Its purpose is to take stock of a student's progress and to discuss issues or circumstances that affect progress towards completion.
- Ensure that students have the necessary foundational knowledge to write the dissertation, and if not, help them find the resources to fill the gaps.
- All students should be working under a timetable, even though it might need to be revised periodically. In addition to a specific timetable, help students establish and use benchmarks to assess their progress.
- Discuss how drafts should be submitted—with what degree of polish and in what form.

- Supervisors should commit to a time frame for feedback on student drafts and in what form it will be provided.
- Consider committee formation. This can be tentative and exploratory for students in their first few years but must be in place by the student's last year.
- For students finishing their first year, this is a good time to discuss scholarship standards and plagiarism.
- For students anticipating defending in the next year, it is essential to go over the requirements, including timeline for drafts, supervisor review, revision and submission to committee for review. (See "Planning the Defense," Appendix C.)
- If a student is failing to meet expectations, this is the time for the supervisor to give notice, to clearly set forth what is needed to rectify, and to set deadlines.

Student Responsibilities

- It is ultimately in the student's self-interest that the conversations described above take place. If a supervisor is busy and fails to initiate a meeting or raise a topic, the student should make sure it happens.
- Students take the lead in scheduling the twice-yearly presentations with their supervisors and coordinating the schedule with the director.
- Following the annual review each spring, students write a report summarizing the meeting, including areas of success, areas needing attention, strategies for addressing weaknesses and their timeline for the coming year. Their supervisor reviews the report and, once approved, signs, dates, and sends copies to the student and the director.
- Students who are not in residence must maintain regular contact with their faculty supervisors and follow the same meeting schedule as students in residence. Students are strongly encouraged to return at least once a year to meet in person. If this is not possible, students and faculty supervisors need to arrange to meet via Zoom or a similar means.

Dissertation Committee

In addition to the faculty supervisor, S.J.D. students complete their dissertation under the direction of two additional faculty members who constitute a student's Dissertation Committee. One committee member must be a full-time Georgetown law school faculty member. The other may be a professor from another field and/or from outside the law school.

There is no deadline by which a committee must be formed. However, it is helpful to start thinking about committee members in the second year to benefit from new perspectives and input. The supervisor and the director must approve the two members.

Committee members play widely varying roles. Some work closely with the student and faculty supervisor throughout the process; others function more as expert advisors to be consulted on specific matters. The faculty supervisor and student should discuss the role they want committee members to take before finalizing the committee. All committee members read and comment on

the dissertation once a preliminary draft has been completed and again before the final draft is ready to be defended. If there is confusing or conflicting advice, the faculty supervisor clarifies and manages expectations. All committee members must be present for the student's oral defense.

Most students need help from their faculty supervisors finding committee members—identifying possible candidates, discussing them with the student, and facilitating conversations between students and potential members. Factors to consider in selecting committee members are their reputation and expertise in the field; ability to help professionally; commitment and availability; and enthusiasm for the topic. An ideal committee has members who offer complementary academic strengths, have different styles and serve different functions for the student.

Oral Defense

Preliminary plan to defend

The year prior to the anticipated defense, students must have a committee in place and notify their supervisor, committee members and director in writing before their annual spring meeting of their anticipated readiness to defend. The supervisor, committee members, and director will review the student's request and map a preliminary completion schedule, including timetables for periodic submissions of drafts and committee review. The supervisor has discretion to decide whether this conversation takes place without the student prior to the annual meeting. If the student is not present, the plan is later discussed, and adjusted if appropriate, at the annual meeting with the student. The plan does not constitute final approval to defend and may be altered as needed.

The criteria for proceeding to defense are reviewed with the student at the annual meeting. These include:

1. Before defending a dissertation, a student must have (a) spent at least two years in full-time residence and (b) successfully completed all required and elected courses. The director certifies that the student has completed these requirements.
2. The dissertation must meet the following standards:
 - a. Substantial contribution to legal scholarship by raising, expanding upon or answering an important question and exercising independent critical ability in making the argument.
 - b. For book-length monographs, normally 75,000-90,000 words including footnotes, but excluding preliminary pages, table of contents, bibliography, charts and other similar matter.
 - c. For series of papers, 75,000-90,000 words divided roughly evenly over the papers, and are of publishable quality.
3. Final manuscript preparation is not necessary for the defense (see "Completing the Manuscript" below) but the manuscript must be edited by a qualified editor. Dissertations with grammar, punctuation, spelling and citation errors will not be accepted for defense.

Editing

Students should recognize that good writing is the product of rewriting and that it is reasonable for a supervisor to expect multiple revisions. Furthermore, almost all professionals who write scholarly texts for a living use some form of editing.

There are different levels of editing: proofreading, copy-editing, citation formatting, and substantive editing.

- Proofreading assistance to correct grammar, punctuation and spelling is permissible in all cases.
- A reasonable amount of English copy-editing for clarity—including style, word usage and verbiage—does not bear on the quality or authorship of the dissertation. Non-native English speakers are required to hire an editor or ask a native speaker to copy edit the dissertation. What is reasonable is determined by the individual faculty supervisor.
- Dissertation citations are expected to follow Bluebook citation rules. Students may obtain help in reviewing their footnotes to be sure that they comply. Students are not permitted to receive help in assessing whether the footnote is appropriate to the text, however.
- Proofreading, copy-editing and citation formatting are not plagiarism and do not need to be cited.
- Employing an outside editor for substantive editing that alters the ideas, structure and logic of the dissertation is never permitted.

Students are responsible for hiring and paying editors out-of-pocket. The rates, work process and timelines are negotiated between student and editor.

Approval to defend

1. Following the timeline set forth in the preliminary or revised plan to defend, the student submits a hard copy of the dissertation to the faculty supervisor who then decides whether the student is ready to defend.
2. If the supervisor thinks that the student is ready, the other committee members are contacted and the student sends each member a hard copy of the dissertation. The supervisor sets a schedule for them to read and comment on the dissertation. Committee members must have at least a month to read the dissertation.
3. The defense will not be scheduled until all members of the committee agree that the dissertation is ready to be defended. The student is notified if the committee has concerns and is given adequate time to respond and revise.
4. The faculty supervisor notifies the director when the committee agrees to proceed with the defense. The defense will not go forward until the director approves it.

Setting the defense date

1. The defense must take place at least a month prior to graduation but two months is advisable. Graduation dates are the Sunday of the weekend preceding Memorial Day weekend, February 1 and October 1.

2. If additional work is anticipated after the defense (see “Revisions” below) or the manuscript is not in final form before the defense (see “Completing the Manuscript” below), three months between the defense and graduation is advisable. *The student will not graduate* as planned if the Registrar has not received the Certificate of Completion two weeks before graduation, and the Director must have the final manuscript two weeks before submitting the Certificate of Completion to the Registrar.
3. The faculty supervisor:
 - a. Discusses with the student who will attend the defense (see “The defense” below) and they decide on a range of possible dates.
 - b. Surveys the committee members for their availability on those dates.
 - c. Contacts the director with at least several scheduling options and type of defense planned, i.e., formal presentation in a moot court room or informal in a seminar room.
4. The director works with the student to schedule the defense and notifies the faculty supervisor, committee members and student of the date, time and place.
5. The faculty supervisor notifies the director if a member of the committee will be traveling to the defense so that travel arrangements are made as soon as possible after the date is set.

The defense

The defense is expected to take approximately two hours and is open to the law school community. Typically, the student presents a 20-30-minute overview of the project, including reflection on the intellectual process, new ground covered, and remaining open questions. The supervisor then opens discussion for questions and comments from the committee. Only the panel may ask questions of the student. Following the discussion, the panel meets privately and votes whether to recommend the degree. The faculty supervisor, committee members and director sign four copies of the Certification of Completion after a successful dissertation defense.

The director retains the four copies of the Certification of Completion while the candidate completes revisions, if any, and the final steps to graduation (see “Final Steps to Graduation” below).

The S.J.D. Program does not award departmental honors for dissertations.

Revisions

Sometimes the manuscript may require changes following a successful defense before a student is cleared for graduation. If changes are needed, the student must complete and submit the electronic PDF of the corrected dissertation to the director no later than 30 days before graduation. If overdue, graduation may be delayed until the next date.

If a student is asked to make small additions or corrections to the dissertation, the faculty supervisor determines whether the student must resubmit after making these corrections. Normally a faculty supervisor’s review and approval are not necessary for minor corrections. If

the committee requires major revisions, the faculty supervisor, in consultation with the director, determines the appropriate procedures and schedule.

Completing the manuscript

- Detailed instructions for formatting the dissertation are provided in Appendix D. If a particular aspect is not specified, students may follow their own preferences.
- Dissertations must follow Bluebook citation rules. Even if citations were inserted via Zotero, Juris M or another citation program, it is strongly recommended that all citations be reviewed to ensure conformity.

Final Steps to Graduation

Law library archival requirements

The law library retains a single keyword searchable electronic PDF copy of every S.J.D. dissertation. The library prints a copy for general circulation and one for the library archives.

Students are responsible for preparing the electronic PDF. The file's "Document Properties" fields should include title, author, subject, keywords, summary, copyright status and copyright notice. The law library is available to help locate the fields and assign subject headings.

The electronic copy must also include the Author's License and Deposit Form. This form governs electronic publication of the dissertation by the law school. (See "Author's License and Deposit Form," Appendix E.) Students who want to arrange first publication of their dissertation elsewhere may submit a request to the law library for an embargo of up to two years, copying the director. (See "Request for Embargo," Appendix F.)

Certification of Completion

Once all revisions, if any, are completed, and law library archival requirements are met, the successful candidate sends the director the electronic PDF file of the dissertation. The director notifies the Registrar that the student has met all academic requirements for graduation and transmits the PDF file to the law library. The Registrar, the law library archives, the S.J.D. Program, and the candidate receive copies of the Certification of Completion.

Printing and binding

The director will arrange for two copies of the dissertation to be printed and bound: one copy goes to the candidate and the other goes to the S.J.D. Program files. The candidate should provide an address to which the copy should be sent.

Commencement

The Office of Student Life provides graduating students information about Commencement. Students should also check the webpage and make all their own arrangements for renting their regalia, purchasing announcements, etc.

Teaching opportunities

Generally, we expect S.J.D. students to devote their full attention to their classes and the completion of their dissertation. Teaching J.D. or LL.M. classes requires a substantial amount of time and dedication and may significantly delay completion of the dissertation. S.J.D. students are therefore not, as a general matter, expected or permitted to teach such courses.

There are two exceptions. S.J.D. students may occasionally teach during their residence at Georgetown in two capacities—as an adjunct, either co-teaching with another professor or in some circumstances teaching solo, or as a Teaching Assistant. These exceptional circumstances are described below. Students are strongly advised to discuss with their faculty supervisor the teaching opportunity they are contemplating, and whether it might interfere with the completion of their dissertation. Students must obtain prior approval from their supervisor and director before continuing or accepting any teaching position.

Adjunct appointment

- Students who join the S.J.D. Program already holding an adjunct teaching appointment at the law school may continue in that capacity
- S.J.D. students may be eligible for an adjunct teaching appointment if approved by the Associate Dean for Academic Affairs
- S.J.D. students may hold an adjunct position on Main Campus or at another school

Students appointed as adjuncts at the Law Center have responsibility for teaching and grading. Appointments and course proposals are approved through the ordinary process that all other adjunct-taught courses follow. No current S.J.D. student may assess and grade a fellow S.J.D. student. S.J.D. students will not be able to receive credit in a course where another S.J.D. student is appointed as an adjunct professor. However, S.J.D. students may audit a course where another S.J.D. student is appointed as an adjunct professor.

Teaching Assistant

- Students may serve as a teaching assistant throughout the course
- Students may teach a portion of a course, at the discretion of the professor who is appointed to teach the course
- Students may guest lecture in a course

S.J.D. students may serve as a Teaching Assistant in a law school course with a full time member of the faculty. Grading remains the sole responsibility of the faculty member. In the event that a new course is contemplated, the student will need to develop a proposal with the faculty member that describes how the student will contribute to the course. Final approval must be obtained from the Associate Dean for Academic Programs.

Resources and Events

S.J.D. students have unparalleled access to resources by virtue of studying in Washington, DC, home to major international organizations. S.J.D. students are also an integral part of the law school community and are invited to participate in its rich academic and social life. In addition, Georgetown offers the following special resources to support S.J.D. students:

Boot Camp

Periodically students participate in a Boot Camp to focus exclusively on writing a portion of their dissertations using the Pomodoro technique: https://en.wikipedia.org/wiki/Pomodoro_Technique. The goal is to produce 10,000 words of first draft material. The Boot Camp is fun and highly productive—supported with good food, music at breaks and awards for every 1000 words.

Carrels

The S.J.D. Association administers the assignment of carrels jointly with the library at the beginning of each academic year. For information contact, Yael Naggan, S.J.D. Association President, yn106@georgetown.edu. Although some of these carrels include lockable bookcases, students should *not* leave valuables such as laptops in these bookcases.

Conferences

S.J.D. students are encouraged to attend scholarly conferences to present their work and to meet others working in their fields. Funds of up to \$400 may be available to attend one conference per year. Submit requests to the director in advance of your travel and include conference information, anticipated expenses, a statement on why you wish to attend and, if applicable, your paper abstract." Students who are not employed on campus need to be set up as a supplier through the Tax Department. <https://financialaffairs.georgetown.edu/SupplierSetup/>

Copying

S.J.D. students are eligible for free photocopying and printing up to \$250 each semester in the Georgetown Law Library. The account is obtained from the Go-Card office at the beginning of each school year.

Exchange program with Sciences Po

The Georgetown S.J.D. Program and the Sciences Po Institut d'Etudes Politiques de Paris have an exchange program for a student from each school to visit at the other for any length of time up to a year. Applicants must find an advisor at Sciences Po who agrees to work with them. It is not necessary for students to speak French to participate. Fees at both schools are waived although the students must have the required health insurance consistent with school or visa requirements. notices and materials. All are welcome to attend on whatever basis works for them.

Scholastica

Students may submit articles to American law reviews through Espresso or Scholastica by contacting Anna Seldon, Associate Director of Publications and Faculty Manuscript Management, at anna.seldon@law.georgetown.edu. You will be funded for up to thirty submissions per article.

S.J.D. Association

The S.J.D. Association fosters interaction between S.J.D. students and the larger Georgetown Law community, and organizes various academic, social and cultural events. Activities vary from year to year. Yael Naggan is current President and may be contacted at yn106@georgetown.edu.

S.J.D. Roundtable

All Georgetown S.J.D. students in residence participate in the National S.J.D. Roundtable held by American University's Washington College of Law (WCL) and Georgetown on a rotating basis. S.J.D. students from around the country present papers for discussion and feedback. The next Roundtable will be hosted by Georgetown in spring, 2023, date TBD.

Summer workshops

S.J.D. students are strongly encouraged to take advantage of the summer workshop held twice-weekly over the summer to present their work. The faculty organizers circulate a sign-up list to faculty, fellows and S.J.D. students at the beginning of each summer.

S.J.D. Program Faculty

Professor Alexa Freeman, Director, S.J.D. Program. Office hours will be posted at the start of each new semester. Students may also schedule an appointment with her by writing her at apf5@georgetown.edu.

Professor Robin West, Faculty Advisor, S.J.D. Program. Students may schedule an appointment with her by writing her at Robin.West@georgetown.edu.

Appendix A: Registration Information

Because registration takes place in May for the following academic year, the law school has special procedures for entering S.J.D. students.

Automatic registration

S.J.D. students in residence are automatically registered for 8 credits each semester. This is referred to as the S.J.D. Core Curriculum, consisting of Methods, Workshops, Supervised Reading and the Colloquium. Students may not register for courses held at the same time as Core Curriculum courses. (Methods is a one-semester course in the fall scheduled for 11:10 am-1:10 pm on Tuesdays and its slot is replaced by an additional S.J.D. Workshop in the spring.)

In addition:

- First and second year S.J.D. students are automatically registered for the S.J.D. and Fellows Seminar (3 credits, fall and spring semesters) (pass/fail)
- First year students are automatically registered for Presentation Skills for Academics (2 credits, spring semester) (pass/fail)
- During alternating fall semesters (2020, 2022, 2024, etc.) when Legal Justice is the topic for the S.J.D. Colloquium, first and second year S.J.D. students are required to attend the lecture for the J.D. course “Legal Justice” even though this course is not open for S.J.D. student registration.

Continuing students not in residence are automatically registered for S.J.D. Continuing Registration (8 credits, fall and spring semesters) (ungraded)

Course electives registration

- First and second year students enrolling in their 3 credit Scholarly Paper Seminars:
 - Check the curriculum guide on the law school website to see what courses are available. Students may take a seminar under either the J.D. or LL.M. curriculum. J.D. upper level writing courses are directly searchable: Academics → Academic Programs → Curriculum Guide → Schedules → Change term → Upper division JD writing courses. This will produce every upper level writing seminar in the J.D. curriculum. Be sure to look for the 3 credit courses with WR notations.
 - LL.M. writing courses are not listed separately from other LL.M. courses. Follow the same search but choose “Graduate program schedule” instead of “Upper division JD writing courses.” Scroll through the listings to find the 3 credit writing seminars. Check the course description to ensure that the J.D. section of the course has the WR notation. If yes, you may enroll in the LL.M. section of the course and still meet the paper requirement.
 - After considering the options, first year students should meet or correspond with their supervisors to decide which writing courses will be most helpful for their scholarship. If a course is full, schedule an appointment with Professor Freeman to discuss the option of auditing the course and writing a GIR (Graduate Independent Research). To do so, you must obtain permission from the course

professor and complete this form for the Registrar:

https://www.law.georgetown.edu/wp-content/uploads/2018/08/GIR-Form_2018.pdf.

- A GIR may also be taken independent of a course. In this case, the student will propose a topic, meet with a prospective supervisor professor to discuss and approve the project, obtain permission from the director and use the same form to enroll with the Registrar.
- If a GIR is taken in conjunction with a course, it will appear on the transcript as: GIR (course name)
- Note that S.J.D. students are expected to write 8,000-word papers, regardless of length requirements for J.D. students enrolled in the particular writing seminar.
- All S.J.D. students follow the same procedure for any other course they desire to take at the law school for which they are not automatically registered.

Auditing and Main Campus courses

- S.J.D. students may audit any upper-class course at the law school with the course professor's permission and if space is available. Students are strongly encouraged to consult with their supervisors to weigh the benefits and costs of taking time away from writing to audit a course. Note that audited courses at the law school do not appear on transcripts.
- Registration for courses on the Main Campus has its own rules and procedures. The Registrar's Office has information on enrollment.

Appendix B: Workshops

Presentation requirements

- First and second year students must present once each year.
- After completing the two-year requirement, students are expected to present two additional times before graduating.
- Students may satisfy these requirements by presenting at the SJD Workshop or SJD/Fellows Seminar (even if they have completed all 4 semesters of that class).
- Students are always welcome to present as often as they want if there is space.

Attendance

- All S.J.D. students, regardless of year, are expected to attend.
- Please contact Professor Freeman in advance if you need to be excused.
- If you must miss a Workshop, please submit your comments to the presenter. Workshops will be recorded.

Scheduling

- Given the press of work and other demands on attendees, barring an exceptional circumstance, *only 1 Workshop a week will be scheduled and only 3 per month*. Once a Workshop has been scheduled, the 2nd slot that week will be deleted. Likewise, once 3 in a month are scheduled, the 4th week will be deleted.
- First year students have priority to present in the spring. *Everyone else needs to book before April*. With only three slots per month, schedule early for your first choice!
- You are responsible for scheduling using the shared calendar.
- Notify Professor Freeman once you've scheduled your workshop.

Materials

- Presenters are responsible for distributing their material to everyone by the deadline.
- Please use page numbers to make it easier to follow the discussion.
- You may present anything broadly related to your scholarship even if it is not part of your dissertation.
- You may submit incomplete work.** First year students will likely only have a thesis statement or outline whereas advanced students might have full chapters or papers. But any stage of completion is welcome when there is something to discuss!

Deadlines

- Deadlines for distributing material depend on the nature of the material:
 - Short outlines may be distributed the same week as the Workshop.
 - Long outlines and short pieces (20 pages) need to be distributed by the Friday before the week of the Workshop.
 - Longer pieces should be distributed at least a week in advance, preferably more.
- *If you miss the deadline your Workshop will be cancelled.*

Presentations

- We will use discussants unless the material is very short. A discussant is usually incredibly helpful for the author and good training for the discussant.

- Alternatively, authors who decline a discussant should prepare an introduction.
- If there is a discussant, authors should limit their opening remarks to introducing the discussant.
- Discussants need to follow the IGLP protocol precisely.
- Discussants should not let their own scholarship or normative views influence their assessment.
- The presentation, whether by a discussant or author, should be no more than 10-15 minutes.
- Let your supervisor know that there will be an opportunity to comment following the discussant's presentation.

Attendees

- Make sure that your supervisor can attend. Check before signing up for a slot.
- You may invite anyone else in the GULC community to attend—faculty, students (any level), staff, researchers, etc.

*You should have received the calendar invitation. Test using the calendar right away and let me know if you have any problems. Remember you must use your GULC email.

**Note that this is not true for SJD/Fellows Seminar where a full (or fuller) draft is expected.

Appendix C: Templates for Writing a Dissertation

There are a great many templates for completing a doctorate. While most pertain to the Ph.D. and include tasks that Georgetown S.J.D. students have already done, such as choosing a topic and drafting a proposal, a template for writing a dissertation may be helpful for S.J.D. students.

The “Dissertation Calculator” developed at the University of Minnesota is an on-line program that generates a timetable based on starting and completion dates that the student plugs in.

<https://www.lib.umn.edu/help/disscalc/>

The University of Queensland, Australia, has a site that breaks the process down into stages with a wellspring of resources under each: “PhD...First thoughts to finished writing.”

http://www.uq.edu.au/student-services/phdwriting/fr_phsta.html

PATRICK DUNLEAVY, *AUTHORING A PHD: HOW TO PLAN, DRAFT, WRITE AND FINISH A DOCTORAL THESIS OR DISSERTATION* (2003) is an excellent primer on the nitty-gritty of shaping a dissertation.

Varun Grover, *Successfully Navigating the Stages of Doctoral Study*, 2 *INT. J. DOCTORAL STUDIES* 9 (2007) sets forth stages of writing and checklists for each stage.

TERRY HUTCHINSON, *RESEARCHING AND WRITING IN LAW* 170-173, 194 (2010) describes how to create a timeline and time management matrix and provides two models for the S.J.D., one for 18-48 months of full-time work and one for 36-96 months of part-time work.

The Thesis Whisperer is a great source for tips and broad community support.

<https://www.facebook.com/pages/The-Thesis-Whisperer/136762006343946>.

Appendix D: Planning the Defense

STAGE OF THE DISSERTATION WRITING, REVIEW & SUBMISSION PROCESS	NO. OF DAYS/WEEKS/MONTHS NEEDED	START & END DATES
<i>First Draft</i>		
a) Student completes first draft and submits to supervisor		
b) Supervisor reviews		
c) Student revises based on supervisor comments		
<i>Second Draft</i>		
d) Supervisor receives revised draft, reviews and decides whether the committee is ready to review		
e) Student sends to copy editor if not edited previously		
f) Supervisor and director set a schedule for committee members to read and comment on the dissertation		
g) Student notifies committee members of schedule and sends each member a hard copy of the edited dissertation		
<i>Final Draft</i>		
h) Student receives comments from members of the committee		
i) Student revises accordingly and notifies supervisor and director when revised draft completed		
j) Committee members discuss the dissertation. The defense will not be scheduled until all members of the committee agree that the dissertation is ready to be defended and the director approves it.		The defense must take place at least 20 days prior to graduation. Graduation dates are the Sunday before Memorial Day weekend, February 1 and October 1

Appendix E: Format for the Dissertation

Order and Content

Follow the sequence of elements below. The items marked with the asterisk are required in every dissertation. All other elements are either optional or required only if pertinent to the manuscript. Specifications for these for these elements are described below in part 3.

Title Page*
Copyright Page
Abstract*
Dedication Page
Acknowledgments Page
Table of Contents*
Table of Appendices
Text with Footnotes*
Bibliography*
Appendices

Style

Spacing

Double-space the body of the document. Long quotations, footnotes or endnotes, bibliographies and extracts are single-spaced with a double space between entries or paragraphs.

Margins

Page size should be 8½ x 11 inches. Leave a margin of 1½ inches at the left side of each page and 1¼ inches on the top, bottom, and right side of the page. “Left justified” margins (i.e., not justified on the right) are preferred for readability.

Fonts

Fonts should be 10 or 12 point in the body of the dissertation. They may be smaller in footnotes or endnotes. Font size should be consistent throughout the dissertation. Use fonts such as “Courier”, “Times New Roman”, “Garamond”, “Cambria” or others that are common and readable.

Pagination

- Page numbering should be aligned on the right but may be on the top or bottom of the page. Pages laid out in “landscape” mode, such as for charts or graphs, should have the page number in the same position as any other page.
- The introductory pages (copyright, abstract, acknowledgments, table of contents, etc.) are numbered with lower-case Roman numerals (ii, iii, etc.) and continue consecutively until the beginning of the main text of the dissertation.
- The pages in the main text of the dissertation are numbered consecutively from Chapter 1 through appendices using Arabic numerals (1, 2, etc.)

Reproduction of non-text items

Non-text items, such as tables, graphs, and scans may be incorporated in the dissertation document. The item must be mounted so that it conforms to the margin, paper, and numbering requirements discussed above. If the item is too large to fit within the margins of one 8½ x 11-inch page, then the item may be split and placed on two (or more) additional pages. In addition, the non-text item must appear in sharp, dark, and clear contrast and any text included with the item should be in the same font as the rest of the dissertation.

Elements

Title page

Center the following on the first page (unnumbered):

**TITLE OF THESIS:
SUBTITLE OF THESIS**

by

NAME OF AUTHOR

**A thesis submitted in partial fulfillment of the
requirements for the degree of
Doctor of Juridical Science (S.J.D.)
at the
Georgetown University Law Center
20xx**

Copyright

Authors wishing to copyright their dissertations may do so. The copyright notice is published on its own page following the title page and should be centered both vertically and horizontally on the page. It generally takes one of the following forms:

Copyright 20xx Jane S. Doe All rights reserved	Copyright by Jane S. Doe 20xx	© 20xx Jane S. Doe
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Abstract

At the same time that the dissertation is submitted, the author will provide an abstract of the dissertation (of no more than 750 words) and 5 keyword-searching terms to be used by the Georgetown University Law Library. Two links to helpful articles about writing abstracts are provided at: <http://journalauthors.tandf.co.uk/preparation/writing.asp> and <http://research.berkeley.edu/ucday/abstract.html>. The author may contact the Head of Reference at the Law Library for additional assistance in completing the abstract or providing keywords.

Dedication and Acknowledgment

Dissertations may include a dedication and/or acknowledgment page in which authors address, acknowledge and show appreciation towards the individuals who assisted them in their

dissertation. This page should use the same font size used throughout the dissertation and follow the other format requirements.

Table of Contents

A table of contents is required for every dissertation. It should be clearly marked as such and include page numbers for the subsequent sections of the document.

Table of Appendices

A table of appendices is not required but if there are charts, graphs, diagrams, etc. an appendix is helpful for the reader.

Text with footnotes

Footnotes (not endnotes) are the preferred method when citing authorities and sources. They should be at the bottom of the page and single-spaced. Numbering and content should begin anew with each chapter. Follow the citation format given in the most recent edition of *The Bluebook: A Uniform System of Citation*.

Bibliography

There are several ways of structuring the bibliography but the preferred method is to include every item cited in the dissertation. Items should be alphabetized within the following groups (where applicable): Cases, treaties and legislation, and books and articles.

Appendices

- All charts, graphs, diagrams, maps and other pictorial components must be precise, clean and clear.
- Color is allowed, although the use of symbols, labels, cross-hatching and shading offers more contrast than color provides. It is recommended that the color blue not be used because it does not photocopy well.
- No actual photographs will be accepted. All photographs must be scanned and the copy inserted into the document.
- Large materials that will not fit within the margins (i.e., large folded maps, forms that due to copyright laws cannot be shrunk, video tapes, etc.) may be: photocopied and reduced to fit; included in a fold-out page which opens to the right; or included in a pocket at the end of the dissertation. (If including materials in a pocket, please inform the Law Center Archivist of the identity of such materials).

Appendix F: Author's License and Deposit

I understand and agree to the following:

Copies of the dissertation will be placed in the Georgetown University Law Center Archives, the Georgetown University Law Center Library open stacks and the S.J.D. Program office at the Georgetown University Law Center.

The dissertation will be published electronically in a manner that makes it searchable online and that electronic publication will take place immediately once the Georgetown University Law Center Library receives the final dissertation unless an embargo is requested for 6 months, one year or two years.

A request for an embargo must be submitted along with this signed Author's License and Deposit to the S.J.D. Program and copied simultaneously to the Georgetown University Law Center Library Archivist. During the period of embargo, the text of the dissertation will be withheld, but metadata, including title and author, and an abstract of the work will be available online.

Embargoes of longer than a total of two years may be requested, either at the time the dissertation is submitted or later, but the burden of justifying such an extension will rest with the student. Such requests must be made before the expiration of any previously granted embargo. Requests must be addressed in writing to the director, accompanied by a letter of support from the student's dissertation supervisor, and copied to the Georgetown University Law Center Library Archivist. The decision whether or not to grant such an extension will rest with the director.

S.J.D. Candidate (print name)

Signature

Month / Day / Year

Appendix G: Request for Embargo

I hereby request an embargo from publication of my dissertation entitled _____ for _____ months. The embargo will be lifted on _____. At that time, my dissertation will be made available in searchable electronic form in the Georgetown University Law Center Library digital repository.

S.J.D. Candidate (print name)

Signature

_____/_____/_____
Month Day Year