

First-Year Week One Simulations

Week One 2024 will take place from Monday, January 8 through Thursday, January 11, 2023. 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 2024

[Brand Protection Strategy in a “Privacy First” Era: Mitigating IP Risks Simulation](#)

Professor [Leslie Nettleford](#) (CRN: 43804)

Jan. 8-11, 2024 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. 8-11, 2024 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. 8-11, 2024 from 6:00 p.m. - 10:00 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 A. Koplow](#) (CRN: 45169)

Jan. 8-11, 2024 from 1:30 p.m. - 5:30 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. 8-11, 2024 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.

Public Speaking For Lawyers

Professor [Kristen K. Tiscione](#) (CRN: 43733)

Jan. 8-11, 2024 from 1:30 p.m. - 5:30 p.m.

When lawyers speak professionally, they are often engaging in some form of public speaking. This is true inside the courtroom but equally true in non-litigation settings—whether negotiating the terms of a business transaction, mediating an informal dispute, appearing before legislatures, city councils or municipal boards; pitching ideas to colleagues, clients, or potential clients; speaking to lay groups about various matters of legal controversy, or conducting media interviews for any variety of reasons.

This course examines best practices for public speaking from both theoretical and practical perspectives. Through a series of small group exercises and an 8-10 minute persuasive speech on a law-related topic to be given by each student at the end of the week, students will learn how to develop a skill-set essential for building confidence and success to speak in public in any form of law practice. This course is not for students who have participated in debate or other public speaking activities or competitions. Students will take part in providing feedback to classmates.

Questioning Witnesses In and Out of Court

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

Jan. 8-11, 2024 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 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.

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.

Regulating Online Speech in the Age of Social Media

Professor [Mary Pat Dwyer](#) (CRN 45343)

Jan. 8-11, 2024 from 1:30 p.m. - 5:30 p.m.

In the age of social media, private companies have unprecedented power to shape and control the visibility and content of speech circulating online. This course is designed to introduce students to the legal principles that shape their decision making, from the First Amendment to Section 230, as well as to highlight areas where the absence of binding law gives way to a spectrum of policy considerations for companies to balance and apply. In each class, students will step into the shoes of social media platforms, policy makers, and advocates, using real-world scenarios to gain an understanding of the law and policy shaping the current landscape of online speech governance.

Through this course, students will:

- Develop and sharpen lawyering skills, including crafting and analyzing arguments
- Gain knowledge in the areas of law relevant to online speech governance
- Come to understand and be able to deploy policy arguments that shape online speech governance in the absence of binding legal principles
- Engage in effective problem-solving when collaborating in groups
- Identify and appreciate ethical considerations related to the effects of online speech governance on vulnerable communities

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

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

Jan. 8-11, 2024 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. 8-11, 2024 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](#), [Andrés Constantin](#) and [Sara Pollock Hoverter](#) (CRN 41760)

Jan. 8-11, 2024 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.