**Administrative Law** - Prof. Perritt  
**Website:** [www.kentlaw.edu/perritt/courses/admin](http://www.kentlaw.edu/perritt/courses/admin)  
**First day assignment:** Check the Website for the materials and assignment for the first day. Come to class prepared to discuss them intelligently.

**Advanced Evidence Seminar** - Prof. Wolfson  
1. We will be working from *Trial Evidence*, Mauet & Wolfson (2d ed.), the text and the problems disc at the back of the book, and the Materials packet I have compiled (available in the book store).  
2. Please read pp. 1-26 in *Trial Evidence*.  
3. Please read and consider pp. 1-20 in the Materials packet and problem #5.7.

Do not do any research beyond the assignments I have given you. That is, confine your reading to the book, the disc, and the packet. Consider the arguments you would make for and against admissibility of the fact the Sherrod had no gun (5.7) and for and against Old Chief’s request that the prosecution not tell the jury the name and nature of the prior offense (pp. 15-16). In addition, consider the offers of evidence in the McVeigh case (pp. 17-18). What rules of evidence are implicated in these scenarios? What is the most effective argument to a trial judge?  

My goal is to give you a principled and working understanding of the rules of evidence. Our class discussions will be aimed at achieving that goal. Your final paper will represent 85% of your grade; class participation and attendance will cover 15%.

Please call me (312/793-5408) if you have any questions. I look forward to seeing you in class.

**Advanced Torts** - Prof. Brill  
For the first week, please read and prepare to discuss Chapter XX, Misuse of Legal Procedure, in Prosser, Wade & Schwartz’s Torts, Cases and Materials, (10th ed.).

**Animal Law** - Prof. Henning  
Please read pp. 1 - 45. Please also think about the idea of an “animal” -- how would you define one and what rights or responsibilities would you assign to such animal.

**Business Organizations** - Prof. P. Hablutzel  
For the first day, Tuesday, January 21, look over the article “Overview of Business Entities,” in the Basic Tool Kit, which should be available in the Bookstore. Also: 1). Read and prepare Chapter One (on Agency) in the Eisenberg casebook, pp. 1-22; and 2). Read all the portions of the Restatement (Second) of Agency, pp. 1-40 in the paperback “statutes booklet.”  
For the second class, Thursday, Jan. 23, 1). Read over the Restatement (Third) of Agency, pp. 41-76 of the statutes booklet and 2). Read and prepare the Partnership material in the casebook, pp. 23-38.

**Civil Procedure** - Prof. Laser  
Civil Procedure - Prof. Marder
For the first class, please read the Preface (pp. vii-xi) and the first case, Goldberg v. Kelly (pp. 37-53), in Cover, Fiss & Resnik, Procedure (Foundation Press, 1988).

When the opinion refers to constitutional provisions, federal statutes, or rules, you should look them up in the rulebook for the course, which is Meltzer & Shapiro, The Judicial Code and Rules of Procedure in the Federal Courts (Foundation Press, 2002 ed.).

Civil Procedure - Prof. Stewart

Commercial Law: Payment Systems - Prof. D. Spak
The first class will be an introductory summary of the entire course. For the first class, please read Chapter 1 in the casebook, Payment Systems by Rusch. For the second class, please start Chapter 2 in the casebook, reading UCC Article 1 and UCC Article 3, Part 1. Casebook problems will start on the second class. Keep track of the statutory definitions. The mandatory books are the Rusch casebook and the Uniform Commercial Code (with selected commercial statutes).

Commercial Paper: Payment Systems - Prof. Harris
For Wednesday, January 22: Read casebook pp. 1-16 (background). Read and be prepared to discuss pp. 17-28. For Thursday, January 23: Read and be prepared to discuss casebook pp. 28-37 (but not Problem 5).

Complex Litigation - Prof. Steinman

Conflict of Laws (Day section) - Prof. Dinwoodie
Class 1: Wednesday January 22, 2003: Please read pages 1-13 and 16-29 of the casebook
Class 2: Monday January 27, 2003: Please read pages 29-37 and 40-48 of the casebook

Conflict of Laws (Evening section) - Prof. S. Greenberg
Our text book is Currie et al., Conflict of Laws (West 6th ed.). Please check the following web page for information about the course, including assignments for the first week: http://www.kentlaw.edu/classes/sgreenbe/Conflicts/Conflicts2003.htm

Constitutional Law - Prof. Rosen
Please read from the Shanor casebook the following: pp. 1-8, 11-34. Please read the two cases, Marbury v. Madison and Martin v. Hunter’s Lessee, very closely. The pedagogic philosophy in this class is less is more: we’ll be reading (relatively) small amounts of material extremely carefully. Be prepared to field my questions! I look forward to seeing you in class.

Contracts (Evening section) - Prof. Zimmer

Criminal Procedure: The Adjudicative Process (Day section) - Prof. S. Greenberg
Our text book is Miller & Wright, Criminal Procedures: Prosecution and Adjudication (Aspen) and the 2002 Supplement to Miller & Wright, Criminal Procedures: Cases, Statutes, and Executive Materials. Please check the following web page for information about the course, including
assignments for the first week: [http://www.kentlaw.edu/classes/sgreenbe/crimproadjudicative](http://www.kentlaw.edu/classes/sgreenbe/crimproadjudicative)

**Criminal Procedure: The Adjudicatory Process (Evening section)** - Prof. Thomas
The textbook is Kamisar, LaFave, Israel & King, *Modern Criminal Procedure* (9th ed. 1999), and the 2001 Supplement. For those who have not read it before, please read:
   b. Due Process and Incorporation of the Bill of Rights, pp.34-40.
The remainder of the assignment is Right to Counsel at Trial, pp.67-74.

**Current Issues in Environmental Law** - Prof. Murawski
The homework assignment for the first class is to go to the website [http://www.epa.gov/brownfields/](http://www.epa.gov/brownfields/) and briefly visit each of the “Topics” listed at the bottom of the page. The goal of this assignment is to get a general understanding about brownfields sites, including grants and funding mechanisms available for redevelopment.

**Employee Benefit Law (Evening section)** - Prof. Winter
*Pension and Employee Benefit Law*, Langbein and Wolk, (3rd ed. 2000) with Supplement, Foundation Press, and *Pension and Employee Benefit Statutes and Regulations*, Langbein and Wolk, (2002 ed.), Foundation Press. In the Langbein & Wolk text *Pension and Employee Benefit Law*, please read pp.2-17, 25-34, 42-55, 61-62, 68-84. Also, each student should bring to class and be prepared to discuss a recent article (newspaper, magazine, Internet, etc.) concerning a benefits issue (EXCLUDING Enron).

**Employment Discrimination** - Prof. Eglit

**Environmental Law and Policy 2** - Prof. Henning

**Estates and Trusts** - Prof. Decatorsmith
The casebook for the course is *Family Property Law*, Waggoner, Alexander, Fellows and Gallants (Foundation Press, 3rd ed.), and accompanying statutory supplements (UPC and Illinois). For the first class, please read Chapter 1 (pp. 1-30), and be especially prepared to discuss the cultural and legal framework underlying the policy of denotive freedom and appropriate governmental limitations thereon.

**Estates and Trusts** - Prof. Sherman
(2) Read through section 2-1 of the Illinois Probate Act: 755 ILCS 5/2-1/

**Evidence** - Prof. Godfrey
For the first two class sessions, please read the introduction and pp. 1-90 of *Evidence: Text, Problems and Cases* by Allen, Kuhns, and Swift. This assignment consists of an edited transcript of an actual trial that I think you will find quite interesting. Please read carefully because the trial and portions of the transcript will be referenced throughout the course. While reading, note any thing you have a question about and ask me in class. Remember, the only bad question is the one that is not asked. Ask yourself the following questions as well:
1. Which attorney was more effective? Why?
2. What reason did each attorney call each of his witnesses? Did those witnesses effectively present
the evidence the calling party needed on the record?
3. Which of the judge’s rulings seems wrong or confusing to you? Why?
4. How does the transcript of the trial differ from depictions of trial you have seen on T.V.?
5. Do you understand the judge’s instructions on the law? Do the instructions make it clear to the jury what it has to do? How would you change the instructions?
I look forward to meeting each of you and working with you during the semester.

First Amendment - Prof. Nahmod
For the first meeting, please thoughtfully read the following: the First Amendment and the introductory materials in Chapter 7 (the Freedom of Expression chapter) through the Shaffer case in the Stone Seidman constitutional law casebook (4th ed.).

Free Speech and Contemporary Problems - Prof. Tsesis
Please read and be prepared to discuss pp. 32 to 95 of Eternally Vigilant: Free Speech in the Modern Era, which is one of the required texts for the Seminar.

Genetics and Law - Prof. Andrews
Welcome to Genetics and Law! The casebook for the course is Genetics: Ethics, Law and Policy by Lori Andrews, Maxwell Mehlman, Mark Rothstein (West Publishing). For the first class, read pp. 2-38 in the casebook. In addition, over the break, find an article in a newspaper or magazine about a new development in genetics. Then write a paragraph about the development (with a citation to the article) and write an additional speculative paragraph (no research necessary) about the potential legal impact of that development.

Health Care Law - Prof. M. Cahill
Please read pp.1-29 in the case book (Furrow et al.). If you have limited time, start reading at p.10 (the Enthoven selection), go through to the end of the assignment (stop at “III” on p.29), and read pp.1-10 last.

Immigration Law and Policy - Prof. Adams
For the first week of classes, please read Immigration and Citizenship, Aleinikoff, et al., pp. 151-78.

International Business Transactions - Prof. Joe Morrissey
Welcome to International Business Transactions. It is my hope that over the course of the upcoming semester we will cover the central topics of international business from a problem solving and business planning perspective. For those of you who studied Business Organizations with me last year that means we will often be discussing how to accomplish our (or our clients’) business goals from an ex ante perspective. The main course book for our class is Folsom, Gordon and Spanogle’s International Business Transactions (5th Ed. 2002). In addition, we will frequently consult the 2002 Documents Supplement that accompanies that course book. For our first week please read and be prepared to discuss the first three background chapters of the Folsom course book (pages 2 – 45). I look forward to working with all of you over the coming semester.

International Intellectual Property Law - Prof. Dinwoodie
Assigned Books:

Class 1: Wednesday January 22, 2003: Please read pages 1-34 of the casebook
Class 2: Monday January 27, 2003: Please read pages 35-60 of the casebook
Intellectual Property Trial Advocacy - Prof. Levinson
For the first class, please read pp. 1-29 in The Art of Shaping the Case, by Weyman I. Lundquist (available in the bookstore); and the following articles, available on reserve in the Library:


If you do not already own copies of the Federal Rules of Civil Procedure and the Federal Rules of Evidence, please purchase copies of them and bring them to the first class and all subsequent classes.

International & Comparative Employment Law - Prof. Zimmer

International Criminal Law - Prof. B. Brown

Justice and the Legal System - Prof. B. Brown
For the first day’s class, please obtain the two texts from the bookstore, i.e. Nance, Law and Justice (2d ed. 1999) and Micheline R. Ishay, ed., The Human Rights Reader, and for the first two days assignment read Prigg v. Pennsylvania, and notes in Nance pp. 5-20, and The Antelope, 23 U.S. 66 (1825) which you are requested to locate either in the library or online (via Westlaw or Lexis).

Justice and the Legal System - Prof. Malin
Read and prepare to discuss the following situation.

You are a partner in a small law firm that specializes in representing employers in labor and employment matters. Your partner has come to you with the following problem.

XYZ Insurance Agency is one of your firm’s largest clients. XYZ sells insurance to consumers. Its sales staff engages in a great deal of cold calling. XYZ operates in a major metropolitan area that contains a great deal of residential racial segregation. The company harbors no racial animus. Its hiring and promotions are free from racial discrimination. However, the company has concluded that it makes good business sense to assign its African American sales representatives to areas inhabited predominantly by African Americans and to assign its white sales representatives to areas inhabited predominantly by whites. It believes that, to the extent that the race of the sales representative will influence a sale, customers may be less likely to buy from a sales representative of a different race. Therefore, segregation of the sales force is likely to maximize sales and maximize profits.

Your partner correctly advised the client several years ago that such action would violate Title VII of the 1964 Civil Rights Act. Title VII makes it illegal for an employer to:

1. fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race . . .
2. limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual’s race . . .
XYZ has always considered the Title VII violation as a business risk to be weighed against the probable benefits of the proposed action. In calculating the risk, XYZ has considered the likelihood that an employee will discover the practice and take action to challenge it, the expense and resulting adverse publicity in the event it is sued, and its vulnerability to punitive damages for such a willful violation of the statute. Thus far, it has concluded that the risks outweigh the benefits and has not segregated its sales force.

XYZ’s president told your partner that its primary concerns have been the adverse publicity that would result from a law suit and the possibility that a jury might get extremely angry at it and award a huge amount in punitive damages. XYZ’s president said he realizes that such jury awards are not typical but they are out there. Furthermore, if the company were sued, the case file would be a public record for anyone to go through. The damage to the company’s reputation could be extreme.

XYZ’s president also told your partner that it feels it can minimize these risks by requiring all employees, as a condition of employment, to agree to arbitrate all disputes, including statutory claims, arising out of employment. Arbitration is a private forum and channeling all disputes into arbitration will reduce the risk of adverse publicity. The case file will no longer be a public record. Arbitrators tend to be more conservative in the remedies they award; consequently, requiring arbitration greatly reduces the risk of outlier jury punitive damages awards. The arbitration agreement might reduce the risk further, for example by limiting the amount of punitive damages or attorney fees the arbitrator may award to a prevailing employee and reducing the limitations period for filing the claim. XYZ’s president asked your partner to draft an arbitration agreement that the company will require all of its employees to sign as a condition of continued employment. He asked your client to make the agreement as favorable to XYZ as possible without risking the possibility that a court will not enforce it. The president made it clear that a primary reason it wants to do this is to reduce the risks it will face if it begins to segregate its sales force by race. It intends to move toward racially segregated assignments slowly so that employees will not likely realize what is happening. Ultimately, it intends to have predominantly African American areas serviced by African American sales representatives and predominantly white areas serviced by white sales representatives.

Your partner solicits your advice on how to react to XYZ’s request. How should the firm react?

**Justice and the Legal System (Section C) - Prof. Wright**

The course materials and the assignments for the first week of class are available on the course web site: [http://www.kentlaw.edu/classes/rwright/Justice/](http://www.kentlaw.edu/classes/rwright/Justice/) To access the web site, you will need a username and password, which have been sent to each member of the class by e-mail. If you did not get the email, or misplaced it, you can obtain the information by e-mailing Professor Wright (rwright@kentlaw.edu). Students are welcome to contribute their “clipping of the week”.

**Latin American Business Law - Prof. del Granado**

Prior to our first class, please read the article “Foreign Law in Transactions Between the United States and Latin America” in the handout available at the bookstore. Also please read pp. 77-111 and 137-160 of Jim Gordley’s *The Philosophical Origins of Modern Contract Doctrine*.

**Money Laundering - Prof. P. Hablutzel**

For the first day, Wednesday, Jan. 22, be prepared to discuss the concept of “white collar crime.” Why are some behaviors criminalized and others are not? Look over Title 18 of the U.S. Code, some 885 pages, (or at least its Table of Contents) to see if that helps with the question. As an example, what is the logic behind Sec. 1821 (a federal felony to transport someone else’s artificial teeth across state lines)?
Personal Income Tax (Day and Evening sections) - Prof. Chapman
Please read the assignment for the class in the syllabus contained in the supplementary materials available in the bookstore. Bring the tax map included with the Selected Federal Taxation Statutes and Regulations to the first class.

Professional Responsibility - Prof. Gross
Course Material:
Text:
   Chapter I. Introduction: The Legal Profession
   A. The Nature of the Legal Profession, pp. 2-7
   B. The Nature of Lawyer’s Work, pp. 7-14
   C. Professional Regulation and Professionalism, pp. 14-21
   D. Role of the Bar Associations, pp. 22-28
Supplement:
   Preamble: 2002 ABA Model Rules, pp. 7-12
   B. Preamble and Preliminary Statement of ABA Code of Professional Responsibility, pp. 538-541

Property - Prof. Baker
Please read Peirson v. Post, pp. 78-81 in the Singer casebook.

Property - Prof. Bosselman
The books for this course are: (1) Singer, Introduction to Property, and (2) Rabin, Kwall & Kwall, Fundamentals of Modern Property Law (4th ed.). For the first class, please read sections 15.1, 15.2 & 15.3 of the Singer book, pp. 704-14.

Property (Evening section) - Prof. Holbrook
For the first class, read pp. 1-20 and 336-345 from Ellickson, Perspectives on Property Law; pp.41-53 (through note 1) of Dukeminier & Krier. Yes, it is a considerable amount of reading, but Tuesday is our “long” period, so we have to get out of the gate quickly. This reading will provide a theoretical framework through which we will consider other issues of property. Start thinking about issues such as what is property; how does one acquire property; and why is it important?

Property - Prof. Tarlock
The casebook is Casner, Leach et. al., Property (4th ed.). Please prepare pp. 3- 4 and 22- 36 for the first class.

Public Sector Employees Seminar - Prof. Malin
There is no casebook for the course. We will be using manuscript for a casebook that I am revising with Professor Joseph Grodin (Hastings) and June Weisberger (Wisconsin). The draft chapters will be posted on the class web site as they become available. For the first class, read Chapter 1, as posted on the class web site.

Religion and the Constitution - Prof. Nahmod
For the first meeting, please thoughtfully read the First Amendment and pp. 1-20 in the new McConnell Garvey casebook.

Remedies - Prof. Eglit
Please read pp. 1 - 33 in Laycock, Modern American Remedies, (3rd ed.).
Sports Law - Prof. Ham

Taxation of Business Enterprises - Prof. Brody
The Syllabus, with class assignments, is contained in the set of photocopied supplemental materials available from the bookstore.

Tax Procedure - Prof. Decatorsmith
The casebook for the course is Tax Controversies: Practice and Procedure; Lederman and Mazza (Lexis/Nexis, 2nd ed.), and accompanying statutory supplement. For the first class, please read Chapter 1, sections 1.01 - 1.06, and come to class with any personal horror stories you may have involving the IRS.

Trade Secrets - Prof. Parkhurst
Please read pp. 1-29 of Cases and Materials on Trade Secrets, by Piatt and Parkhurst.

Water Law - Prof. Tarlock
The casebook is Tarlock et al. (5th ed.). Please read Chapter 1 and prepare pp. 58-92 for the first class.