

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Contents

[I. Upper Level Required Courses](#)

[II. Electives](#)

[III. Clinics and Externships](#)

[a. Clinics](#)

[b. Externships](#)

[IV. Co-Curricular Courses](#)

[a. Moot Court](#)

[b. Journal](#)

I. Upper-Level Required Courses

Constitutional Law II (600-621) [3 credits]

*Prerequisite – Constitutional Law I

§1 – Jamar [M/T/Th 9:00 am – 9:50 am]

§2 – Crooms-Robinson [M/T/Th 10:00 am – 10:50 am]

§3 – Motala [M/T/Th 11:00 am – 11:50 am]

This course examines the constitutional norms of equal protection and due process with a focus on such issues as racial discrimination, sex discrimination, abortion, voting rights, and disproportionate burdens on the poor. The course also examines questions of freedom of speech, press, association, and/or religion.

*Students are required to take this course during the fall semester of the 2L year.

Evidence (600-629) [4 credits]

*Prerequisite – Civil Procedure

Herbert [M/T//Th 1:30 pm – 2:45 pm]

This course teaches the system of rules by which the admission of proof at the trial of a lawsuit is regulated, including judicial notice, hearsay, the qualifications and privileges of witnesses, the conduct of examinations, the competency, relevancy and materiality of evidence, legal presumptions and the burden of proof, and the functions of judge and jury. Evidence is a prerequisite for other courses such as the clinics.

Consequently, students are strongly encouraged to take Evidence during the 2L year.

Legal Writing II (600-654) [2 credits]

*Prerequisite – Legal Reasoning, Research, and Writing I

§2 – Bawa [F 10:00 am – 11:50 am]

§3 – Strickland [W 3:30 pm – 5:10 pm]

§4 – VanWye [F 10:00 am – 11:50 am]

§5 – Farrar [W 3:30 pm – 5:10 pm]

§ - - Rosario-Lebron [W 3:30 pm – 5:10 pm]

This single-semester course builds upon and reinforces the reasoning, research, and writing skills taught in LRRW. It explores methods of persuasion both in speech and in writing. Students are required to research and write and rewrite an appellate brief on a relatively sophisticated problem. A final oral argument on the brief after participating in or observing numerous practice arguments concludes the course. While students are required to take this course during the 2L year, Fall Registration limited to those 2L students with last names that begin with a letter from the first half of the alphabet.

Professional Responsibility (600-687) [3 credits]

Worthy [M/T/Th 3:00 pm – 3:50 pm]

This required upper level course teaches the traditions of the legal profession, its obligations in a democratic society, including problems of charity practice, representation of minority groups, and

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

unauthorized practice, fee determination, bar organization and function, and the canons of legal ethics and disciplinary action.

II. Electives

Administrative Law (600-623) [3 credits]

*Prerequisite – Constitutional Law I

Simms [M/T/Th 4:30 pm – 5:20 pm]

This course considers the implementation of legislative policy through the administrative process and addresses the structure, functions, powers and procedures of administrative agencies and their relationship to the course with emphasis on the regulations consistent with the protection of liberty under law.

Advanced Legal Research (600-625) (Skills) [3 credits]

Ballard-Thrower [T/Th 11:00 am – 12:15 pm]

This course offers a detailed and comprehensive examination of all legal research resources in all formats, including an in-depth comparative study of manual and computerized research. The course combines class lectures with research assignments on general and specialized topics so that the student can develop a research strategy and analyze research results. Examinations are given.

Agency, Partnership and Unincorporated Business Organizations (600-627) [3 credits]

Robinson [M/T/Th 1:30 pm – 2:20 pm]

This course, the foundational introduction to business law, presents the substantive and analytical problems of agency law, which is indispensable for understanding and analyzing general partnerships, limited liability partnerships, limited partnerships, limited liability limited partnerships, and limited liability companies. This course also revisits the substantive law of contracts and property, and other related first-year subjects, all of which are integral to appreciating, understanding, and problem solving throughout the semester.

Alternative Dispute Resolution (ADR) (600-638) (Skills) [3 credits]

§1 – Kapoor [W 6:00 pm – 8:40 pm]

§2 – Woods [Th 6:00 pm – 8:40 pm]

This course surveys the various methods for resolving disputes without formal litigation. Methods considered will include mediation, arbitration, summary jury trials, and negotiation. The theories for deciding when to choose which method and the procedural rules and tactical concerns governing each method will be the focus of class discussion. Students also will have the opportunity to practice some of the ADR techniques.

Antitrust (600-626) [3 credits]

Gavil [T/Th 9:00 am – 10:15 am]

Antitrust law concerns the development and structure of free markets and the processes whereby governments regulate competition. The primary focus of the course is the historical development of the economic and legal concepts of monopoly and competition, with particular emphasis on their current judicial interpretation under federal antitrust laws. An economics background is not required.

Broker/Dealer Regulation (600-710) [3 credits]

Nichols [T/Th 11:00 am – 12:15 pm]

This course examines the regulatory framework governing the operations and sales practices of broker/dealers and investment advisers. It also provides an introduction to the U.S. financial markets and basic investment skills. The course will cover the role of the Securities and Exchange Commission ("Commission") and its oversight responsibilities with respect to self-regulatory organizations (SROs), with an emphasis on the National Association of Securities Dealers, Inc. (NASD) and the New York Stock Exchange (NYSE). The rules of the NASD and the NYSE will be examined to determine how the securities

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

industry regulates itself. This course will also evaluate the appropriate role of securities industry organizations in the regulatory framework of the U.S. financial markets.

Civil Rights Planning (600-705) (Seminar) (LWIII) [3 credits]

*Prerequisites – Constitutional Law I & II

McDougall [M/T/Th 1:30 pm – 2:25 pm]

This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping to develop remedies for violations of the rights of minorities and women. These remedies include litigation, legislative and regulatory advocacy, demonstrations, and public information campaigns. Students will write a research paper on the strategy and tactics of civil rights lawyering, based not only on library work but also on interviews with civil rights practitioners, which the instructor will arrange. Possible topics include “traditional” areas such as education, housing, voting and employment. Eligible topics also include newly-arising areas such as police brutality, racial profiling, hate crimes, media stereotypes, environmental racism, “consumer” racism, disparate application of penal laws, census undercount, application of immigration laws, educational discrimination in integrated contexts, and underfunding of minority schools.

Contemporary Developments: Bar Skills (600-819) [2 credits]

Foster [W 10:00 am – 11:50 am]

This course will introduce students to all aspects of the bar examination (MBE, MPT, and essays). Students will have multiple opportunities to practice different kinds of bar examination questions and will receive feedback regarding their performance on these questions.
**PLEASE NOTE: This course is not intended to replace the type of commercial bar preparation course successful bar examinees routinely take before sitting for the bar examination.*

Contemporary Developments: Business Organizations (600-769) [4 credits]

Rogers [M/T/Th 9:00 am – 10:15 am]

This course introduces students to ways of structuring business relationships (agency, partnerships, corporations, limited liability companies, limited liability partnerships, etc.) and the substantive issues that arise from these forms of doing business. Topics include types of agency, fiduciary duties of agents, employees, partners, officers and board of directors, partnership rights, partners at loggerheads, corporate promoters, duties of officers and directors, tightly held corporations, inside information, mergers, acquisitions, and takeovers.

Contemporary Developments: Commercial Law (600-771) [3 credits]

Mtima [M/T/Th 11:00 am – 11:50 am]

This course examines the legal issues arising in the sale of goods (UCC Article 2), and the legal relationship between debtors and creditors whose credit transactions are secured by personal goods (UCC Article 9). Related areas of law (i.e., bankruptcy) and aspects of commercial and business practices will be discussed as appropriate. This course is intended to provide a broad overview of commercial law for students who do not intend to practice commercial law, but who nevertheless wish to obtain a significant exposure to the structure and operation of the Uniform Commercial Code, as well as to fundamental commercial law and business practices.

Contemporary Developments: Consumer Law (600-776) (Seminar/LWIII) [3 credits]

Bruckner [T/Th 3:30 pm – 4:45 pm]

Protecting consumers from unfair, deceptive, abusive, or discriminatory treatment in consumer finance markets is one of the most vexing and ubiquitous problems in the United States today. In this course, we will examine the role of the Consumer Financial Protection Bureau (CFPB) and the Federal Trade Commission (FTC) in enabling consumers to take control of their economic lives by ensuring that consumer finance markets work fairly. Everyone is a consumer; come understand how the CFPB and FTC regulate and enforce state and federal laws to protect the economic lives of consumers. Topics include the regulation of consumer credit transactions, such as credit reporting system, credit discrimination, abusive collection practices, mortgage lending, and payday (and auto title) lending. Grades are based on an

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

evaluation of your writing assignments; there will be no final exam. This course satisfies the legal writing III requirement.

Contemporary Developments: Criminal Justice Enforcement (600-991) [3 credits]

Ross [T/Th 9:00 am – 10:20 am]

The Wire is a television series (2002- 2008, now available on DVD) that transcends the usual police drama and serves as a means to examine some of the pressing legal concerns of our times. In particular, the course will consider the war on drugs and how it intersects with poverty, race, juveniles, the Fourth Amendment, the Fifth Amendment, sentencing, and, of course, politics. You will be required to watch all five seasons of *The Wire* as well as reading assigned law review articles and cases. A 25-page paper will be required in the course and this may be used to obtain LWIII credit. There will be a number of assignments related to your chosen paper topic and a couple of other short, written assignments.

Contemporary Developments: Current Topics in Patent Law (600-946) (Seminar) [3 credits]

Burwell [T 6:00 pm – 8:30 pm]

This seminar course will address advanced topics in patent law, with emphasis given to social engineering and public service issues. We believe that the U.S. Constitution is designed to provide the ultimate in social engineering, affording profit and business opportunities to all who invent patentable inventions regardless of race, religion, gender, sexual orientation, and national origin. The student will obtain an intense appreciation of how patent law can benefit his or her community in the distribution of wealth and capital and will examine factors such as cost, which may impede those who are underrepresented and disadvantaged.

Each session of the course seeks to confront legal structure underlying the Patent Statute, 35 U.S.C. §§ 1 et seq., with its social and economic cost. These competing legal, social, and economic interests continually struggle to balance the patent rights of individual inventors with the public interest in developing affordable products embodying patentable inventions. Illustrating this dialectical process, we will focus on topics such as the move to “break” pharmaceutical patent protection in developing nations; the evolution of patent rights on living organisms-including aspects the human genome-and the rights of all people to the benefits of such inventions; the patentability of methods of doing business; the creation of exclusive rights over industry standards; and the expansion of the patent right to exclude under the so-called doctrine of equivalents.

Contemporary Developments: Cyberlaw (600-636) (Seminar)(LWIII) [3 credits]

Mtima [T/Th 3:30 pm – 5:00 pm]

This seminar course examines the body of jurisprudence, including the relevant state and federal statutes, which govern the legal rights and relationships arising in connection with the development, use, and dissemination of computer software, digital information, and similar kinds of intellectual property, in private, consumer and commercial transactions, as well as the use of traditional forms of intellectual property in new technological media and formats. Students are encouraged to consider and/or propose in their paper topics unique questions regarding these socio-legal challenges, including any special implications for dis-empowered or disenfranchised groups, such as the problem of the “Digital Divide”, and the beneficial resolution of such issues in a modern commercial society.

Contemporary Developments: Entrepreneurship Law and Policy (600-740) [3 credits]

Rogers [T/Th 1:30 pm – 2:50 pm]

The purpose of the course is to teach law students how to practically apply the wide and varied body of legal principles involved in establishing and expanding a business venture. The course will primarily explore the role of law in the entrepreneurial process in the following legal areas: corporate law, agency law, business organizations’ law, intellectual property law, small business administration law, tax law, franchise law and the law which governs efforts to raise capital. The course will also discuss related topics such as how to write a business plan and how to finance and market the emerging business.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

The course will require that students choose a particular business they wish to establish, write a business plan for the proposed venture, determine how they will market the business, determine what must be done to make the business financially viable, draft articles of organization for the proposed business, determine how they will finance the particular business, obtain the necessary forms to obtain financing, evaluate whether they will need to obtain trademarks, copyrights or patents for the business, and determine who will be responsible for the preparation of such items as taxes, income statements and balance sheets.

The students may choose from several types of businesses they wish to start including a law firm, a title company, other personal service businesses (e.g., a cleaning business), a franchised business (Subway, Dunkin Donut, etc.), a retail outlet, or other types of businesses. Relevant guest speakers will discuss how they established, expanded and maintained their particular business enterprise throughout the years.

Contemporary Developments: Fair Lending and Economic Justice (600-777) [2 credits]

Mitchell [Th 6:00 pm – 7:50 pm]

This course will prepare future lawyers to participate in the effort to promote fair lending and economic justice as well as combat and end the scourge of predatory lending, high cost lending and economic injustices infesting underserved communities of color. This course will explore the major issues and concepts involved in fair lending, examining the statutory law, case law, regulatory agencies and schemes, and policy issues involved in the efforts to promote fair lending. The course will also explore the impact of predatory lending on the global financial and credit system, the American foreclosure crisis, and the government programs and policy initiatives which evolved to address the crisis, as well as efforts to rebuild the American financial system in a way that promotes economic justice.

Contemporary Developments: Federal Criminal Civil Rights Law (600-772) (Seminar) [2 credits]

Kurland [T/Th 11:00 am – 11:50 am]

This course focuses on the major federal criminal civil rights statutes used to prosecute hate crimes and other federal criminal civil rights violations. In addition, the course focuses on the relevant federal jurisdictional and internal policy issues that influence whether a federal criminal civil rights prosecution will be authorized, even in situations where there has been a prior prosecution by the state.

*This is a 2 credit course that DOES NOT satisfy the LW III requirement.

Contemporary Developments: International Trade (600-815) (Seminar) (LWIII) [3 credits]

Echols [T/Th 6:00 pm – 7:30 pm]

Contemporary Developments: Law and Practice of Modern Arbitration (600-942) [3 credits]

La Rue [T/Th 9:00 am – 10:15 am]

This course focuses on the two primary bases for arbitration in the United States, the Federal Arbitration Act (“FAA”) of 1925 and Section 301 of the Labor Management Reporting Act (the “LMRA”). The FAA is the underpinning for commercial arbitration and is the basis for statutory or employment arbitration as well. Until the widespread use of commercial arbitration in the 1980s, labor-management arbitration was in general use and became a central feature of labor-management relations. This use of labor-management arbitration was some forty years prior to the emergence of arbitration in commercial disputes.

One of the underlying themes for the course, therefore, is to explore the traditional view of labor arbitration as something special—a process apart, deserving legal treatment distinct from commercial arbitration. The course will use the law of labor-management arbitration to lay out the four key issues in arbitration, irrespective of whether the reference is to labor-management arbitration or to commercial arbitration. Those issues are: (1) the preemptive effect of the relevant federal law on arbitration; (2) the issue of enforceability of the arbitration provisions contained in the contract (collective bargaining agreement or commercial contract); (3) the manner and mode of determining when a particular disputed matter is within the scope of the agreement to arbitrate; and (4) the standards for judicial vacatur of arbitration awards. These four core elements will be explored in the context of commercial and statutory arbitration as well as labor-management arbitration.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Contemporary Developments: Law Practice Management (600-936) [2 credits]

Patel [Th 6:00 pm – 7:40 pm]

This course introduces students to the business aspects of the legal profession including the marketplace for legal services in today's economy. The topics addressed will include: forms of law practice (including non-traditional alternatives), strategic planning, client development (marketing, client intake, conflicts), law office management, financial accounting, and risk management. Each student will create and present a business development and practice management plan. The goal of the course is to give each student a running start with a business development plan and specific strategies for developing their practice, regardless of the type of the substantive area or environment in which they choose to practice.

Contemporary Developments: Licensing (600-775) [3 credits]

Jamar [T/Th 1:30 pm – 2:45 pm]

This skills course teaches students transactional lawyering skills of analyzing, negotiating, and drafting licensing agreements in the context of trade secret law and intellectual property law more generally. It covers the substantive law of trade secrets and licensing. Students will also learn skills relating to client counseling and other aspects of attorney communication including drafting cease and desist letters. Ethical and social justice dimensions of licensing IP will also be addressed.

Contemporary Developments: National Security Law (600-770) (Seminar) (LWIII) [3 credits]

Johnson [T/Th 9:00 am – 10:20 am]

Contemporary Developments: Selected Topics in K-12 Discipline (600-773) (Seminar) (LWIII) [3 credits]

cunningham [T/Th 11:00 am – 12:20 pm]

Contemporary Developments: Sustainable Development (Seminar) (LWIII) (600-902) [3 credits]

McDougall [T/Th 9:00 am - 10:20 am]

This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping governments and nongovernmental organizations that seek to balance economic development and the eradication of poverty with conservation of natural resources in developing countries and in underdeveloped regions of developed countries. Students will write a research paper on the strategy and tactics of lawyering for sustainable development, based not only on library work but also on interviews with practitioners.

Criminal Procedure I (600-642) [3 credits]

Herbert [T/Th 4:00 pm – 5:20 pm]

This problems-based course covers federal constitutional criminal procedure regarding pre-trial policing and investigation of criminal cases. The course will offer practical applications of the U.S. Supreme Court's interpretation of the U.S. Constitution's Fourth (search and seizure), Fifth (self-incrimination), and Sixth Amendment (representation) case law. Topics covered will include the exclusionary rule (and its alternatives), privacy, policing, self-incrimination/confessions, (in)effective assistance of counsel, online activity and conduct, as well as the impact of race, class, and place on policing in a post-9/11 society.

Critical Race Theory (600-950) (LWIII) (Seminar) [3 Credits]

Robinson [M/T/Th 4:30 – 5:20 pm]

This course challenges the orthodox legal representation that law is neutral and objective. Readings and class discussion will examine the way in which the concept and importance of race had been silently embedded in the law such that it influences most decision-making, yet remains invisible to the conscious mind of the law maker. The readings are centered on the experiences of Africans and their descendants in the United States, however, discussions will also focus on the experience of immigrants of color and the ways in which interpretations of "race" impacted and continue to impact their experiences in the U.S. This is a jurisprudence course. Students will be expected to read the law and engage in philosophical discussion regarding the development and application of the law.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Environmental Law (600-653) [3 credits]

Simms [T/Th 11:00 am – 12:15 pm]

Environmental Law, in one way or another, now touches almost every facet of our lives and every sector of the economy. Environmental lawyers practice in almost every legal setting - across both federal and state agencies; in large, small and medium sized law firms; as in-house counsel for large corporations; in the military; for non-profit organizations; in the international law arena; at legal and policy think-tanks; and in federal and state legislatures, just to name a few. The nature of their work might address energy law, land use, clean air, hazardous waste management, nuclear safety, oil and gas exploration, transportation, species protection, development planning, clean water, technology development, international trade, facility siting, manufacturing, legislative development, and more. This survey course provides an introduction to the basic principles of environmental law and policy, and to the domestic U.S. statutory regime. The course will cover the basic history, policy foundations, processes and legal principles of environmental law. It will introduce students, through case law, to the core environmental statutes (e.g., the Clean Air Act, Clean Water Act, and National Environmental Policy Act) and address the major legal and policy challenges associated with developing, administering, and enforcing environmental laws. This course deals with the various laws and regulations relating to waste disposal, smog and pollution control, conservation, aesthetic zoning, birth and population control, abortion, and nuclear testing. The constitutional implications of ecology and the development of a body of law dealing with the myriad problems of it will be investigated and studied.

Family Law (600-647) [3 credits]

Rosario-Lebron [M/T/Th 11:00 am – 11:50 am]

This course concerns the formation and dissolution of family relations, including marriage, annulment, judicial separation and divorce, and rights and duties of husband and wife and parent and child.

Federal Income Taxation of Individuals (600-662) [3 credits]

Thomas [M/T/Th 3:00 pm – 3:50 pm]

This course is an introductory study of the federal taxation of individuals. Topics examined include identification of the taxpayer, concepts of gross income, deductions, exemptions, adjusted gross income, and credits. Consideration will be given to the goals of the tax law and the interaction of the legislative, executive, and judicial branches of the government in the making, interpreting, and administering of the tax law.

Housing Discrimination (600-973) [2 credits]

Andrews [W 6:00 pm – 7:50 pm]

This course will focus on discrimination in the areas of private and federally subsidized housing, provide an overview of current federal and state housing programs and will examine the major housing rights of low income persons, including tenant's rights, the rights of mortgage loan and rental applicants. There will be a focus on discrimination on the basis of disability and race/ethnicity under the Americans with Disability Act (ADA), the Fair Housing Act (FHA) and other federal anti-discrimination laws. The course will also examine the litigator's role in representing different parties involved in HUD programs, parties involved in discrimination suits and will examine how lawyering skills are utilized and essential to address systemic violations of housing rights, such as racial and other forms of discrimination in the provision of shelter, housing and neighborhood revitalization. The class will study the role of the lawyer-lobbyist in shaping and promoting housing laws, as well as the administrative lawyer in representing clients before the U. S. Department of Housing and Urban Development and other federal and state agencies. The course will also examine the issue of gentrification.

Independent Study (600-700) (LWIII) [2 credits]

Crooms-Robinson [F 9:00 am – 9:50 am]

Enrollment is restricted to students with proposals approved by the Academic and Joint Degree Programs Committee. Additional information can be found on the Fall 2016 Independent Study TWEN page.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

**Please note that the time and day on which this course is scheduled are for registration purposes only.*
Once registered, students are expected to set up and attend regularly scheduled meetings with their faculty advisors.

International Business Transactions (600-668) [3 credits]

Echols [T/Th 3:30 pm – 4:45 pm]

This course will explore the law applicable to doing business internationally: the nature of overseas business (e.g., agency, branch, subsidiary); transfer of capital and technology -- tax issues; regulation of investment and property by host governments; and dispute settlement. Applicable statutes, U.N. and OECD codes of conduct and other agreements will be studied. Specific case studies will be used.

International Law (600-661) [3 credits]

Motala [T/Th 1:30 pm – 2:45 pm]

This course introduces the basic principles and structures of international law and international legal institutions.

Interviewing, Negotiating, and Counseling (600-683) (Skills) [3 credits]

Coaxum [T 6:00 – 8:40 pm]

This course considers the ethical and practical roles of the attorney in interviewing witnesses and clients, in counseling clients, and in negotiating. Theories of effective interviewing, counseling, and negotiating, including a study of the underlying psychological processes, will be addressed. Students will be required to participate in simulations.

Municipal Law (600-682) [3 credits]

Cooke [T/Th 4:30 pm – 5:40 pm]

This course deals with the study of laws relating to the organization, development, control and maintenance of cities, towns, and communities, with special emphasis on communities of color and other underserved communities. The legal problems involved in decentralization are discussed. Laws, ordinances and regulations involving municipal services and the constitutional implications regarding them are investigated.

Race, Law and Change (600-689) (Seminar) [3 credits]

Carr [M/W 6:00 pm – 7:20 pm]

This course considers the impact of race on the development of American law legislative reforms and judicial doctrines, current civil rights issues, and examines the various judicial, legislative, and administrative strategies that will be most effective in vindicating and advancing civil rights.

Securities Regulation I (600-694) [3 credits]

Nichols [M/T/Th 4:30 pm – 5:20 pm]

This course focuses on federal securities laws. It explores the application of these laws to the distribution and trading of securities and the duties of participants in the securities transactions.

Trademark Law (600-724) [3 credits]

Hampton [T 6:00 pm – 8:30 pm]

This course provides an in-depth examination of federal and state trademark law, within the context of an overview of the law of unfair competition. The course considers the rights held in trade dress, unregistered indicia of source, federal trademark registration, trademark infringement, dilution and the right of publicity. There will be an emphasis on the practical aspects of counseling clients in trademark selection, protection and enforcement. Familiarity with the basic concepts of intellectual property law is preferred and those who have taken Introduction to Intellectual Property Law will have an advantage though the Introduction course is not a prerequisite.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Trial Advocacy - Criminal (600-703) (Skills) [2 credits]

*Prerequisites - Criminal Law; Legal Reasoning, Research and Writing I

Neptune [W 10:00 am – 11:50 am]

This semester course includes a demonstration of the criminal trial of an action and common trial techniques; provides participation in simulated pre-trial practice, leading and strategy. It is oriented toward providing a laboratory experience in the presentation and introduction of evidence.

Wills, Trusts, and Estates (600-651) [4 credits]

Terry [T/Th 3:30 pm – 4:50 pm]

This course addresses the doctrines of the law of interstate succession, wills, trusts, future interests and fiduciary administration which shape the non-commercial transmission of management of wealth at death or during life.

III. Clinics and Externships

Registration is restricted to students approved by either the Clinical Law Program or the clinic's supervising attorney.

Clinics

Child Welfare/Family Justice Clinic (CWC) (600-928) (Skills) (year-long course)

[8 credits for the year/4 credits per semester]

*Prerequisites - Criminal Procedure

*Pre- or Co-requisites – Evidence (strongly suggested that Evidence is taken first semester 2L year, especially for rising 2Ls;), Family Law, Family Law Practice, Children and the Law, Domestic Violence, Adoption Law, Alternative Dispute Resolution, Trial Advocacy and Professional Responsibility

*Preference for enrollment will be given to those students currently participating in the HUSL Family Law Certificate Program.

Browne [W 3:30 pm – 4:50 pm]

Howard Law's Child Welfare/Family Justice Clinic is the result of a contract awarded by the D.C. Superior Court's Counsel for Child Abuse and Neglect (CCAN) Office. This Clinic will be offered for credit to third year law students who are eligible for admittance under the Student Practice Rule of the District of Columbia Court of Appeals. The Clinic is an eight (8) credit, year-long course. The Clinic will serve up to 12 students per year. In order to enroll in the Clinic, students will have to apply, be interviewed and accepted by the Supervising Attorney or the CLC Director. Preference for admittance will be given to those students currently participating in our previously established Family Law Certificate Program.

The Child Welfare/Family Justice Clinic will combine classroom instruction with work on actual cases. Students will attend three hours of classroom instruction per week, to include the necessary law, legal, ethical and advocacy training and skills required to successfully represent adults involved in child abuse and neglect cases, including Client Interviewing Skills, Trial Advocacy Skills, Family Division Practices and Procedures, DC Rules of Professional Conduct, DC Code Title 16 and Child Abuse & Neglect Attorney Practice Standards. Classes will also include case rounds, analysis of ethical, strategic and client representation issues, litigation planning and litigation skill development. Students will work on cases appointed to the Clinic by the Family Court Division of the District of Columbia Superior Court and accepted by the Supervising Attorney. Students will work on actual court matters with assignments to include interviewing clients by telephone and in person, case analysis and adherence to Child Abuse and Neglect Practice Standards.

Case work will include factual investigation and research of various issues and claims, court appearances, team meetings with other service providers, and community outreach projects, as well as research and preparation of pleadings, motions, memoranda and oral arguments on relevant pending cases. Students will

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

staff the intake system(which is an integral component of the clinical program at Howard Law) by devoting in-office hours each week to the Clinic and which include interviewing and triage of requests for representation which come from write-ins, walk-ins, e-mails via our clinical program's website www.law.howard.edu, and referrals from outside organizations.

This course is designed to introduce students to a broad array of advocacy and advisory skills and substantive law to enable them to provide direct legal representation to parents who have or are alleged to have neglected or abused their children in a way that has resulted in state intervention.

Civil Rights Clinic (CRC) (600-721) (Skills) §1 – Civil Rights Clinic I; §2 – Civil Rights Clinic II
[6 credits per semester]

*Prerequisite – Civil Rights Clinic I: Constitutional Law I and Civil Procedure I; Civil Rights Clinic II: Civil Rights Clinic I

McKanders [W 1:00 pm – 2:50 pm]

The Civil Rights Clinic litigates on behalf of indigent clients in civil rights and social justice cases. Students in the clinic represent pro se plaintiffs in federal and state appeals before the United States Court of Appeals for the D.C. Circuit, the United Court of Appeals for the Fourth Circuit, and the District of Columbia Court of Appeals. Cases include a range of civil rights matters such as employment and housing discrimination, police brutality, denial of full voting rights, unconstitutional prison conditions, and procedural barriers that preclude indigent litigants from effective access to the courts. Students work with faculty in classroom-seminar and clinical-practice settings to review the trial court record, prepare the appendix for appeal, consult with the client, research and write the appellate briefs, and prepare and conduct oral argument when such argument is granted by the court. The pedagogical goal of the Clinic is for students and faculty to critically examine the analytical and linguistic challenges of effective courtroom advocacy, the legal and strategic considerations of the appellate process, the ethical and professional obligations of client representation, and the social and political implications of civil rights advocacy.

Students are also strongly encouraged to complete a course in Civil Procedure and Constitutional Law I prior to the semester in which the student will be enrolled in the CRC, students are also strongly encouraged to complete. Applying for the CRC requires submission of a legal writing sample, timely completion of an application for enrollment in the CRC and, if necessary, an interview and approval for enrollment by the faculty of the CRC.

Students accepted into and who enroll in the Civil Rights Clinic program for Fall 2016 may be required to obtain student bar licenses issued by the District of Columbia Court of Appeals or other court. If so, Professor McKanders will give you a date that your application is due. CLC will then obtain the Dean's certification and submit the applications to the appropriate office.

Criminal Justice Clinic (600-804) (Skills) (year-long course)
[12 credits per year/6 credits per semester]

*Prerequisites - Evidence, Criminal Procedure (either Criminal Procedure I or Criminal Procedure II) prior to the semester in which the student will be enrolled in the CJC (concurrent enrollment in the CJC and the above-mentioned courses is not permitted).

Neptune/Hayat [T/Th 4:00 pm - 5:40 pm]

The CJC course includes actual client representation and a classroom seminar. The classroom portion of the clinic includes two (2) seminar sessions per week, each of which is hour and fifty minutes in duration. The classroom component includes review of constitutional law, criminal procedure and evidence, as well as case rounds, analysis of ethical, strategic and client representation issues, and litigation skill development. The legal work includes the representation of indigent adult persons charged with criminal misdemeanors in the District of Columbia Superior Court. Students are responsible for all aspects of the representation of the client, under the direct supervision of the CJC faculty, including preparation for presentation of the case at all stages of the proceeding. Such preparation includes, but is not limited to, client and witness

HOWARD UNIVERSITY SCHOOL OF LAW

Fall 2016 Upper-Level Course Offerings

(10/03/16)

interviews, interaction with the Office of the United States Attorney and the Metropolitan Police Department, legal research and the drafting and filing of litigation pleadings. Students also appear in court at pretrial hearings, trials, sentencing proceedings and parole revocation hearings. The CJC continues to expand to other areas of criminal practice and has in various years included representation at administrative hearings, clemency appeals, juvenile justice matters or the representation of defendants in protective order violations in domestic relations cases.

Intellectual Property/Trademark Clinic (600-811) (Skills) IP/T Clinic I; (600-812) IP/T Clinic II [3 credits]
Terrell [W 1:30 – 3:20 pm]

Howard University School of Law participates in the United States Patent and Trademark Office's (USPTO) Law School Clinic Certification Program (Trademarks). As a result, this 3-credit semester-long course was created, for which a maximum of ten (10) students will be selected.

The IP & Trademark Clinic course includes a classroom seminar and actual client representation. The one time per week, two-hour classroom seminar includes a review of trademark law & federal registration procedures. The practice includes the representation of individuals and small businesses in their efforts to secure federal trademark registrations with the USPTO.

Student-attorneys are responsible for all aspects of representing clients, under the direct supervision of the IPTC faculty. The practice includes, but is not limited to: adhering to the USPTO's ethics rules; client interviewing and counseling (e.g., gathering information; reviewing & reporting-out Office Actions & Notices); trademark selection and clearance (e.g., conducting searches; ordering & reviewing search reports; rendering availability opinions) and all aspects of preparing, filing & prosecuting trademark applications before the USPTO (e.g., reviewing Office Actions and drafting responses thereto, and legal research).

Investor Justice and Education Clinic I (600-810) [4 credits]

Sanders [W 3:30 pm – 4:50 pm]

The Investor Justice and Education Clinic ("IJEC") officially opened in Fall 2010 as the winner of a generous grant from the FINRA Investor Education Foundation, Inc. Students who successfully complete the basic IJEC course have the opportunity to enroll in the IJEC for an additional semester as an advanced student.

The IJEC is generally open to a maximum of 10 students per semester. In order to enroll in the IJEC, students must submit an application, be interviewed by the Supervising Attorney, and be accepted into the IJEC by the Supervising Attorney or CLC Director. In order to qualify for the IJEC, students must successfully complete a pre-requisite course, or take a co-requisite course, in Securities Regulation, Broker-Dealer Regulation, Introduction to Investment Law and Practice, Hedge Funds, or Corporations. We recommend that students take courses in evidence, trial advocacy, accounting for lawyers, and alternative dispute resolution to prepare for the work of the IJEC.

IJEC combines classroom instruction with legal work on actual investor cases. Students attend two hours of classroom instruction per week to help provide them with the knowledge of the financial markets, investor protection laws and regulations, and securities arbitration and mediation process to successfully advise and represent investors and pursue investor claims against their securities brokers and financial professionals. The instruction includes topics such as the regulation of securities under the Securities Acts of 1933 and Securities Exchange Act of 1934; the regulation of securities broker-dealers by the Financial Industry Regulatory Authority ("FINRA-DR") and the Securities and Exchange Commission; how to analyze investor documents, including securities account statements and customer agreements, and recognize securities trading violations; the FINRA-DR Code of arbitration and mediation; securities portfolio theory and risk avoidance analysis and strategies; how capital markets and financial instruments work and interact; the purchase of complex financial instruments in the securities markets; and statutory and rule interpretation. Class instruction also involves case presentations, mock arbitration case practice, analysis of ethical, strategic and client representation issues, as well as litigation planning and skill development.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Students work on actual investor cases accepted by the Supervising Attorney, and do the following: interview investors by telephone and in person; conduct factual investigations; analyze investor and broker documentation; research legal issues; draft memoranda; determine if investors claims are eligible for FINRA-DR arbitration; determine theories of damages regarding investor monetary losses; draft FINRA-DR arbitration pleadings, including Statements of Claim, Requests for Documents and Information, Motions, Briefs, Subpoenas and Orders for production of documents and witness appearances at Hearings; conduct pre-Hearing conferences with Arbitrators and opposing counsel; and conduct settlement negotiations with opposing counsel.

The student's education and training is augmented by guest speakers from FINRA-DR, and other financial and legal professionals. In addition, the IJEC visits important financial market institutions such as the New York Stock Exchange, where students receive onsite educational instruction from market professionals. Additionally, students design, implement, and participate in at least one investor education and outreach program for the under-served investing community each semester. These programs are designed to provide investment education to the community by, among other things, conducting investment workshops and seminars to provide investors with a basic understanding of the financial markets and products, such as stocks, bonds, mutual funds, their rights as investors, and help them protect themselves from harmful investment schemes. These programs also inform the community of the free legal services offered by the IJEC. These programs also help the IJEC develop and leverage contacts and relationships with many community groups, faith-based organizations, educational institutions, government agencies, senior living organizations, fraternities, sororities, and other organizations. The IJEC conducts these programs at sites in the community, as well as at the Law School.

Contemporary Developments: Legislative Clinic (600-774) (year-long course)
[6 credits per year/3 credits per semester]

Ross [W 1:00 pm – 2:50 pm]

This in-house clinic The Legislative Clinic will focuses solely on issues of criminal justice. Hyper-criminalization and mass incarceration is now widely recognized to have had a disastrous effect on African-American families and to be responsible for a good deal of the current inequality. There are many facets to this problem, requiring legal minds trained to analyze policy, to understand our system of government and to put forth cogent arguments both oral and written.

The clinic is structured so that students represent an organizational client. Thus, instead of advancing a student's personal concerns, the student will advance the interests of our client. Nevertheless, students will get more out of the clinic if they arrive with an interest in criminal justice and a desire for reforming the current systems.

For the 2016 to 2017 year, Professor Ross selected the Justice Roundtable as our client. The Justice Roundtable is a coalition of over 100 organizations working toward criminal justice reform. There are several working groups within the Justice Roundtable that share information and help advance change by various methods including advancing and opposing federal and state legislation. Students worked on various aspects of sentencing reform and policing reform, including calls for legislation and executive action.

This course aims to take advantage of our law school's location for the District of Columbia is the seat of our federal legislative and executive branches. It is also home to many non-profit organizations that seek to change the law through legislative and lobbying efforts. There are many aspects to legislative lawyering from research to writing bills and policy papers to building support for proposals. Students will have an opportunity to work on specific legislative projects and develop oral communication, analysis, research and written skills, and soft skills too, such as collaboration and professionalism.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

There will be a classroom component to the course where students will discuss reading and research assignments and take part in simulations. Classes will teach skills such as drafting, researching and understanding the policy behind proposed bills.

Note that students will be able to enroll only if they have submitted an application, set up an interview and been selected.

Externships

ADR Consortium Externship (600-816) (Skills) (year-long course)

[8 credits for the year/4 credits per semester]

*Prerequisites – ADR Survey Course

Woods [Th 12:00 pm - 1:50 pm]

Alternative Dispute Resolution (ADR) is the use of processes such as negotiation, mediation, or arbitration to resolve disputes instead of litigation.

Program Partners:

- U.S. Equal Employment Opportunity Commission (EEOC)
- U.S. Department of Homeland Security
- District of Columbia Office of Attorney General (OAG)
- District of Columbia Office of the State Superintendent for Education (OSSE)
- Caribbean-Central American Action (CCAA)

Areas of Law: Workplace Law, Civil Rights Law, Human Rights Law, Administrative Law, Business Law, International Trade, and Commercial Law, and Education Law.

Program Overview:

The mission of ADRC is to provide program participants with experiential education in the administration and application of ADR processes (i.e., negotiation, mediation, and arbitration) in government and industry. ADRC consists of both a classroom and experiential component.

- **Classroom Component:** ADRC includes a weekly seminar where students study the choices available to lawyers concerning the resolution of disputes. Through the use of simulated exercises, the classroom component will give students an opportunity to learn how to represent clients in dispute resolution processes other than litigation. Students will also learn the skills necessary to function as an effective third-party in various disputes. ADR processes that will be examined during this course include, but are not limited to, negotiation, mediation, and arbitration.
- **Experiential Component:** Program participants will gain practical experience in targeted ADR processes at partner organizations through work assignments and observations. Program participants will be placed and required to work on-site twelve (12) hours per week in both the Fall and the Spring semesters at one of the following partner organizations:
 - U.S. EEOC (Workplace Mediation);
 - U.S. Department of Homeland Security (Mediation); or
 - U.S. Department of Homeland Security (Federal Workplace Mediation, and Fact Finding)
 - District of Columbia Office of Attorney General (OAG) - (Commercial Mediation)
 - District of Columbia Office of the State Superintendent for Education (OSSE) - (Administrative Hearings)
 - Caribbean-Central American Action (CCAA) - (International Negotiation, Arbitration, and Regional ADR Harmonization)

The objective of ADRC, in part, is to provide participating students with: (1) ADR skills development; (2) training to become problem solvers; (3) in-depth analysis of dispute resolution systems and processes; and (4) hands-on practical experience that bridges theory and practice.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

HUSL/WBG ADR Externship Program (600-818) (Skills) (year-long course)

[8 credits for the year/4 credits per semester]

*Prerequisite – ADR Survey Course

La Rue [W 3:30 pm – 4:50 pm]

The HUSL/WBG Externship is a collaboration between the Law School and various units of the Internal Justice System (“IJS”) of the World Bank Group (the “WBG”). The World Bank Group is an international development institution that extends financial and technical assistance to developing nations to combat poverty and promote economic growth. The WBG employs more than 9,000 individuals in over 100 offices worldwide. A significant number of the staff (approximately two-thirds) works in the WBG’s headquarters in Washington, DC. The Bank’s IJS conflict resolution system provides both informal and formal means of addressing staff complaints. The work of the students in the HUSL/WBG Externship will be in one or more of the units of the IJS.

The participating units of the IJS of the WBG in which students may be placed include but are not limited to: (1) Mediation; (2) Office of Integrity; (3) Office of Business Ethics; (4) IJS Coordinator; (5) HR Case Management; (6) The Administrative Legal Unit; (7) Peer Review; and the Administrative Tribunal. During the course of the year-long program, a student will be assigned to one of the units of the IJS. The HUSL/WBG Externship is also a unique collaboration between the Law School ADR Clinic and the General Externship Program, to provide Howard Law students with a capstone ADR experience. In the IJS of the WBG, law students will be afforded an experiential opportunity to learn how alternative dispute resolution mechanisms function in an international organization.

The HUSL/WBG Externship is an eight (8) credit, year-long course offering. The course is open to a maximum of ten (10) students each year. Completion of the ADR Survey course is a prerequisite for being considered for the HUSL/WBG Externship. Although courses in employment law and international relations and law are not prerequisites, consideration will be given to those students who have a demonstrable interest in employment law and international relations.

Students must be available to work between 12-15 hours per week at the site of the World Bank in Washington, D.C, and must be available to do so in both the fall and the spring semester. Consideration will only be given to rising 3Ls, who have taken the ADR Survey course, and who have a demonstrable interest in employment law and international relations. Enrollment in the HUSL/WBG Externship will be based on an application and an interview. There will be a seminar classroom component which meets once per week for two hours. This classroom component may be taught by a combination of full-time faculty at the Law School and adjunct faculty. Students will receive a total of eight (8) credit hours for the course, four (4) credits per semester, with the understanding that a student must complete both semesters of the course in order to receive any credit for the program overall.

Upon acceptance in the HUSL/WBG Externship Program, all students will serve a probationary period. The probationary period is the initial period of enrollment in the Program, a kind of “trial period”, during which the Supervising Attorney carefully considers whether the student extern is able to meet the standards and expectations of the Program including the student’s performance in the student’s assigned placement. The period of probation in the Program shall be sixty (60) working days beginning with the first day of orientation in August.

If the student extern is clearly not meeting the requirements of the job, the student may be administratively removed from the Program by the Supervising Attorney at any time during the probationary period. If administratively removed, the student extern will not receive any academic credit for the Program.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

Environmental Law Clinic Externship (600-743) (Pass/Fail) (Skills) [4 credits]

Longstreth/Wu (W 5:00 pm – 6:40 pm)

The Howard Energy and Environmental Law Externship (HEELEX) is a collaborative endeavor between Howard University School of Law (HUSL) and the Natural Resources Defense Council (NRDC). The course includes two primary elements: (1) a weekly classroom session taught by senior NRDC attorneys, and (2) a practical, hands-on externship opportunity in one of several host organizations. Each class session focuses on a discrete and timely issue of energy or environmental law or policy, and may feature a guest speaker who is a prominent practitioner in his or her field. Speakers lead discussions on current issues in energy and environmental law and policy, lawyering skills, advocacy, legislative strategy, or administrative regulation. The subjects of conversation are often pulled right from the newspaper headlines, and involve the lawyers actually involved in the cases. For the externship component of the course, each student is placed with an individual attorney or attorney group within a participating host organization with whom she or he will work for the entire semester (between 12 and 15 hours per week). The clinical work emphasizes environmental policy and litigation from the public interest point of view; as a result, most of our host organizations are either government agencies or nonprofit organizations. Fieldwork may include a broad range of substantive energy or environmental legal and policy issues, and is guided by the existing docket and responsibilities of the host attorneys. The adjunct professors provide guidance and oversight to help ensure that each student can make the most of the clinical externship experience.

Past externs have worked at NRDC, the U.S. Department of Justice, U.S. EPA, the EPA Environmental Appeals Board, Earthjustice, the DC Department of Environment, the Federal Energy Regulatory Commission, the Bonneville Power Administration, the Lawyers' Committee for Civil Rights, the U.S. Department of Interior, Sierra Club, the D.C. Public Services Commission, Environmental Defense Fund, the Energy Justice Network, WEAFT For Environmental Justice, and U.S. Climate Plan, among others.

General Externship (600-706) (Pass/Fail) [4 credits]

Mazumder [W 1:30 pm – 3:20 pm]

The objective of the Externship Program is to teach students, through practical experiences, about the operation of the legal system and the role of lawyers in that system. Students enrolled in externships work for one semester at a designated field placement at a public (i.e. nonprofit or government) institution or agency in the metropolitan Washington, D.C. area.

During the fall semester, students must commit to working twelve (12) hours per week for thirteen (13) weeks, and must attend a two-hour weekly seminar. The seminar will explore different factions within the public sector and engage students in a consistent reflection of what it means to be a public interest lawyer. A variety of topics will be presented including, but not limited to, the development of lawyering skills, problems arising at the placement site, ethical issues, discussion of other issues relating to placements, and career opportunities for public interest lawyers.

No enrollment will be permitted, or credit given, for a paid externship. Evaluation will be based on the student's performance at the placement site (by the law school supervisor and the field supervisor), participation in classroom sessions, student journals and a final paper or presentation. A grade of "pass or fail" will be awarded.

The Externship is a four (4) credit, one-semester program. A student enrolled in the Externship Program shall not be permitted to enroll in a "live-client" clinical course offering during the same semester in which the student is enrolled in the Externship Program.

Students are encouraged to identify potential employer placements before applying for the externship program; however, students need not have secured a placement prior to applying. Students are encouraged to discuss placement options with the Adjunct Professor as well as research placements on their own using resources such Symplivity.com, idealist.org and psjd.org.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings

(10/03/16)

To be eligible for the General Externship, students must demonstrate:

1. Successful completion of two (2) semesters of law school study;
2. Successful completion of a course in Legal Reasoning, Research & Writing;
3. Selection of a placement which has been approved by the Adjunct Professor or Clinical Director;
and
4. That they and their Attorney Field Supervisor have reviewed and signed the Externship contract which sets forth the responsibilities of the respective parties.

Internal Revenue Service Externship (600-738) (Pass/Fail) [4 credits]

Thomas [F 9:00 am – 10:50 am]

The IRS Externship was founded by renowned tax expert and former Dean of the Law School, Professor Emeritus Alice Gresham Bullock. In the course, students are placed in the Office of Chief Counsel of the Internal Revenue Service here in Washington, DC. In the seminar, the professor exposes students to the practices, policies and procedures of the IRS, as well as the substantive tax laws that govern the work of the Service. Externs secure a field placement with the IRS' Chief Counsel's Office and are assigned to work on a variety of projects. Howard Law externs focus on excellence in governmental and public interest lawyering, social justice issues and professional responsibility. These key components are echoed in the work done at the field placement, as well as during the weekly one-hour required classroom seminars taught by the Professor.

The IRS Externship is a four (4)-credit course graded on a Pass/Fail basis. Students are required to work 15-20 hours per week for at least 12 weeks (or other requirements set by the Professor). Students may not be paid for any portion of the field placement for which they are receiving credit. Evaluation will be based on the student's performance at the placement site (by the law school supervisor and the field supervisor), participation in classroom seminars, periodic reviews of the student's journal, written work and/or other assignments by the supervising professor. Students may have additional application requirements, such as submitting application materials directly to the IRS, and must follow up with the Professor regarding all application requirements.

SEC Externship (600-726) (Pass/Fail) [4 credits]

Nichols/Sanders [W 1:00 pm – 2:50 pm]

The SEC Externship provides an exceptional opportunity to learn about aspects of securities law and practice otherwise unavailable at HUSL. The SEC Externship is regularly taught by Professor Cheryl Nichols, or Adjunct Professor Bruce Sanders, who are both experts in securities regulation and related areas. Students who are accepted into the program are placed in the SEC's Student Honors Program which provides exposure to the workings of the Commission and to the regulation of securities and securities markets. Externs are assigned to one of the Commission's Divisions or Offices at its headquarters in Washington, D.C. Externs will have the opportunity to work on projects such as investigations of industry and issuer practices, administrative and civil enforcement actions, drafting of proposed statutes and rules, and analyzing international securities regulations and rules. In addition to the field work component, HUSL externs are required to attend educational seminars taught by senior Commission staff and prominent members of the private securities bar on a weekly basis. HUSL Externs are also exposed to excellence in governmental and public interest lawyering, which facilitates development of insights into the skills required for lawyering unobtainable in a conventional classroom. Students are required to attend and participate in a weekly 75-minute seminar taught by the professor. The seminar focuses on a variety of issues and topics including, but not limited to, an overview of the mission and operations of the SEC, ethics in securities law practice, development of lawyering skills, problems arising at the placement site, discussion of other issues relating to placements and career opportunities for securities lawyers.

The SEC Externship is a four (4)-credit course graded on a Pass/Fail basis. Externs are required to work 15-20 hours per week for at least 13 weeks. Students may not be paid for any portion of the field placement for which they are receiving credit. Evaluation will be based on the student's performance at the placement site (by the law school supervisor and the field supervisor), participation in classroom sessions, periodic reviews of the student's journal, and other assignments by the professor. Students may have additional

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings
(10/03/16)

application requirements, such as submitting application materials directly to the SEC, and must follow up with the professor regarding all application requirements.

IV. Co-Curricular Courses

Registration is restricted to students who have been selected through write on and/or oral argument competition and have been approved by the program.

Moot Courts

Goler Teal Butcher International Moot Court Team (600-807) (Pass/Fail) (year-long course) (Skills)
[2 credits per year/1 credits per semester]
*Prerequisite – LRRWI

Husain [W 6:30 – 8:10 pm]

The Goler Teal Butcher International Moot Court Team (IMCT) course is designed to guide members of the IMCT through the process of preparing for the Jessup International Moot Court Competition and other international competitions, if interest and class size permit or warrant participation in more than the Jessup competition. In the fall basic principles of international law are taught and approaches to analyzing the problem and writing the briefs are discussed. A competition is held to determine who will represent the school in which international moot court competitions.

National Moot Court (600-806) (Pass/Fail) (year-long course) (Skills)
[1 credit per semester]

Fabrikant [W 6:00 pm – 7:50 pm]

The National Moot Court Team represents the school in various competitions across the country. Students are selected for participation on the National Moot Court Team in accordance the National Moot Court Team rules. The primary means of selection is through participation in the Charles Hamilton Houston Moot Court Competition. The Charles Hamilton Houston Moot Court Competition is held in the fall of each year and is open to all second and third year students. The top participants in the competition are invited to Join National Moot Court Team. Participating students are required to attend the moot court class. Students are awarded one credit pass/fail for each semester of participation in Court, up to a maximum of four (4) credits in two years.

Trial Advocacy Moot Court Team (600-890) (Pass/Fail) (year-long course) (Skills)
[2 credits per year/1 credit per semester]

Harden [W 6:30 pm – 8:10 pm]

The purpose of the Huver I. Brown Trial Advocacy Team is to continue to improve upon the past tradition of excellence in trial advocacy at Howard University School of Law. Another purpose is to assist team members in developing their trial/litigation advocacy skills and analytical ability. New team members are selected during the annual spring Trial Advocacy Team Competition. This is a rigorous interscholastic competition open to all first and second year students in good academic standing at the Law School. The Team is governed by the officers of the Executive Board. The Executive Board shall be comprised of the President, Vice-President, Captain, and Co-Captain and Business Manager.

HOWARD UNIVERSITY SCHOOL OF LAW
Fall 2016 Upper-Level Course Offerings

(10/03/16)

Journals

Howard Law Journal – (600-805) (year-long course) (Pass/Fail)
[4-6 credits upon successful completion of 4 semesters of participation]

- §1 - 2L
- §2 - 3L
- §3 - Executive Board
- §4 - Senior Editors

Gavil/Simms [M 7:30 pm – 9:30 pm]

Law Journal has traditionally been one of the highest honors awarded to students at the School of Law. To qualify for membership students must meet the class rank requirements, complete a writing competition, and be invited to participate. The Journal is student-edited, but it is also part of the School of Law's academic program. Training of new members occurs in part at a weekly class. To fulfill their obligations to Journal, members must keep their GPAs above 85, complete all assigned Journal work, and author a note or comment of "publishable quality. Law Journal is a two year commitment. Students must commit to and complete all 4 semesters of work on the journal to receive credit. Students on the Journal can earn a total of 4 to 6 credits. Most students earn 4 credits, but student editors and members of the Executive Board earn either 5 or 6 total credits.

Howard Human and Civil Rights Law Review (600-817) (year-long course) (Pass/Fail)
[4-6 credits upon successful completion of 4 semesters of participation]

- §1 - Executive Board, 2 credits per semester
- §2 - Editors, 1 credit per semester

Farrar [M 7:30 pm – 9:30 pm]

To become a member of the Human Rights and Globalization Law Review (HRG), students must meet a minimum GPA requirement and successfully complete a writing competition. While the HRG is student edited, it is a co-curricular activity. As such, it is part of the School of Law's academic program. The Executive Board is elected every Spring semester. Training of new members occurs in part at a weekly class. To fulfill their obligations to Journal, members must keep their GPAs above 85, complete all assigned Journal work, and author a note or comment of "publishable quality. Law Journal is a two year commitment. Students must commit to and complete all 4 semesters of work on the journal to receive credit. Students on the Journal can earn a total of 4 to 6 credits. Most students earn 4 credits, but student editors and members of the Executive Board earn either 5 or 6 total credits.