

 **HAMLINE UNIVERSITY**  
School of Law  
COURSE SYLLABUS

Faculty: **Professor Sharon Sandeen**

Course: **Seminar: Intellectual Property Stories**

Semester: **Spring 2011**

Meeting Schedule: **Wednesday, 12:00 to 1:50 p.m.**

Room:

Textbook	Primary Text	Primary Text	Recommended not required
Author	Ginsburg and Dreyfuss eds.		
Title and edition of text	Intellectual Property Stories		
Publisher/year	Foundation		
ISBN	9781587787270		

### ***Learning Outcomes for the Course:***

At the conclusion of this course, students will be able to:

1. Write a law review quality paper that incorporates a discussion of history and context;
2. Articulate the essential features of a law review quality paper and how writing a law review quality paper differs from other legal writing;
3. Articulate the importance of history and context in legal analysis; and
4. Articulate the details and back-story behind some of the most famous intellectual property cases in U.S. history.

### ***Course Expectations:***

#### ***HUSL Policies on attendance, lateness and preparation***

The program of instruction at the School of Law is based on an active and informed exchange between instructor and student and between student and student. Regular, prepared class attendance helps develop skills essential to the competent practice of law. A student who violates the attendance policy, including the instructor's specification of class expectation described below, may lose his or her right to take the exam in the course, to receive course credit or may receive other penalties described below and in Academic Rule 108. Persistent or frequent lateness or unpreparedness may also be the basis for reduction of the grade awarded in a course. See Academic Rule 108 for further details.

#### **Attendance Policies in this Course**

You are expected to attend all class sessions, be prepared to discuss the assigned reading, and participate in all classroom exercises. Attendance is taken by passing around a class roster that each student in attendance is required to initial in their own handwriting. You are not allowed to sign-in for a classmate and you should not sign-in if you are late. Attendance is for the full class session: do not plan to leave early without prior approval.

There are no excused absences. Rather, in light of the fact that students may become ill or have other unexpected emergencies that prevent them from attending class, each student can miss up to 2 class sessions without penalty. If you miss or are late to more than 2 class sessions, your final grade may be reduced at the discretion of the Professor. If you miss more than three class sessions, your final grade will be reduced. If you miss more than four class sessions, you will be reported to the Associated Dean for Student and Multicultural Affairs and may be expelled from the class.

#### **Punctuality/Preparation Policies in this Course**

All students are expected to be prepared for class and otherwise to act in the

classroom as they are expected to act in a court of law: as professionals.

**You must be punctual:** There is a saying that ninety-percent of success is just showing up. In the practice of law, you have to show up on time! You never want to keep a judge, a legislator, a client, or a colleague waiting if you can possibly help it. Being a professional and respected lawyer means planning your schedule so you are never (or rarely) late. This means you need to plan for unexpected contingencies such as traffic, road closures, weather delays, flat tires, and sick family members.

**You must be prepared and attentive:** Pay attention in class, listen carefully to the Professor and your fellow classmates, and be prepared to participate when called upon. You will not be graded or judged based upon what you say, but your failure to participate in classroom discussions, particularly when you are called upon, can count against you in the final grading.

**You must be respectful:** There is no such thing as a stupid question in law school. We each have our own experiences and perspectives about the world, and if we listen carefully, we can learn a lot from the perspectives of others. For this reason, everyone is encouraged to share their perspectives and are expected to be respectful of the perspectives of others.

#### **Policy on Laptop Use in Class:**

Recent studies on human cognition have demonstrated that humans learn better when they are not distracted by electronics. It has also been shown that in order to remember what they have been taught, it is important for students to transfer what they have learned from their short-term to long-term memories. Thus, in order to improve your learning and the learning experience for all students in the classroom, it is suggested that you not use your laptop. Instead of a laptop, it is recommended that you take hand-written notes and that you maintain and bring your notes to class in hard-copy form. The hard-copy version of notes and case briefs can then be used by you to create and regularly update an electronic outline. In this way, you will be transferring the information you learned in class and during your reading of cases from your short-term to long-term memories.

If you choose to use your laptop, you are only allowed to use it for word processing purposes to take notes and to review your case briefs and other case materials. The use of laptops and other electronic devices (e.g., pagers, music players, and cellular phones) in a manner that is not conducive to a professional atmosphere and that detracts from the learning experience is prohibited. The in-class use of electronic devices for purposes of text-messaging, reviewing and sending e-mail, playing games, and viewing obscene or offensive material is strictly

Thus, in order to improve your learning and the learning experience for all students in the classroom, all electronic devices, except laptops, must be turned-off during the class period.

## ***Grading Components***

*Final examination:* None

Date/Time:

Requirements:

Component(s) of your grade:

*Mid-term exam or quizzes* Possible, but unlikely

Dates/Times:

Requirements:

Component(s) of your grade:

*Written Assignments:*

Dates/Times: There will be various deadlines throughout the semester and you will be required to meet with the Professor to discuss a draft of your paper at least once. The final version of the required paper is due Monday, May 9, 2011.

Requirements: Law Review Quality Paper

Component(s) of your grade: 80%

*Oral Presentation(s)*

Dates/Times: To be scheduled sometime during the last two or three class sessions (depending on the number of students enrolled in the course).

Requirements: Give a 20-30 minute oral presentation regarding your research paper.

Component(s) of your grade: 10%

*Participation/Other Grade Components*

Requirements: Preparation and participation in class and timely submission of paper ideas, research plan, outline of paper and draft and final paper.

Component(s) of your grade: 10%

Reading assignments:

1. Wednesday, January 19, 2011

By the end of this course we will read all 12 of the IP Stories in the assigned book. For purposes of the first class, we will not be discussing any particular story but rather the components of the stories. Accordingly, read pages 1-7 of the assigned text and pick one of the 12 stories to read before our first class. As you read the introduction and your chosen case, pay attention to the nature and sources of information used. Where did the author of your chosen story look for information about the case? What information do you think is most interesting or informative in helping you to understand the case?\_

2. Wednesday, January 26, 2011

Now that you have given some thought to the necessary components of a case history, it is time to give some thought to how to write a law review quality paper. For the purposes of this class, read the following law review article and be prepared to discuss it in class: Pamela Samuelson, *Good Legal Writing: of Orwell and Window Panes*, 46 Univ. of Pittsburgh L. Rev. 149 (Fall 1984). Also consider how you will go about coming up with an idea for your paper and how you will go about conducting research for a case history.

3. Wednesday, February 2, 2011

Read pages 10-76

4. Wednesday, February 9, 2011

Read pages 77-108

**Monday, February 14, 2011 at Noon: Paper ideas and research plans due.**

5. Wednesday, February 16, 2011

Class canceled and rescheduled for April, 2011.

6. Wednesday, February 23, 2011

Read pages 109-158

7. Wednesday, March 2, 2011

Read pages 159-219

SPRING BREAK: March 5 through 11, 2011

**Monday, March 14, 2011 at Noon: Outline of Papers Due**

8. Wednesday, March 16, 2011

Read pages 220-257

9. Wednesday, March 23, 2011

Read pages 259-297

10. Wednesday, March 30, 2011

Read pages 298-326

11. Wednesday, April 6, 2011

Read pages 327-357

**Monday, April 12, 2011 at Noon: Draft Papers Due**

12. Wednesday, April 13, 2011

Read pages 358-394

**Tuesday April 19, 2011: Meetings with students to discuss draft papers**

13. Wednesday, April 20, 2011

Read pages 395-425

14. Wednesday, April 27, 2011

Student presentations

15. Wednesday, May 4, 2011

Student presentations

**Monday, May 9, 2011 by Noon: Final Papers Due**