

Legal Environment of Business – BUL4310 Syllabus, Spring 2024

© Robert W. Emerson, Jan. 2, 2024

Warning: This Syllabus is neither a contract nor an offer, and the professor may alter it at any time (usually with an updated date, above, in the copyright notice). Be sure to check the course website to verify you have the most current syllabus.

Professor: Robert W. Emerson, J.D.

Some of my articles are on the Social Science Research Network at <http://ssrn.com/author=86449>

Prof's Email: bul4310.prof@warrington.ufl.edu Email this or TA address below; don't use the Canvas email system

Phone Number (cell) – 352-262-8536. Email is the preferred method of communication. But, for emergencies, call.

Also, if you need quick if not immediate action, and you've tried email without receiving a response, call.

Other Email: bul4310.ta@gmail.com Sometimes the TAs answer, and sometimes the Prof does. Do NOT write to this email if you wrote to bul4310.prof@warrington.ufl.edu

Prof's Office: Stuzin Hall 201A (the Dept. office is at Stuzin 201).

The Dept. Chair is Prof. Mo Wang. A few TAs are 2nd or 3rd year students at UF's Levin School of Law.

Many excellent, former BUL4310 students are Undergrad Assistants for BUL 4310. The TA email is listed above.

CRITICAL DATES AND TIMES

Live Class Lectures: Some classes are pre-recorded or specially scheduled (with an Announcement), but the vast majority are recorded at the regular lecture times, Periods 7-8 (1:55-3:50 pm, with a brief break about halfway through), Mon. & Wed., in HVNR150

Start of Semester(Mon) Jan 8th

Optional Term Paper Outline*.....**DUE** (Mon) Jan 29th (you can turn it in earlier!)

Exam One.....(Thurs) Feb 22nd, starting @ 7 pm

Optional Term Paper: actual paper*.....**DUE** (Thurs) March 7th (you can turn it in earlier!)

Exam Two.....(Mon) April 1st, starting @ 7 pm

Extra Credit (either or both projects)***DUE** (Mon) April 8th (you can turn it in earlier!)

Last Day of Class (Prof's Final Exam Review Session) (Mon) April 22nd

Final Exam..... (Wed) April 24th, starting @ 7 pm

Classes in HVNR 150 (some classes not held "live" because of a holiday or UF break, an academic conference/obligation, or the days of or right before an exam, or) – these are the Days, unless announced otherwise, for the live classes, on these Monds. or Weds. –

Jan 8, 10, 17, 22, 29 & 31, Feb 5, 12 & 14, Mar 4, 6, 18, 20, 25 & 27, April 3, 8, 10, 15, 17 & 22.

(Additional or substitute classes or review sessions will be announced as soon as I can schedule them; they will of course be recorded for viewing, like all classes, by those who cannot attend them live. Recordings are placed in Mediasite – see the Schedule in this syllabus. My policy, and UF's, is that students are expected to attend, live or virtually, every class.

Learning takes places through multiple means – lectures, reviews, reading, practice problems/questions, etc. Do not neglect any of these recommended methods for learning. Exams are online.

* Submitted in the Assignments folder on the course website.

WARNING: *Late transmission of work is unacceptable. DO NOT assume you can successfully turn something in near the end of the day -that no glitches will prevent your submitting it. Also, if you turn in the "wrong" work (e.g., an earlier draft), that counts as your submission. Be sure to submit the correct version! **I try to be very helpful, but I cannot give course work extensions or more credit opportunities to a student if doing so would be unfair to other students (for whom that is not also offered).*** So, extra credit is limited to that detailed in this syllabus, and extensions on due dates are only granted if there are compelling reasons and the student made a request as soon as the student could reasonably do so. If in doubt about it, just contact the professor. For make-up exam possibilities, see page 6 of this syllabus. All times in this syllabus are in Gainesville, FL time.

BUL 4310 is an Electronic Platform (EP) class: All registered students are welcome to attend. In past semesters, even before the Covid pandemic, over 90% of the students in this course watched the lectures online via Canvas. While I very much enjoy meeting the students who come to the live class (just as I enjoy meeting students via office hours and email correspondence), all relevant information that I communicate to students in the classroom is recorded and available to students watching online.

Table of Contents

Professor & TA Office Hours, Review Sessions, Assurance of Learning	2-3
Email Policies, Announcements, Canvas (Discussion Boards)	3-4
Testing Information and Makeup Exams	4-6
Books and Other Materials	6-7
Structure of Course	7
Overall Course Schedule (Including Readings, Topical Talks and Lectures)	7-8
LSB Readings before Class Lectures and Topical Talks, In Order (Detailed Schedule)	8-10
Term Paper	10-13
Extra Credit	13-14
Writing Resources, Appeals of Grades, and Calculating Grades	14-17
Academic Honesty, and Accommodations	17-18
UF Programs and Offices to Assist Students, UF Policy on Lectures, Course Evaluations	18-19
About the TAs, and About Your Professor	19-20

OFFICE HOURS (and TA Review Sessions)

Office Hours (Zoom Links are on Canvas)

Prof. Emerson: By Zoom - **Tues. 10-11 am & Thurs. 2-3 pm**. No lecturing here! *If students show up and ask questions pertinent to the class as a whole, I will post a recording*, if the student in the office hours consents, and I will continue the hours past 11 am or 3 pm if students are present in my virtual “office.” Thus, occasionally some portion of an office hour may, with the student’s permission, be recorded; I usually give a brief description with the posting, including time markers. If some students request a weekly night-time office hour, I would add one, likely for Wednesday at about 8:30 pm. NOTE: In-Person on-campus meetings (office hours) with students are available. Just email me, call me, or ask in class, and we will set up a time that works for you. Usually, I would try to make it for a time before or after my classes on Mon. or Wed., if possible.

Undergrad Assistants: By Zoom - **12-1 pm & 5-6 pm Mon-Fri**, starting Tues., Jan 16. These are not recorded. *Other than UF Holidays, including Spring Break, the Prof’s and the UAs’ office hours go through Tues., April 23.*

Review Sessions – All Recorded

Prof. Emerson’s review sessions, treated as lectures in Mediasite, occur before each of the Exams.

Undergrad Office Events (TA Review Sessions, with Zoom links posted on Canvas) :

- (1) on **Thurs., Jan. 18** "Success in BUL 4310," incl. "So You Want to Write a Term Paper?")
- (2) on **Tues., Feb. 13** ("Prep for the First Test")
- (3) on **Mon., Feb 26** ("Writing a Term Paper")
- (4) on **Tues., March 26** ("Prep for the Second Test")
- (5) on **Tues., April 2** ("Writing One or Both Extra Credit Papers")
- (6) on **Thurs., April 18** ("Prep for the Final Exam")

The time (usually around 6 pm) and format (e.g., HVNR 150 or Zoom) of each session will be announced prior to the session. A recording of these events and/or a detailed outline of all that was covered will be posted.

ASSURANCE OF LEARNING

In the UF Course Catalogue - BUL 4310 The Legal Environment of Business: “Introduces the legal environment of business and organizations. Emphasizes public and regulatory law and the social, political and ethical aspects of legal issues in business. Subjects include the nature of law and legal process; . . . the constitution; statutory and common law; contracts and torts; business organizations . . . , employment law [and many other subjects].” Each program at the Warrington College of Business has developed goals and objectives that express valued skills and knowledge that students should be able to demonstrate upon completing that program. The following goals and objectives specifically apply to BUL4310:

Goal 1: Demonstrate competency in and across business disciplines.

1A. Demonstrate knowledge and understanding of elements of . . . business law....

Goal 2: Appreciate the ethical and legal aspects of business.

2A. Define and explain legal, ethical, and social responsibilities of organizations.

2B. Identify relevant ethical and social issues, particularly those not obvious to complex business decisions.

General Course Goals

Your hard work in this course will make you knowledgeable about some essential legal concepts, such as contracts and torts. More specifically, through this course, you will:

1. Be able to recognize and apply basic principles of law to various problems which businesses, entrepreneurs, and operations professionals may face.
2. Consider ethical and philosophical constructs in the legal and business environment.
3. Distinguish between legal systems in the United States and elsewhere in the world.
4. Recognize fundamental issues of international and comparative law.
5. Evaluate the roles and activities of lawyers.
6. Recognize the formation, dissolution, and contractual or tort liability of agency relationships.
7. Identify the major forms of business organization and the advantages and disadvantages of each.
8. Know the process for forming corporations and some essential corporate law concepts.
9. Distinguish the roles of shareholders, directors, and officers.
10. Understand legal and ethical considerations in corporate governance.
11. Be able to identify, analyze and evaluate the elements of a contract.
12. Know what to look for involving contract issues, such as what binds/discharges parties to a contract.
13. Recognize some basic constitutional doctrines, especially due process and free speech issues.
14. Know the main issues/principles associated with employment discrimination claims or related issues.
15. Know the essential concepts of intellectual property.
16. Evaluate the roles and activities of judges and juries, including how courts function.
17. Explain how lawsuits proceed; prepare a plan to bring or respond to a lawsuit.
18. Understand fundamental elements of criminal law and torts, including defenses.
19. Identify basic, practical concepts of law in risk management and proactive business planning.

By the end of the semester, you will have a good grasp of many basic legal principles; you will have gone beyond just memorizing or recognizing some facts and theories. Indeed, this course will enable you to better understand current events in law and the business world and will provide a solid framework for any subsequent courses you may take in law or business.

USING EMAIL TO CONTACT PROF. EMERSON AND THE TAs

Please use email. Only use other means (e.g., calling my cellphone – 352-262-8536) if you have no email access, it is an emergency, or you need an immediate response. I check email often and normally reply to it quicker than other means of contact. For any problem, whether about dates, classes, assignments, exams, or other matters, the sooner you contact us, the better. **Epecially for emergencies, don't hesitate to call me.**

One Do and Two Don'ts for Correspondence

Do NOT use the course website's mail system (Canvas) unless you cannot send email (e.g., via Outlook) to the above addresses. Do NOT send messages as assignment comments (in Canvas).

Do NOT send an email to both e-mail accounts above (TA or prof) about the same matter. **In every email, please state your name, UFID, and phone number. Please also include all of our prior correspondence.**

Do: IF YOU ARE WRITING TO US ABOUT GRADES or RELATED CONCERNS (STUDYING, SUCCESS IN THE COURSE, ETC.), PLEASE SAVE US SOME TIME AND JUST TELL US ALL YOUR MARKS SO FAR (specific numbers) (e.g., "I received a 70 on Test One, a 74 on Test Two, an 88 on my Term Paper, and I submitted both extra credit but do not yet have the scores for them").

WHERE SHOULD YOU SEND EMAILS?

bul4310.ta@gmail.com - questions about grades, exams, term papers, study strategies, and administrative concerns could be sent here. Also, much of these issues (the intangibles of being a successful BUL4310 student might best be initially addressed in the TA-led Review Sessions and in TA office hours.

bul4310.prof@warrington.ufl.edu - substantive questions about lectures and readings – although these matters, if not of a personal nature, likely could best be posed simply by posting your question or comment on the course website's Discussion Board. Also, after 48 hours without a response, or in an "emergency" situation, you may forward to me any message you sent to the TAs. Finally, scheduling issues and assignment attachments that did not submit on Canvas could also be sent to this address.

There is a separate email address and information about makeup exams on pages 5-6 of this syllabus.

Problems accessing lectures or other issues with course technology? Contact the Technology Assistance Center (TAC), 352.273.0248, tac@warrington.ufl.edu. Certainly, you may copy me on TAC correspondence.

USE OF CANVAS (including ANNOUNCEMENTS and DISCUSSION BOARDS)

Frequent use of the Canvas course website is fundamental, as students can access, among other things, course announcements, exam information, lectures, office hours, review sessions, recordings, grades and related comments, and the course discussion boards.

IMPORTANT ANNOUNCEMENTS are posted on the website (and perhaps also sent to your ufl.edu email address). ***It is critical that you frequently check the announcements page on the website and your Gatorlink email account throughout the semester. Your failure to report a missing grade or to otherwise make an inquiry shortly after grades are posted is foolish behavior! And there may be other consequences; to be fair to other students, I cannot relieve you of responsibility for failing to read and take note of Announcements.*** Further, ANNOUNCEMENTS OFTEN ARE POSTED WITH LINKS OR OTHER INFORMATION ABOUT THE EXAMS. READ THOSE ANNOUNCEMENTS!

Discussion Boards frequently contain discussions of the course material, with student questions and my responses. I can access statistics indicating student authoring or reading of postings. Any student posting that is frivolous, rude, vulgar, inappropriate, commercial in nature, or irrelevant for the class as a whole will be removed. Also, messages may be erased if they are no longer pertinent. With office hours and discussion board “threads,” you have multiple avenues to ask questions and discuss anything. In fact, besides just watching lectures and reading on your own, this class, although large, offers students many opportunities to engage in participatory learning. The discussion board is a great place to put substantive questions about the course material or exams. Other students, the TAs, and your professor are thus all available to furnish insights.

Note: I recommend that students download documents from the class website that they access frequently – e.g., each part’s Practice Questions, an LSB PDF, each part’s Supplemental Information texts. Occasionally, due to Wi-Fi outages, difficulties with course registration, or other problems, a student may temporarily lose access to Canvas and having those items downloaded makes it easier to keep studying, nonetheless.

TESTING INFORMATION

Three non-cumulative, open-book, open-note, online exams cover not just the readings (page 8, below), but also lectures. Each exam is worth 100 points and consists of around 40 questions. The standard time limit for each exam is 2 hours. Adjusted exam scores are usually posted to the Canvas “Grades” page within 3 days.

Dates and start times are listed on the Page 1 of the syllabus. All students will start at those times unless prior arrangements have been made with the instructor. Make sure your time is correct, given the time zone in which you take your tests. If you arrive at the exam late, you very likely will not get the full two hours to complete the exam; indeed, you may simply not be able to take the exam at all (and therefore receive a zero on the exam).

What you can or cannot bring into the exam:

(1) CAN - Anything paper (e.g., course books and notes, an English-to-foreign language dictionary or even just a regular dictionary).

- The ONLY digital device you may have is the computer on which you are taking the exam through Honorlock.
- The safe thing to do is have printed copies of anything you wish to access during the test.
- The key things to have are the two required books, printouts of anything from the course website you find helpful (e.g., the Practice Questions or the Supplemental Information text), and your notes.

(2) CANNOT - Do not expect to be able to use any digital documents. You will not be allowed to leave the exam page or access the internet while taking the exams.

ADDITIONAL TESTING INFORMATION

Online Proctoring at Warrington: To maintain high standards of academic integrity and ensure that a UF degree’s value is not compromised, exams are administered through Honorlock (and written submissions are reviewed via Turnitin.com). The University of Florida requires that any assessment equivalent to 15% or more of a student’s final course grade must be proctored. This policy protects both the value of your academic degree and your own time and effort in becoming a successful Warrington student. Please expect all assessments to be proctored and all assignments to utilize plagiarism software, and prepare accordingly. For online proctored exams, you are expected to have:

- the integrity to abide by all exam instructions and to report any irresponsible peers

- Google Chrome, a working webcam and a working computer (restart your computer before your exam for the most effective testing environment)
- a downloaded extension to your Chrome browser (Honorlock).
- a private workspace (if this is unachievable, contact your professor well before you take an exam)
- great attentiveness to following exam instructions (e.g., so you don't somehow get flagged for "cheating")
- diligence to notify your professor of accommodations or extenuating circumstances that affect your exam time or exam environment at the beginning of the term (at the very least, one week before your exam); if there is a problem during the exam, the sooner I (Prof. Emerson) know of it - even during the exam, such as due to lost time – the better that is.

The Warrington College of Business is strongly committed to academic integrity and will rigorously enforce violations of the UF Honor Code and/or additional Warrington academic integrity policies. To be a successful student, please read all instructions for any assignment carefully, do not collaborate on individual exams, assignments, or homework, and review the following best practices to be prepared.

Honorlock Student Guide: <https://ufl.instructure.com/courses/488531/pages/exams-and-accommodations>.

Once you start an exam, the attempt will count, and you must complete the exam. Computer and internet issues must be resolved immediately. Proctors cannot override this (even if they say they can). **In serious situations (e.g., loss of power or time for taking the exam), you or a representative for you should contact me immediately, even during the exam if possible. FAILURE TO DO THAT – TO CONTACT ME WHILE THE TEST IS OCCURRING - MAKES IT IMPOSSIBLE FOR ME TO EXTEND THE TIME ON YOUR TEST AND THUS MAKE UP FOR ANY MISSING TIME. DO NOT SHOW UP LATE FOR EXAMS OR OTHERWISE NOT FOLLOW THE PROTOCOL AND EXPECT ME TO MAKE IT UP TO YOU.**¹

Technical Issues: In general, students are responsible for the proper functioning of their computer (including camera and mic). Computer issues are not appealable and are not a valid reason for a make-up exam. Students should have a backup plan for these items should they fail. Technical appeals based on failed internet or power must be documented by the service provider. Further, students must have a reasonable plan for completing the exam, given the circumstances. For example, summer thunderstorms are not unusual, and can lead to temporary power outages and down internet. If a thunderstorm is threatening, students must have an alternate exam location as an option. In general, Honorlock issues will prevent starting an exam. Make-up exams generally will only be offered for Honorlock issues if the Practice Exam (the Honorlock Practice Quiz) was utilized to test the Honorlock environment, using the same computer, camera, mic, and location as the actual exam. Note that the exam time limit was set with potential connection/technical issues in mind, therefore, these types of issues will be addressed on a case-by-case basis.

More on time Issues (besides what is stated in the paragraph immediately above)): Bring to your exams a watch, clock, or other timer that is not on your iPhone or otherwise requires Internet access to operate. It is no excuse that the Canvas system did not warn you of the time remaining, and so you were unprepared for running out of time.

Canvas has two known individual issues that are not appealable. First, at various points in the exam, Canvas displays "Time remaining" messages. Depending on your computer and internet speed, the message may be off by as much as 30 seconds. At the end of the exam, Canvas will display a "X-seconds remaining" message. But there may actually be no time remaining, and the exam submits immediately. Students are responsible for managing their exam time. This message, correct or not, cannot be the basis of an appeal. Second, in the (very rare) event an exam question fails to load properly, the exam page needs to be reloaded- students must learn how to do this and test this out during the Practice Exam (the Honorlock Practice Quiz). If a question still does not load, then Chrome may need to be restarted. This is a Canvas issue and generally is not appealable-

¹ A recurring theme of this class is "Rule of Law." The term encompasses concepts such as fair and equal treatment of all persons, high or low; there should be neither favoritism nor prejudice, as that is "law" based on who is being judged and on who is enforcing the rules, not based on the principles encompassed in the rules, applied evenly toward all. So, in trying to be fair to all I consider how promptly an individual student acted, how much he/she followed instructions and even common sense, and – most important – would my generosity to that student be, given a fair reading of the situation, justifiable with respect to other students (for whom this opportunity is not being afforded).

it must be addressed during the exam. Still, contact the instructor after the exam, including details of attempts to resolve the issue during the exam.

MAKE-UP EXAMS

Only for exceptional reasons will make-up exams be provided.² You must contact me as soon as you can: Write to this Email address: bul4310makeupexams@warrington.ufl.edu Please include as much information as possible, including documentation. Also, just like for other messages, please always include the prior correspondence between us.

Unless you have a compelling reason why did not contact me (the Prof himself) via email **at least one week before a scheduled exam** (e.g., a sudden, documented illness or a documented accident), I will very likely decline your request. That is, ordinarily, the only fair thing to do for a class of 600 to 700 students who are adhering to these guidelines. It is also a necessity for your prof, as every make-up I give requires a lot of extra time on my part (e.g., preparing the exam, having it administered, and then grading it and posting that grade).

The following is university policy (<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>): “When two assembly exams (multiple sections and enrollment over 300)³ . . . , the course with the higher number will take priority.”

If you want to take the exam on an alternate date or time (e.g., because of a wedding or a funeral), and you make a timely request (see above), please remember that exam make-ups are not guaranteed. In those exceptional cases when a make-up is granted, please note: To maintain consistency with and fairness to the entire class, even assuming that you have an exceptional reason for taking a makeup exam (and thus may be given a makeup), **it is my general policy to not give a make-up more than about 12 hours before or 84 hours after the exam’s scheduled Gainesville time.**

If you are considering taking this class during a semester when you would need or at least want one or more make-up exams (e.g., perhaps you already have tickets to go on a trip somewhere), as opposed to during another semester when you can take all three exams at the scheduled date and time, choose the latter semester. And if you miss a scheduled exam, you must have an exceptional reason for missing it.

BOOKS AND OTHER MATERIALS

BUL 4310 has been awarded the Affordable UF badge “as a symbol of the Professor’s commitment to affordable education” – total book costs are below \$20 per credit hour

There are two required books for the course:

(1) *Business Law* (Barron’s, 6th ed., Nov. 1, 2015) – ISBN No. 978-1-4380-0511-9 (a brown cover) (available at various campus stores and online – Amazon, etc.)

(2) *Law, Society and Business* (“LSB”) (Target Copy **2023**) -ISBN No. 978-1-1953166-14-2 (**a blue cover**) (<http://target-copy.com/> or service@target-copy.com or 352-376-3826) - As an alternative, PDF documents are available of this book on the course website. You should just print it out for use on exams.

Two other sets of materials you should access on the course website are:

1. **Practice Test Questions** (two versions, one with just the Questions to practice with, and the other with thorough Solutions and Explanations). There is a different set of these Practice Test Questions for each Exam, with each of these three having about 260 to 300 questions.

2. **Supplemental Information Texts** – there is one for each of the three Parts of the course. Each has some boxed material that may be of interest to you, but is not something you need look at in test preparation. More important, each of the three Supplemental Information Texts has some items that discuss concepts, whether covered in class lectures or not, that could be on an exam. There are generally only about 2 about 5 such

² This course generally adheres to the UF excused absence and assembly exam policies found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>

³ BUL 4310 exams are thus “assembly exams.”

items per Supplemental Information Text (so these documents are short). LSB references are included to make it easy for you to follow when we get to that subject in the lectures.

*****You can use any other books, including on the tests, but you should definitely have those two books (and the sets of materials), listed above.**

Using earlier editions of the required books, instead of the current ones (2015 for the Barron's book; 2023 for the LSB), is a very poor decision. Some material in the older books is outdated, things have been added to and moved into the current books, and material has been shifted greatly from one chapter or section to another. Also, the numerous page references in the lectures, the PowerPoint, the Supplemental Information Texts, and the Practice Exams are all to the pages in the current books, not prior versions.

Information about Royalties: No royalties or any other remuneration are earned for the texts (the Barron's book or LSB) except, per university rules, for initial sales of the Barron's book, with a new retail price of about \$18.95 (cheaper copies can be obtained for used or perhaps even new books). Only for those retail sales of a new book is any royalty given – at most, about \$1.50 per book. (Of course, no royalties are earned on rentals of books or on sales of used books.) If you run the numbers – the hundreds of hours that go into producing a quality revision of a text - you can see that I do not write the Barron's book for the money (although over 90% of sales are NOT to UF students). Writing and revising (updating) texts is, actually, a labor of love. I enjoy it and learn from it, as the process reinforces and improves my understanding of the law. This makes me a better professor, both as a researcher and a teacher.

THE STRUCTURE OF THE COURSE

These are basically just for fun, although –watch out(!)- you may find them helpful to understand concepts.

<https://www.youtube.com/user/robertwemersonufl/videos> (69 videos), and

<https://www.youtube.com/user/RobertWEmerson/videos> (17 videos)

CLASS LECTURES (“CL” - also referred to as Sessions) & TOPICAL TALKS (“TT”): YOU SHOULD WATCH ALL OF THEM

To make it easier for you, the live CL Sessions are referred to by their number, in order, for this semester. These CL are all recorded. Along with the TT, the CL should be viewed, in order, to cover the course material for a particular exam. See “*LSB Readings before Class Lectures (CL) and Topical Talks (TT), in Order*,” starting at page 8, below.

1) the Class Lectures (CL) (About 60 altogether, not including my reviews before each exam).

The CL can be viewed in Canvas, via the course website, where you click either “Lecture Videos (streaming)” or “Lecture Videos (downloading).” Then make sure that you have logged in, such as to Mediasite (i.e., don't be just a “Guest”). Only 12 lecture choices can show at a time; so, if you only see the choices from CL 1 to 12, then click on the arrow that allows you to view the lectures from 13 to 24. CL 1 is the first one for this semester, Lecture 2 is the second one for this semester, and so forth.

2) the Topical Talks (TT)⁴ (which are generally much shorter than a typical class).

To have some class time answering questions (both on and off topic), and to allow for review sessions before each exam, I recorded, over the past several semesters, some comparatively short topical talks. The LSB indicates each TT's coverage (noting when it starts and ends).⁵ Also, the CL and the Supplemental Information texts (one for each Part of the course) sometimes refer to TT coverage. The reverse is not true: The Topical Talks do not contain references to the current LSB pages or to the Supplemental Information texts.

Topical Talks are on Mediasite and can be accessed on the front page of the course website. Click on the “Topical Talks/Lectures” heading.

WARNING: *All lectures are your professor's property.* They shall not be used for any commercial purpose. Violation subjects you to various penalties, including termination of all Gatorlink privileges, per UF rules. Your access to the lectures and the website cannot be transferred to anyone else who may use that access for a commercial purpose - e.g., drafting and selling notes.

⁴ In the LSB, these Topical Talks (TT), which each include summaries, notes, and discussion, are called Topical Lectures.

⁵ That is, each TT provided in the website (six for Part One of the course, seven for Part Two of the course, and twelve for Part Three of the course) is referenced in the LSB, with an indication of the TT's approximate starting and ending points. However, there are actually a few times the LSB indicates a TT which is no longer separately provided in the website – the material is covered simply in the LSB reading and in the CL, with no additional time on that topical talk. These skipped Topical Talks (no longer on the website although mentioned in the LSB) are: Sources and Classifications of Law (LSB 30-38), the Inquisitorial Process (LSB 89-91), and the Americans with Disabilities Act (LSB 390-392),

Readings: You should read ahead in the LSB and the Supplemental Information text before watching lectures. For estimates of how far ahead to read before class, see below.

NOTE: For many students, the Barron's book provides background; while the lectures track the LSB and, sometimes, the Supplemental Information text, they do not generally do so for specific Barron's pages. However, to assist your readings, the LSB frequently cross-references pages from the Barron's book. Reading those Barron's pages should give more information about concepts the LSB discusses.⁶

The course is split into three parts, with one exam for each part. Every part has several topics, with some topics taking much more time (in terms of lectures and readings) than other topics. Tests tend to cover subjects proportionate to how much the material is covered in the books and lectures (both CL & TT).

OVERALL COURSE SCHEDULE (INCLUDING READINGS, TOPICAL TALKS AND LECTURES)

	<u>Part 1: Legal Systems & Business Formation</u>	<u>Part 2: Contracts, Speech & Employment</u>	<u>Part 3: Rights & Wrongs</u>
Watch	Class Lectures (about 26 of them, including test reviews)	Class Lectures (about 22 of them, incl. test reviews)	Class Lectures (about 22 of them, including test reviews)
	<u>Topical Talks (5):</u> TOTAL time – 1 hr., 37 mins.	<u>Topical Talks (7):</u> TOTAL time -2 hrs., 50 mins., 49 secs.	<u>Topical Talks (9 to 12):</u> TOTAL time – about 3 hrs. 36 mins. for 9, and 4 hrs., 30 mins. for all 12
Read	LSB Article I (pages 1-178) Barron's: Five Chapters (Ch. 1 except for pp. 13-15 & 16-17 on attorneys), and Chs. 14-17; and these pages - Chapter 2's pp. 25-34 & 36-47 (all but First Amdmt. and Eminent Domain, covered for test two), Chapter 3's pp. 57-64 & 66-67 (on some litigation concepts) and pp. 83-86 (Inquis. Approach through case citation), and Chapter 28's p. 637 (common law, Civil Law) Supp. Info. Text 1	LSB Article II (pages 179-392) Barron's: Six Chapters (Chs. 4-9), and these pages – Ch. 2's pp. 34-36 (First Amdmt.; eminent domain), Ch. 24's pp. 573-90 (anti-discrim. law), & Ch. 28's p. 638 (culture) & p. 642 (para. on CISG) Supp. Info. Text 2	LSB Article III (pages 393-593) Barron's: Two Chapters (Chs. 19 & 26), and these pages – Chapter 1's pp. 12-15 & 16-17 (lawyers), Chapter 3's pp. 49-53 (court structure) & pp. 64-66 & 67-82 (taking cases to court; out-of-court process) & pp. 86-90 (Q&A), Ch. 18's pp. 433-34 (accountants & lawyers) & pp. 541-42 (Robinson-Patman Act), and Chapter 28's p. 644 (Int'l Dispute Resolution) Supp. Info. Text 3
Topics	<i>Law & Legal Systems; Agency; Establishing a Business; Corporations</i>	<i>Contracts; Free Speech; Employ'm't Discrim.</i>	<i>Intell. Property; Judges; Juries, Lawyers, Litigation & Alternative Dispute Resolution; Crimes & Torts</i>

LSB READINGS BEFORE CLASS LECTURES (CL) AND TOPICAL TALKS (TT), IN ORDER⁷

Barron's pages should be self-evident and indicated in the Table of Contents or Index; they also are cross-referenced in the LSB.

- LSB pages to read before watching the TT are indicated below.
- LSB pages to read before watching the CL are estimates.

We may not reach the end pages listed below and thus pick up where we left off in the next lecture, i.e., in the next session. But it is always safer to read at least 15 pages in the LSB beyond where we have gotten,

⁶ For more information on the class days and review sessions, see pages 1-2, above.

⁷ Combined, the lectures and topical talks (TT) cover the entirety of the LSB material, but not – of course - every paragraph, sentence, or footnote! LSB page indications are approximate. It can never hurt to read beyond those pages, as we will certainly be getting to that material in a later lecture if we do not reach it in the lecture you are viewing. Moreover, all LSB reading, even if not discussed in a lecture, is reading you should undertake both for learning and possible testing.

so far, in CL; if we do get beyond where you have read, you can just pause your viewing and read ahead before resuming you're watching. Surely that will improve your comprehension and note-taking.

Below are approximate LSB pages corresponding to the Lectures

These are simply estimates and may be adjusted as class proceeds.⁸ If you read ahead more than necessary, there is no harm done, as we will simply get to that material in a future class.⁹

THE FOLLOWING LIKELY WILL BE UPDATED AS THE SEMESTER PROCEEDS.

Approximate Readings and Lecture Numbers for Lectures/Sessions in the Course's First Part (and thus for the First Exam)

Sessions 1-10: LSB 1-55; including TT 1-1 Law and Ethics (time - 28:27) and Barron's pp. 1-13. 17-34 & 36-47, 57-64, 66-67)

Sessions 11-20: LSB 55-123; and Barron's pp. 83-86 & 637.

Sessions 20-A through 20-E: LSB 124-178; Barron's Chapter 14-17; TT 1-2 Corp. Law/Delaware (time - 17:55); TT 1-3 Directors & Boards, incl. Corp. Oppor. Doctrine (time - 16:44); TT 1-4 Piercing Corporate Veil (time -19:44); TT 1-5 Ultra Vires (time -14:01).

REVIEW Session 21: BY PROF. EMERSON FOR EXAM ONE

Approximate Readings and Approximate Dates for Lectures/Sessions in the Course's Second Part (and thus for the Second Exam)*

* **Session 22** LSB 179-183; TT 2-1 Contract Formation (OACMCL) (time - 27:36) - LSB 185-188
TT 2-2 Objective Theory of Contracts (time - 22:44) - LSB 189-195

* **Session 23:** – LSB 183-185 & 191-192 & 195-208; Barron's pgs. 477 ('Moral Damages'), 95-97 ('enforceability, degrees of completion, bilateral & unilateral, express & implied & quasi'), 740 ('quasi')

* **Session 24:** LSB 202-223; Barron's pgs. 124-125 ('German Comparative Law'), 99 ('offers, three elements of an offer'), 100 ('advertisements')

* **Session 25:** LSB 223-228; Barron's pgs. 101-102 ('Death of Offers, Irrevocable offer'), 183-184 ('CISG'), 101 ('options'), 109 ('promissory estoppel')

* **Session 26:** LSB 228-247; Barron's pgs. 103-104 ('acceptance, silence'), 184 ('battle of the forms'), ('consideration')

* **Session 27:** LSB 247-261, Barron's pgs. 108 ('past consideration'), 107 ('illusory promise'), 105 ('mutuality of assent'), 116-118 ('mistake, unilateral/mutual'),

* **Session 28:** LSB 262-266, TT 2-3 Infancy (time - 22:18) – LSB 266-273 Barron's pgs. 122-123 ('undue influence, duress'), 118-120 ('fraud'), 434 ('False Claims Act & SOX'), 467-468 ('puffing'), 119 ('knowledge')

* **Session 29:** LSB 263-278; Barron's pgs. 263 ('FTC Door-to-Door'), 129 ('capacity'), 130 ('minors'), 740, 132 ('ratification'), 132 ('habitual drunkard statutes'), 321 ('insane persons'), 133 ('legality'), 134 ('usury'), 527-530 ('insurance')

* **Session 30:** LSB 279-292, Barron's pgs. 124-125 ('unconscionability'), 136- 138 ('exculpatory clauses')

* **Session 31:** LSB 292-320, TT 2-4 Statute of Frauds (time - 36:52) – LSB 292-299, TT 2-5 Parol Evidence Rule (time - 10:48) – LSB 299-302, TT 2-6 Contract Conditions, Performance, and Breach (time - 28:22) – LSB 307-320. Barron's pgs. 141-147 ('statute of frauds'), 142 ('land contracts'), 147-149 ('PER, buried provisions'), 150 ('privity of contract'), 152 ('third part beneficiaries'), 158-160 ('conditions'), 528 ('GINA'), 157-166 ('discharge of contracts, remedy for breach'), 192 ('perfect tender rule'), 159 ('satisfaction performance standards'), 160-161 ('breach'), 161-163 ('discharge'), 162 ('unliquidated debt'), 163 ('discharge by law')

⁸ I would then repost this syllabus, with a new date on it and with these page numbers updated.

⁹ Many of the Barron's text readings are indicated in this detailed schedule. They are often indicated throughout the LSB as accompanying readings. Also, the Supplemental Information Text, for each Item, indicates the corresponding LSB pages.

* **Sessions 32-33:** LSB 320-38, Barron's pgs. 166-71 (damages awards), 170-71 (pun. damages, foreseeability, specific performance), 167-68 (compensatory damages, limitations), 478 (damages in countries), 477 (moral damages), 160-161 (Nachfrist Notice'), 160-161 (equitable remedies), 95 (quasi-contract)

Sessions 34-36: LSB 338-355 (free speech); TT 2-7 Employment at Will (22:09) – LSB 355-361

Sessions 37-42: LSB 361-389 (employm't discrim. law); Barron's pgs. 573 ('employment-at-will, abusive discharge'), 592 ('discrim. '), 567, 576 ('Title VII'), 573-578 ('Title VII violation'), 578 ('pattern of discrim. '), 582 ('merit pay, seniority systems'), 575 ('BFOQ'), 653 ('after acquired evidence'), 578- 580 ('sexual harassment, management'), 580 ('Harris v. Forklift, Oncale v. Sundowner, Lockhart v. Pizza Hut'); 389-392 (the Americans with Disabilities Act ("ADA"))

REVIEW (Sessions 42A) BY PROF. EMERSON FOR EXAM TWO

* Some contracts classes are posted on the Lecture Site [Mediasite Classes 22-33]. Watch them as is most convenient for you. Of course, there are live lectures in HVNR 150, on matters such as free speech and employment discrimination. There is also, as with Test One, and the Final Exam, a live review session. Again, Topical Talks are distinct from these Live lectures and are separately indicated in the syllabus and the LSB.

Approximate Readings and Approximate Dates for Lectures/Sessions in the Course's Third Part (and thus for the Third Exam)¹⁰

* **Sessions 43-45:** – LSB 393-441; Nine short IP Law Topical Talks¹¹; Barron's pgs. 605-624¹²

* **Sessions 45-A–through 45-D (Lawyers, Litigation, and Juries)** - LSB 441-491 and Barron's pgs. 12-15, 16-17) & pp. 64-66 & 67-82, 86-90 (Q&A), 433-34 & 644; TT 3-10 Legal Fees (time-21:57); TT 3-11 Lawyers' Roles (time-38:10); TT 3-12 Att'y-Client Priv. (time -27:29);

Sessions 46-49 - Courts, Judges, Alternate Dispute Resolution – LSB 493-520, Barron's pgs. 49-53 & 86-90

** **Session 50 (Criminal Law)** LSB 520-531; Barron's pgs. 447-454, 461 & 469-47 469-475

Sessions 51-58 - all on Torts, *with some Criminal Defenses in one Lecture and occasional comparison to criminal law in these lectures*) – LSB 531-592; Barron's pgs. 454-471, 472-478, 483-496 & 541-542

REVIEW Sessions– 59-60: Wrapping up Tort Law & REVIEW BY PROF. EMERSON FOR THE FINAL EXAM

There are two LINKs on the front page of the Course Website at "Start Here."

- Preparing Before Watching Class
- Studying for Exams

A TERM PAPER OPTION

* The three Intellectual Property classes and four classes on lawyers, juries, witnesses, and some pre-trial practices are posted on the Lecture Site [Mediasite Classes 43-45 and 45-A through 45-C]. Watch them as is most convenient for you. Of course, there are live lectures in HVNR 150,

** This class on Crimes will be posted on the Lecture Site [Mediasite Class 50].

¹⁰ As has been the case throughout the semester, Topical Talks are distinct from these Live lectures and are separately indicated in the syllabus and in the LSB.

¹¹ As apparent from LSB readings, here is the order of the 9 intellectual property TTs, with topic title and LSB page references:
TT 3-1: IP Intro- History & Culture (LSB 393-395) TT 3-2: Theft & IP Rights (LSB 395-399) TT 3-3: Patents & Markets (LSB 399-403)
TT 3-4 (can be skipped): Patents (3 Types) and the U.S. Patent & Trademark Office (LSB 403-405)
TT 3-5 (can be skipped): Utility Patents and Research (LSB 405-406) TT 3-6: Patents - Novel, Useful, and Nonobvious (LSB 406-407)
TT 3-7 (can be skipped): Copyright Length (LSB 420-421) TT 3-8: Copyright Expression (LSB 421-422)
TT 3-9: Trademarks Introduction (LSB 432-435)

¹² Some information on patents is at Barron's pgs. 606-07 & 681 ("design patent"), 731 (many patent terms), 733 ("plant patent"), and 764 ("utility patent").

Information on copyrights is at Barron's pages 608-612 and 675 (definition).

Information on trademarks and related concepts is at Barron's pages 612-614 and 760 (definitions).

Information on trade secrets is at 614-616, and a comparison of different forms of intellectual property is at Barron's page 616.

A term paper score can substitute for your lowest exam score. Note: No matter how good your score is, it only replaces the lowest test score and is worth 20% of your grade (nothing more than 20%). **Choosing to do a term paper is entirely optional**; indeed, most students do not choose to write a paper.

The Outline:

WARNING: *You Must Act Quickly, or You Cannot Write a Paper for Credit*

To be eligible, a student must first submit an outline by **Monday, Jan. 29th via the Assignments tab in Canvas**. **That outline must:**

- 1) Be approximately 150 to 250 words long (outlines less than 150 words will likely be rejected)
- 2) With an indication of **at least three sources** (e.g., Internet sites, books, court cases, newspaper stories) you have found and may use.

An outline may be bullet pointed and not set up like a rough draft (as are the examples on Canvas). But the bullet points need to say something, not just be headings. **Therefore, you should submit a paragraph or two (as much as a page) stating what you intend to do (or prove) and include some sources.**

Outlines are not graded, but we (via Canvas) acknowledge its receipt and usually write to the submitting student with advice on how to approach his/her paper. Sometimes we request that the student revise his/her outline (typically, within 5 days of the posting of feedback). **The most common problems are that the topic is too broad or that there are insufficient sources.** ***The failure to revise an outline by the resubmission deadline, as had been requested or simply writing a paper that does not at all relate to your approved outline will generally lead to either the rejection of your paper outright or a large reduction in points. You should be diligent in ascertaining any feedback.***

You cannot wait to see how you are doing on exams before deciding whether to turn in an outline.¹³ **There will be NO extension of the Mon., January 29th date for turning in an outline and reserving a spot.**

Also, the permission to write a term paper that arises from timely submission of an outline only extends to a paper that at least resembles the outline. *You can certainly change the emphasis of a paper, as long as it relates to the outline's scope. However, **if you decide to change the topic dramatically (e.g., to an entirely different topic), you must email to me explaining what you wish to do and seek permission by sending a new outline.** Such an action will NOT extend the deadline for turning in a term paper. And such a request (an email) **must be emailed to me NO LATER than ten days before the paper is due.** If in doubt about these matters, email me.*

- (1) One approach (**BUT NOT THE ONLY APPROACH**) is to write a paper arising from, relating to, delving deeper into, or otherwise concerning a real case or actual example discussed in the LSB text, in the Barron's book, or in one or more of the class-related YouTube videos. Generally, it would be much better to choose a case or example that was not discussed at great length (e.g., for more than one or two paragraphs), because that gives more opportunity for you to do your own research and develop your own insights. This is *not* the only approach. Generally, any law topic that is business related (very broadly defined) is acceptable.
- (2) Your paper's subject and/or focus cannot be on a case from before 2014. While you can write briefly about an older case, you should quickly pivot to much more recent developments. Remember: you do NOT have to focus on a case in your paper. You could just pick a business law subject that interests you. A case does, however, sometimes help the writer find an angle or anchor for focusing your paper.
- (3) **ANY CASE MENTIONED IN THE OUTLINE OR IN THE PAPER MUST STATE THE YEAR THE CASE WAS DECIDED or, IF NO DECISION HAS BEEN RENDERED, THE DATE (YEAR, MONTH & DAY) THE CASE WAS FILED.** Simply place the date in parentheses after you give the case name.
- (4) Do not write about any subject that is more pertinent to another course than to a law course, about a matter where you are focusing on a case or an event from earlier than 2014, or about a criminal law matter not related to business.

¹³ If, based on your first test score or other circumstances, you decide to NOT turn in a paper for which you submitted an outline, that is okay (there is no penalty for that). However, past students would very likely tell you that the safe approach is to complete and submit the paper. Also, most students truly value what they learned from the assignment.

In the papers themselves, a common failing is the absence of sources for statements which are not yours (that you got from somewhere but have not cited). You should have footnotes stating one or more sources for every statement that you make which requires documentation (which is not simply your own thought).

The Paper: The completed paper should be from **2,200 to 2,800 words**, **with that total not counting the citations, the footnoted materials, or any bibliography or title page.**¹⁴ While writing more than 2,800 words will NOT lead to a penalty (you won't be rewarded either!), writing less than 2,200 words likely will be penalized.¹⁵ The final paper, assuming that you have **completed an outline on time and any requested outline revisions,** is **due Thurs., March 7th**. The paper submitted should be in Microsoft Word.

The **rubric** used includes these assessments of your work, which are stated here just as a reminder of things to consider while writing your paper, not as a guarantee of any particular point total.¹⁶

- 1. A well-stated thesis** – Understandable? What is the author (the student) trying to do? – 5 pts.
- 2. Analysis of Topic** Has the author analyzed legal topics, the case, or related course materials? 40 pts.
- 3. Clarity of Paper** – 10 pts.
- 4. Strong Conclusion?** – Has the author attempted to prove anything? If so, given the brevity of the paper, has he/she been successful? – 10 pts.
- 5. Writing, Spelling, Punctuation** You will receive fewer points on your paper for grammatical mistakes, especially ones that I specifically advise against. – 20 pts.
- 6. Sources** – Are there an appropriate number of quality sources, cited correctly? The author should correctly cite at least nine different sources, unless there is an understandable reason. The sources should be of different types, and most should be recent in origin whenever practical and appropriate for the paper. You must use footnotes or in-text citations, correctly cite the court case(s), and include a bibliography. Not doing so may result in a loss of points. – 15 pts.

NOTE: You do NOT start out with a perfect score on a paper that you submit (100 points); so, we do not have to explain why you did not get a 100. You must earn the points – typical scores range from about 80 to the mid-90s, but there are lower scores and even higher scores. At least two persons will grade your paper.¹⁷

Again, the most important thing is to write a very good paper that is your work. But the above standards may give you some idea of what you should do.

Law sources for your paper can be found from many avenues – FindLaw, Justia, Cornell Law School digital library, Lexis-Nexis (this one is available in the digital databases for the UF Libraries) and many others. The term paper gives you much flexibility to write on almost anything related to business law.

Turning It in and Monitoring the Grading

The paper must be submitted electronically via Canvas. Submission instructions are on the website – in the Assignments folder. **Assignments will NOT be accepted through email, via fax, or by printed copy.** Please do not wait until the last minute to try to submit an outline or paper. (As a last resort, you may send the outline or paper as an attachment to my e-mail address - bul4310.prof@warrington.ufl.edu - but that would only be to show you had completed the work as of that time. You still must follow up with an Internet submission.) Please keep a copy of the paper and retain the confirmation notice generated after you submit the paper. We generally grade the papers within about three weeks, with grades and commentary ultimately placed in the Grades folder where you also access your exam grades. Please monitor announcements – both

¹⁴ **Beware:** when performing a word count, Microsoft Word may provide you a number that includes the material in the footnotes. Be sure to check the details on the count; you should be able to “uncheck” a box so that the count does not include textboxes, footnotes, and endnotes.

¹⁵ The farther you fall short of the minimum word count, the lower the score you are likely to receive.

¹⁶ For example, if you fail to meet the minimal word count for the paper, you likely will have a lower score on your paper.

¹⁷ Even if Canvas displays the grade from only one grader does not mean another person or persons did not also grade the paper and contribute to the ultimate grade and any comments. Canvas limits how things may be posted.

on the website and in class, as any concerns about your outline or paper should be promptly sent to the TAs or me.

Again, if you turn in an outline but do not write a paper, you receive no credit for your efforts. You are not penalized for having failed to turn in a paper, but you also get nothing for whatever work you put into the outline or the draft of your paper.

The Grading of the Paper

As stated above, the outline is not graded. Only the term paper is graded.

My expectation is that most persons undertaking this assignment will do a good or very good job, and I will give out most grades in the low-B to mid-A range.

*****The emphasis in grading will be on the research and the substance of the paper.** However, poor grammar, bad spelling, incoherent sentences, and other problems of “style” and clarity will lead to a lower grade. Furthermore, reliance on only a few sources (inadequate citation of sources) and/or incorrect citations will lead to a lower score. Ordinarily, a paper should have at least nine different sources (correctly cited). (In rare instances, that may be unfeasible; ask ahead of time if you are concerned.)

- 1) **If your grade on the paper is higher than your lowest test score**, then the paper acts as a complete substitute for that score.
- 2) **If your term paper score is lower than your lowest test score**, then the test score is used unless you plagiarized part or all of your paper or turned in a paper that has significant similarity to another paper or assignment you have undertaken in another class. On this latter point (i.e., whether your work is too much like what you have previously done), please email to me the previous paper and explain what you wish to do before you write a paper for this course.

IT IS NO DEFENSE TO PLAGIARISM THAT YOU ACCIDENTALLY TURNED IN A DRAFT OR SOME OTHER WORK RATHER THAN THE WORK YOU INTENDED TO SUBMIT. PLEASE CHECK AND DOUBLE-CHECK YOUR SUBMISSION BOTH BEFORE AND AFTER YOU HAVE SUBMITTED IT. Also, if you took ideas or information from a source, it is always better to err on the side of citing that source repeatedly – even multiple times throughout your paper – than just to cite it a few times and make it appear for other parts of the paper (other sentences) that the work is yours when in fact the idea or information is something you got from that source. If you do not write a paper, but simply use another person, entity, and/or AI to write your paper, then you have failed to author the paper and are therefore subject to penalty.

Note that even footnoting a source is insufficient when you are not simply paraphrasing the source’s contents but taking your wording came directly from that article: then you should cite the source AND put the language in quotation marks.

EXTRA CREDIT

There are two, and only two, possibilities of extra credit: (1) a report on a trial or hearing, and (2) a short reaction paper to a law review article. Due dates must be strictly adhered to in order to receive any credit. You can do either one (and get credit accordingly) or both (and get credit for both – e.g., 1 point + 1 point). Each completed paper must be 750-900 words in length, with that total not counting the citations, the footnoted materials, or any bibliography or title page. Similar to the term paper, writing more than 900 words will NOT lead to a penalty writing less than 750 words likely will be penalized. Please use Microsoft Word.

(1) TRIAL/HEARING REPORT

Watch a trial or other legal proceeding and please consider the following points in your report:

- a. **What did you see?** For a big case, in which you saw only part of the overall case, describe the part you saw (e.g., *voir dire*, a motion hearing, opening statements) and how it fit into the larger picture of the case.
- b. **The legal and factual problems in the case or cases.**
- c. **The legal subjects** (e.g., contracts, torts) relevant to the case(s).
- d. **For a case with a jury, the ramifications thereof** (e.g., judge's instructions, attorneys' terms of persuasion).

e. **How would you have handled the case as a juror, lawyer, or judge?**

f. **WHAT DID YOU LEARN?**

YOU ARE FREE TO WATCH ANY TYPE OF PROCEEDING – state, federal, even international. Administrative or arbitration matters are okay. The proceeding must have taken place since Jan. 1, 2014, and it must NOT concern something you wrote about for a term paper. Also, I very much prefer that you watch a civil (noncriminal) matter, although that is not required. Furthermore, I prefer a trial over an appeals hearing, but the latter is okay.

***In your report, you must *give sufficient information that a reader could find and view the proceeding.*

*****PLEASE STATE THE DATE AND LOCATION (COURT) OF THE PROCEEDING AS WELL AS – IF POSSIBLE - THE NAMES OF THE PARTIES, THE LAWYERS, AND THE JUDGE OR ARBITRATOR**

Here is a site to find a number of trials or other proceedings.

<https://www.uscourts.gov/about-federal-courts/judicial-administration/cameras-courts/case-video-archive> Also, many courts, such as the U.S. Supreme Court or the Florida Supreme Court, have some hearings recorded. Many students state that this assignment is very interesting and gives firsthand information on the law and legal system in a way that books and lectures cannot.

DO NOT EVEN TRY TO GO TO A LIVE PROCEEDING. Just watch something online. If you have other links to suggest, please feel free to send them to me.

****Very important to me is your assessment of the proceeding and the general conclusions about law, the legal system, and the legal players that may be drawn from the particulars witnessed. Think about what you saw. Be willing to philosophize if that seems appropriate. Also, if the experience left you with questions, note them.

(2) REACTION PAPER ON A LAW REVIEW ARTICLE

Write a brief paper reacting to a law journal article. Almost any law journal article associated with a university publisher will be acceptable. Any of my articles at <http://ssrn.com/author=86449> are certainly acceptable as something to which you react. The very beginning of the paper should have:

- (1) Your name and UFID
- (2) The title – “Reaction Paper to _____ (the article’s title) by (the article’s author)
- (3) The journal name – e.g., American Business Law Journal, and – if possible – an URL, i.e., web address, for the article)
- (4) The length, in pages or word totals, of the article to which you are reacting.

In the body of your paper: you should briefly describe the article and then offer your questions or comments; feel free to bring in concepts or ideas you have learned from the class lectures, the Law, Society, and Business text, the Barron’s textbook, or other courses or life itself! Normally, the article should be at least 5 or 6 pages long, but could be as long as 100 or more pages. You need not read the entire article and react to it, but you should either deal with the entirety of it all or at least some part to which you can intelligibly react.

You are free to quote from the article, but **do NOT make your paper a cut-and-paste job**, or anything where more than, say, a quarter of your paper consists of quoting or paraphrasing the article. I want **your** reaction. You could write about points you learned from the article, questions that an article raised in your mind, comparisons to matters you have learned elsewhere (in this class, in another course, from life), other things the article reminds you of or that could be in some way analogized to or related to points/sources in the article.

GRADING OF BOTH EXTRA CREDIT PROJECTS (the Trial Report and the Reaction Paper)

Due to the size of the class, ordinarily no individual comments can be returned to the student. We typically grade extra credit assignments within two weeks. Your papers will be read and graded by at least two persons. Extra credit points for each paper will be awarded along a 0-to-1.25-point continuum. General grading guidelines are as follows: most papers will receive a grade of 1 point (to be added onto your overall course point total, on a 100-point final grade scale). For exceptional papers – no more than 5% to 10% of the papers submitted – a grade of up to 1.25 points will be awarded. For papers that do not meet the word

totals or follow instructions, but otherwise were okay, just 0.6 points may be earned. Poor papers may be awarded just 0.3 points. Completely inadequate papers will receive no credit. We generally will not make fine distinctions between extra credit papers. That simply is not feasible for work of this nature, which is mainly a “learn by doing” type of project. For the term paper, I endeavor to give you comments – a breakdown of the point total, with problems or compliments as to your work. That is not what takes place for the grading of Extra Credit, which should involve much less work on your part (and on the graders’ part!). As is the case for the term papers, plagiarism or other academic dishonesty will result in not just no credit, but penalties. Turnitin.com and other plagiarism detectors may be used on all work that is submitted.

IMPORTANT WRITING RESOURCES (for the Term Paper and Extra Credit)

For all writing assignments in this class, students are expected to utilize proper writing, spelling, punctuation (and grammar) and correctly cite all sources (including in-text citations). To help you in achieving this requirement, some resources are available. There are three important LINKS on the front page of the Course Website at “Start Here”:

(1) **Some Writing Tips:** PAY SPECIAL ATTENTION IF YOU ARE WRITING SOMETHING FOR BUL4310!

(2) **Documenting Legal Research (look at that for guidance about citation format;** and many students have found it helpful for them to look at some of my articles in the Social Science Research Network (SSRN) at <http://ssrn.com/author=86449> – the footnotes show how to cite sources for a law paper).

(3) **Library Resources:** UF's Teaching Center has a writing studio that provides assistance (<http://writing.ufl.edu/writing-studio/> or <http://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>). Also, the College's Career & Academic Peer (CAP) Mentor program (<https://warrington.ufl.edu/career/students/career-and-peer-mentors/>) sometimes helps students with written work, especially professional writing, such as personal statements and cover letters.

APPEALS OF GRADES (for Exams, Term Papers and Extra Credit)

If you believe there’s a problem with an exam question, you may write a **quibble**, which must be submitted within 36 hours of the completion of the exam. Instructions for quibbles can be found on the exam cover sheet.

If you believe there is an error with an Extra Credit or Term Paper score, you may write to me. The usual process then will be that I, often with the help of one or more assistants (not just the original readers), will review your work and the complaint. If I believe your assignment deserves a higher grade, I will raise the score. Most requests do not lead to a grade change. I do reserve the right to reduce your score; in all cases of regrading, it is unlikely, but possible, that I may determine the fair grade for your submission is a lower grade. Normally, I would not do that, but if I conclude that we were too generous, compared to the other papers, in terms of the grade we gave your work, then you may receive a reduction in your score (not as a penalty for complaining, but to reflect the correct grade). Except for obvious computational errors, any regrade request must be emailed directly to the professor, not simply a TA or the original graders.

If you believe there’s an error with an Exam, Extra Credit or Term Paper score, a regrade request must be made within seven days of the score’s posting. Untimely requests for regrading will not be honored. For exams, almost always the problem is simply that you picked the wrong answer, not a glitch in grading.

CALCULATING YOUR GRADE FOR THE COURSE

Generally

Your best exam score is worth 45% of your final grade (on a 100-point scale), the middle exam score is worth 35% of your final grade, and your worst of the three exam scores (or the term paper score, if better than the lowest exam score) is worth just 20% of your final grade. Extra credit (generally up to two points – one for each project) is simply added to the total derived from your exams.

You do not have to take all three exams.¹⁸ If you fail to take an exam (e.g., Exam 1 or the final exam), then any extra credit points are not counted in your course grade calculations and any term paper score you have is reduced by 17.5 points (e.g., a term paper score of 95 becomes a 77.5).¹⁹

Some Specifics

To ensure that you get credit for your extra credit points and full credit for your term paper score, you need to do more than simply not study at all and then take the final exam by just putting any answers you want (i.e., just selecting all answers as “A”). The threshold you must meet is very low, but better than simply all random guesses. Here is that threshold - On the last of your three exams, you must earn 40 points or better.²⁰

If you do not meet that threshold, then 17.5 points will be deducted from your Term Paper score, and you do not receive credit for extra credit. If your score meets the threshold above and you have attempted all three exams, then you receive full credit for your Term Paper score and retain any extra credit earned.

NOTE WELL: These rules are designed to encourage people to take all three exams, but certainly NOT to penalize poor test-takers. So, these rules are not invoked for your first two exams. Indeed, only in extremely rare cases does a student who takes the final exam actually lose some term paper credit.

If your other exam scores leave you concerned that you may not get 40 or better on the final exam, please feel free to contact me at least a few days before the final. Indeed, regardless of whether you wrote a term paper or fear such a low final exam score, this advice - to contact me - applies whenever you have concerns or questions.²¹ Remember: The TAs and I are here to help you.

The final grading scale , based on a 100-point scale, is as follows: ²²					
A	93 & above	A-	89.5 to 92.99	B+	86 to 89.49
B	82.5 to 85.99	B-	79 to 82.49	C+	75.5 to 78.99
C	72 to 75.49	C-	68.5 to 71.99	D+	65 to 68.49
D	61 to 64.99	D-	56 to 60.99	E	55.99 & below

Here is an example of how a final grade would be derived: Student X gets a 90, an 80, and a 65 on his exams. His total points would be 90 times 0.45 (40.5 points), plus 80 times 0.35 (28 points), plus 65 times 0.20 (13 points). His point total would be 81.5, for a B-. If he had extra credit of, say, 2 points, that would bring his point total to 83.5 and he would have a final grade of B.

In this case, completing a term paper might have led to a higher final grade, assuming that X’s paper earned a higher score than his lowest exam score. For example, if he earned 88 on a paper, the 88 points would replace the 65-point total with respect to the 20% amount, and so he would have 90 times 0.45 (40.5 points), plus 80 times 0.35 (28 points), plus 88 times 0.20 (17.6 points) – 86.1 total points, not counting any Extra Credit.

A SUMMARY OF VITAL INFORMATION ABOUT GRADES AND GRADING²³

¹⁸ If you decide to not take one of the exams (usually, the final exam), please write to bul4310.prof@warrington.ufl.edu and tell me of your decision **by 11:59 am the day of the exam**. Please indicate that in the subject heading of the email (e.g., “I am not taking the final exam”). Nothing else is required, although you should, of course, consider how that will impact your final grade.

¹⁹ If you forfeit an exam or miss an exam due to an unexcused absence, the exam score will be recorded as a zero (with the zero most often getting replaced by an adjusted term paper score). The other rules in this syllabus for failing to take an exam will also apply.

²⁰ I would, as always, include in the calculations any curve added to the final exam scores. So, if you earned a “raw score” of 35 on the final exam, but I added 7 points to everyone’s score, then – as usual – your score would be treated as a 42, not a 35. You would be above the 40-point threshold. Also, I can and sometimes do lower that threshold to a lower number (e.g., 35).

²¹ Seventeen and a half points off of a term paper score (in effect, 3.5% off your final grade) is, given the rules above, extremely unlikely if you are prepared for the final exam. Students’ grade concerns tend to be their overall test scores.

²² After the final exam, the grading scale (or any portion thereof) may be reduced based on a class “curve” at the instructor’s discretion (to help students). There is no guarantee there will be a “curve” in the course. Please do not request that the scale be lowered further.

²³ UF grading policies are at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grade Values: The grade-point value per credit hour associated with each letter grade is assigned by the Office of the University Registrar: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, E = 0.0. For more information, visit: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

On BUL 4310 exams, your grade is presented in points, not as a percentage. On tests, usually I raise all students' scores an additional, set number of points. Again, do NOT consider the percentages. If, for example, you received 73 points out of 100 possible points on Test One, and I added 5 points to everyone's score, your point total for the exam would be 78. And that score would be posted as a 78.

Do NOT convert the test scores into percentages. And ignore any percentages automatically generated by the website for a particular test score. For each test or the term paper, it simply does not matter how many total points were possible, but what ultimate point total the student received. The only time that percentages matter is at the very end of the semester, when your three scores (let's call them P, Q, and R) are multiplied by the aforesaid percentages (45% = 0.45; 35% = 0.35; 20% = 0.20). The grand point total from adding these three products ($0.45P + 0.35Q + 0.2R$) is put within a 100-point scale, as described below. Otherwise, to say it a fourth time(!), stay away from percentages. © Please also remember the following:

1. ANY POSTED SCORE WILL ALREADY HAVE ANY ADDED POINTS (ANY "CURVE") OR OTHER POINTS ABOVE THE 100 TOTAL INCLUDED IN THE POSTED SCORE. SO, DO NOT ADD MORE POINTS TO YOUR POSTED SCORE, unless otherwise stated.

2. Do not treat an exam score as a percentage. Consider the example above of the posted score of 78. For this class, the score is simply a 78, not 78 times 100/105 (to give you a percentage).

3. When tabulating final grades, we still go by points. If the hypothetical score of 78 is your highest score (your highest point total) for the three exams, then you will multiply 78 times 0.45; if it is the second highest point total on your exams, then it will be 78 times 0.35; if it is the worst of the three test grades (point totals), then you will multiply 78 times 0.20 (unless you are substituting with a higher term paper score, which instead would be multiplied by 0.20).

4. A term paper score replaces your lowest test score (if higher than that test score). It only earns 20% on the grading system even if the term paper score exceeded two or all three of your exam scores.

5. The Extra Credit points are on the 100-point scale; they are added at the end of the term, assuming you have taken all three exams (and scored 40 or better on the final exam).

6. As soon as possible, we post exam, term paper, and extra credit scores. You should be diligent in ascertaining the scores you receive. Then, if you have any concerns or questions (e.g., about a mistake in the reported score), you should immediately address them to me (Prof. Emerson).

7. According to the latest information, **the University's last day to withdraw from the course is Friday, April 12.** I cannot promise that this information is or will be accurate throughout the semester. If concerned, you should check with academic advisors to verify any deadlines pertinent to your situation.

ACADEMIC HONESTY

The University of Florida Policy on Course Syllabi requires a section on academic honesty to be included in all syllabi: "The Academic Honesty Guidelines at the University of Florida are designed to develop and engender a community of honor, trust and respect. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of lying, cheating and stealing. In return, the Academic Honesty Guidelines demand that students act with integrity in all their endeavors. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to also act with integrity. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage by cheating. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation." Additionally, it is the student's duty to report observed academic honesty violations: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

The following actions are some (not all) examples of violations of the Academic Honesty Guidelines:

Cheating: The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with other individual(s) on a homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes [or at devices] during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving

someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

As such, cheating is a serious matter and will be dealt with severely. By submitting an exam, you are confirming that (1) all work on the exam is your own, (2) you have used only the permitted resources, and (3) you have not received help from any other source (i.e., cheated) in answering the questions on the exam. **Any violation of the previous statement or plagiarism on a writing assignment will result in a failing grade of “E” for the course and other sanctions that may be applied by the university.** In addition, you must not discuss or reveal the contents of the exams with anyone until the ENTIRE exam period is over, and the exam (and answer key) has been released. This includes, but is not limited to, posts to websites (e.g., Chegg.com), personal discussions with anyone, tweets, and e-mails (except those directly to me). **You understand that a violation of this rule is an honor code violation, with the penalty a failing grade of “E” in the class, and other sanctions that may be applied by the university.** Note that exams and practice questions are copyrighted material and the unauthorized distribution or dissemination of these materials violates the intellectual property rights of your professor and/or the creator.

ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. <https://disability.ufl.edu/get-started/>. After a registration process, accommodations documentation is provided to the student, who must make sure that this documentation is provided to the professor. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY PROGRAMS AND OFFICES TO ASSIST STUDENTS - “U Matter, We Care”

In case of emergency or otherwise in need of immediate help, call 9-1-1. For non-emergencies, you can contact UFPD at 352-392-1111.

Your well-being is important to your professor and to the University of Florida.

For example, the U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. <https://umatter.ufl.edu/>; **352-294-2273**. If you or a friend is in distress, you can contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. Also, students can be connected to many helpful resources such as Victim Advocates and the Counseling and Wellness Center.

<https://umatter.ufl.edu/office/counseling-wellness-center/> (“Asking for help is a sign of strength.”).

<https://umatter.ufl.edu/office/> (links to over three dozen UF offices and programs, such as

Academic Advising, Bursar’s Office, Counseling and Wellness Center, Dean of Students Office, Disability Resource Center, Housing and Residence Life, International Center, Office of the Registrar, Student Conduct & Conflict Resolution, Student Financial Affairs (Financial Aid), Student Legal Services, Study Abroad Services, and the Writing Studio.

CLASS RECORDINGS (UF Policy on Lectures)

According to University Policy, this statement must be included in all UF syllabi: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams),

field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE EVALUATIONS

At the University of Florida, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ABOUT THE TAs

Two very talented, intelligent and personable UF law students are TAs. There also are many smart, capable, nice volunteers - Undergrad Assistants (UAs). All UAs are accomplished, interesting students who did quite well in BUL 4310. UAs are responsible for grading, holding office hours/review sessions, emails and more.

Samantha Boisvert, Madilyn Otero, Ross Perry, Mayur Shah, Max Shore, and Heather Sley serve as the Head UAs.

Samantha is from Fort Lauderdale, and this is her sixth semester as a UA. She is a rising fourth-year, pursuing a double major in Chemistry and International Studies. Samantha’s favorite topics in BUL4310 are: Intellectual Property, Franchises, and Comparative Law.

Madilyn is a fourth year Marketing and English student from Jacksonville, Florida. She is on the pre-law track and is on her fifth semester as a UA.

Ross is in his sixth semester as a UA. He is an accounting student in the Master of Accounting - 3/2 Program. His preferred BUL4310 topics include Legal Theory, Agency, Contracts, and Corporations.

Mayur is a fourth-year finance major with a minor in accounting from Saint Petersburg, Florida. Mayur has been a UA for three semesters.

Max is majoring in Business Administration with a focus on pre-law and pursuing a Master of International Business. This is his fourth semester as a UA.

Heather is a fourth-year Business Administration major and Mass Communications minor from Palm Beach Gardens, FL. She is also pursuing a Master of International Business. This is her fifth semester as a UA.

ABOUT YOUR PROFESSOR

I am the Huber Hurst Professor of Business Law at the University of Florida, where I have taught since 1988.

Born in 1957, in Washington, D.C., I grew up in the Maryland suburbs of D.C. I earned my B.A., in three years, from the University of the South (Sewanee, Tennessee), graduating Phi Beta Kappa and Summa Cum Laude. After graduating from Harvard Law School with a J.D. in 1982, I practiced law full-time for six years in Baltimore, mainly in litigation. However, because nearly four of those years were with a smaller firm (about 20-30 lawyers), I also had a variety of work in contracting, corporate, partnership, criminal, employment, intellectual property, real estate, wills, maritime, divorce, banking, utility taxes, administrative law, and many other matters

(e.g., tort actions involving insurance claims, malpractice, other negligence, and wrongs related to land use or alleged defamation, false imprisonment, battery or other personal harms).

While a part-time business law instructor at Johns Hopkins University and Harford Community College, 1983-88, I caught “the teaching bug” and in March 1988 landed a job at UF. Here, I have authored several dozen law review articles (see some at <http://ssrn.com/author=86449>), numerous books, many book chapters and some scholarly studies. Former chair of UF’s Management Department, I have received a number of awards, including 16 UF Teacher of the Year awards, the international Business Law Academy’s John Bonsignore Career Award for Outstanding Contributions to Undergraduate Legal Studies Education, and eight American Business Law Ass’n and Academy of Legal Studies in Business (ALSB) best article awards. (The ALSB is the world’s oldest, largest society of business law professors.) I am also the recent winner of the Best Article Award from the International Society of Franchising – the premier academic institute for research from around the world concerning all facets of franchising (finance, marketing, accounting, economics, information systems, management, law, etc.).

I was the ALSB Research Symposium Director for many years, am past President of the Southeastern ALSB, and in 2014 received the Senior Scholar Award. I have been a mentor/advisor to professors, graduate students, and undergraduates. Having served for five years (2010-15) on the Editorial Board of the American Business Law Journal, including as Editor-in-Chief, I am now that journal’s Advisory Editor, and since 2019 served as an elected board member Vice-President or President) of the ALSB’s Interdisciplinary Section. In August 2021, I was presented the highest lifetime honor granted to a business law professor, an award given to only one professor annually from the entire international academy, the Distinguished Career Achievement Award.

My primary research interests are all aspects of the legal system related to franchising, and comparative legal procedure. I try to incorporate comparative law, particularly from the French or German legal systems, into much of my work, although the emphasis remains American law. In line with that interest, my scholarly and teaching experience has become much more international in the last fifteen years. In 2008, I was inducted as an inaugural member (the only North American representative) of the Conseil Scientifique for the International Union of Judicial Officers (IUJO), a 100-nation organization based in Paris. I was a keynote speaker at the triennial IUJO conferences in Marseille 2009, in Madrid 2015, and in Bangkok 2018, a virtual speaker and author for the 2021 IUJO conference in Dubai, and was one of three reporters (an editor and panel organizer) for the IUJO conference in Cape Town in 2012.

Invited as a speaker for the International Distribution Institute, the International Society of Franchising, the Asia-Pacific Economic Cooperation, the Brussels Distribution Conference, the Academy of Legal Studies in Business, and the International Chamber of Commerce, I have repeatedly served on numerous legal associations and panels and have been a visiting law prof or lecturer on franchising and/or procedural issues at numerous universities – for both faculty and students - in the United States (e.g., Cornell, Florida State, Georgia, Georgia Tech, Indiana, Michigan, Ohio State, Stanford, Texas, U. Penn (Wharton), and Wake Forest) and abroad (e.g., INSEAD, HEC-Paris, Sciences-Po, Sorbonne, Dublin Inst. of Technology, Grenoble EM, London School of Business, MBAI-Paris, Université de Montpellier Law School, ESC-Rouen, Heidelberg University, Muenster University, Ovidius University, and Catania University – countries include France, Germany, the UK, Italy, Ireland). Your prof has met and conferred on research with law faculty and legal practitioners from dozens of nations (every continent except Antarctica). I also have worked as an arbitrator, board member, textbook and law journal reviewer, and advisor, as well as a franchise law consultant, including expert oral and written testimony before both branches of Congress, including before the Senate Committee on Small Business and Entrepreneurship in the March-May 2022.

A proud father of three spectacular (now grown) children, I enjoy, among other things, drama, baseball, and history. I’ve appeared in many local drama and dance productions as well as in a documentary film’s historical reenactment. Other than playing as a starting shortstop in Major League Baseball, serving as the Chief Justice of the US Supreme Court, or starring on Broadway, being a law professor is definitely the best job anyone could have!