

**FBE 557 Business Law and Ethics**

**Spring 2016**

**Instructor**

Instructor: C. Kerry Fields

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**Lecture Class**

Section: 15436R

Time: Tues., Thurs. 11:00 – 12:20 p.m.

Location:JKP 210

Units: 3

**Office Hours**

Tues. & Thurs.: 7:30 – 9:00 a.m.

1:00 – 1:50 p.m.

Wed.: 5:15 ­­– 5:45 p.m.

By appointment

Additional off campus number: 714.282.9292

# Cell phone: 714.334.6850

# Course Description

This course examines the following legal aspects of business: the sources for legal and regulatory controls over domestic businesses, the aspects of constitutional law affecting business transactions, business ethics, litigation and alternative dispute resolution, business torts, strict liability and product liability, intellectual property, white collar crimes, contracts, warranties, selected aspects of employment law, and, business successorship issues and estate planning connected therewith.

# Course Objectives

The course provides students the opportunity to learn more than substantive business law topics. At the conclusion of the course, students will be able to identify significant legal issues which underlie the rights and duties of organizations and their managers. This course is structured on the premise that legal knowledge is a personal and strategic asset. Coupled with critical thinking, students will acquire a sound grasp of the relevant concepts, legal vocabulary, and rules of law that apply to business organizations.

During the course, students will contribute to their own learning by discussing legal and business ethics case studies. Actual cases involving substantive legal and ethical issues relating to them will be covered. The course provides the long-term benefit of identifying potential legal and ethical issues. Through study, discussion and assessments students will become better critical thinkers while respecting the greater ethical values of our global society.

**Learning Objectives**

At the conclusion of the course, students will know the general principles of business law and be able to identify and distinguish legal and ethical issues. They will acquire the legal terminology of business organization and finance. Students will be able to integrate knowledge ranging from issue spotting, identifying legal issues and applying substantive law. The students will be challenged to be critical thinkers as they learn and apply the material. The facts often dictate the decision a trier of fact will make. Efficiently marshaling the ethical, legal and public policy rationales to decide a course of action is one of the learning outcomes we seek in this course.

Students will improve their deductive reasoning skills and knowledge of both basic and advanced topics within the subject matter presented. Students will be able to identify legal issues and apply the applicable laws, regulations, and case law. They will recognize ethical conflicts in the governance of business organizations and be able to distinguish alternative actions to pursue. They will critically question the issues presented, identify the competing legal standards and relevant points of view in those business problems that lack clear standards for solution.

These objectives will be met through the critical thinking exercises undertaken in each class. It is important for students to read the assigned material before class, including the current *Wall Street Journal* and Twitter feeds. Bring the textbook to each class in order to respond to these exercises during class.

# As students will quickly learn, merely following the law is often at odds with what is ethical. This conflict results from the fact that the law is a compromise of competing interests. It is the lowest, most base point of agreement that divergent policies can reach. As will be often repeated in this course, “the law is what you can do, ethics is what you should do.” Identifying those ethical conflicts and trying to meet the obligations to the many stakeholders will be a frequent topic of class discussion.

Students should be open to communicating freely in class, being called upon to clarify another student’s comment, and to otherwise actively participate in our learning this semester. Class presentations are part of the process to demonstrate students’ technical competencies and presentation skills within a team setting.

# Required Materials

* *Legal & Regulatory Environment of Business Organizations*

Author: Henry R. Cheeseman

Publisher: Prentice Hall (2013)

*Available only at USC Bookstore**(You can purchase his regular text Business Law, 9/E ISBN-10: 0134004000 • ISBN-13: 978-0134004006 ©2016, Prentice Hall)*

* A subscription to the *Wall Street Journal* – To purchase: follow this link: <https://buy.wsj.com/offers/html/JIEofferWDSM151.html?trackCode=aap1hybd> or scan here: 
* Twitter account.

**Office Hours**

If students have any questions about the material covered in the class they should not hesitate to see me. However, if a student cannot make the regular office hours, send an **email** to schedule an appointment. I can also be reached at 213.740.9307 where students should leave a message on my voice mail with their name and phone number (with area code). **Email** is the preferred method to contact me to schedule an appointment as the messages are checked frequently.

# Prerequisites

Other than an interest in learning about the legal and regulatory environment in which business is conducted, there are no prerequisites for this course.

# Course Notes

Copies of lecture slides and other class information are available through your Blackboard account. Prior exams are posted without answers. Questions are provided without answers as students should use them as a learning tool. Since legal analyses are fact-dependent a minor change in the statement of the facts can result in a different answer in a law course examination. The material on your exam will vary from the one posted on Blackboard, due to changes in the textbook, topics of interest during the semester, differing course coverage and class interests between semesters.

The material presented and the classroom discussions are for the students’ edification. They are not intended to be legal advice to students in connection with any legal issue they or others may have. If students have a legal matter, they are advised to promptly consult an experienced attorney who can confidentially and fully review the facts and advise them of their legal rights and remedies. Quite often, the facts dictate the result and only in the context of an attorney-client relationship can they be reviewed and legal opinions rendered.

If you wish to have an insight into the lecture or topics to be discussed during class follow our discussion at [USCProf@twitter.com](file:///J:\USC\Fall%202012\FBE%20428\USCProf@twitter.com). Topics for class discussion and participation exercises will involve those articles, policy and ethical prompts posted in advance of class. You are responsible for staying current in your reading of the *Wall Street Journal*.

**Grading Summary**

The course grading is based on the following criteria:

Presentation: 10%

Quizzes: 15%

Midterms: 50%

Final: 25%

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| --- | --- |
| **Assessment** | **Maximum points** |
| 1st Midterm Exam | 150 |
| 2nd Midterm Exam | 150 |
| Team Presentation/IRAC | 60 |
| Quizzes/in class participation (6 out 7). They **cannot** be made up. We will drop the lowest score. | 90 |
| Final Exam | 150 |
| Total Points | **600** |

**Exam Dates**

|  |  |  |
| --- | --- | --- |
|  | Date | Time |
| 1st Midterm Exam | February 9, 2016 | During class |
| 2nd Midterm Exam | March 8, 2016 | During class |
| Final Exam | May 10, 2016 | 11:00 a.m. – 1:00 p.m. |

**Course Grading Policy.** The instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor’s evaluation of the performance of each individual student is the final basis for assigning grades for the course.[[1]](#endnote-1) Students’ grades for this course depend upon their performance and the grading standards and policies of the Marshall School of Business, and the academic policies and procedures of the University. There is no specific guideline with respect to the number or percentage of any specific grade given or the numbers of persons who pass or fail the course. Thus, discretion is given to each instructor regarding the assignment and distribution of grades. Historically, the class final mean g.p.a. has been 3.5.

As to their ongoing status in the class, students will receive a grade but the more important performance predictor is their class rank. Rank is more important than the interim letter grade because at the end of the semester, all pending letter grades are “curved” to ensure compliance with these policies. (*e.g*. if there are too many scores at a particular letter and grade point, then the cut-off for a letter grade is raised and the scores below that cutoff require that a reduced letter

grade(s) be assigned to ensure compliance with the Marshall grading policies. That is why rank is a better predictor of a student’s performance). Once these curves are in place, they will not be reset to accommodate individual requests. No relief will be granted on that basis. Grades are not open to negotiation. Petitions for exceptions or understanding of particular needs to attain a higher grade for some reason will not be honored. What is done for one student must be done for all, and the result is that if one student’s grade is adjusted, so will all other students’ grades.

**Preparation for class.** Students are expected to read each week’s reading and case assignments *prior to class*, and *be prepared* to discuss them. In order to make the class periods as engaging as possible, there will be a concentration on the application of the material. Students should always proceed to the next reading assignment whether the previous reading has been fully discussed in class. Projects, exercises and guest speakers can interrupt the delivery of instructional material. Despite these interruptions students are responsible for learning all material assigned even if not directly covered in lecture.

**Exams.** The exams are not cumulative. Generally,the material is unique to each exam; however, students may be asked to compare and contrast a substantive law rule with one learned earlier in the course. While every examination will ask students to recognize definitions, the focus of the examinations will be on the application of the legal principle involved. Students are strongly encouraged to form and use a study group in their learning of the material, well in advance of the exam dates. Cooperative learning is important as it will assist students in identifying their areas of weakness in advance.

**Quizzes.** We have seven quizzes during the course. We count six of them and drop your lowest grade. Each quiz is worth 15 points. If you are late (work, traffic, etc.) or miss a quiz, then we shall count the scores for those that you do take. No makeup quiz credit is available. Always bring your textbook to class as these quizzes will be open book.

**In class participation.** Quizzes and in class participation may occur electronically and or in written form. You will need a computer with wireless internet connectivity or a cell phone with text messaging capability. If you have neither resource, please make alternative arrangements with me during the first week of class.

**Presentations and IRACs.** During the first week of the course, students will select a team. Each team will present either a topic which has been assigned or one of two analyses relating to a decision stated at the end of a textbook chapter (referred to as an IRAC during the course). The required format for the assigned topics is stated on the posted Team Presentations file under Course Documents. The format for preparing an IRAC is posted under Course Documents. When two IRACs are assigned, the reference is to the end of the chapter cases (not the in-chapter cases briefed by the author). Two persons are to do one case and the other two persons are to do another case. The presented information is to be focused upon the case, law, regulation or case study at issue. You will present the material in PowerPoint form to the class. Be well prepared and give a strong presentation to earn maximum points. Be prepared to discuss any ethical issues related to your presentation. Email your completed presentations to me by 9:00 p.m. of the prior day. Do not download your presentations as I will have links and other presentations materials loaded on the classroom computer. Employ a USB flash drive.

Ground rules:

* Each team will be allowed a *maximum* of 15 minutes to present.
* E-mail your slides to me by 9 p.m. of the day *prior* to your presentation.
* Bring your presentation materials to class on a USB. No e-mail downloads.
* Hand me a copy of the presentation when you begin your presentation.
* Do not read material.
* Do not restate something from the text or your sources. This effort must reflect your independent research.
* Follow the rubric provided.

Presentations are graded as follows:

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| --- | --- |
| **Start with 60 Points** | **Deducts** |
| 0-60 for lack of depth in substantive material covered. Must use original legal research beyond the textbook (law firm websites may not be used) |  |
| 0-50 for quality of presentation (e.g. *reading* the material, obviously unprepared, disjointed, incomplete table of authorities). Make it interesting. |  |
| 0-40 for lack of full participation by each team member/ lack of contribution, exceeding time limit. |  |
| **Total** |  |

**Makeup exams and grading issues.** Make-up midterms will be given only in *exceptional circumstances* and will require *prior* arrangements. Student-athletes and others with verifiable schedule conflicts with the exam schedule must arrange for an alternate test and testing date *one week* prior to an exam date. No protests of unclear erasures of Scantron answers or failing to complete the key on a Scantron will be honored.

You will leave the exam room with your copy of the exam. The exam answer key will be posted following the exam. If you disagree with a posted answer, you must do the following within 24 hours of the posting of the answer key for each exam:

* **email** me with the following information:
  + the **name of the course**,
  + the **version** number of the test,
  + **the question** involved, and,
  + your **complete** analysis and argument of why your choice is the best of those presented within 1 calendar day of the examination. Your arguments are to be based upon what has been taught in the course. Arguments based upon analyses extracted from web-based sources are not read.

After the protest period has ended, *no* further discussion of the answers will be entertained. The curve will be set for the class one day following the examination.

The course grade book is updated and posted weekly. Students are responsible for verifying that their grades are properly recorded. The last day to make any correction to the grade book is the last day of class. No grade book corrections will be made thereafter, including after the final exam is taken.

**Absences**. A student does not need to email me in advance that he or she will miss class on a particular day.

**Students with Disabilities**

*The Office of Disability Services and Programs* <https://dsp.usc.edu/> provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in Grace Ford Salvatori Hall (GFS), 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is 213.740.0776. For more information visit <https://dsp.usc.edu/>

If you are taking an examination at the DSP office and believe that a question is unclear, incomplete, ambiguous or otherwise defective, you are advised to attach additional pages to the examination placed at DSP. If you are making such a contention, then, you are *required* to state clearly the problem you encountered with the question and why you answered the question in the manner you did. Only with such information in hand at the time I grade your examination will I be able to gauge the appropriateness of giving you credit for your answer to the subject question. If for some reason, you must take the examination *after* the class has taken the examination, you will take a comparable examination to that given the students in class. You will not receive the same examination as your classmates as all students leave an exam with a copy of the exam questions.

**Add/Drop Process**

In compliance with USC and Marshall’s policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes.  You will be dropped from the class if you don’t attend the first two sessions. If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.[[2]](#endnote-2)

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, *Behavior Violating University Standards and Appropriate Sanctions*, accessible here: <http://studentaffairs.usc.edu/scampus/>. Other forms of academic dishonesty are equally unacceptable.  See the university policies on scientific misconduct: [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.[[3]](#endnote-3)

Any use of external assistance during an examination shall be considered academically dishonest. The following are considered unacceptable examination behaviors: communication with fellow students during an examination, copying materials from another student’s exam, allowing another student to copy from an exam, the use of electronic devices to communicate to others during the exam, possession or use of unauthorized notes, electronic or other dictionaries during exams. Students cannot achieve grades that they have not legitimately earned. Part of Marshall’s mission is to remind students of the value systems that will regulate their business lives, and breaching ethical standards cannot be condoned.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* [http://equity.usc.edu](http://equity.usc.edu/)  or to the *Department of Public Safety* via either of these forms: <http://dps.usc.edu/contact/report/> or <http://web-app.usc.edu/web/dps/silentWitness/>. This is important for the safety of the whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://engemannshc.usc.edu/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu/) describes reporting options and other resources.

## Support Systems

Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu/>, which sponsors courses and workshops specifically for international graduate students.

If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* [http://emergency.usc.edu](http://emergency.usc.edu/)will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

**Other Course Policies**

**Electronic usage policy**. All electronic devices (including but not limited to iPads, computers, cell phones, netbooks, laptops and other texting devices) must be completely turned off during examinations. Upon request, you must comply and put your device on your desk in off mode, face down or in your backpack.

**No recording and copyright notice**. *No student may record any lecture, class discussion or meeting with me without my prior express written permission*. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, Power Points, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. *Exceptions are made for students who have made prior arrangements with DSP and me*. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

**Incomplete grades**. A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an “Assignment of an Incomplete (IN) and Requirements for Completion” form at (<http://www.usc.edu/dept/ARR/forms/Incomplete_form_32008.pdf>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

**Amendments to the course syllabus**. For those who hold the mistaken belief that a syllabus is a legal contract that is not subject to an instructor’s unilateral change during a semester, then, consider this syllabus as a contract subject to a condition subsequent. The condition subsequent is that in my sole and absolute discretion I may adjust course requirements as necessary to meet the learning and instructional objectives of this particular class, the Marshall School of Business and the University of Southern California. While such changes rarely occur, this right is retained by me.

# Course Readings

The course coverage:

1. **Legal Heritage, Ethics and Social Responsibility**

This unit introduces our course, the sources of the law, and ethical decision-making. Students will examine ethical theories and their contemporary applications. The language, concepts and application of these theories will be addressed within the course objectives for this course. The material in this unit will be applied throughout the entire course.

Ethical philosophy is not exacting or precise in character. It is an art of informal navigation among conflicting choices. The purpose of this unit is to provide the student with the information to make informed choices, and to illuminate the pathways to making those choices. Students will sharpen their current abilities to identify, analyze and resolve the ethical dilemmas they are required to address in their personal and professional lives.

The conflict between law, what one has a right to do, and ethics, what is right for one to do, is the focus of this unit. The students should take with them a firm understanding and respect for the conflicting ethical positions others assert.

1. **Constitutional Law for Business and E-Commerce**

Substantive law principles can be appreciated following an introduction to basic principles of constitutional law. Areas emphasized include federalism, separation of powers, taxing and spending power, police powers, First, Fourth, and Fifth Amendment rights of businesses, due process, equal protection, and the commerce clause. A handful of Supreme Court decisions will be reviewed in detail.

1. **Judicial, Alternative, & E-Dispute Resolution**

A general and elementary survey of the litigation process and alternate dispute resolution procedures is presented. Court jurisdiction, venue, pleadings, discovery, pretrial procedures, trial, and post-trial procedures and appeal are reviewed. Equity jurisdiction is summarized with emphasis on its particular application to this course. Contemporary applications are reviewed.

1. **Intentional Torts and Negligence, and Product and Strict Liability**

In this section of the course, we review the rights afforded persons to be protected from intrusion and interference with respect to their enjoyment of person and property rights. Four general areas of tort law will be addressed on an elementary level; namely, intentional torts, negligence, strict liability and products liability. The scope of the material presented includes: assault, battery, false imprisonment, trespass to real and personal property, fraud and other forms of misrepresentation, defamation, invasion of privacy, intentional and negligent inflictions of mental distress, misappropriation of trade secrets, negligence, strict liability, product liability and the relationship of the foregoing to insurance policy coverages.

1. **Contract Law**

Contract law is the study of legally enforceable promises. In a typical contract setting, these promises are exchanged as part of an agreement reached between the parties to the contract. The contract is the foundation upon which civilization and its commerce is built. The topics covered include: the formation of contracts (including offer, acceptance and promissory estoppel), the lawful consideration which must exist to enforce them, when contracts may be deemed void or voidable, contractual interpretation, implied covenants and conditions, when performance is excused by mistake of fact, indefiniteness, impossibility, impracticality or frustration of purpose, and the remedies for a breach of contract. Special emphasis is placed upon the remedies and warranties that pertain to sales contracts governed by the provisions of the UCC.

1. **Employment Law**

General principles of employment law will be covered. Topics to be covered include: hiring practices, applicable federal and state benefits statutes, defining who is an employee, how “at will” employment may exist or cease to exist; independent contractors, liability under contract, tort and tax law for the acts of employees and those of independent contractors. A review of the employment cycle from lawful recruiting through termination of employment will occur. Workplace torts will be examined. In addition, the requirements of federal and state wage and hour laws will be reviewed.

1. **Intellectual Property and Cyber Piracy**

This unit will survey the three major areas of intellectual property: trademark, copyright and patent law. Trade secret law is also addressed along with some aspects of unfair competition. The federal and state regulatory framework for these intangible property rights will be reviewed. The law of ideas, characters, personalities and appropriation will also be covered to a lesser extent. Several court cases and contemporary applications will be reviewed in class. Introductory topics in this unit will include the law of the Internet, the application of intellectual property rights, recent case law interpreting the ownership, protection and prosecution of intangible property rights.

1. **Criminal Law and Cyber Crimes**

This part of the course addresses substantive criminal law matters. Included within its scope are familiar constitutional principles relating to criminal law. Definitions of crimes, the significance of act, intent, cause and punishable result are reviewed. Generally recognized doctrines are briefly addressed, including defenses, attempted crimes, and conspiracy. White-collar crimes will be highlighted. One or more Supreme Court cases will be reviewed in detail including the oral arguments and questioning of the Justices. Trial and criminal procedural issues are not addressed.

1. **Wills, Trusts, and Estates**

This unit will highlight the major inter-vivos and testamentary instruments used in personal and business planning. If time permits we will review business successorship planning.

**Course Schedule**

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| --- | --- | --- |
| **Date** | **Material Covered** | **Miscellany** |
| January 12 | **Introduction** | Course introduction; syllabus and ground rules; teams formed |
| January 14 | **Ethics** Chapter 42: Ethics and Social Responsibility of Business |  |
| January 19 | **Ethics** Chapter 42continued  **Constitutional Law For Business and E-Commerce**  Chapter 4 | Business Ethics Take Home Problem Distributed  Prior to class read: Constitution, Bill of Rights, and 14th Amendment (Appendix) |
| January 21 | **Constitutional law**  Chapter 4 Continued  **QUIZ 1** | Business Ethics Take Home Problem Discussed in Class |
| January 26 | **Judicial, Alternative, and E-Dispute Resolution**  Chapter 3  **QUIZ 2** | Team Presentation 1: Ethics, topic selected from SCU site |
| January 28 | **Intentional Torts and Negligence**  Chapter 5 |  |
| February 2 | Finish Torts  **QUIZ 3** | Team Presentation 2: Ethics, topic selected from SCU site |
| February 4 | **Product and Strict Liability**  Chapter 6 | MT Prep |
| February 9 | **Midterm Examination #1** |  |
| February 11 | **Nature of Traditional and E-Contracts**  Chapter 9  **Agreement**  Chapter 10 |  |
| February 16 | **Consideration and Promissory Estoppel**  Chapter 11 | Team Presentation 3: Two IRACs of cases selected from end of chapter |
| February 18 | **(Capacity and Legality**  Ch. 12 Overview)  **Genuineness of Assent and Undue Influence**  Chapter 13 | Team Presentation 4: Two IRACs of cases selected from end of chapter |
| February 23 | **Statute of Frauds and Equitable Exceptions**  Chapter 14  **Third Party Rights and Discharge**  Chapter 15  **QUIZ 4** | Team Presentation 5: Corporate Ethics—VW emission scandal |
| February 25 | **Breach of Contract and Remedies**  Chapter 16  **QUIZ 5** | Prior to class, read and be prepared to discuss the decision in *Hawkins v. McGee* 146 A. 641 (1929) |
| March 1 | **Warranties**  Chapter 21 | Take Home Contracts Negotiation Assignment Distributed |
| March 3 | **Contract Negotiation Session**  No assigned reading. | MT Prep. |
| March 8 | **Midterm Examination #2** |  |
| March 10 | **Employment Law Overview**  Posted Material |  |
| March 15 | **Spring Break** | **j0286570[1]** |
| March 17 | **Spring Break** | j0440446[1] |
| March 22 | **Recruiting, Selection, Testing, and Termination**  Posted Material | Team Presentation 6: Uber worker classification and litigation |
| March 24 | **Recruiting, Selection, Testing, and Termination**  Continued  Posted Material | Video:  Team Presentation 7: Supply Chain Ethics |
| March 29 | **Workplace Torts**  Posted Material |  |
| March 31 | Finish Workplace Torts and start Wage and Hour |  |
| April 5 | **Wage and Hour Laws**  Posted Material | Team Presentation 8:  Security and privacy issues |
| April 7 | **Complete Wage and Hour**  **Start Intellectual Property and Cyber Piracy**  Chapter 7 | Team Presentation 9:  Two IRACs of cases selected from end of chapter |
| April 12 | **Finish Intellectual Property and Cyber Piracy**  Chapter 7  **QUIZ 6** | Team Presentation 10:  Two IRACs of cases selected from end of chapter |
| April 14 | **Criminal Law and Cyber Crimes**  Chapter 8 | Team Presentation 11:  Two IRACs of cases selected from end of chapter |
| April 19 | **Criminal Law and Cyber Crimes**  Chapter 8  **QUIZ 7** | Team Presentation 12: Politics, Campaign Donations and Indictments |
| April 21 | Finish Crim Law  Start **Wills/Trust and Business Successorship Planning** | Team Presentation 13: Two IRACs of cases selected from end of chapter |
| April 26 | **Wills, Trusts and Estates**  Chapter 52 |  |
| April 28 | **Final Exam Review** | Last Day of Class |
| May 10 | **Final Examination** | 11:00 a.m. – 1:00 p.m. |

**END**

1. Content provided by Marshall to instructors. [↑](#endnote-ref-1)
2. *id*. [↑](#endnote-ref-2)
3. *id*. [↑](#endnote-ref-3)