

# Syllabus

## Law and Economics Workshop

LAWJ-276-05 (3 credits)

LAWJ-276-09 (2 credits)

**Professors Joshua Teitelbaum and Kathryn Zeiler**

**Georgetown University Law Center**

**Fall 2012**

**Friday 12:00 PM – 2:00 PM**

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### **Seminar Description:**

The Law and Economics Workshop is a research workshop. The first two class sessions will focus on selected basic topics in law and economics, including methodology commonly used in law and economics scholarship. In the following class sessions, outside speakers (typically faculty members from other institutions) will present their current work in the field. The specific topics considered will vary depending on the interests of the speakers, but the general focus will be the application of economic concepts and tools to legal and regulatory issues. Students are responsible for preparing short weekly memoranda that respond to the presented papers.

### **Seminar Requirements:**

#### **1. Weekly Memoranda**

Starting with the third class session (September 21), each student is required to write a short memorandum prior to each workshop. The memo should respond to the paper being presented. Examples of responses include critiques, possible implications, challenges to the methodology, and suggestions for extensions and improvements. The memo also should include at least one question that can be asked of the speaker during the workshop. Each speaker will receive a copy of the memos before the workshop.

The memos should be 2 to 3 pages, typed in 12-point font, double spaced, and have one-inch margins all around. Memos must be uploaded to the TWEN site by 5:00 PM on the Wednesday prior to each workshop. Please upload the memos in PDF format.

## **2. WR Writing Requirement**

Those students who are taking the seminar for writing credit should refer to the Writing Syllabus, “Using the Law and Economics Workshop for Writing Credit.”

### **Grading:**

For students taking the seminar for 2 credits, grades will be based solely on the quality of their 10 best weekly memoranda.

For students taking the seminar for 3 credits, grades will be determined as follows (please see the Writing Syllabus for additional details):

Weekly memoranda – 8 best	40%
Seminar paper – initial draft	20%
Seminar paper – final draft	40%

For all students, the weekly memoranda will be graded on a scale of 1 to 5 points. Late memos will be penalized at the rate of 1 point per 24 hours.

### **Course Materials:**

Required readings for the first two class sessions (September 7 and September 14) will come from the course packet. A hard copy can be purchased online or downloaded for free at <https://articleworks.cadmus.com/geolaw/coursepacks.html>.

Workshop papers will be uploaded to the TWEN site at least one week prior to the workshop.

### **TWEN:**

We will use a TWEN site for administrative purposes throughout the semester. Announcements will be posted to the site periodically. You should make a habit of checking the site on a regular basis. In addition, the syllabus and all required readings (other than the course packet) will be posted to the site. The site will also be used to submit your weekly memoranda. All student memos will be available to all seminar participants. You are encouraged to read a sample of the memos before each class session.

## Schedule and Reading Assignments

**The first two class sessions will be held in Hotung Hall, Room 5020.**

### **September 7**

Introduction to Law and Economics (Teitelbaum)

Reading Assignment: *Analytical Methods for Lawyers*, Ch. 6: Microeconomics, pp. 283-315 & 347-355

*Analytical Methods for Lawyers*, Ch. 1: Decision Analysis, pp. 1-20

*Analytical Methods for Lawyers*, Ch. 2: Games and Information, pp. 33-47

### **September 14**

Introduction to Law and Economics (Zeiler)

Reading Assignment: *Analytical Methods for Lawyers*, Ch. 8: Fundamentals of Statistical Analysis

*Analytical Methods for Lawyers*, Ch. 9: Multivariate Statistics

**The following sessions will be held in the Hotung Hall Dining Room. Lunch will be served.**

### **September 21**

Shmuel Leshem, University of Southern California, School of Law

### **September 28**

Jonathan Klick, University of Pennsylvania Law School

### **October 5**

Eyal Zamir, Hebrew University of Jerusalem, Faculty of Law

### **October 12**

Steven Shavell, Harvard Law School

### **October 19 (McDonough Hall Faculty Lounge, Room 520)**

Daniel Rubinfeld, University of California, Berkeley, School of Law

### **October 26**

Roland Fryer, Harvard University, Department of Economics

### **November 2**

Ezra Friedman, Northwestern University, School of Law

### **November 9**

Matthew Harding, Stanford University, Department of Economics

### **November 16**

Daniel Chen, ETH Zürich, Department of Humanities, Social and Political Sciences

### **November 30**

Daniel Katz, Michigan State University, College of Law

### **December 7**

Alison Morantz, Stanford Law School

# Writing Syllabus

## Using the Law and Economics Workshop for Writing Credit

Professors Joshua Teitelbaum and Kathryn Zeiler  
Fall 2012

### The Goals of the Writing Requirement:

The Law Center's writing requirement asks you to engage in serious and original research on a difficult legal problem or set of problems and to write a sophisticated academic paper under the supervision of a faculty member. You are expected to discover, develop, and refine a scholarly topic, developing your own thinking during the course of the project and adding something to the field upon its completion. The paper should be analytical rather than descriptive. It should take a legal issue or problem and, through analysis, propose a solution or offer insights that point towards some resolution of the issue. The paper also should be original. This does not mean that everything said in the paper must never have been said before. It means that your discussion should add something to what has already been said about the subject in scholarly articles and in judicial opinions. For example, a paper might note that there is an ongoing debate about a particular issue, and then go on to (a) offer new criticisms of arguments that have been made in the debate, or (b) offer new arguments for adopting one or another solution to the problem, or (c) propose an entirely new resolution of the problem. A paper might be original by pointing out something that is a problem that has not been previously perceived as a problem, or, conversely, that something that has been thought to be a problem is not in fact a problem.

### 1. Topic and (Tentative) Thesis Statements

**Each student is required to meet with Professors Teitelbaum and Zeiler during the week of September 10-14 to discuss topic development.** To schedule a meeting, go to the sign-up sheet on TWEN.

**Topic and thesis statements will be due in the TWEN drop box on or before 5:00 PM on September 28.** The topic statement should be at least two, but no more than three, sentences long. The thesis statement should be at least one, but no more than three, paragraphs long. Choose a subject that interests you, and remember that your thesis should be original. Indicate what you are adding to the field, and what your paper will bring to the development of particular theories that are relevant to your topic.

### 2. Outline and (Tentative) Bibliography

**A detailed outline, including a tentative bibliography, will be due in the TWEN drop box on or before 5:00 PM on October 26.** The outline should provide a clear idea of the thesis, discussion, and probable conclusion of the paper. It should specify particular works and arguments that serve as the basic foundation of the thesis and starting points for additional research. Most important, the outline should set out a coherent, logical framework of the arguments and discussion.

The outline should include, at a minimum, a statement of the topic, the thesis statement explaining the goal of the paper, and a roadmap of the discussion and analysis. It should sketch out the analysis that will be applied to the issue and the major authorities that will be examined. The outline might include a discussion of the legal doctrine that is being criticized or reexamined. It also might list the key criticisms of the approach taken in the analysis and suggested responses. Where appropriate and known at the time, it should sketch out the policy recommendations or doctrinal changes implied by the analysis. It should also include a list of key references—the tentative bibliography. Full citation of authorities is not required; shorthand citation will suffice.

The actual form and style of the outline is less important than the content. An outline can be comprised of bulleted statements, thoughts, and quotations from relevant authorities, or it can be a series of highly polished prose, topic, and summary paragraphs, or anything in-between. The idea is to work through the projected analysis of the paper without the need to worry about good prose. Please feel free to discuss the outline with me if you are having a difficult time getting started, or to make use of the many resources available through the Writing Center and the Law Library.

### 3. Initial Draft

**An initial draft of at least 6,000 words (excluding footnotes), or approximately 25 pages, with citations will be due in the TWEN drop box on or before 5:00 PM on November 30.** This should be a carefully considered and well-written version of the paper, encompassing all major research materials and presenting a coherent thesis. It should be reasonably complete and reflect the length and detail of your final paper. Loose ends, minor organization problems, and logical gaps are acceptable, but major structural and theoretical problems should be worked out. The citations should be reasonably complete but need not be in proper Bluebook form. **We will provide detailed comments by December 10.**

### 4. Final Draft

**A final draft of at least 6,000 words (excluding footnotes), or approximately 25 pages, will be due in the Registrar's Office on or before 5:00 PM on December 21, 2012.** Citations should be complete and in Bluebook form, including all explanatory signals, parentheticals, and internal reference citations. Final papers must be typed in 12-point font, double spaced, and have one-inch margins all around. Tables of contents are not required but are appreciated if the organization of the paper is complex. (Do **not** include a table of contents in your word count.) Substantive footnotes do **not** count towards your minimum word count, but they are often useful for clarifying points that are tangential to the main discussion. All citations should be in footnote form, not endnote form.

### **Deadline Extension Policy:**

An extension to 5:00 PM on February 4, 2013 will be available upon request for the final draft only.

## **Grading Criteria:**

As stated in the main syllabus, grades for students using the seminar to satisfy the upperclass writing requirement (and therefore taking the seminar for 3 credits) will be determined as follows:

Weekly memoranda – 8 best	40%
Seminar paper – initial draft	20%
Seminar paper – final draft	40%

The weekly memoranda will be graded on a scale of 1 to 5 points. Late memos will be penalized at the rate of 1 point per 24 hours.

Seminar papers receiving the highest grades are thoroughly researched and competently written, providing a fresh perspective on existing legal issues. Points are awarded for creativity, insight, analytical rigor, and attention to detail.

Late seminar papers (initial and final drafts) will be penalized at the rate of 1 percentage point per 24 hours.

## **Library Resources:**

You are encouraged to make use of the reference services available through the Edward Bennett Williams Law Library. Our librarians are experienced in assisting scholars doing research. You should make use of interlibrary loan to gain access to materials not available in the law library's collection.

For general advice regarding research strategies for seminar papers, see [http://www.ll.georgetown.edu/guides/seminar\\_papers.cfm](http://www.ll.georgetown.edu/guides/seminar_papers.cfm).

## **Writing Center Resources:**

You are encouraged to make use of the resources available through the Writing Center (<http://www.law.georgetown.edu/writingcenter/>), such as meeting with a Senior Writing Fellow to discuss problems you may encounter with the writing process. The Writing Center also provides handouts on all stages of the scholarly writing process, including choosing a topic, outlining the paper, and editing the draft (<http://www.law.georgetown.edu/academics/academic-programs/legal-writing-scholarship/writing-center/usefuldocuments.cfm>).

For general advice on academic legal writing, see Eugene Volokh, *Academic Legal Writing* (Foundation Press 2003).