

## **LAW 810/832 Syllabus (Revised 8/23/2024)**

Tuesdays and Thursdays 3:20pm – 5:20pm

LAW 1420

### **Class Format**

Chad Dunn, J.D. (chad@uclavrp.org) and Matt Barreto, Ph.D. (matt@uclavrp.org) are the instructors for this practicum. As we also serve as the directors of the UCLA Voting Rights Project (VRP), this practicum course provides an opportunity for students to gain exclusive expert insight and guidance. Further, this practicum is unique in that students from various disciplines will be working together. The practicum consists of two parts: a 2-unit graded classroom seminar and an additional 2-unit casework component.

### **Seminar**

In the seminar component of this practicum, law students will learn about the struggle for an equal right to vote, and the substantive voting rights related claims that can be enforced under federal law—with an emphasis on the Voting Rights Act of 1965. Law students will also learn a range of skills and tools utilized by active litigation practitioners. These skills include: litigation and trial techniques, legal research and policy analysis; motion and discovery work; interviewing clients, witnesses and experts; witness examination at deposition and trial; obtaining and analyzing census and election data; performing basic racial polarization analysis to determine voter behavior; working with experts to prepare expert reports; developing and implementing settlement strategies; consulting stakeholders; presenting oral advocacy; and participating in community education, media campaigns, and coalition-building, among others.

You will be expected to participate in class sessions and contribute to discussions on class material. The final for the coursework component of the class will be to draft a federal complaint alleging that a particular political subdivision (i.e., city, county, school board, water district, etc.) is in violation of Section 2 of the Voting Rights Act of 1965. As noted below, class days will be devoted to helping you prepare your complaint, and you will be provided complaints filed in real cases to work from as guidance.

The seminar component to this class will take place in person, during Tuesdays and Thursdays until the non-law students join the class on September 26th. Thereafter, the seminar will take place, in person, on Thursdays only. Starting October 1st, the Tuesday class sessions will transition online—by zoom, where we will discuss our docket, active case work, and provide feedback to you. Included below on the Tuesday sessions after September 26th are suggestions for additional readings and course material. Your review of this material is completely voluntary, but discussion time will be reserved on Tuesdays for students who wish to consider these topics.

### **Case Work**

In addition to the two-unit class, students can enroll in the two-unit casework part of the practicum. Each student enrolled will be assigned to one of the VRP voting rights supervising attorneys, who will assign you to one or more pending UCLA VRP case(s)/matter(s) and will act as your primary point of contact on the casework you are assigned.

UCLA Law graduate and UCLA VRP Program Manager/Voting Rights Counsel, Sonni Waknin, will occasionally assist with course instruction and will help facilitate casework for her assigned students. Sonni can be reached at [sonni@uclavrp.org](mailto:sonni@uclavrp.org).

Bernadette Reyes, UCLA VRP Voting Rights Counsel, will also occasionally assist with course instruction and will facilitate casework with her assigned students. Bernadette can be reached at [bernadette@uclavrp.org](mailto:bernadette@uclavrp.org).

You will also have access to and occasional feedback from Prof. Dunn. You will meet with Prof. Dunn and your supervising attorney every Tuesday beginning on October 1st. Each student will be assigned a meeting time with their attorney lead, and once all students have been individually met with, the larger class will reconvene for an optional review and discussion subject material marked as 'optional' for that day.

Because the VRP, in addition to providing clinical education, is a real practicing public interest law firm, the cases on file at a given time vary in stages, and therefore the types of casework that are available to assign will as well. Casework can relate to matters from initial contact with clients and case filings, all the way through trial, and briefing and arguments at the state or U.S. Supreme Court. You will be relied upon to prepare legal work product in real pending voting rights cases on behalf of real clients. The VRP will be relying upon you to complete assignments on time and sometimes the same project may be assigned to several practicum students to ensure, when combined, we produce the best work product for our clients.

Given VRP's rapidly moving docket, you will not always receive detailed comments or feedback on your casework. In all cases, you will be able to see the final, filed and used work product that you assist with. In addition, we will endeavor to identify at least one assignment this semester in which you will receive detailed feedback and red-lines from the VRP lawyers. On the remainder of the casework, your review of the final filed and used papers will be your opportunity to self-reflect on your casework.

Because casework stems from pending legal matters, casework will ebb and flow in terms of due dates and quantity. That said, every effort will be made to work with your other commitments and academic requirements. **Most assignments will be assigned weeks before the due date.** Nevertheless, if you require structure and known weekly deadlines, the casework portion of the practicum may not be a good fit. You may still enroll in the two-unit seminar portion of the practicum.

### **Administrative Matters**

VRP Administrative Coordinator, Alysa Guzman, should be your point of contact for all administrative matters (confirming or locating a reading, assignment instructions, or due date, obtaining information (file access, enrolling in a subscription, class information, etc.)) Alysa can be reached at [alysa@uclavrp.org](mailto:alysa@uclavrp.org). You are free to contact Prof. Dunn, Prof. Barreto, or the VRP staff attorneys as needed.

### **Class Meetings**

Classes will be held on Tuesday and Thursday from 3:20pm until 5:20pm, in person in LAW 1420. Class may occasionally be held via zoom to the extent permitted by university policy but assume the class will be held in person unless advised otherwise. Beginning September 26th, non-law students will join the course and will attend Thursday class meetings only. These non-law students include Ph.D, masters, and a handful of personally selected undergraduate students from the College of Social Science and Luskin School of Public Affairs. These Thursday joint classes will allow law and social science students to gain interdisciplinary knowledge, which is essential for a practicing voting/civil rights attorney. Once the non-law students join the class, sessions exclusively with law students will continue Tuesdays, by zoom.

An outline of the course subject matter is included below. This should be the actual readings and material covered on those class days. Readings will be available on Bruin Learn. However, case events may require the instructor(s) to be in deposition, or court on a class day. On those days, other VRP personnel other than Prof. Dunn or Prof. Barreto may teach the course, that class day may be offered by zoom only, there may be a change in programing for that day, or in extremely rare cases, the class day may have to be cancelled. Students can also expect adjustments to these daily topics depending on recent voting rights jurisprudence, election events and/or case activity in pending VRP legal matters.

Because our in-class discussions often include confidential information and sensitive topics, our class sessions are not recorded. Further, we understand life's challenges occur constantly – if you face an interruption to your normal routine and schedule due to an illness, a family member in need, increased caretaking responsibilities, or other personal issues, please contact a faculty member as soon as possible so that we can plan together. It is also critical that you be in regular communication with your assigned staff counsel so that they can step in for a client obligation where and if needed.

Because the non-law students are enrolled by quarter and the law school enrolls by semester, class instruction for non-law students **only** will continue after Thanksgiving and during the law school dead week period. Law students are welcome to attend these days, but they are **NOT** required to attend class after Thanksgiving. No record will be taken of law students who attend or don't attend classes that are held after Thanksgiving.

### **Course Materials**

We will make course readings and other assigned multimedia available through online links below, our course website, and Bruin Learn; the clinic has no required text for purchase. Whatever you may see elsewhere, **you do not need to purchase any book**. We will use a compendium of our own source materials, including excerpted readings from notable voting rights cases (district court opinions, complaints, trial transcripts, depositions, etc.), example notice letters filed by the UCLA VRP as well as other voting rights organizations, social science papers, law reviews, and non-periodical articles compiled by the instructors.

### **Learning Objectives**

#### Research and Analysis of Relevant Law and Policy

- a. Students will understand voting rights law and evolving jurisprudence on the Right to Vote.

- b. Students will be tasked with investigating jurisdictions within the U.S. to identify and determine possible voting-related violations.
- c. Students will continue to develop and assist in litigating cases developed by earlier cohorts of this class.
- d. Students will learn to analyze election results and racial data to infer racially polarized voting, the most important factor in a VRA Section 2 lawsuit.

### Core Lawyering Skills

- Through seminar classes and fieldwork, students will develop lawyering skills required to prepare for and bring successful civil rights cases, including:
  - a. Fact investigation
  - b. Client retention and communication
  - c. Legal research and analysis
  - d. Drafting notice letter, complaints, declarations, discovery and pleadings, etc.
  - e. Communicating with clients, including interviewing and counseling
  - f. Developing and implementing litigation strategies
  - g. Working with coalition partners
  - h. Working with experts and preparing preliminary expert analysis to determine viability of legal claims
  - i. Working with opposing counsel
  - j. Deposition preparation and process
  - k. Evidence presentation
  - l. Oral advocacy and Trial Lawyering

### **Grading**

This practicum consists of two, 2-unit enrollment numbers. LAW 832 is the class that meets on Tuesdays and Thursdays. LAW 810 is optional additional casework part of the practicum. You must enroll in LAW 832; you may elect to enroll in LAW 810. Typically, LAW 810 registration is for 2 units, however, some students require 1 or 3 units to fit into their schedule or academic requirements. Let Prof. Dunn know if enrolling in 2 units is not the best option for you.

LAW 810: There is no grade assigned for the casework. Nevertheless, the VRP, its attorneys, and clients are counting on you to perform your legal work to your highest ability. The VRP has historically enjoyed a high job placement rate for students who went through our program. VRP attorneys regularly issue recommendation letters for deserving students.

LAW 832: Your final grade will be based upon completion of the following:

1. Class preparation and contribution: 30%
2. Final written draft complaint: 70%

Other than the complaint you turn in at the end of the finals period, there will be no other graded assignment.

### **Spring Semester:**

Every year 6-8 law students choose to stay on with the VRP into the Spring Semester. In the Spring, students may enroll in independent study (or another course number approved by the

Faculty Senate) to keep working on casework and receive additional instruction on voting rights law, political mapping, and more advanced social science methods used to prove voting cases.

**Course Syllabus:**

Students will receive assignments based on their skills and case-related project needs. In addition to this work, the instruction will unfold as projected below:

<b>Week 1</b>	<p><b>Tuesday, 8/27: Orientation/Focusing on the Client</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Trial Testimony</a> in Texas Voter ID of Floyd Carrier</li> <li>● Read: <a href="#">Trial Testimony</a> in Texas Voter ID of Calvin Carrier</li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Introductions to Course Instructors, VRP, and VRP attorneys</li> <li>● Student introductions</li> <li>● Syllabus review, course expectations and final projects</li> <li>● Introduction to pending VRP litigation matters</li> <li>● Client interviews: What makes a righteous client?</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>▪ What differences should we seek among a group of voting rights plaintiffs?</li> <li>▪ What are the characteristics desired in clients?</li> <li>▪ What are the characteristics required in clients?</li> <li>▪ What techniques can we lawfully employ to locate witnesses/potential clients?</li> <li>▪ How to find out everything a witness knows</li> </ul> <p><b>Thursday, 8/29: Evolution of Modern Voting Rights- First Cases</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Nixon v. Herndon</a>; <a href="#">Smith v. Allwright</a>; and <a href="#">Terry v. Adams</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion of “White Primary” cases: <i>Nixon v. Herndon</i>; <i>Smith v. Allwright</i>; <i>Terry v. Adams</i></li> <li>● Political party voting discrimination</li> <li>● Racial and general exclusion from the ballot</li> </ul>
<b>Week 2</b>	<p><b>Tuesday, 9/3: The Voting Amendments/Abridgment</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: 14th, 19th, 24th and 26th Amendments to the U.S. Constitution (google);</li> <li>● Read: <a href="#">Cascino v. Abbott Fifth Circuit Opinion and Petition for Writ of Certiorari</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion of readings</li> <li>● Each student should come to class with a proposed definition of “abridged” for Congress to adopt for courts to apply in constitutional voting cases</li> <li>● Discussion of the problem of abridgement</li> </ul>

	<p><b>Thursday, 9/5: Vote Denial Devices</b></p> <p>Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Harper v. Virginia Board of Elections</a>; <a href="#">Crawford v. Marion County Election Board</a>; and <a href="#">Texas Democratic Party v. Williams</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion of case reading</li> <li>● Poll tax, voting intimidation, registration schemes, literacy tests, and early unsuccessful court challenges thereto</li> <li>● Discussion question: What are modern vote denial devices?</li> <li>● When does poor election administration rise to unconstitutional vote denial?</li> </ul>
<p><b>Week 3</b></p>	<p><b>Tuesday, 9/10: One Person, One Vote</b></p> <p>Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Reynolds v. Sims</a>; <a href="#">Evenwel v. Abbott</a></li> <li>● Read: <a href="#">Rights of the British Colonies Asserted and Proved, by James Otis (1764) available</a></li> <li>● Optional Read: <a href="#">Larios v. Cox</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion of who counts for voting purposes</li> <li>● Discussion of noncitizen disenfranchisement</li> <li>● Discussion of who should be entitled to vote and representation</li> </ul> <p><b>Thursday, 9/12: Racial Gerrymandering</b></p> <p>Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Shaw v. Reno</a>; <a href="#">Alexander v. South Carolina Senate</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion racial gerrymandering claims</li> <li>● What is an odd shape?</li> <li>● How to observe lines drawn on the basis of race.</li> <li>● Necessary proof for racial gerrymandering claims.</li> </ul>
<p><b>Week 4</b></p>	<p><b>Tuesday, 9/17: Voting Rights Act Vote Denial Claims</b></p> <p>Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Brnovich v DNC</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion statutory vote denial claims</li> <li>● Discussion of effects vs intent claim.</li> <li>● Necessary proof for statutory claims.</li> </ul> <p><b>Thursday, 9/19: Direct/Cross Examination</b></p> <p>Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Dr. Barreto Examination</a> (Fact &amp; Expert); <a href="#">Senator Huffman Examination</a> (Intent Cross); <a href="#">Commissioner Holmes Examination</a> (Intent Direct); and <a href="#">Commissioner Apfel Examination</a> (Intent Cross)</li> </ul> <p>During Class:</p>

	<ul style="list-style-type: none"> <li>● Purposes of Direct and Cross-examination</li> <li>● Preparing the examination</li> <li>● Question structure</li> <li>● Selecting the right dramatics</li> </ul>
<p style="text-align: center;"><b>Week 5</b></p>	<p><b>Tuesday, 9/24: Policy Change</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Sarah Stachowiak, Pathways for change: 6 Theories about How Policy Change Happens, Organizational Research Services.</a></li> <li>● Watch: Film <i>Good Trouble</i>. Available on <a href="#">Amazon prime video</a> and online</li> <li>● Recommended viewing, <b>not required</b>: <a href="#">President Obama’s Remarks on the 50<sup>th</sup> Anniversary of the Selma Marches</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion of <i>Pathways for Change</i> and consideration of the roles we will play in societal improvement</li> <li>● Media Coverage and Interview Tips</li> <li>● Casework update</li> </ul> <p><b>Thursday, 9/26: Federal/State Voting Rights Acts (non-law students join)</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">52 U.S.C. § 10301</a></li> <li>● Read: <a href="#">Davidson - Chapter 1 "The Voting Rights Act: A Brief History"</a></li> <li>● Read: <a href="#">The New Vote Denial: Where Election Reform Meets the Voting Rights Act</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Overview discussion of course and introduction of non-law students</li> <li>● Discussion of statute text and interpretive cases for Sections 2 &amp; 5 of the Voting Rights Act</li> </ul>
<p style="text-align: center;"><b>Week 6</b></p>	<p><b>Tuesday, 10/01: Casework</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p><b>Thursday, 10/03: Section 2 of the Voting Rights Act</b>  Before Class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Mobile v. Bolden</a></li> <li>● Read: <a href="#">Thornburg v. Gingles</a></li> <li>● Optional Read: <a href="#">Merrill (Alan v Mulligan)</a></li> <li>● The California Voting Rights Act: <a href="#">Bill text</a> and <a href="#">today’s law</a></li> </ul> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Discussion on the Supreme Court’s interpretation of Section 2 of the VRA for effects claims of vote dilution</li> </ul>
<p style="text-align: center;"><b>Week 7</b></p>	<p><b>Tuesday, 10/08: Experts their Disclosures and Depositions</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">FRE 702</a>; <a href="#">Daubert v. Merrell Dow Pharmaceuticals, Inc</a>; and <a href="#">General Electric Co v. Joiner</a></li> </ul>

	<ul style="list-style-type: none"> <li>● Skim: <a href="#">Dr. Alan Lichtman’s Expert Witness Report in New York v. Dep’t of Commerce</a></li> <li>● Watch: <a href="#">Hollywood’s interpretation of Daubert Standard</a></li> <li>● Discussion: <ul style="list-style-type: none"> <li>▪ Who is an expert witness, how do you find one, what time during a lawsuit do you hire an expert, what is and isn’t discoverable; what are the ways that lawyers communicate and work with an expert witness to ensure that the result helps your case</li> </ul> </li> </ul> <p><b>Thursday, 10/10: Intent Claims/Intro to Census Data</b>  Before Class: <ul style="list-style-type: none"> <li>● Read: <a href="#">Arlington Heights vs. Metropolitan Housing</a> 1977 (access via <i>Lexis</i>) - (<a href="#">Wiki</a>   <a href="#">Justia</a>)</li> </ul> During Class: <ul style="list-style-type: none"> <li>● Census Data: <a href="http://data.census.gov">data.census.gov</a></li> <li>● <a href="#">Overview of Census Data website</a></li> <li>● <a href="#">How-to guide for data.census.gov</a></li> </ul> </p>
<p style="text-align: center;"><b>Week 8</b></p>	<p><b>Tuesday, 10/15: Depositions, Part 1</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Deposition</a> and <a href="#">Trial Testimony</a> in Texas Voter ID of Floyd Carrier</li> <li>● Read: <a href="#">Deposition</a> and <a href="#">Trial Testimony</a> in Texas Voter ID of Calvin Carrier</li> <li>● Watch: <a href="#">How to Give a Deposition Instructional Video for Clients by Matt Powell.</a></li> <li>● Watch: <a href="#">Bad Witness, Bad Lawyering – example of a poor deposition by all participants. Texas Style Deposition by Joe Jamail and others.</a> (WARNING: Expletives in video)</li> <li>● Discussion: <ul style="list-style-type: none"> <li>▪ How to prepare your expert and witnesses before a deposition; how to get a deposition or question on track after a witness has said something that may harm your case; strategies for cross examination</li> <li>▪ Representing the right clients requires understanding how a client should perform in deposition and trial testimony</li> <li>▪ Discussion of what makes a good witness in testimony</li> <li>▪ Strategies for fencing in the “independent” witness</li> </ul> </li> </ul> <p><b>Thursday, 10/17: Introduction to Researching Troublesome Jurisdictions</b>  Before class: <ul style="list-style-type: none"> <li>● Read: <a href="#">Patino v. City of Pasadena</a></li> <li>● Read: <a href="#">Karlan, 24 Harv. CR-CL L.Rev 173 (1989) “Maps and Misreadings”</a></li> </ul> During class: <ul style="list-style-type: none"> <li>● Mapping your community: <a href="#">Social Explorer</a> <ul style="list-style-type: none"> <li>○ <a href="#">Video tutorial from Social Explorer</a></li> <li>○ <a href="#">Guide to Social Explorer</a> (from our friends at UC Santa Cruz)</li> <li>○ <a href="#">Creating reports in Social Explorer</a></li> </ul> </li> </ul> </p>



<p><b>Week 9</b></p>	<p><b>Tuesday, 10/22: Depositions, Part 2</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Deposition of Senator Seliger</a></li> <li>● Deposition best practices and techniques</li> </ul> <p><b>Thursday, 10/24: Introduction to Racially Polarized Voting</b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">From Legal Theory to Practical Application: A How-To for Performing Voting Dilution Analyses</a> Hood, Morrison and Bryan, 2017</li> </ul> <p>During class:</p> <ul style="list-style-type: none"> <li>● Assessing voting patterns for VRA lawsuits</li> </ul>
<p><b>Week 10</b></p>	<p><b>Tuesday, 10/29: NO CLASS - Pro Bono Day</b></p> <p><b>Thursday, 10/31: Check-In</b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>● Refer to <a href="http://mattbarreto.com">mattbarreto.com</a>/Bruin Learn for the full agenda and assigned readings</li> </ul> <p>During class:</p> <ul style="list-style-type: none"> <li>● Midterm Check-in: Professors will provide feedback and ideas to help you focus your inquiry</li> </ul>
<p><b>Week 11</b></p>	<p><b>Tuesday, 11/05: Introduction to Discovery</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">FRCP Rule 26</a> and methods to obtain discovery and discovery filed in VRP cases</li> <li>● Read: <a href="#">Anderson v. Liberty Lobby</a> and <a href="#">Celotex Corp. v. Catrell</a></li> <li>● Thinking Exercise: What are some rfps and rogs you would propound in a VRP case you are working on or investigating. What questions do you have and/or what items of evidence do you think we need to prove our case?</li> <li>● Discussion: <ul style="list-style-type: none"> <li>▪ The purpose of discovery, goals of discovery tools; timing of discovery; and understanding the discovery conference process</li> </ul> </li> </ul> <p><b>Thursday, 11/07: Drafting a Complaint/State and Federal Court System</b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Rodriguez v. Harris County</a>; <a href="#">Patino v. City of Pasadena</a>; <a href="#">NAACP v. Hancock County</a>; <a href="#">Harding v. Dallas County</a></li> <li>● Recommended Read: <a href="#">Decision in Texas Voter ID: Veasy v. Perry</a>; <a href="#">The 1982 Amendments to the Voting Rights ACT: a Legislative History</a>; <a href="#">Texas voter ID struck down as Unconstitutional</a>; <a href="#">Analysis of Texas Voter ID in Harvard Law Review</a></li> </ul> <p>During class:</p>

	<ul style="list-style-type: none"> <li>● Learn the strategy during the complaint drafting process; the different ways you draft a complaint depending on goals you are hoping to achieve, and basic complaint drafting overview</li> </ul>
<p><b>Week 12</b></p>	<p><b>Tuesday, 11/12: Opposing Counsel Communication</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">8 Tips for Communicating with Difficult Opposing Counsel</a></li> <li>● Read: <a href="#">The Evolution of Cooperation by Robert Axelrod</a></li> <li>● Read: mediation <a href="#">statements in San Juan County</a> and <a href="#">Signature Match case</a></li> <li>● Discussion: <ul style="list-style-type: none"> <li>▪ Something you wished you had not posted on social media</li> <li>▪ Written communication issues that could affect litigation parties and testifying witnesses/experts</li> <li>▪ Mediation process</li> <li>▪ Oral argument and oral advocacy skills for mediation</li> <li>▪ Negotiation techniques</li> </ul> </li> </ul> <p><b>Thursday, 11/14: Purcell Principle – When is it appropriate to file?</b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Purcell v. Gonzalez 2006</a></li> <li>● Read: <a href="#">RNC v. DNC 2020</a> (Wisconsin primary)</li> </ul> <p>During class:</p> <ul style="list-style-type: none"> <li>● Changes to voting laws during an election</li> <li>● Class Discussion on voting rights litigation case timing</li> <li>● Continue working on jurisdictions</li> <li>● Election Results Review</li> </ul>
<p><b>Week 13</b></p>	<p><b>Tuesday, 11/19: Techniques to collect jurisdiction evidence</b></p> <ul style="list-style-type: none"> <li>● Casework Discussion</li> </ul> <p>Optional Coursework:</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Decision in Texas Voter ID: Veasey v. Perry</a>, 71 F.Supp. 3d 627 (S.D. TX. Oct 9, 2014)</li> <li>● Read: <a href="#">Texas voter ID struck down as unconstitutional</a> and <a href="#">Analysis of Texas voter ID in Harvard Law Review</a></li> <li>● Review project requirements</li> <li>● Discussion: <ul style="list-style-type: none"> <li>▪ Voter ID case</li> <li>▪ Voter ID Decisions as example of successful Section 2 and Intent case</li> <li>▪ Jurisdiction information gathering</li> <li>▪ Collection of Senate Factor evidence</li> </ul> </li> </ul> <p><b>Thursday, 11/21: Flex Day</b></p> <p>During Class:</p> <ul style="list-style-type: none"> <li>● Additional instruction may be provided on class selected topics like jury selection, voir dire, or other trial skills depending on time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Class may be used to make up for a previously canceled class day</li> </ul>
<b>Week 14</b>	<p><b>Tuesday, 11/26: HAPPY THANKSGIVING</b></p> <p><b>Thursday, 11/28: HAPPY THANKSGIVING</b></p>
<b>Week 15</b>	<p><b>Tuesday, 12/03: In Class Time to Ask Questions <u>(NOT REQUIRED FOR LAW STUDENTS)</u></b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>• Read: <a href="#">Dodge City, KS Plaintiff's complaint</a>; <a href="#">Defendant's Motion to Dismiss</a>; <a href="#">Plaintiff's Opposition to Motion to Dismiss</a>; <a href="#">District Court Order Denying Motion to Dismiss</a></li> </ul> <p>During class:</p> <ul style="list-style-type: none"> <li>• Motion to Dismiss – How to prepare and be ready</li> <li>• Outstanding questions you may have about what evidence you want or need</li> </ul> <p><b>Thursday, 12/05: NO CLASS – Independent work on complaints</b></p>
<b>Week 16</b>	<p><b>Tuesday, 12/10: NO CLASS – Independent work on complaints</b></p> <p><b>Thursday, 12/12: NO CLASS – Independent work on complaints</b></p>

FINAL: Turn in complaint for your jurisdiction by December 20th. There is no final exam.