Through the program known as Project Excellence, Barrett students who meet the eligibility requirements have the extraordinary opportunity to take selected classes in ASU's Sandra Day O'Connor College of Law, located at the Downtown Phoenix Campus. Pre-law students and other students interested in law should consider taking one of these classes.

Students should be aware that if they participate in Project Excellence, they will be taking an actual law school course. In most cases law students will form the large majority of each class but past Project Excellence participants report that the professors in the law school are extremely free with advice and assistance for Honors students.

**Project Excellence Grading Policy**

PE students are required to take graduate law courses on the same grading basis as the matriculated law students. This policy means that PE students cannot take a course on a Pass/Not Pass basis where this option does not exist for law students. However, when grading PE students, faculty will grade PE students separately from the law students, and the law school curve. All HON 494 Project Excellence classes must be taken for a letter grade.

### Spring 2020 Courses

<table>
<thead>
<tr>
<th>Class#</th>
<th>Campus</th>
<th>Course</th>
<th>Title</th>
<th>Days</th>
<th>Begin</th>
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<td>DTPHX</td>
<td>HON 494</td>
<td>Arizona Constitutional Law (LAW 658)</td>
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<td>Privacy, Big Data &amp; Emerging Technologies (LAW 791)</td>
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*Scroll down to view the course descriptions.*
Eligibility Requirements
Honors students must be in good academic standing with a cumulative GPA of at least 3.25 and have completed honors credit hours.

- Students who started Barrett as Lower Division, and must earn 36 total honors hours, should complete 18 honors credits before requesting an override into a Project Excellence class.
- Students who started Barrett as Upper Division, and must earn 21 total honors credits, should complete at least 6 honors credits before requesting an override into a Project Excellence class.

Enrollment Instructions
Barrett students who meet the eligibility requirements and are interested in enrolling in a particular Project Excellence course should email Miranda Schultz at Miranda.Schultz@asu.edu.

In your email, please include your name and 10-digit ASU ID number, and list up to 3 choices of classes with your priorities in order 1-3.

Example:

1. Arizona Constitutional Law #33023
2. Federal Indian Law II, #33030
3. Employment Law, #33029

Once we have confirmed your eligibility to enroll in the class and given you an override, you will be sent a confirmation email and may register online.

There will be a required Project Excellence orientation session the first week of the classes. By signing up for a class, you are also agreeing to attend the required orientation. Dates and times for the orientation session(s) are not established at this point, but you will be contacted over the break with that information. For students who have previously completed a Project Excellence course the orientation is optional, but strongly encouraged.

Course Descriptions

Arizona Constitutional Law #33798
This course addresses the general character of the Arizona Constitution and the most important ways in which it is different from the United States Constitution. The main topics will be Arizona’s unique constitutional system of direct democracy, the constitutional separation among the three branches of Arizona government, and constitutional rights protected by the Arizona Constitution that are different from, or more extensive than, rights protected by the U.S. Constitution. Class discussion will focus as much as possible on current cases and controversies.

There is no casebook for this course. The up-to-date text of the Arizona Constitution will be available in the Copy Center at the beginning of the semester. Judicial opinions applying and interpreting the Arizona Constitution and other relevant materials will be accessed through the internet.

Current Issues in US Constitutional Law #33799
This is an advanced course that addresses current important issues in U.S. constitutional law. The topics each year will be determined by the issues that are prominent at the time the course is given. For the Spring, 2020, semester the topics might include: Constitutional issues related to the ongoing proceedings to impeach President Trump; The effect of important decisions made by the Supreme Court in its 2018 term, including the decisions that federal courts have no jurisdiction to consider the constitutionality of politically partisan gerrymandering and that a Christian Cross prominently located on government property next to a busy highway need not be removed; Important issues that will be before the Supreme Court in its 2019 term, including whether sexual-orientation discrimination is
"sex" discrimination within the meaning of Title VII, whether the Obama administration's DACA program giving legal status to some undocumented immigrants can be terminated by the Trump administration, and whether strict scrutiny applies to a New York handgun regulation; and whether Chief Justice Roberts has replaced Justice Kennedy as the Court's "swing" vote.

There is no casebook for this course. Relevant case and legislative material will be accessed through the internet.

**Federal Indian Law II #33800**
This course surveys legal issues surrounding the ownership and development of Indian lands and resources. Included are issues regarding treaty rights, property rights, water rights, hunting and fishing rights, natural resources development, and environmental issues in Indian Country. This course does not require a working knowledge of the jurisdictional questions surveyed in Federal Indian Law I, although some background, either from that course or a review of William Canby, American Indian Law in a Nutshell, is helpful.

**Evidence #33801**
Evidence covers the basic rules that govern the admissibility of evidence in civil and criminal trial proceedings. The primary focus is on how the Federal Rules of Evidence operate in practice, with some attention to areas in which the Arizona Rules of Evidence differ from the Federal Rules. The course is taught by the problem method, with occasional simulations designed to illustrate how litigators deal with witness testimony and other forms of evidence at trial. This is a complex and difficult subject, but one that most practicing lawyers -- including non-litigators -- need to know; and it would be an especially tough subject to try to learn from scratch from a bar review course.

**Genetics & the Law #33802**
Many commentators predict that the 21st Century will be the Century of the Genome, in which advances in genetic technology will fundamentally transform society, the economy, and our day-to-day lives. Already, advances in genetic sciences are having a substantial impact on diverse areas such as criminal law, health care, agriculture, and pharmaceuticals. The legal system is increasingly being called upon to address issues related to genetics, and many legislators, judges, regulators, and practicing attorneys are scrambling to learn about the new legal problems and opportunities created by advances in genetic sciences. This course will provide students with background on genetics and recent genetic advances, and it will address the legal consequences and issues associated with such advances. Specific legal topics that will be covered include forensic uses of DNA, genetic privacy and confidentiality, genetic discrimination in employment and insurance, genetic testing in the workplace, genetic screening, gene therapy and genetic enhancement, pharmacogenomics, stem cell and tissue culture research, cloning, and patenting and licensing of genetic technology. No prior study or knowledge of genetics or molecular biology is required. The readings will include materials presenting the fundamental ideas of modern genetics.

**Artificial Intelligence: Law, Ethics and Policy #33803**
Artificial intelligence has quickly emerged as one of the most fundamental technologies affecting all aspects of our lives and the law today – including national security, transportation, communications, financial services, health care, criminal investigation and prosecution, human and family relationships, and the practice of law. Artificial intelligence, along with its related technologies of robots, automation, machine learning, and algorithms, raises a plethora of legal, policy and ethical issues relating to safety, privacy, security, accountability, discrimination, regulation, liability and rights. This seminar will explore the growing applications of artificial intelligence and study the legal, ethical and policy implications of these applications.

**Privacy, Big Data & Emerging Technologies #33805**
This course will identify the sources for privacy protections in tort, statutory and Constitutional law. It then focus upon contemporary challenges arising from (1) government policies and (2) emerging technologies, in particular the increased use and functionality of electronic communications, cryptography and rapidly improving biotechnologies.

**Jurisprudence #33806**
Jurisprudence (philosophy of law) is usually divided into two areas of inquiry: analytical jurisprudence (the analysis of legal concepts--e.g., law, responsibility, liberty, rights, etc.) and normative jurisprudence (the evaluation of legal doctrines and practices). The emphasis of this course will be on normative jurisprudence.
Such issues as the following might be explored: What is law and the rule of law? Is there a moral obligation to obey the law? How, if at all, can criminal punishment be justified? What is the proper balance between emotion and reason in law? What relevance, if any, do forgiveness and mercy have in the law? How might one defend the idea of fundamental (or even natural) human rights? What relevance, if any, should personal virtues (or vices) have in the law? For example, should repentant offenders receive less punishment than unrepentant offenders? Is humility a virtue and, if so, should it be encouraged in lawyers and judges? Problems of transitional justice: When a repressive dictatorship is replaced by a rights respecting democracy, should the bad actors in the previous regime (such as police torturers and murderers) be punished? What relevance, if any, should personal virtues (or vices) have in the law? 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Research Ethics & Law #33812
This seminar is designed to give students a broad understanding of research ethics, regulation and law. In this course we explore a selection of topics in research involving human subjects. We begin with a brief introduction to the basics of normative ethics, including theories of justice and human rights and the foundations of the law covering research ethics, and then explore specific ethical and legal issues associated with biomedical research.

Grading:

**Paper:** Forty (40) percent of the student’s grade will be based on a research paper on a topic of the student’s choice with instructor approval. Students may elect to write their paper on or related to the topic of their in-class presentation (see below). Students should write a paper of 8-10 double-spaced pages. Final papers are due on December 3. All students should notify the instructors of their topic before October 5.

**Class Presentation:** Each student will select a case study to present in class. This presentation will count for twenty (20) percent of the grade. The presentation will include: (i) identifying at least one week prior to the presentation one or more readings (<20 pages) on the case for the other students; (ii) a presentation on the case study; and (iii) identifying 3-5 key questions the case presents and leading a class discussion on those questions.

**Midterm:** A multiple-choice/short answer take-home midterm will count for thirty (30) percent of the grade. The midterm will be provided on October 15, and will be due by October 22.

**Class Participation and Attendance:** The remaining ten (10) percent of the grade will be based on class participation, other interactive discussions via Blackboard, and attendance.

Law & Democracy #33814
Law and Democracy will examine the structure of democracy in the United States and also explore comparative approaches and reform proposals for strengthening democratic participation. Among the topics covered will be the right to vote, campaign finance regulation, redistricting, the Voting Rights Act, and the role of direct democracy. The course will also cover several important Supreme Court cases from recent terms on the issues of voter registration, the Voting Rights Act, and campaign finance.

History of MLB Since World War II #33815
This course examines how MLB served as a catalyst for change in American law and society post WWII, and the legal and business developments that have shaped modern professional baseball. We will address such diverse topics as the integration of African-American players into MLB and diversity in MLB, labor relations (collective bargaining, free agency, labor stoppages and drug testing), league operations, franchise relocation, expansion, globalization of the game, the business and marketing of the game in the digital age and the resulting legal implications, and the state of the game in the 21st Century. JD students will have extra required reading and writing assignments.

Pro Sport Team Ops & Legal Issues: MSLB #33816
Pro Team Sports: Legal Issues is a course that deals with various legal issues confronted by the Team Counsel of a professional sports team. The course reviews the business, risk management, intellectual property, and financial issues that arise in connection with the operation of a team.

Regular attendance and preparation are required in all courses. Attendance and class participation will be factored into each student’s final grade.

Medical Error #33817
The #3 cause of death in the United States after heart disease and cancer is preventable medical error. For each such death, several additional patients suffer severe injuries. We are 11 times more likely to die from a medical accident than from a car accident. The goal of this seminar is to explore, invent, and think hard about what the law could do to reduce those tragic numbers. We will begin by reviewing the history, nature and extent of the problem of medical error and injury, the nature and effects of traditional legal solutions (malpractice liability), and law reforms enacted in the past several decades (aimed mainly at weakening tort law
as applied to the healthcare setting). With that as background, we will turn our attention to a search for innovative ideas for solving the problem of iatrogenic injury. What can the law do to help increase patient safety?

Each student will choose an innovative legal policy – possibly something that is currently being done, or experimented with, or under discussion in the U.S. policy world, or in place in another country, or a clever idea you (the student) invent –research it thoroughly, critically evaluate it, and present your findings and conclusions orally to the class and in a written paper.

The semester will be divided into two unequal halves:

I. Readings and discussion of major background topics to acquire a basic understanding of the problem of medical error and the conventional malpractice litigation response.

II. Presentations of and class discussion about your projects in progress.