SYLLABUS

1. Communication

Office: Room 222
E-mail: mschultz@siu.edu
Voice: +1 618 713 7056 (mobile) TEXT preferred – tell me who you are if you do text me. This is my personal mobile phone number, so please text or call at reasonable hours only.

Office Hours: Tuesday, 2:00 – 4:00. I make a special effort to keep my schedule open and to be present for walk-ins during office hours (but it’s not always possible). Feel free to try me in the afternoons generally, but if my scheduled office hours do not work for you, then it is likely best to call or e-mail to set up a mutually convenient appointment.

E-Mail: I will be happy to respond to questions sent via e-mail. Please put the words “INTERNATIONAL IP” in the subject of your e-mail.

2. Required Text and Reading Assignments

The reading lists will be posted on D2L, as will be all readings (either posted or linked). There is no text for purchase in this class.

3. Course Perspective and Objectives

This course addresses international IP policy, one of the most contentious areas of debate in intellectual property law and policy and international economic law generally. We will be covering 4 subject areas in depth. In a separate document provided the first day of class, I have provided a more detailed description. The four subject areas with subtopics are:

- Intellectual Property, Globalization and Development
  - IP and Trade
  - IP as a “Power Tool” of Development?
  - IP and Access to Health
- IP and Innovation in the Rising Economies
  - The BRICS and Asian economies
  - East Asian Economies
- Creative Industries and Development
  - Cultural Policies and Fostering the Creative Industries
  - Nollywood, Bollywood, the Korean Wave and other Case Studies
- Making IP Work for Local Conditions
  - IP and fostering SMEs
  - Protection of Traditional Knowledge
My learning objectives for this class are as follows:

- to help you to improve your ability to write well-researched, clear, and concise articles of the nature you would post on a law firm blog or a bar journal, submit as a comment to a regulatory agency, and/or contribute to a governmental or NGO report.
- to practice and improve your substantive presentation skills.
- to gain insight into the interests and motivations of countries negotiating bilateral and multilateral IP/trade agreements.
- to develop an informed, speaking familiarity with current issues at the center of today’s debates regarding global intellectual property.

4. What We Will be Doing in this Class

This is a writing class, but it is about more than simply researching and writing a paper. We are going to do a deep dive into this topic using a number of means:

- Researching and writing short papers
- Engaging with guest speakers who will appear via Skype
- Lecture and class discussion
- Watching and discussing videos and documentaries
- Learning from one another by presenting papers
- Group presentations (you will be divided into several small groups, each of which will do one presentation) where you role play one of the interested parties in the global IP debate

5. Assessment

Writing. 80% of final grade. **This class meets the Senior writing requirement.** YOUR CHOICE: Two 3000 word papers or four 1500 word papers. The topic should be an opinion piece about current event related to the section of the course or chosen from a list of topics provided by me.

Research Presentation. 10% You will do a 15 minute presentation of one of your papers.

Group Presentation. 5% You will do small group presentations at a simulated WTO Public Forum, where you role play a particular stakeholder in the global IP debate.

Participation. 5% of final grade. This covers class discussion generally, but in particular I expect you to attend and presentations by guest speakers and your fellow classmates, listening attentively and asking questions.

6. WORK EXPECTATIONS

The American Bar Association standards for accrediting law schools contain a formula for calculating the amount of work that constitutes one credit hour. According to ABA Standard 310(b)(1), “a “credit hour” is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.” This is a 3-credit hour class. My expectation is that the sum total of recorded lectures, live
sessions, participation in the negotiation exercise, time spent preparing for and taking quizzes and tests (as formative assessments), and time spent reading and preparing for class will total 126 hours, or about 9 hours a week.

As a writing class, you will meet a substantial part of these expectations by researching and preparing papers and preparing presentations. In fact, there will be some “release time” for these activities.

7. Standard Notices

EMERGENCY PROCEDURE LANGUAGE: The University requires instructors to provide their students with specific language relating to emergency procedures:

Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility. Please remember either to insert this language in your syllabus, distribute a handout with the language to your students on the first day of class, or post the notice in a document on your TWEN page. (Of course, you may do all three if you wish.)

If you have any questions about emergency procedures, please contact Tom Furby (tfurby@siu.edu).

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/. Upon completion of a Disability Accommodation Agreement with DSS, students should bring the agreement to the School of Law Registrar’s Office to ensure the School of Law provides the proper classroom and examination accommodations.

SALUKI CARES.

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is judiray@siu.edu, and her phone number is 618-453-3135.