<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS TO COVER IN CLASS</th>
<th>ASSIGNMENTS DUE BEFORE THIS CLASS</th>
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</thead>
</table>
| 1/21 | **Introduction:** The Legal Environment That We Live In  
The Socratic Method: Critical Thinking via Q&A  
(Applying legal rules to fact patterns)  
*How to: Succeed In This Class*  
*Exercise: Issue Spotting re: Drug Testing*  
*Video: Age of Consent* | **Before Class:** Answer Survey in Blackboard (“BB”)  
**Pre-Class Assignment in BB:**  
*Read and Compare* two pairs of articles in BB  
(medical marijuana bust, judicial porn resignation)  
**Locate** California Penal Code section 261.5 (§261.5)  
This is California’s Age of Consent statute.  
1) **Complete** Questions (“Q”) on Age of Consent Statute  
Turn in to Blackboard, and bring a copy to class if you don’t have a laptop |
| 1/28 | **Sources of Law: When Is An Act Legal or Illegal?**  
*Drug Laws:*  
Is Marijuana Legal? Is Drug Testing Legal?  
*How to:*  
• Brief a case (e.g., *Ross*)  
• Identify sources of law (“sez who?”):  
  criminal v. civil law, state v. federal law  
  common v. statutory law, public v. private law  
*Video: Ross lawsuit oral arguments* | **Intro to Law:** *Drug Laws*  
*Read* Textbook (“text”), pages (“p” or “pp”) 1-6, 11-14  
(esp. private v. public law, criminal v. civil law)  
Carefully study Exhibit (“Exh.”) 1.2  
pp. 92-93 (esp. “What is Police Power?”)  
p. 96 (state v. federal regulation, “preemption”)  
1) **Complete** Blackboard Assignment #1 (“BB #1”)  
*Ross v. RagingWire* (medical marijuana at work)  
ALLOW 4-6 HOURS TO COMPLETE ASSIGNMENT  
– this will be true each week, so plan accordingly |
| 2/4 | **Sources of Ethics: What If There Are No Laws Or The Laws Are Unfair?**  
*Sex Laws:*  
Were Romeo & Juliet guilty of sex crimes?  
*Obscenity Laws:*  
Is rap music obscene?  
What is “sexting,” and is it child pornography?  
*Video: Teens Accused of Sexting Fight Back* | **Intro to Law:** *Sex Laws:*  
1) **Complete** BB #2A  
• Obscenity  
• Rap Music  
• Sexting  
Be prepared to discuss: How did the teens defend themselves from the threat of state criminal charges arising from their use of their cell phones? |
| 2/11 | **Cyber-Crime & Punishment, Civil Liability for Emails and Facebook/MySpace**  
*How to:*  
• Regulate “new” torts/crimes  
• Distinguish criminal from civil law  
• Manage your online reputation  
*Video: MySpace Suicide: Witness Testimony* | **Intro to Law:** *CyberCrime, Internet Liability*  
1) **Complete** BB #2B  
• Privacy & Reputation on the Internet  
• Virtual Lives/Real Consequences:  
  • The MySpace Suicide Case  
E-Mail Trouble On The Job  
– CAN TURN IN NEXT WEEK  
2) **Complete** Q’s BB # 2C |
<table>
<thead>
<tr>
<th>Date</th>
<th>Litigation In Our Judicial System: How Does A Lawsuit Begin? Which Facts Matter?</th>
<th>Unit 1 – Who Says What the Law Is? What2Do When U Want2 Sue /How to Prove Your Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>2/25</td>
<td>Read BB #3 (I will call on you with questions)</td>
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<tr>
<td></td>
<td>CONSTITUTION EXAM (open book)</td>
<td>Study text, Ch. 3 selected pages:</td>
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<tr>
<td></td>
<td>Federal &amp; State Constitutional Controversies</td>
<td>• Analyze Exhs. 3.1, 3.2, 3.3, 3.6 and esp. 3.9</td>
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<td>Which Laws Are “Fundamental?”</td>
<td>• Read at least pages pp 67-77 in Ch. 3</td>
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<td>Bill of Rights/Equal Protection/Due Process</td>
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<td>• Racial Inequality in Land Ownership</td>
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<td>• Gay Marriage: legal arguments pro and con</td>
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<td>Which Laws Are Reserved to the States?</td>
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<td>Commerce Clause &amp; Regulation of Marijuana Use</td>
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<td>Do Students Have 1st Amendment Rights?</td>
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<td>How to:</td>
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<td>Know whether school speech is protected or prohibited</td>
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<td>How to:</td>
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<td>Use the 1st Amendment <strong>offensively</strong> to protect the right to express a controversey message</td>
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<tr>
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<td><strong>CONSTITUTION EXAM (open book)</strong></td>
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<td>Federal &amp; State Constitutional Controversies</td>
<td>Unit 1 – Who Says What the Law Is?</td>
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<td>Which Laws Are “Fundamental?”</td>
<td>Our Fundamental Rights</td>
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<td>Bill of Rights/Equal Protection/Due Process</td>
<td>1) Complete BB #4A: Constitution Study Guide</td>
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<td></td>
<td>• Racial Inequality in Land Ownership</td>
<td>(this is not to turn in but to prepare by filling in blanks)</td>
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<td>• Gay Marriage: legal arguments pro and con</td>
<td>Read EITHER BB #4B: Federalism:</td>
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<td>Commerce Clause &amp; Regulation of Marijuana Use</td>
<td>OR Read BB #4C Equal Protection:</td>
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<td></td>
<td>Do Students Have 1st Amendment Rights?</td>
<td>Is Gay Marriage Legal?</td>
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<td>How to:</td>
<td>Student Speech Rights: T-Shirt Wars!!</td>
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<tr>
<td></td>
<td>Know whether school speech is protected or prohibited</td>
<td>2) Complete BB #4D:</td>
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<td>How to:</td>
<td>• “BONG HiTS 4 JESUS” banner</td>
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<td>Use the 1st Amendment <strong>offensively</strong> to protect the right to express a controversey message</td>
<td>School Speech B4 and After BONG HiTS</td>
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<td><strong>Do Students Have 1st Amendment Rights?</strong></td>
<td>• “Be Happy Not Gay” T-shirt</td>
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<td><strong>How to:</strong></td>
<td>anti-abortion speech:</td>
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<td>Know whether school speech is protected or prohibited</td>
<td>“growing growing gone” T-shirt</td>
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<td><strong>How to:</strong></td>
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<td>Use the 1st Amendment <strong>offensively</strong> to protect the right to express a controversey message</td>
<td>BRING YOUR BOOK TO CLASS FOR TEST</td>
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<td><strong>Constitutional Law, cont.:</strong></td>
<td>2/4</td>
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<td></td>
<td>Do Corporations Have 1st Amendment Rights?</td>
<td>3/4</td>
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<td><strong>How to:</strong></td>
<td>3/4</td>
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<td>Use the 1st Amendment Act <strong>defensively</strong> to avoid liability for a controversey message</td>
<td>3/4</td>
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<td><strong>Duty to Rescue</strong></td>
<td>1) Complete BB #4E McCollum v. CBS</td>
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<td></td>
<td>Elements of Negligence:</td>
<td>(Ozzy Osbourne – wrongful death, product liability)</td>
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<td></td>
<td>• Duty</td>
<td>CAN YOU BE LIABLE FOR SOMEONE ELSE’S NEGLIGENCE?</td>
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<td>• Breach of Duty (Carelessness)</td>
<td>Liability For Other People’s Crimes &amp; Mistakes</td>
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<td></td>
<td>• “But For” Causation/Proximate Cause</td>
<td>2) Complete text Q’s, Case 8.3 - Van Horn</td>
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<td></td>
<td>• Damages</td>
<td>(negligence: duty issue, “Good Samaritan” defense)</td>
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<td></td>
<td><strong>How to:</strong></td>
<td>3) Complete text Q’s, Case 8.5 - Palsgraf</td>
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<td></td>
<td>Respond to requests for references</td>
<td>(negligence: proximate cause/foreseeability issue)</td>
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<td><strong>Constitutional Law, cont.:</strong></td>
<td>4) Complete BB #8A - Randi W.</td>
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<td>Do Corporations Have 1st Amendment Rights?</td>
<td>(fraud: false recommendations, public policy issue)</td>
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<td><strong>How to:</strong></td>
<td>5) Complete BB #8B – sensational Jenny Jones case</td>
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<td>Use the 1st Amendment Act <strong>defensively</strong> to avoid liability for a controversey message</td>
<td>(wrongful death – premises liability)</td>
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<td><strong>Tort Law: Intro to Risk Allocation - Who Should Pay For Careless/Criminal Acts?</strong></td>
<td>CAN TURN IN NEXT WEEK</td>
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<tr>
<td>3/4</td>
<td><strong>Duty to Rescue</strong></td>
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<td>Elements of Negligence:</td>
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<td><strong>How to:</strong></td>
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<td>Respond to requests for references</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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| 3/11 | Tort Law, cont.: Are Laws Protecting Privacy & Reputations Consistent With The First Amendment? | How to: Avoid exploitation and defamation claims Torts “Matching” Exercise  
*Video:* Eminem “Brain Damage”  
**Intellectual Property Law**  
*Quiz* on IP definitions:  
A. Copyright & Fair Use  
B. Trademark  
C. Patent  
D. Trade Secret  
*Video:* “Pretty Woman” | PUBLISH STUDY GUIDE  
VIEW “BORAT” FILM IN EXTERNAL LINKS  
Managing Knowledge Assets  
2) **Complete** text Q’s Case 14.2 (“Pretty Woman” case) (Roy Orbison v. 2 Live Crew)  
Read Ch.14 (the entire chapter) esp. Exh. 14.1  
3) **Complete** Qs BB #14A:  
A. V. v. iParadigm case  
B. Trade Secrets – article explaining California law  
C. Viacom v. YouTube – article on $1B lawsuit  
STUDY FOR QUIZ ON IP DEFINITIONS |
| 3/18 | TEST I  
**Trademark and Fair Use**  
**Product Liability/False Advertising**  
*How to know:* When is advertising “false?”  
*How to know:* When is coffee “too hot to handle”?  
*Video:* Barbie Girl  
*Video:* “Borat” mockumentary presentation  
**Pick Group Presentation Topic & Team** | **Unit 2 – Law of Intellectual Property**  
1) **Complete** BB #14B:  
Mattel v. MCA Records (The Plastic Plaintiff)  
2) **Complete** Q’s BB #9A (McDonald’s hot coffee case) | STUDY FOR TEST |
| 3/25 | **Intro to Contracts - Formation**  
Sources of Contract Law: UCC – Common Law  
*How to:* Know when a contract exists  
*How to:* Know when a contract needs to be in writing (Statute of Frauds)  
*Video:* “Pepsi Stuff” | **Unit 3 – Law of Contracts - “Did I Agree To That?”**  
1) **Complete** BB #10 Fill in Blank Study Guide (Common Law & UCC Contract Rules) (not to turn in)  
Read Ch. 10 p. 230-232, 236-242, 247-249  
Exhibits 10.3, 10.5; definition of contract p. G-5  
2) **Complete** text Q’s Cases 10.2, 10.5 “Pepsi Stuff,” “The Artist, The Crayon and the Contract” |
| 4/1 | **Contracts – Performance & Defenses**  
“Battle of the Forms”  
What happens when businesses exchange competing forms with different terms?  
*“Clickthrough” Agreements, Liability Limitations Unconscionable Contracts  
*How to:* avoid a warranty claim | **Unit 3 – Law of Contracts**  
Getting Out Of A Bad Contract (Rescission) – Part 1  
1) **Complete** Q’s: BB #11A – A $2 Million Bug  
Read Ch. 11, pp. 254-263, 267-68  
2) **Complete** text Q’s: Case 11.2 (Haunted House)  
Liability for Defective Products  
Read Ch.12, p. 284, Exhibit 12.2 (Warranties)  
3) **Complete:** BB #11B Fill in Blank Study Guide (UCC Warranty Provisions) (not to turn in) |
<table>
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<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>4/8</td>
<td><strong>Contract - Defenses:</strong> Fraud/Misrepresentation/Capacity&lt;br&gt;How to: Set aside/avoid/rescind a contract&lt;br&gt;How to: Prevent contract “fraud” claims</td>
<td><strong>Unit 3 – Law of Contracts</strong>&lt;br&gt;Getting Out Of A Bad Contract (Rescission) – Part 2&lt;br&gt;1) <strong>Complete</strong> BB #11C Q’s: “Young Drugged and Wealthy”&lt;br&gt;When Defects Cost Lives: Whistle Blowers&lt;br&gt;Read Ch. 15, p.365 (Protection for Whistleblowers)&lt;br&gt;2) <strong>Complete</strong> BB #11D: Challenger Disaster&lt;br&gt;STUDY FOR TEST&lt;br&gt;Group Project - Be sure you know who your “MC” is</td>
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<td>4/15</td>
<td><strong>Corporate Law</strong>&lt;br&gt;<strong>And Forms of Doing Business</strong>&lt;br&gt;<strong>How to:</strong>&lt;br&gt;• Form a sole proprietorship&lt;br&gt;• Form a partnership (without really trying)&lt;br&gt;• Limit liability, fund a business&lt;br&gt;<strong>Employment Law:</strong> Agency&lt;br&gt;<strong>How to:</strong> Restrict post-employment conduct&lt;br&gt;Know if you owe/ are owed overtime pay</td>
<td><strong>Unit 4 – Corporate Law - Business Structures</strong>&lt;br&gt;Read Ch. 18, pp. 410-426, esp. Exhibit 18.1&lt;br&gt;1) <strong>Complete</strong> text Q’s: Case 18.2&lt;br&gt;(Shot down in Ma &amp; Pa café)&lt;br&gt;2) <strong>Complete</strong> BB #18 (business entities)&lt;br&gt;“Agents” and “Principals”&lt;br&gt;Read Ch. 15 pp. 350-354, 356, 358&lt;br&gt;3) <strong>Complete</strong> BB #15A Case Q’s (Oprah case)&lt;br&gt;Extra Credit: Who speaks for you if you can’t?&lt;br&gt;<strong>Complete</strong> BB #15B Advanced Health Care Directive&lt;br&gt;Group Project - Assign roles/tasks, schedule meetings, including rehearsal time – you will need to plan!</td>
</tr>
<tr>
<td>4/22</td>
<td><strong>Employment Law:</strong> Agency, cont.&lt;br&gt;Employer &amp; Employee Liability&lt;br&gt;<strong>Employment Law:</strong> Employee Rights&lt;br&gt;Wage &amp; Hours/ Sex Discrimination/Harassment&lt;br&gt;<strong>How to:</strong>&lt;br&gt;Avoid/ respond to harassment charges</td>
<td><strong>Unit 4 – Corporate Law</strong>&lt;br&gt;Liability for Agent’s Mistakes&lt;br&gt;1) <strong>Complete</strong> text Q’s: Case 15.3 (Cookie Crazy)&lt;br&gt;2) <strong>Complete</strong> text Q’s: p. 367, questions #4 and #5&lt;br&gt;<strong>Illegal Discrimination &amp; Retaliation in the Workplace</strong>&lt;br&gt;Read BB #17A: CA Employment Law&lt;br&gt;Read Ch. 17 pp. 386-396, 399 (BFOQ), p.404 (ADA)&lt;br&gt;3) <strong>Complete</strong> text Q’s: Cases 17.2, 17.3 (discrimination)</td>
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<td>4/29</td>
<td><strong>TEST III</strong>&lt;br&gt;<strong>Employment Law:</strong> Discriminatory Acts&lt;br&gt;Religious and Disability Discrimination&lt;br&gt;<strong>How to:</strong> Tolerate Intolerance</td>
<td><strong>Unit 4 – Employment Law</strong>&lt;br&gt;Religious Discrimination in the Workplace&lt;br&gt;Read Ch. 17 - Consider 17.3 pp. 397-98&lt;br&gt;(“Church of Body Modification”)&lt;br&gt;Read BB #17B: Religion/Sexual Orientation @ Work&lt;br&gt;THREE short articles on employment discrimination&lt;br&gt;<strong>Complete</strong> BB #17B: Buonanno v. AT&amp;T&lt;br&gt;(Conservative Christians’ right to disagree w/gay-friendly workplace policies)&lt;br&gt;STUDY FOR TEST</td>
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<td>5/6</td>
<td><strong>READING DAY</strong></td>
<td><strong>PREPARE FOR FINAL</strong></td>
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YOUR INSTRUCTOR:
Office: Sage Hall Room 2038, tel. 805 551-0773, email: panda.kroll@csuci.edu
Office Hours: Tuesday 3 pm or by arrangement

YOUR REQUIRED RESOURCES:
Blackboard – About half of your assignments are on Blackboard!
Be sure you can receive emails that I may send to announce changes or clarify assignments.

BUS 110: OVERVIEW OF COURSE AND COURSE EXPECTATIONS

Class Preparation – 100% Attendance, 100% Homework Preparation,
Plan for four to six hours of homework each week: 2 hours reading and re-reading assigned cases and articles and 2-4 hours preparing Case Questions and/or completing Blackboard assignments. I have done my best to make the extensive homework worth your time, by choosing “hot” topics likely to arise in your work and daily life.

Expectations: Attendance, Homework Exchange. Class Participation:
You are expected bring your syllabus, textbook and homework to class every day. All students are expected to do assigned reading and homework, attend class, arrive on time, and be prepared to participate in discussions in small groups and in class. If a student comes in after roll is taken, the student will be marked absent unless and until the student meets with the instructor after class to change the roll sheet.

Exams:
There will be one “fill-in-the blank” open book quiz on the Constitution and three to four multiple choice exams, based on lecture, readings, assignments and/or any topics discussed during class. You will not need blue books or scantrons. You will be provided with a study guide prior to each exam. There will be no cumulative final, although exams may include material discussed throughout the semester. The instructor will exclude your lowest-graded exam from your score.
NO MAKE-UP EXAMS WILL BE GIVEN! Exams, tests, and homework will be kept on file for only two weeks after the exam is given. If students wish to go over their exams with the instructor, they may do so prior to that time.
Written Assignments:
Students will complete written responses to Blackboard assignments, textbook case questions, and quizzes. Assignments must be submitted to Blackboard on the due date of the assignment, prior to class. Students who do not submit their written assignment on time will receive no credit for that assignment. The Group Project will have a written component.

Group Projects:
Each student will participate in a group project. The group projects will be evaluated as follows:
25% = instructor evaluation of each member’s contributions to hand-out and presentation, after reading peer reviews;
25% = class evaluation of presentation effectiveness;
25% = group member’s own analysis of each member’s contribution to the group; and
25% = roll call and peer review by group members of each group member’s contribution to the group.
Students are expected to participate in Group Projects through Blackboard and in-person team meetings.

Method of Student Evaluation:
Exams.........................................................................................................................60%
Participation (Homework & Class Discussion) ...................... 20%
Group Project .............................................................................................................20%

Cut-Offs for Final Grade:
93% = A; 90% = A-; 87% = B+; 83%=B, 80% = B-; 77% = C+, 73% = C, 70% = C-; 67% = D+, 63% = D. Below 63% = F

Course Format:
The best way to learn and to apply the law is to read about and discuss legal issues that affect us, applying critical thinking to find rational conclusions. For this reason, this is not a lecture-based class. Instead, this class requires substantial student preparation and participation. Students will discuss their responses to assigned work and apply what they have learned to hypothetical and real situations. Students will be responsible for checking Blackboard each week for announcements, changes, clarifications and assignments, and for coming to class with homework completed on the date due. The second half of the semester will also focus on preparing group presentations.

This course focuses on applying critical thinking skills to solve ill-structured problems. To be successful in this course and in the job market, you will need to develop the capacity to evaluate skillfully and fairly the quality of evidence and detect error, hypocrisy, manipulation, dissembling (lies), and bias (prejudice).

What is Critical Thinking?
- Identifying issues and prioritizing which to address;
- Using evidence, experience, and values to analyze these issues;
- Managing uncertainty and risk; and
- Making rational decisions (i.e., finding the most productive solution that is sensitive to uncertainty & risk

Program Learning Goals
1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

Student Learning Outcomes/Course Objective:
The course objective is to provide students with practical knowledge of legal principles and issues that arise in business. Businesses are subject to employment and contract disputes, negligence claims, regulatory compliance, and other legal issues, yet many business owners and managers are ill-equipped to identify legal risks before they arise. Without legal sophistication, business cannot identify and implement strategies to prevent problems from occurring or, at least, from spiraling out of control. While litigation is an inevitable cost of doing business, it is controllable. Students will develop the ability to spot potential legal problems and manage risks, enhancing their marketability to the businesses that employ them, and enhancing their effectiveness as entrepreneurs.
At the completion of this course, students will be able to:

- Describe the major components of the United States legal system (5, 6);
- Write analyses of cases related to business organizations and their legal environments (1, 3, 5);
- Research and present oral and written analyses of how laws and regulations impact business organizations (1-6);
- Identify, analyze, and suggest solutions for businesses to address their legal challenges (1-6).

**Cheating, Plagiarism and Other Forms of Academic Dishonesty:** Don’t copy another student’s homework or test and don’t let another student copy your homework or test. Use quotes if the words you use are not yours and cite the author. CSUCI characterizes its graduates as creative in developing imaginative self-expression and independent thinking, and dedicated to maintaining principles of intellectual honesty. Academic dishonesty is incompatible with these characteristics. Accordingly, you are expected to complete your own work, and you will be subject to sanctions if you cheat or assist others in cheating. If a student is suspected of submitting work containing word-for-word language from websites, other students, etc., OR if a student is suspected of assisting another student in cheating or copying, the student will be reported to CSUCI’s Judicial Affairs for adjudication / sanctions, including a failing course grade.

**Disabilities Accommodations:**
Students with Disabilities needing accommodations, please make requests to:
Disability Accommodation Services Phone: 805-437-8510 (V/TTY); Fax: (805) 437-8529
Office: Bell Tower Room 1769
Email: accommodations@csuci.edu/
Please discuss any approved accommodations with the professor as soon as possible.

*Finances an issue? You can find the first edition of the text online for just a few dollars, however you will need to see me for an alternate syllabus if you have purchased that earlier edition as the pages are different.

*(Example of invalid racially restrictive covenant in land deed)*

said Tracts to a corporation or association formed by residents or owners of property in Innis Arden No. 2, or to a corporation or association formed by residents or owners of Innis Arden, for community purposes, in the activities of which corporation or association residents of Innis Arden No. 2 shall have the right to participate, subject to reasonable restrictions and requirements imposed by such corporation or association.

14. **RACIAL RESTRICTIONS.** No property in said addition shall at any time be sold, conveyed, rented or leased in whole or in part to any person or persons not of the White or Caucasian race. No person other than one of the White or Caucasian race shall be permitted to occupy any property in said addition or portion thereof or building thereon except a domestic servant actually employed by a person of the White or Caucasian race where the latter is an occupant of such property.

15. **ANIMALS.** No hogs, cattle, horses, sheep, goats, or similar livestock shall be permitted or maintained on said property at any time. Chicken hens, pigeons, rabbits and other small livestock, not exceeding a total of twenty-five in number, shall be permitted but must be kept on the premises of the owner. No more than one dog and cat may be kept for each building site. No pen, yard, run, hut, coop or other structure or area for the housing and keeping of the above described poultry or animals shall be built or maintained closer

*On the Internet, nobody knows you’re a dog.*