



Fredric G. Levin College of Law
Office of the Dean

Spessard L. Holland Law Center
PO Box 117620
Gainesville, FL 32611-7620
352-273-0600
www.law.ufl.edu

March 19, 2021

MEMORANDUM

TO: Voting Faculty

FROM: Laura A. Rosenbury, Dean *LAR*

RE: Faculty Meeting Agenda, Friday, March 26, 2021

I have scheduled a Faculty Meeting for Friday, March 26, 2021, via Zoom, beginning at 2:30 p.m. and ending no later than 4:00 p.m. The agenda will be as follows:

1. Approve Faculty Meeting Minutes for February 19, 2021, attached
2. Proposal for Permanent Approval of Courses from the Curriculum Committee (Mark Fenster, chair), attached
3. Information Item: Update from Assistant Dean for Inclusion, Michelle Smith
4. Information Item: Update from Assistant Dean of Career and Professional Development, Janice Shaw
5. Information Item: Update on the UF Artificial Intelligence Initiative

Please use the following link to join the meeting:

<https://ufl.zoom.us/j/97771387159?pwd=eFByRnZDekJQeERuei9senFaNjVqUT09>

Law Faculty Meeting Minutes

February 19, 2021 2:30 p.m.

PRESENT:

Mary Adkins, Rachel Arnow-Richman, Sarah Bishop, Stephanie Bornstein, Yariv Brauner, Annie Brett, Neil Buchanan, Karen Burke, Dennis Calfee, Paige Carlos, Robin Davis, Nancy Dowd, Teresa Drake, Seth Endo, Barbara Evans, Mark Fenster, Ben Fernandez, William Hamilton, Andrew Hammond, David Hasen, Mindy Herzfeld, Rachel Inman, Joseph Jackson, Michelle Jacobs, E. Lea Johnston, Shani King, Christine Klein, Elizabeth Lear, Sabrina Little, Charlene Luke, Pedro Malavet, Merritt McAlister, Grayson McCouch, Timothy McLendon, Silvia Menendez, Jon Mills, Peter Molk, Jason Nance, Lars Noah, Kenneth Nunn, Jane O'Connell, Teresa Reid, Robert Rhee, Laura Rosenbury, Elizabeth Rowe, Katheryn Russell-Brown, D. Daniel Sokol, Joan Stearns Johnsen, Amy Stein, Stacey Steinberg, John Stinneford, Margaret Temple-Smith, Lee-ford Tritt, Henry Wihnyk, Andrew Winden, Michael Wolf, Sarah Wolking, Danaya Wright, Jennifer Zedalis,

NOT PRESENT:

Mary Jane Angelo, Thomas Ankersen, Judy Clausen, Jonathan Cohen, Charles Collier, Jeffrey Davis, Berta Esperanza Hernandez-Truyol, Blake Hudson, Darren Hutchinson, Maryam Jamshidi, William Page, Betsy Ruff, Steven Willis, Wentong Zheng

Meeting called to order at 2:31 p.m.

1. Approve Faculty Meeting Minutes for January 22, 2021

Dean Laura Rosenbury shared revised minutes for faculty vote. Minutes approved

2. Proposal for Permanent Approval of Courses from the Curriculum Committee (Mark Fenster, chair)

Dean Laura Rosenbury turned floor to Mark Fenster, chair of Curriculum Committee. Professor Mark Fenster, on behalf of the Curriculum Committee, turned floor to Associate Dean for Tax Programs Charlene Luke to describe course for permanent approval, taught within the Tax LLM Program. Two new courses approved

*Dean Rosenbury launched poll regarding first course:
Accounting for Tax Lawyers.*

Professor Mark Fenster, on behalf of the Curriculum Committee, turned floor to Associate Dean for Tax Programs Charlene Luke to describe course for permanent approval, taught within the Tax LLM Program.

*Dean Rosenbury launched poll regarding second course:
Introduction to US Tax Law.*

3. Tentative Plans for Fall 2021

Dean Rosenbury announced that Fall 2020 effort reports will be submitted to faculty for review on March 1, 2021. Faculty will need to verify by March 15, 2021.

Information item

Dean Rosenbury announced that the university anticipates returning to normal classroom capacities for the Fall 2021 semester. As a result, most law courses will be offered in person with a few exceptions. Compressed Course Week will begin August 16, 2021. Regular courses will begin on August 23, 2021.

4. Spring 2021 Committee Plans

Dean Rosenbury announced that she met with all committee chairs two weeks ago. She shared updated list of committee memberships and updated list of committee work. She encouraged faculty to talk with committee chairs with ideas and feedback.

Information item

5. Information Item: ABA Requirements for Co-Curricular Credit and Launch of a New Practitioner-Oriented Journal

Dean Rosenbury provided updates about the co-curricular opportunities for students. She turned floor to Professor Amy Stein, who has been working with Associate Dean for Experiential Learning Silvia Menendez and competition team advisors to ensure compliance. Professor Amy Stein provided updates on the ABA requirements for co-curriculars.

Information items

Professor Rachel Arnow-Richman provided updates on the new Florida Entertainment and Sports Law Review.

Meeting adjourned at 3:29 pm.

New Course Proposal Form

To: Curriculum Committee

From: Mark Fenster

Date: Oct. 15, 2020

Type of Proposal (check one)	<input type="checkbox"/> Provisional course offering (2 offerings within 4 years) Semester of 1 st proposed offering: <input checked="" type="checkbox"/> Proposal to make provisional offering permanent Enrollment for prior offering: 60
Course Title	Legislation
Number of credits	<u>3</u> hours <input type="checkbox"/> I have reviewed the proposed syllabus and other course materials and I believe that the proposed course requires 42 hours of in-class instruction and at least 84 hours of out-of-class work on the part of the students.*
Brief Course Description (50 words or less; for public posting on the UF Law website)	The law is increasingly defined by legislative enactments. This course focuses on how and why legislation is enacted, its drafting, and on statutory interpretation by courts and executive branches. The course materials include statutes, appellate decisions, and commentary from the relevant legal and political science literature.
Pre-requisites or Co-Requisites?	None, but see note below on relationship to the existing Statutory Interpretation course.
Educational Objectives Why are you proposing this course? Why should it be added to the UF Law curriculum?	This course instructs students in skills that are essential for lawyers. Students will gain significant experience reading statutes closely and drafting statutes. They will understand how and why statutes are imperfectly drafted and how they are interpreted by attorneys, administrators, legislators, and judges, and they will learn how to formulate and develop arguments in support of or against particular language and interpretations.
Enrollment cap requested? If requested, what is pedagogical justification?	No.

Method of evaluation	<u>75</u> % Final exam <u>15</u> % Skills assessment <u>10</u> % Paper	<u>EC</u> % Classroom participation <u> </u> % Other
Casebook or other source of readings? (If casebook, include title, author, publisher, edition)	Hillel Y. Levin, <i>Statutory Interpretation: A Practical Lawyering Course</i> 3d ed. (West Academic Publishing, 2020) and supplemental cases and materials	
Have you discussed this proposal with members of the UF Law faculty or administration? If so, please detail the date and substance of your discussions to streamline the Curriculum Committee's deliberations.	<p>Yes. I taught a similar course for more than a decade as a 2-credit "Statutory Interpretation" course. I have taught this expanded version in 2019 and 2020, and it has gone well and had robust enrollments. The additional hour has allowed a skills component, focusing on negotiating and drafting statutes, that could not fit into the 2- hour course. The administration has encouraged me to seek permanent approval for this new version.</p> <p>Note that the Statutory Interpretation may still be offered as needed and appropriate. Because of the overlapping materials, <i>students should not be allowed to take both courses.</i></p>	
Attachment checklist	<div data-bbox="548 1167 597 1213"><input checked="" type="checkbox"/></div> <u>Detailed course syllabus</u> Include topic for each class session; if possible, designate also the assigned readings for each session. Full-time faculty members proposing a one-time offering may substitute a general description of course coverage for each class session. <div data-bbox="613 1325 662 1371"><input checked="" type="checkbox"/></div> The syllabus meets the requirements of the UF Policy on Course Syllabi (syllabus.ufl.edu), i.e. it includes all required components. <div data-bbox="613 1381 662 1428"><input checked="" type="checkbox"/></div> The syllabus includes student learning outcomes, per the UF Law Faculty Policy on Student Learning Outcomes. <p>*The syllabus and/or other information submitted in support of this course proposal must demonstrate to the committee that for every one credit hour sought, the course will provide 15 hours of classroom instruction and will require at least 30 hours of out-of-class work. See ABA Standard 310.</p> <div data-bbox="548 1604 597 1650"><input checked="" type="checkbox"/></div> <u>Casebook</u> Include photocopy of condensed table of contents <div data-bbox="548 1696 597 1743"><input type="checkbox"/></div> <u>CV and qualifications to teach proposed course</u> (N/a for full-time faculty members) <div data-bbox="548 1789 597 1835"><input type="checkbox"/></div> <u>Teaching evaluations</u> If this is a proposal for a permanent course, please supply teaching evaluations from previous course offering. N/a for full time faculty members.	

Legislation Syllabus v. 1.31 (Nov. 17, 2020) (final)
Fall 2020
Prof. Mark Fenster
Law 6930/ 3 credit hours

Professor Mark Fenster
fenster@law.ufl.edu and 273-0962
Holland Hall 376

Class: T, Th, 9:15-10:10, F 12:15-1:10, MLAC 106

Office hours: T & Th 10:15-11:15, W 2:30-3:30 and by appointment.

I will hold all office hours this semester on Zoom. My personal meeting room is: <https://ufl.zoom.us/j/3415941766>

Materials

- 1) HILLEL Y. LEVIN, STATUTORY INTERPRETATION: A PRACTICAL LAWYERING COURSE 2d ed. (West Academic Publishing, 2016) and his revisions in anticipation of 3d ed.
- 2) Course handouts and periodic supplements, generally available at the course's Canvas site.

Course Objectives

The law is increasingly defined by legislative enactments. Legislators, legislative staff, and lobbyists spend much of their time struggling to negotiate and draft statutes, which judges, administrators, and attorneys then spend a significant amount of time attempting to interpret. This course focuses on how and why legislation is enacted, its drafting, and on statutory interpretation by courts and executive branches. The course materials include statutes, appellate decisions, and commentary from the relevant legal and political science literature. Students will gain significant experience reading statutes closely, drafting statutes. They will understand how and why statutes are imperfectly drafted and how they are interpreted by attorneys, administrators, legislators, and judges, and they will learn how to formulate and develop arguments in support of or against particular language and interpretations.

Pedagogy

Because of COVID-19, instruction in this course may evolve over the course of the semester. As of the date of this syllabus, I will plan to hold a synchronous, live class on Tuesdays and Thursdays which will simultaneously be available via Zoom (and recorded for future viewing via Canvas), and either a synchronous or asynchronous class only available online (also recorded) on Fridays. This plan will likely change over the course of the semester based on the availability of outside speakers. I will announce the type of Friday class to be held in advance. My plan is to mix in some pre-recorded lectures for viewing prior to class in lieu of lecture, which may shorten the length of the live classes.

Regarding classes conducted in-person (for those in the room), my understanding (as of the date of this syllabus) is that I will have a teaching assistant in the room to assist in operating the technology and enabling the participation of those joining remotely. I will plan to mix cold-calling and pre-arranged calling on students, as well as group discussions either outside of class-time or through a mix of in-class group breakout and Zoom's breakout room function. I am open to using Zoom's chat function as well, though I fear I will break down in tears if I'm overloaded with all of this effort

to make up for the lack of a traditional live classroom.

Evaluation

There will be a four-hour final exam for this course that is scheduled (as of the date of this syllabus), on Monday, Dec. 7, at 1:00. The final exam will be open-book (you may bring any assigned material and any material you have created), and will be based on the lectures, class discussions, and assigned materials (whether discussed in class or not). The exam will be administered via Examsoft. The exam will be worth 75% of your grade.

There will also be two writing assignments during the semester – one a group project (due as of the date on this syllabus on Nov. 10) and the other an individual assignment (due on Sept. 11). The group project will be worth 10% of your grade and the individual one will be worth 15%. Because of the size of the class enrollment, the evaluation and feedback will not be detailed and is likely to be limited to pass/fail, with the possibility of high-pass for exceptional efforts and low-pass for those who submit an otherwise passing assignment after the deadline and without a valid excuse.

In-class participation is a vital aspect of this course, and I may factor it into the final calculation of your grade. During the first two days of class, I will cold call on any student in the class. You may pass, but you will be marked absent for the day and I will call on you first the next day of class. After the first week of class, I will divide the class into two sections. I will assign one section in advance to each class period and will expect that those pre-assigned for cases will engage in serious preparation and have a thoroughgoing knowledge of the facts, statutes, result, and reasoning in the case they have been assigned. I reserve the right to change this approach to cold-calling as circumstances develop over the course of the term.

Student Learning Outcomes

At the conclusion of this course, students who complete the assignments and attend class can expect to have acquired the following knowledge and skills related to statutory interpretation.

Knowledges:

Learning the legislative process, legislation's role in our legal system, and statutory interpretation

- Students identify and describe the legislative process in a constitutional, bicameral system, as well as the text and components of bills and the resulting statutes, and how the process creates “legislative history” that is available from various different sources.
- Students identify and describe the processes of editing, negotiating, and drafting statutes.
- Students identify and describe the basic theories and schools of textual interpretation and the interpretive tools they bring to bear on statutory text, as well as the bases of their disagreement, and learn to apply and critique them.
- Students identify and describe the most prominent interpretive canons and how they both resolve and create textual ambiguity.
- Students identify and describe how and why administrative agencies interpret statutes, and how and why courts defer to administrative agencies (or refuse to do so) when the latter interpret statutes.

Skills:

Legislative drafting and statutory interpretation

- The single most important skill the course teaches is the close reading of statutory language in isolation and context.
- The second most important skill the course teaches is the basic concepts and processes of drafting statutory language.
- Students identify the structure of statutory texts and the relationship between one provision and the entirety of a statute.
- Students develop the skill to apply different interpretive approaches to assist and advocate on behalf of a client.
- Students learn and assess the context in which statutory interpretation occurs—from legislatures in drafting a statute, to administrative agencies and courts (and often both) attempting to enforce it, to private parties attempting to comply with them.
- Students employ these basic skills through problems and cases that range across substantive subject areas, including criminal law, tax, family law, administrative law, and the like.

Class Attendance Policy

Class attendance is mandatory, as is class preparation. I will have a class list at the front of the classroom at the beginning of each period; you should initial your name in the appropriate box *only if you are familiar with the readings under discussion and prepared to engage in a discussion if I call on you*—that is, if you are present *and* prepared. I will employ a similar system for those taking the class remotely. If you do *not* sign in for 9 or more of our regularly scheduled classes, I will lower your grade for the semester. Conversely, I reserve the right to increase your final grade for superior classroom participation, both when I call on you and for voluntary participation.

To be “prepared” you must have read the assignment and have made a good faith effort to think through the materials. (Obviously, those who have prepared for the cases they were assigned are prepared and should sign in.) You do not have to have perfect answers to the questions I might pose, but you must be willing to discuss the assigned reading (and prior readings) and work through the questions with the class. If you do sign up as prepared, I call on you, and in my opinion you are not prepared, I reserve the right to lower your final grade an additional point. Also, if you have someone else sign you in and you are not present, I will consider it a violation of the honor code as well as dock your final grade. Please sign up before class begins. *You may not sign in if you arrive late to class, whether you are in the physical classroom or joining remotely.*

Use of Computers in Class

I expect and encourage the use of computers in class for activities related to class, including taking notes and referring to readings from Canvas. I will not, however, tolerate the use of computers for activities unrelated to the class (e.g., e-mail, instant messaging, web surfing, game playing, shopping). I reserve the right to call on people whom I sense are engaging in unauthorized computer use during class, and to lower their final grades, *even if they have not signed in as present and prepared.*

Common Courtesy (late arrivals, getting up during class)

Please do not arrive late to class or leave class early absent extenuating circumstances. Please be certain to obtain essential items or relieve yourself before class begins. If you think you will need to get up on a regular basis during class, *including because you need to go to the bathroom*, please choose a seat near one of the exits. I reserve the right to deduct points from your final grade if you engage in behavior that significantly disrupts the learning environment for your classmates. I also reserve the

right to lock the doors at the beginning of class, and to remove anyone from class who is being disruptive.

Class Cancellation Policy

I may have to cancel class during the term. If I do, I will plan make-up classes later in the semester.

Policy Related to Make-up Exams or Other Work

The law school policy on delay in taking exams can be found at:
<http://www.law.ufl.edu/students/policies.shtml#12>.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at
<http://www.dso.ufl.edu/students.php>.

Statement Related to Accommodations for Students with Disabilities

Students requesting accommodations must first register with the Disability Resource Center (www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the Assistant Dean for Student Affairs (Dean Mitchell) when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Information on Levin College of Law Grading Policies

The Levin College of Law grading policy is available at:
<http://www.law.ufl.edu/students/policies.shtml#9>.

Workload/ Class Preparation

It is anticipated that you will spend approximately 2 hours out of class reading and/or preparing for in class assignments for every 1 hour in class.

COVID-19 Related Policies

During our face-to-face instructional sessions, please follow these policies set by the College of Law:

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution. You also will no longer be permitted on the UF Law campus. Finally, Dean Inman will also report your noncompliance to the relevant state board of bar

examiners.

- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your TA's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please do not come to campus or, if you are already on campus, please immediately leave campus. Please use the UF Health screening system and follow the instructions about when you are able to return to campus. <https://coronavirus.uflhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Readings

Although this schedule appears nearly complete and fixed, we may have to shift dates to accommodate guest speakers.

- Tuesday, 8/25: Introduction to the class
 - Readings:
 - syllabus;
 - Casebook, pp. 1-7, including Exercise 1-1;
 - *Bostock v. Clayton County*, 140 S.Ct. ____ (2020).
 - View: Canvas videos called “Class Intro” (discusses main themes and syllabus); and “The Legislative Process”.
- Thursday, 8/27: Introduction to the Legislative Process
 - Readings:
 - Skim “How Our Laws Are Made: Learn About the Legislative Process,” congress.gov, available at <https://www.congress.gov/resources/display/content/How+Our+Laws+Are+Made+-+Learn+About+the+Legislative+Process> [Note, however, that the video series below are good alternatives to this reading, which goes into more detail than we need.]
 - View:
 - The first three videos in the Khan Academy series “[Structures, Powers, and Functions of Congress](#)”: “How a Bill Becomes Law,” “The House of Representatives in Comparison to the Senate,” and “Senate Filibusters, Unanimous Consent, and Cloture.”
 - The final two videos in Congress’s series “[The Legislative Process](#)”: “Resolving Differences” and “Presidential Actions.”
 - Lecture on Canvas: “Theories of Legislation” (note: slides are available via Canvas).
- Friday, 8/28: Visit of Rep. Ben Diamond

- Readings:
 - House of Representatives, “[How an Idea Becomes a Law](#)” (Canvas)
- Tuesday, 9/1: The Civil Rights Act of 1964 and the Affirmative Action Question
 - Reading: Casebook, pp. 9-33, including Exercise II-1 (p. 16).
- Thursday, 9/3: *United Steelworkers v. Weber*
 - Reading: Casebook, pp. 34-59
- Friday, 9/4: Precedent and Statutory Interpretation: *Johnson* and *Flood*
 - Reading: Casebook: pp. 60-105
- Tuesday, 9/8 and Friday, 9/11: Overview of Interpretive Theories
 - Reading:
 - Casebook, pp. 137-147, including Exercise IV.1
 - Lon L. Fuller, *The Case of the Speluncean Explorers in the Supreme Court of Newgarth*, 4300, 112 HARV. L. REV. 1851 (1999) (Canvas)
 - **Individual writing assignment due September 10 (500-750 words):** Choose one of the *Speluncean Explorers* opinions and explain why you would join it, while also identifying any weaknesses in it. It is acceptable to argue by process of elimination (i.e., by noting the weakness of the other opinions). More details to follow.
- Tuesday, 9/15: Interpretive Theories in Action
 - Casebook, pp. 150-159, 183-209
- Thursday, 9/17: (More) Interpretive Theories in Action
 - Carryover cases; *Patton v. Vanderpool* (Canvas); p. 210 (Exercise IV.2)
- Friday, 9/18: Practical Tools: Fun with Vehicles
 - Casebook, pp. 211-224 (including Exercises V.1 and V.2)
- Tuesday, 9/22: Statutory Text (1)
 - Casebook, pp. 225-227
 - *U.S. v. Bond* (Canvas)
- Thursday, 9/24: Statutory Text (2)
 - *Smith v. US*, *Bailey v. US*, *Watson v. US* (all in one file named *Smith/ Bailey/ Watson*); *Maddox v. State* (Canvas site)
- Friday, 9/25: Statutory Text (3)
 - Casebook, pp. 227-229, 291-302, *Nix v. Hedden* (Canvas site)
- Tuesday, 9/29: Interpretive Canons (1)
 - Casebook, pp. 229-230 (Surplusage) and 232-233 (*Expressio Unius*); *Feld v. Robert & Charles Beauty Salon*; *PW Ventures v. Nichols* (Canvas site)
- Thursday, 10/1: Interpretive Canons (2)
 - Casebook, pp. 230-232 (*Noscitur a Sociis* and *Ejusdem Generis*); *People v. Vasquez* (Canvas site) and *Ornelas v. Randolph* (Canvas site)
- Friday, 10/2: *Ejusdem* and a drafting exercise
 - *In re Advisory Opinion to Atty. Gen. re Use of Marijuana for Certain Medical Conditions*, 132 So.3d 786 (Fla. 2014)
- Tuesday, 10/6: The Whole Act Rule and exercise
 - Casebook, pp. 234-235; *Rhyne v. K-Mart Corp.*; *Commonwealth v. Smith* (both on Canvas site)
 - Casebook, pp. 237-238
- Thursday, 10/8: Succeeding Statutes and Absurdity

- Casebook, pp. 239-242; *Estate of Winn*; *Zedalis v. Foster* (both on Canvas site)
 - Casebook, pp. 242-243; *U.S. v. Fontaine* (Canvas site)
- Friday, 10/9: Playing with Textualism (1)
 - Casebook, pp. 275-290
- Tuesday, 10/13: Playing with Textualism (2)
 - Casebook, pp., 325-341
- Thursday, 10/15: Substantive Canons (1): Constitutional avoidance
 - Casebook, pp. 344-345; recall *Bond*; and Casebook, pp. 358-371
- Friday, 10/16: visit of Judge John Badalamenti
 - ~~Casebook, pp. 342-343 (exercise).~~ Review *Yates*, pp. 275-290.
- Tuesday, 10/20: Substantive Canons (2): Rule of Lenity and Statutes in Derogation of Common Law
 - Casebook, pp. 372-396.
- Thursday, 10/22: Legislative History
 - Casebook, pp. 409-419; 425-439; *Keeler v. Superior Court* (Canvas)
- Friday, 10/23: Judicial Review of Administrative Agency Interpretations (1)
 - Casebook, pp. 440-452
 - Video lecture: “Judicial Review of Administrative Agency Interpretations” (Canvas)
 - Thomas W. Merrill, “The Story of Chevron: The Making of an Accidental Landmark” (Canvas) (pp. 254-260, 266-283)
- Tuesday, 10/27: Judicial Review of Administrative Agency Interpretations (2)
 - *Michigan v. EPA* (Canvas)
- Thursday, 10/29: Textualism, Administrative Agencies, and Legislative History
 - *FDA v. Brown & Williamson* (Canvas)
- Friday, 10/30: Visit of Senator Rob Bradley (?)
- Tuesday, 11/3: Legislative Drafting (1)
 - Review Casebook p. 10-14, 34-59.
 - Exercise III.1, p. 125, Exercise III.2, pp. 126-129 (make three edits of the statute before class for discussion in class)
- Thursday, 11/5: Legislative Drafting (2)
 - Exercise III.3, p. 130
 - Begin Exercise III.4, pp. 131-135
- Friday, 11/6: Legislative Drafting (3)
 - Continue Exercise III.4, pp. 131-135
- Tuesday, 11/10: **Group writing assignment due for Exercise III.4.**
- Thursday, 11/12: Final cases 1
 - Casebook, pp. 480-494; 512-534
- Friday, 11/13: Final cases 2
 - Carryover; *Matter of Albany Law School v New York State Off. of Mental Retardation & Dev. Disabilities* (Canvas)
- ~~Tuesday, 11/17: Statutory Interpretation Case File~~
 - ~~Casebook, pp. 542-546 (Exercise VI.4)~~
- Thursday, 11/19: *Bostock* redux
- Friday, 11/20: Review Problem

STATUTORY INTERPRETATION

A PRACTICAL LAWYERING COURSE

Second Edition



Hillel Y. Levin

*Associate Professor of Law
University of Georgia School of Law*

AMERICAN CASEBOOK SERIES®

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