A. Learning Outcomes:

Program Level (JD Program):

Western State College of Law’s JD curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

1) **Doctrinal Knowledge**
   Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Association, Evidence, Civil Procedures, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.

2) **Practice Skills**
   Students will demonstrate the development of other law practice skills. Each student’s chosen outcomes within this category will be varied based on the student’s particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.
(3) **Legal Analysis**  
Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule, and be able to evaluate how public policy can impact the application of a rule to the legal issue.

(4) **Legal Research**  
Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

(5) **Communication**  
Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker’s ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author’s ideas).

(6) **Advocacy of Legal Argument**  
Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

(7) **Client Sensitivity and Cultural Competency**  
Students will demonstrate an awareness of clients’ needs and goals, including a sensitivity to clients’ background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

(8) **Legal Ethics**  
Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.
Course Level Learning Outcomes:

This three (3) credit, semester-long course is the first half of the required six (6) credit courses which will explore the procedural rules which govern civil (as opposed to criminal) disputes. During the fourteen weeks of this course you will:

1. Explore some of the basic issues of Civil Procedure including personal and in rem jurisdiction, subject matter jurisdiction, choosing the forum for litigation, pleadings (how the dispute is framed), and the sometimes complex rules that help to determine whether a federal court hearing a dispute will apply federal or state law (and if state law, which state’s law);

2. Come to appreciate the procedural structure of the overall litigation system by gaining an understanding of the policies and goals that underlie the structure;

3. Learn something about the complexities of “our federalism,” a phrase which refers to our system of government, composed of fifty semi-sovereign states under the umbrella of our national (federal) government. This means not only learning about the framework of the civil dispute resolution process, but also examining a host of complex issues that arise involving where disputes get resolved (state or federal court, or which state among the fifty states that are part of our national union);

4. Observe, in the context of procedural law, how and why law changes over time; and

5. Begin to develop the analytic and strategic skills necessary for success in law school and in the practice of law. In other words, you will begin to “think like a lawyer.”

B. Disability Services Statement:

Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law.

To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Faculty/Administration building, Room 317. Dean Espinoza’s phone number and email address are: (714) 459-1117; despinoza@wsulaw.edu. When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza; or please notify Dean Allen Easley at aeasley@wsulaw.edu or (714) 459-1168. Complaints will be handled in accordance with the College of Law’s “Policy against Discrimination and Harassment.”
C. Required Texts:


   In addition, the authors have provided a brief 2021 update to their book, free of charge, which will be available on our web course (“Freer 2021 Supplement”)


3. Upchurch, Gilles & Ho, Click & Learn: Civil Procedure (“Click & Learn”), Carolina Academic Press, 2020

   Click & Learn is a special online tool to help guide students through the complex subject of Civil Procedure, using a combination of specially prepared FAQs and many quizzes using a variety of different quiz formats to test your understanding of concepts and help you learn. Once purchased from Carolina Academic Press you will have access to these materials for the entire academic year for both your Civil Procedure I and Civil Procedure II courses.

You can purchase Click & Learn at this link: [https://clickandlearguide.com/](https://clickandlearguide.com/). Click on the green “Create Student Account” button on the bottom right corner of your computer screen.

It is important when you are creating your account to select Western State as your school. Please note that Carolina Academic Press still lists our name as Western State University College of Law. That is an older version of our name.

You will have an opportunity when you are creating your account to enter a “class code.”

The class code for this section of Civil Procedure is **321-48-281**.

Please make sure you enter this class code, as it will link you to this class so you can see what segments of Click & Learn have been assigned for this class and at what time during the semester. If you enter your class code incorrectly, you can go back to “My Account” and correct the class code entry.

Please note: The assignments from Click & Learn that are listed below starting on p. 9 are required assignments. Your “scores” on the Click & Learn quizzes will NOT be incorporated into your course grade, because I do not want you to be afraid of getting wrong answers on those quizzes. Whether you get right or wrong answers, you are still learning. But you must complete all the required Click & Learn assignments to complete this course.
D. Background as you approach the subject of Civil Procedure:

A centerpiece of this year-long course (though we will not turn our focus to it until the middle of the fall semester) will be the Federal Rules of Civil Procedure (“FRCP”) which are the rules applicable in civil litigation in federal court. Many states have modeled their own procedural rules after the FRCP, but not California. Nevertheless, there are many similarities between “California procedure” and “federal procedure.” Over the course of the year, we will note some of the key similarities and differences, but our focus will be on federal procedure. Once you learn that system of procedure well, learning about differences in procedural rules in California and other states will be much easier.

It is important to understand, however, that the law of Civil Procedure is derived from a wide variety of primary legal authorities besides the FRCP. So you will be looking not just at “rules” (written rules drafted by the Advisory Committee on Rules of Civil Procedure and adopted by the Supreme Court), but also at statutes (laws enacted by Congress), the Constitution, and case law interpreting the rules, statutes and constitutional provisions. For example, the law of personal jurisdiction is largely constitutional case law (interpreting the due process clause of the 14th Amendment). By comparison, the subject matter jurisdiction of federal courts is defined by Article III of the United States Constitution and federal statutes enacted by congress under authority given to congress by Article III. And to take two more quick examples, the FRCP set out the “service of process” rules that dictate to the party bringing a lawsuit (plaintiff) how the party being sued (defendant) must be notifies that a lawsuit has been brought against the individual in federal court. The FRCP also set out the “pleading” rules that establish the requirements the parties (plaintiff and defendant) must adhere to in setting forth their claims and defenses in that lawsuit. But even where a rule, statute, or constitutional provision (or some combination of the three) seems to govern a particular procedural issue, courts are called on to interpret these various written laws. Not surprisingly, these interpretations by different courts, reflected in judicial opinions, are sometimes conflicting.

Therefore, although this course deals with written procedural rules, statutes, and constitutional provisions, we will read judicial opinions too, much as you do in your other classes. But unlike some of your other classes, where almost all of the primary legal authority you study is case law, in Civil Procedure you must learn to read cases in the context of the rules, statutes and constitutional provisions they interpret and apply. Therefore, to adequately prepare for class, you must read all the assigned materials carefully, including assigned cases from the “casebook” and the listed rules, statutes, and constitutional provisions that can all be found in the “rules supplement” (see class by class reading assignments listed below).

If you are looking for some additional help on understanding the difference between the constitution, statutes, rules of procedure and judicial opinions, Click & Learn has a nice primer on this subject:

C&L Unit 0, Part 2: How to Read Constitutional and Statutory Text
Ch I. Why Study the Constitution and Statutory Text in Civil Procedure?  
A. How Is the US Constitution Relevant to Civil Procedure?  
C. How Are Statutes Relevant to Civil Procedure?
Ch II. The Three-Step Process for Reading the Constitution and Statutes  
A. An Explanation of the Three Steps  
B. Additional Tips for Reading
Ch III. The Three-Step Process in Action
A. How to Apply the Three-Step Process with Constitutional Text
B. How to Apply the Three-Step Process with Statutory Text

C&L Unit 0, Part 3. How to Read Cases for Civil Procedure

Ch I. Introduction to Case Reading
A. Why are Civil Procedure Cases Challenging for Law Students?

Ch II. Reading Tips
A. Three-Step Approach to Effective Case Reading

Also very helpfully, the casebook authors will often pose questions and problems at the end of a segment of reading. It is important that you apply what you have read to answer their questions/problems as part of your class preparation. This “application” work will help you get more out of the reading assignment, gain a deeper understanding of class discussion, and in the long run, help you learn the material in a deeper way that will “stick” for a longer period of time.

E. Expectations for outside preparation time required for this class:

While the amount of time you need to set aside for class preparation will vary with the degree of difficulty of the materials we will be discussing, I would anticipate that you should be devoting a minimum of three hours of outside of class study time for each 90 minute class session, and often more than that. I include in “preparation time” reading the assigned materials, group study, case briefing and outline preparation, going through the exercises and assignments for Click & Learn, taking practice tests, reviewing my comments on your practice answers, and time that you and I might spend going over materials during office hours.

F. Practice Questions, Exams and Grading:

Throughout the semester, I will be happy to review with students answers to practice exams and practice questions that I will distribute from time to time. Do not wait until the end of the semester to begin taking practice exams and answering practice questions.

There will be a graded mid-term exam and a final exam. The mid-term exam will consist of at least one essay question and perhaps several short-answer and/or multiple-choice questions. The final exam will likely contain one or two essay questions, and perhaps some multiple-choice and/or short-answer questions. The final course grade will be based on a 10% weighting of the mid-term exam and a 90% weighting of the final examination.

G. Classroom Participation:

Legal education is a cooperative venture and oral communication skills will be important throughout your professional life. Each of you must be prepared to participate in class on a regular basis. If you have not read the materials you are unprepared. I will periodically call on students in class at random to describe cases or rules and to answer questions. Even though some students find this method unattractive or intimidating, overcoming intimidating
circumstances is an important and time tested part of the legal education process. And the single most effective way to overcome the intimidation is to be prepared.

Among other reasons for you to be prepared is that it is fairly inconsiderate of the time and efforts of your fellow students to come to class unprepared.

PLEASE NOTE, HOWEVER, THAT THERE IS A SIGNIFICANT DIFFERENCE BETWEEN BEING UNPREPARED AND BEING UNABLE TO ANSWER A PARTICULAR QUESTION CORRECTLY. No one knows the answer to every law-related question. An important part of the learning experience is testing your own opinions and conclusions. You will not be penalized for venturing an incorrect answer as long as it is a thoughtful answer based on preparation. An important part of the learning process involves thinking out loud and making mistakes. Just make sure you are sufficiently familiar with the cases, statutes, rules, questions and problems that you are able to discuss them when called upon to do so.

H. Attendance, Decorum and Notetaking in class:

I will take attendance at the beginning of each class by asking you to sign in for the class on a roll sheet. If you are not signed in, you are absent. IN ACCORDANCE WITH SCHOOL RULES, IF YOU MISS MORE THAN FOUR (4) 1 ½ HOUR CLASSES, YOU WILL BE ACADEMICALLY DISMISSED FROM THE COURSE.

You should be in your seat at the commencement of class to be counted as present for the class. Once again it is fairly inconsiderate of the other students and of the professor to walk in late. Similarly, you should not leave until the end of class. If you have an emergency that causes you to have to leave during the class, please do so unobtrusively. If you have a disability which prevents you from remaining in your seat during the class, please contact the Registrar or the Academic Dean.

I expect that smart phones, iPads and the like will be not be seen, heard or used in the classroom. You may use your laptop computer but it should be open to course related materials. I know that many students use their laptops to take notes in class. I want to make you aware of studies that have shown that students do better on exams when they take notes by hand (the old fashioned way). See https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html and http://www.theatlantic.com/technology/print/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/. The theory behind these findings is that students who take notes by hand are forced to listen more and write down what is important, because they can’t write fast enough to take down everything. Notetakers who use laptops are more likely to subconsciously turn into scribes, simply transcribing things verbatim. As they shift into scribe-mode they stop actively listening. As a result they retain less and understand less. One of the above studies found that even when laptop note-takers were told in advance not to be a scribe, but to listen and take notes in your own words, it still didn’t make a difference. Laptop notetakers performed worse on tests. So please remember that technology is a tool. It cannot replace the wonderful learning tool that is your mind. Do everything you can to make sure that your mind is fully engaged during class, and that even when you are not directly participating in class discussion that you are actively listening and thinking.
I. **Seating Chart:**

A seating chart will be distributed at the beginning of the second class session. Please print your full name *legibly* in the seat you choose for your permanent seat. If you wish to change your seat later, please notify me so that I can make the appropriate change on the chart.

J. **Office Hours:**

I am delighted to talk with students almost any time. During the pandemic last year in person office visits were problematic. Using a tool called Calendly I was able to set up virtual office hours that were very easy to schedule and automatically created a Zoom link for the time period selected by the student. For the convenience Calendly provided to students in scheduling visits, I am going to continue to use Calendly this fall. You can schedule office hour appointments by clicking on this link (https://calendly.com/aeasley-1/civ-pro-easley-office-hours). It will pull up my calendar of office hour slots, you pick a time that works for you, and schedule a meeting. Calendly will set up a Zoom session during the time you picked and put it on your and my calendars. When you schedule the session, you will have the option to add other members of your study group to the meeting. In addition, I am very responsive to questions sent via email. And I am happy to schedule Zoom or in person meetings outside of normal office hours.

K. **Web Course:**

Sometime before the first day of class I will set up a LexisNexis Web Course for this class. **DURING ORIENTATION YOU WILL BE TOLD HOW TO REGISTER WITH LEXISNEXIS. YOU WILL THEN BE ENROLLED IN THE WEB COURSE FOR MY CLASS AND WILL BE ABLE TO ACCESS MATERIALS POSTED TO THE WEB COURSE SITE.** During the semester I will use this web course to send you emails, make class announcements and post course documents such as this syllabus and charts, questions, outlines and other documents that pertain to the topics we will study. I will also use the web course to post practice exams. Finally the web course may be used to hold out-of-class discussions or “chats.” **The web course will be important to your success in this class. Please make sure you have access to the site. You should test your access BEFORE the first day of class.**
### L. Reading Assignments (subject to modification):

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Required Reading from Freer and Rules Supplement</th>
<th>Corresponding required assignments from C &amp; L (Note: when you login to Click &amp; Learn you will see these assignments listed there as well, for your convenience)</th>
</tr>
</thead>
</table>
| 1     | Introduction  
(Please complete this reading before the first day of class) | Check your access to web course  
Rules Supplement, review the materials on pp. v-xx at the beginning of the supplement (entitled “Historical Introduction” and “An Outline of the Procedure in a Civil Action”)  
Freer 3-22 | Make sure you have linked your C & L online account to the course code for this course:  
**320-48-4192**  
C&L Unit 0, Part 1: Introduction to Civil Lawsuits & the Federal Court System  
Ch I. Introduction to Civil Lawsuits  
Ch II. Stage of Civil Lawsuits  
A. Where to Sue (Jurisdiction) Stage  
B. Starting the Case (Pleadings) Stage  
C. Learning about the Case (Discovery) Stage  
D. Deciding the Case Stage  
E. Summary of Stages and Associated Terms  
Ch III. Which Court? (Federal and State Court Systems) |
| 2     | Personal Jurisdiction | Freer 34-38 (*Hess*) | C&L Unit 1, Part 2: Historical Origins of PJ & Traditional Categories of PJ  
Ch I. Some Suggestions as You Work Through This Part  
Ch II. The 3 Types of Personal Jurisdiction: Understanding the Latin Terms  
Ch III. PJ’s Historical Origins: A Short and Simple Look at *Pennoyer v. Neff*  
B. Shortened Treatment of *Pennoyer* 4 Qs R&U  
D. The *Pennoyer* Rule 5 Qs PMP  
E. Post-*Pennoyer*: A Quick Look at the Evolving PJ Standard  
Ch IV. The Quick Routes to PJ: The Traditional Categories  
D. Tag (Transient, or Presence + Process) Jurisdiction 4 Qs R&U  
E. Consent  
3. Consenting Through Appointment of an Agent for Service of process |
| 3 & 4 | Personal Jurisdiction | Freer 38-49 (*I. Shoe*); “handout” (McGee) | C&L Unit 1 Part 3: Reading and Decoding *International Shoe*  
Ch I. Some Suggestions as You Work Through this Part  
Ch II. Edited *International Shoe* Case  
Ch III. Working Through the Facts of *International Shoe*  
5 Qs R&U  
Ch IV. What is the "*International Shoe*" Test?  
4 Qs R&U  
Ch V. What does "Minimum Contacts" Mean?  
7 Qs R&U  
Ch VI. What Happened to Pennoyer after *International Shoe*  
4 Qs R&U  
Ch VII. Review of *International Shoe* Test  
4 Qs PMP  
C&L Unit 1, Part 6: Digging Deeper: Working Through the *International Shoe* Test in Path 2 of the Framework  
Ch II. Long Arm Statutes  
A. What is a "Long Arm" Statute and Why Is It Important?  
B. How Do I Apply Non-Enumerated(Catch-All) Statutes?  
2 Qs R&U  
C. How Do I Apply Enumerated(List) Statutes?  
2 Qs R&U  
D. Advanced Tips on Reading Long Arm Statutes?  
10 Qs R&U  
C&L Unit 1, Part 6: Digging Deeper: Working Through the *International Shoe* Test in Path 2 of the Framework  
Ch III. Basic International Shoe Constitutionality Test in Application  
A. Introduction to the Fundamentals of the *International Shoe* Two-Part Test  
B. Minimum Contacts  
11 Qs R&U + 8 Qs PMP  
C. Fair Play and Substantial Justice  
8 Qs R&U + 9 Qs PMP  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch II. Minimum Contacts Analysis when the In-State Contacts Are Business Relationships: *Burger King v. Rudzewicz*  
A. The Decision  
B. Basic Facts  
4 Qs R&U  
C. Identify the Holding  
5 Qs R&U  
D. Tease out the Basic Rules  
9 Qs R&U  
E. Tease out the “Minimum Contact” Rules for a Contract Dispute  
3 Qs R&U  
F. Check Your Understanding of the Court’s Analysis  
26 Qs R&U  
G. What Does *Burger King* Teach us About Prong 2: FPSJ?  
7 Qs R&U  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch IV. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *Asahi*  
A. Introduction: Spotting a Stream of Commerce Fact Pattern  
2 Qs R&U  
B. The *Asahi* Decision  
C. Identify the Basics  
9 Qs R&U  
D. Identify the Holding  
2 Qs R&U  
E. Working through the Plurality Split  
5 Qs R&U  
F. Check Your Understanding of the Court's Rationale  
3 Qs R&U  
Ch V. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *McIntyre*  
A. The *McIntyre* Decision  
B. Identify the Basics  
6 Qs R&U  
C. Identify the Holding  
2 Qs R&U  
D. Tease out the Basic Rules  
11 Qs R&U  
E. Check Your Understanding of the Court’s Analysis  
4 Qs R&U  
| 5 | Personal Jurisdiction | Freer 49-73 (*WWVV*; *Burger King*) | C&L Unit 1, Part 6: Digging Deeper: Working Through the *International Shoe* Test in Path 2 of the Framework  
Ch III. Basic International Shoe Constitutionality Test in Application  
A. Introduction to the Fundamentals of the *International Shoe* Two-Part Test  
B. Minimum Contacts  
11 Qs R&U + 8 Qs PMP  
C. Fair Play and Substantial Justice  
8 Qs R&U + 9 Qs PMP  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch II. Minimum Contacts Analysis when the In-State Contacts Are Business Relationships: *Burger King v. Rudzewicz*  
A. The Decision  
B. Basic Facts  
4 Qs R&U  
C. Identify the Holding  
5 Qs R&U  
D. Tease out the Basic Rules  
9 Qs R&U  
E. Tease out the “Minimum Contact” Rules for a Contract Dispute  
3 Qs R&U  
F. Check Your Understanding of the Court’s Analysis  
26 Qs R&U  
G. What Does *Burger King* Teach us About Prong 2: FPSJ?  
7 Qs R&U  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch IV. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *Asahi*  
A. Introduction: Spotting a Stream of Commerce Fact Pattern  
2 Qs R&U  
B. The *Asahi* Decision  
C. Identify the Basics  
9 Qs R&U  
D. Identify the Holding  
2 Qs R&U  
E. Working through the Plurality Split  
5 Qs R&U  
F. Check Your Understanding of the Court's Rationale  
3 Qs R&U  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch V. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *McIntyre*  
A. The *McIntyre* Decision  
B. Identify the Basics  
6 Qs R&U  
C. Identify the Holding  
2 Qs R&U  
D. Tease out the Basic Rules  
11 Qs R&U  
E. Check Your Understanding of the Court’s Analysis  
4 Qs R&U | 6 & 7 | Personal Jurisdiction | Freer 73-91 (*Asahi* notes; *McIntyre*) | C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch IV. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *Asahi*  
A. Introduction: Spotting a Stream of Commerce Fact Pattern  
2 Qs R&U  
B. The *Asahi* Decision  
C. Identify the Basics  
9 Qs R&U  
D. Identify the Holding  
2 Qs R&U  
E. Working through the Plurality Split  
5 Qs R&U  
F. Check Your Understanding of the Court’s Rationale  
3 Qs R&U  
C&L Unit 1, Part 7: Applying the Minimum Contacts Test  
Ch V. Minimum Contacts Analysis when the In-State Contacts Are Part of the Stream of Commerce: *McIntyre*  
A. The *McIntyre* Decision  
B. Identify the Basics  
6 Qs R&U  
C. Identify the Holding  
2 Qs R&U  
D. Tease out the Basic Rules  
11 Qs R&U  
E. Check Your Understanding of the Court’s Analysis  
4 Qs R&U |
| 8 | Personal Jurisdiction | Freer 91-115 *(Daimler; Bristol-Myers Squibb)*  
Freer 2021 Supplement 4-19 *(Ford)* | C&L Unit 1, Part 2: Historical Origins of PJ & Traditional Categories of PJ  
Ch IV. The Quick Routes to PJ: The Traditional Categories  
C. General Jurisdiction (AKA “at Home” Jurisdiction or “All-Purpose” Jurisdiction)  
C&L Unit 1, Part 4: Revisiting General Jurisdiction (“At Home” or All-Purpose PJ)  
Ch I. General (“At Home” or All-Purpose) Jurisdiction  
A. Reading and Understanding Questions 5 Qs R&U  
B. Practice Makes Perfect Questions 3 Qs PMP  
C&L Unit 1, Part 6: Digging Deeper: Working Through the International Shoe Test in Path 2 of the Framework  
Ch III. Basic International Shoe Constitutionality Test in Application  
B. Minimum Contacts  
3. What Contacts? The Relatedness Requirement 2 Qs PMP |
| 9 | Personal Jurisdiction & the internet | Freer 115-125 *(Telemedicine)* | A case involving internet sales is in:  
C&L Unit 1, Part 5: A Suggested Framework for Analyzing Personal Jurisdiction  
Ch I. What is the PJ Framework?  
Ch II. PJ Framework: PJ Pathways  
Ch III. Using the Framework to Analyze Personal Jurisdiction  
Ch IV. Seeing the Framework in Action in a Lower Court Case |
| 10 | Transient presence (tagging); doing business | Freer 131-138 *(Burnham; doing business)* | C&L Unit 1, Part 2: Historical Origins of PJ & Traditional Categories of PJ  
Ch IV. The Quick Routes to PJ: The Traditional Categories  
D. Tag (Transient, or Presence + Process) Jurisdiction 4 Qs R&U  
E. Consent  
3. Consenting Through Appointment of an Agent for Service of process |
| 11 | Challenging Jurisdiction | Freer 141-146 *(Baldwin)*  
FRCP 12 | C&L Unit 1, Part 1: Introduction  
Ch II. Introduction to Personal Jurisdiction (PJ)—Review the FAQs |
| 12 | Notice | Freer 151-170 *(Mullane; Triad)*  
FRCP 4 | C&L Unit 2, Notice and Service  
Ch I. Big Picture Introduction  
C&L Unit 2, Notice and Service  
Ch III. Constitutional Notice Requirement *(Mullane)*  
A. The Key Case of Mullane 11 Qs R&U  
B. Constitutional Notice 4 Qs PMP  
C&L Unit 2, Notice and Service  
Ch II. Service in Federal Courts — FRCP Rule 4  
A. Overview 3 Qs R&U  
B. Service Basics 9 Qs R&U  
C. Service on Individuals 10 Qs R&U  
D. Service on Corporations and Other Business Entities 8 Qs R&U  
E. “Waiver” of (Actual) Service 9 Qs R&U  
F. Review of Rule 4 Service (and Waiver of Service) 8 Qs PMP  
Ch IV. Service, Notice and PJ  
A. Recap Questions 2 Qs Recap  
B. Application Questions 6 Qs Synthesis |
| 13 & 14 | **Subject Matter Jurisdiction: Diversity** | C&L Unit 3, Part 1: Introduction  
**Ch I. Background**  
A. Suggestions on How to Use the SMJ Unit—Navigating as a Student  
B. FAQ’s about SMJ: The “Not So Easy” Questions You Need Answers to, But Might Be Hesitant to Ask in Class  
**Ch II. Key SMJ Concepts You Have to Know**  
A. Key Concepts Defined 5 Qs R&U  
B. Review of Key Concepts 6 Qs PMP  
C&L Unit 3, Part 4: Diversity (& Alienage) SMJ  
**Ch. I. Big Picture Introduction; Diversity (& Alienage) SMJ**  
A. Diversity SMJ Basics  
B. Key Constitutional & Statutory Rules 12 Qs R&U + 5 Qs PMP  
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