LAW 6798 Advanced Legal Research Seminar (2 credits) – Yolanda P. Jones  
Spring term 2017  
Version 1.0 – 12/14/16

Class meets each Wednesday from 6:00 pm to 7:40 pm in Room 249

The latest version of the Syllabus is available via TWEN under Advanced Legal Research Seminar - Law 6798

CONTACT INFORMATION
Instructor: Dr. Yolanda P. Jones, Director of the Law Library and Associate Professor of Law  
Office: Room 416 (4th floor of the Law Library) / Phone: (407) 254-3231  
Email: Yolanda.jones@famu.edu. Please send all email via TWEN.  
Office hours: Mondays from 4-6 or by appointment.

COURSE DESCRIPTION - 6798 ADVANCED LEGAL RESEARCH SEMINAR

The focus of this course is to provide the student with the essential skills needed in order to become an effective legal researcher. This course will build upon the basic principles of legal research introduced in the first year and in other upper level research courses. Topics generally covered include the use of primary and secondary sources; case law research; statutory law and legislative history; administrative law; effective use of computer assisted legal research databases; and specialized research topics. Strong emphasis will be placed on developing those skills needed to develop efficient and effective search strategies to locate and evaluate authoritative sources, both print and electronic, that are appropriate for the researcher’s information needs. The course also serves as a seminar for students to use for the completion of the upper level writing requirement.

LEARNING OBJECTIVES - Upon completion of this course, you will be able to:

- Identify major legal research sources in a given subject area. In other words, know how to do research in an area you know nothing about.
- Conduct a legislative history research project and be familiar with comparative state statute research (also known as “fifty state surveys”).
- Do cost effective research in subscription databases such Lexis, Westlaw, and Bloomberg Law.
- Evaluate free and fee-based electronic resources and build a “personal law library” of print and electronic resource sources tailored to your practice interests.

TEXTBOOK

The required textbook is KENT C. OLSON, PRINCIPLES OF LEGAL RESEARCH (CONCISE HORNBOOK) (West Academic 2nd ed. 2015). The print edition is on reserve and it is available in electronic format as part of the West Study Aids Subscription at http://home.westacademic.com. The web page links reference in the textbook are available on the web at http://libguides.law.virginia.edu/plr. Please review these links prior to class along with your textbook readings.

Additional readings will be assigned and/or discussed in class from the latest available edition of the Legal Information Buyer’s Guide & Reference Manual, by Kendall F. Svengalis (published annually at http://www.nelawpress.com/). Svengalis talks about practical bottom line pricing decisions. This is a book you should consider purchasing if you plan on starting your own solo or small law practice. A CD with a PDF copy of the book is on reserve under my name at the library information desk.
RECOMMENDED RESOURCES


Also recommended for review is TERRILL POLLMAN, et al., LEGAL RESEARCH: EXAMPLES AND EXPLANATIONS (Wolters Kluwer. 2017). Any additional recommended readings and materials will be distributed in class and/or listed on TWEN.

ATTENDANCE

- Regular class attendance is mandatory. Students must be prepared for all classes.
- Attendance will be taken each class period. Please consult the Student Handbook to ascertain the law school’s policy on absences and receipt of academic credit for a course.
- Submit all requests for special accommodations to Gary Harrington, Director of Student Affairs, as soon as possible.

LAPTOPS (or other devices)

- Please bring a laptop or other device with access to a web browser to class each session if possible, as we may explore resources together online or have web training sessions. You may also have the opportunity to try to find resources related to your assignments during class sessions. Please do not use your device for any other purpose than course related activities. Please use laptops and other devices for course related use only. All assignments MUST BE TYPED.
- In order to foster a professional environment that is conducive to learning, please do not engage in distracting conversations and other disruptive conduct, such as talking on your cell phone, playing games on your computer, or listening to music in class (yes, it has happened). If you chose to do so, you will be asked to leave the class so as not to disturb your fellow students, and you will not earn any class participation credit for that session.
- Please switch cell phones to vibrate before class. Ringing phones are extreme disruptions.
- The syllabus may be subject to change. If changes to readings or assignments are needed, students will be given notice.
- All projects are to be done individually. No representation of other’s work as one’s own (plagiarism) is allowed. Please consult the Student Handbook for the law school’s policy on plagiarism.
COURSE REQUIREMENTS – ALSO See the major assignment date list on page 4.

- 10%- Class attendance and participation will constitute 10% of the final grade. In-class exercises may be included in some class sessions and if given will be counted as part of class participation.

- 10%- TWO OF THREE CERTIFICATIONS WILL BE REQUIRED (LEXIS, WESTLAW, BLOOMBERG LAW) (for a total of 10% altogether). Certifications are to be done independently. Other interactive exercises may be assigned as in-class exercises or as homework. Website links will be provided to certification information, instructional materials, and online tests.

- 30% of your grade will consist of a semester-long project called the “Building Your Personal Law Library” project. You will be assigned a section from this project periodically during the semester, which is due the next week. A summary document along with a compilation of all of the semester assignments will be due at the end of the semester. The project will help you to build a legal research “toolkit” in your area of interest that you can use as you build your practice post-graduation. Legal research topics will be covered which tie in to the Personal Law Library assignment for that week.

- 50% - There will be one major writing project, constituting 50% of the final grade, which will be a paper on a legislative history research topic which can satisfy the upper level writing requirement at the choice of the student. Upper level writing assignment papers will be 25 double spaced pages. Non-upper level legislative history papers will be 15 double spaced pages. The paper will be completed in several stages during the course of the semester. The stages of the Legislative History project are as follows:

  1) Topic Proposal - Choose your Legislative history topic (1 page max - 5%). One page paper will include discussion of the importance of the topic and the overall argument/theme of your paper. Mandatory conference/meeting (will talk about research tools). Proposal Due 1/27.

  2) Outline and mandatory conference/meeting – 5%. Outline Due 2/17.


  4) Final Paper – 30 %. Due 5/5 (all but graduating 3L); Due 4/21 (graduating 3Ls).

If you wish to do research on a state legislative history topic, please note that 50 state survey assignments are much more difficult than doing a federal legislative history and this is not recommended.

Submit all assignments via the assignment drop box in TWEN. Early final paper submissions are encouraged.

For all EXCEPT graduating 3Ls, the final paper and confirmations of certifications from the vendors (they usually send you an email notice when completed) are due on Friday, 5/5.

Materials for graduating 3Ls are due on Friday, April 21st.
GRADING
Your final grade will be determined based on class participation (including any research reviews and in-class exercises), database certifications, the Legislative History project, and the “Build Your Personal Library” projects. There will not be a final examination in this class.

Each assignment will be graded on a 4.0 (GPA) scale. Your overall score for the course will also be on a 4.0 basis. The course will not be graded on the curve; the effort you put into the course will determine your grade. Grades for the course will be determined this way: A = 3.6 - 4.0; B+ = 3.1 - 3.5; B = 2.6 - 3.0; C+ = 2.1 - 2.5; C = 1.6 - 2.0; D = 1.0 - 1.5.

PAPER CONFERENCES/MEETINGS
We will have at least two mandatory conferences about the legislative history assignment. However, you should meet with me whenever necessary to discuss your progress. Be prepared to discuss the sources you have examined thus far. It is your responsibility to contact me and to schedule meetings. Work on your project as early as you can. Please do not wait until your first draft is due to talk to me about problems with the legislative history project.

DO THE READINGS!  During class, we will review concepts you may have encountered in the Legal Methods course (or Legal Bibliography if you took it) as well as try to talk about some of the deeper issues raised by the legal research sources. Reading your assignment each week will help you to participate fully in the discussion and the class exercises. If you need basic refresher do the optional readings in Legal Research in a Nutshell. Additional short readings may be distributed for reading and discussion in class. Doing the readings help you get the most out of the class discussions and in-class exercises.

Major Assignment Dates:

- 1/11 –Start picking a statute for your legislative history project (due 1/18). Sign up for mandatory topic meeting in class.
- 1/18 - Legislative history project topic proposal due. Signup for topic meetings (week of 1/23-1/27). This can be a tentative topic. Use the Statutes and Legislative history lectures to explore whether you want to commit to your topic or switch to another one.
- 1/25- Be prepared to look for research materials on your topic during class. 1/23-1/27- Topic meetings. Start working on outline after receiving topic approval.
- 2/17– Detailed legislative history outline due Friday 2/17. Include references to the research sources you have found thus far and plan to cite in your paper. Sign up for mandatory outline meeting.
- 3/24 – First draft due. Comments will be distributed via email. Start working on final paper after receiving approval. Optional paper meetings can be scheduled by appointment.
- 4/21–Graduating 3Ls –Final Legislative History Project Due by 5pm, Friday April 21st in order for grades to be submitted in a timely manner. Finishing the project earlier is recommended. Personal Law Library Project due. Two of three certifications due.
- 5/5 –All other students – Final Legislative History Project Due by 5pm on Last day of exams, Friday May 5th. Finishing the project earlier is recommended. Personal Law Library Project due. Two of three certifications due.
You are expected to have explored the web page links for the corresponding chapter of Olson’s Principles of Legal Research prior to class for class discussion and/or in-class research exercises. Links for websites referenced by Olson are available at: [http://libguides.law.virginia.edu/plr](http://libguides.law.virginia.edu/plr).

You will be assigned a section from the semester-long “Building Your Personal Law Library” project periodically during the semester, which is due the next week. A summary document along with a compilation of all of the semester assignments will be due at the end of the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignment Distributed</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1/4  | 1  | Introductions/ Course Overview/ Legal Research Review                 | • Olson Chapter 1  
• Svengalis Chapters 1, 2, and 4                                                                                                                                                    | Table 1- Pick Your Legal Electronic Information Vendor                                  | Survey/ Information Sheet                                                                                                                   |
| 1/11 | 2  | Secondary Sources- How to do research in an area you know nothing about [Immigration] | • Olson 10-12  
• Svengalis Chapters 4-5, 17 and 19  
• See list from Svengalis chapter 27 for Table 2                                                                                         | Table 2: Treatises/ journals in subject area                                                                                       | Start thinking about paper topic/ Table 1 due                                                                                                                                 |
| 1/18 | 3  | Statutes/ [Police Use of force- The wrong law?] 50 state surveys        | • Olson Chapters 2-3  
• Svengalis Chapters 9-10  
• (In Class) – choosing a legislative paper topic.                                                                                                                             | Table 3: Primary Sources local jurisdiction- Statutes                                                                                   | Topic Due 1/27. TWEN meeting signup/ Table 2 due                                                                                                                                 |
| 1/25 | 4  | Legislative history/ Paper assignment overview Example: Religious Freedom Restoration Act | • Olson Chapter 4  
• Optional reading: Obamacare²/ Civil Rights Act of 1964³                                                                                                           | Look for information on your topic in class                                                                                           | Topic Meetings/ Table 3 due                                                                                                                  |

³ Also see a summary of the legislative history of the Civil Rights Act of 1964, available at [http://www.dirksencenter.org/print_basics_histmats_civilrights64_contents.htm](http://www.dirksencenter.org/print_basics_histmats_civilrights64_contents.htm), a timeline and source list at [http://www.civilrightsactof1964.org](http://www.civilrightsactof1964.org), and links to contemporary documents at [http://www.dirksencenter.org/print_basics_histmats_civilrights64_docintro.htm](http://www.dirksencenter.org/print_basics_histmats_civilrights64_docintro.htm).
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>In-class exercise:</th>
<th>Table(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1</td>
<td>5</td>
<td>Legislative history part two</td>
<td>In-class exercise: Look for information on possible topics during class</td>
<td></td>
<td>Work on outline</td>
</tr>
<tr>
<td>2/8</td>
<td>6</td>
<td>Secondary Sources/Building Your Personal Law Library/Practice materials</td>
<td>Guest Lecture – Linda Barrette • Acquiring legal materials for your workplace • Read Svengalis Chapter 5 and 7 • <em>Skim</em> Svengalis 18, 20-21,23</td>
<td>Table 4: Legal looseleafs Newspapers/Newsletters in subject area</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td>7</td>
<td>Finding Case Law/SEARCH/Florida Legal Materials</td>
<td>Olson Chapters 6-7 • Svengalis Chapters 5, 13, 28 (start at p. 722 for Florida materials)</td>
<td>Mandatory Outline meeting signup</td>
<td>Detailed Outline with references Due Friday 2/17</td>
</tr>
<tr>
<td>2/22</td>
<td>8</td>
<td>Advanced Case finding tools, Citators, and Dockets/Court rules/looseleafs</td>
<td>Olson • Svengalis Chapters 15-16</td>
<td>Table 5: Primary Sources local jurisdiction-Cases &amp; Court Rules</td>
<td>Table 4 due Outline meetings (start working on first draft)</td>
</tr>
<tr>
<td>3/1</td>
<td>9</td>
<td>Next-Generation Research tools/Database Evaluation</td>
<td>Svengalis Chapters 25-26 • Halvorson Database evaluation checklist&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Table 6: Next Gen Tools</td>
<td>Table 5 due</td>
</tr>
<tr>
<td>3/8</td>
<td>N/A</td>
<td>Spring Break – No Class</td>
<td>No Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>10</td>
<td>Regulations/Sources of Administrative Law/Ordinances</td>
<td>Olson Chapter 5 • Svengalis Chapters 11 and 12</td>
<td>Table 7: Primary Sources from jurisdiction-Regulations &amp; Ordinances</td>
<td>Table 6 due</td>
</tr>
<tr>
<td>3/22</td>
<td>11</td>
<td>Tax Law Research [Jail House Rock]</td>
<td>Svengalis Chapter 27 (tax section starts at page 639)</td>
<td>First Draft Due Friday 3/24/Table 7 Due</td>
<td></td>
</tr>
<tr>
<td>3/29</td>
<td>12</td>
<td>Business/Dockets Bloomberg/Public Records/Forms</td>
<td>Olson Chapter 9 • Optional paper meetings by appointment</td>
<td>Table 8: Non-law sources in your subject area</td>
<td>Work on Final Paper once approved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
</table>
| 4/5  | 13   | International Law and the Law of other countries | • Guest Lecture  
• Olson Chapter 13-14 |
| 4/12 | 14   | Course Wrapup: Back To the Future? | Legal research and technology for law practice  
Skim legal tech blogs.⁵ |
| 4/17 | (optional meetings) | New Year’s Day make-up |
| 4/18 | (optional meetings) | MLK day makeup |
| 3Ls – Final Paper Due Friday 4/21 by 5pm | Graduating 3Ls – Final Paper, Personal Law Library compilation and certifications due |
| All others Final Paper Due 5/5 | All others—Final Paper, Personal Law Library compilation, and certifications due |

Early final paper submissions are encouraged.

**Academic Calendar:**

- End of Add/drop period, Last day to pay all fees without a late fee assessment ($100.00)  
  January 6
- Holiday – College of Law closed in observance of Martin Luther King, Jr. Day (No classes)  
  January 16
- Spring Break (College of Law open, No Classes) March 6 – 10
- Last day to withdraw (course/term) April 10
- New Year’s Day make-up day (Monday schedule) April 17
- Martin Luther King, Jr Day Make up with Monday schedule Classes End April 18
- Reading Period April 19 – 21
- Final Examination Period Begins April 24
- Final Examination Period Ends May 5
- University Commencement April 29
- College of Law Hooding Ceremony May 20

See: [http://law.famu.edu/current-students/registrar/academic-calendars/](http://law.famu.edu/current-students/registrar/academic-calendars/)

Personal Law Library Project Summary – Full project document will be distributed in class

This assignment has as its goal to 1) help you review legal research resources from the perspective of your subject interests as you near graduation and 2) help you explore which legal resources you would pay for and why. This assignment will be done periodically throughout the semester. You will be assigned a section from the semester-long “Building Your Personal Law Library” project periodically during the semester, which is due the next week. A summary document along with a compilation of all of the semester assignments will be due at the end of the semester.

For this project you will be asked to assume that you have just started a law practice with two of your friends from law school (small, 3 person firm). You are starting from scratch and have to establish a law library for your practice. You drew the short straw, and have been designated as the “law librarian” for the firm. Using a budget of $1000 per month, or $12,000 per year, choose a combination of print electronic resources from the tables provided in the assignment packet. Prices will be based on the latest edition of the Svengalis Legal Information Buyer’s Guide and Reference Manual (for the sake of the assignment we will use prices given as examples for solo practitioners as a three person license). Assume Florida as your jurisdiction. Your “practice area” may be one that you have in mind for after graduation or a subject that you want to further explore.

For each part, fill in the tables provided in the assignment packet. Space has been provided for you to write a brief justification to your two partners about which sources you picked from each section, why you think that they are the best fit for the budget, and how much reliance you feel you can have on free web sources. Also note if there will be reliance on a local law library that is open to the public, what resources do they offer that are available to the public (you can use FAMU as a model).

The same document is being provided for all of the assignments. Continue to fill the assigned tables out as you go along. When finished filling out the individual tables at the end of the semester, total everything for each category and fill in the amounts on the summary memo template provided. Answer the questions on the summary template. Your final submission should include the completed document including the summary table.

Sources to be used for the project include:

1. Legal Information Buyer’s Guide and Reference Manual [latest available] - A CD-Rom version is on reserve at the Circulation Desk and must be used to complete this project. Note that pricing listed in the book is usually a couple of years behind so the listed prices are actually on the low side. See especially:
   a. Chapter 4 – Personal Law Library
   b. Chapter 27 – Legal Treatises by Subject Area
   c. Chapter 28 – State Legal Publications
2. Vendor catalogs (provided in class). Note that you can use publisher websites such as West Publishing at http://legalsolutions.thomsonreuters.com/law-products/law-books/books or Lexis Publishing at http://www.lexisnexis.com/store/. Feel free to use the online sources if you wish.
3. Materials and information from course readings and class lectures.

When you go into practice send me feedback about the assignment and new resources to include.
Major project: Legislative History

Legislative history research is done to 1) find out the legislative intent behind the statute and 2) to interpret the meaning of a statute to obtain a positive result for your client. An example of a short legislative history can be found at the end of this syllabus.

For the Legislative History project, worth 50% of the final grade, you will be asked to select a federal public law of interest to you (for example, The Religious Freedom Restoration Act, the Civil Rights Act of 1964, etc.), and compile a full legislative history of that act in order to explore its original legislative intent. You will be responsible for identifying, locating, and reading (within reason) the following:

- Reports from the relevant House, Senate, and Conference Committees
- All of the versions of the bill before both houses of Congress
- Congressional Floor Debate
- Hearing testimony, if available
- Text of the law as signed by the President, and any Presidential signing statements

Your first action should be to look for compiled legislative histories where an author may have already summarized or gathered together the full text of the relevant materials. Compiled legislative histories, if available, can be found as either treatises or journal articles. We will cover sources for finding compiled legislative histories in class. For examples see http://www.justice.gov/jmd/ls/legislative-histories.

Next, you will be responsible for examining non-legal sources such as newspaper articles, journal pieces, position papers and commentary from various organizations and people, available via the internet, for commentary on the statute in which you are interested. Accordingly, you will be consulting such sources for the time period during which the law is proposed, debated, and passed.

Finally, in addition to listing and discussing these sources, your paper will culminate in a thorough discussion of the general legislative intent behind the law you have selected. If there is a specific issue you want to address, you may, but it may require doing more detailed searching and reading of the sources.

All topics must be approved by the instructor. Multiple students cannot work on the same topic for their paper. All students will be asked to submit a paper outlining the sources which will be used for the Legislative History project. Try to avoid topics that are too old, too new, too narrow, or too broad.

State Legislative History (not recommended for assignment):
States do not have the same depth of legislative history resources as the federal government. Thus, state legislative history research is not recommended for this assignment as it is much harder to do. See State Legislative History Research Guides at http://www.law.indiana.edu/library/services/sta_leg.shtml.

Fifty State Surveys (not recommended for assignment):
In your practice you may need to survey the current law of all fifty states on an issue. There are specialty tools in Lexis, Westlaw, and Bloomberg Law that can help with this which we will cover in class.

How to do a Federal Legislative History – Checklist

Legislative history is needed to 1) find legislative intent, and 2) interpret the meaning of a statute to obtain a positive result for your client. An example of a short legislative history can be found on the back of this page. Look for legislative history materials on your topic using the resources below:

Federal Legislative History Checklist

1) Check the statute in USCA. Look for the Public Law Number (PL.), the Statutes at Large Citation (___ stat. ___), and a citation to United States Code Congressional and Administrative News (USCAAN). Check the Statutes at Large for the Bill Number (H.R. ___ or S. ____).

2) Look for compiled legislative history (don’t reinvent the wheel!). Check secondary sources:
   - online catalog at http://famu.catalog.fcla.edu
   - journal articles (http://scholar.google.com, Lexis, Westlaw, Heinonline, etc.)
   - CRS reports (https://www.crsreports.com; Try a Google search – [your act] “crs report”
   - Heinonline Federal legislative history library
   - Congressional quarterly weekly report (access via http://library.famu.edu/databasesAZ)

3) Use tools to find individual documents/ bill tracking information:
   - Congress.gov (http://www.congress.gov) bill versions, committee reports, congressional debates
   - Govtrack (http://www.govtrack.us)
   - Proquest Congressional (Congressional Information Service – CIS) via the A-Z databases list
   - Lexis/Westlaw Legislative History databases
   - USCAAN (print or the LH database in Westlaw) – selected committee reports
   - Online card catalog – links to many free hearings and government documents
   - Presidential signing statements and speeches – fdsys.gov or new beta govinfo.gov (See the Compilation of Presidential Documents). See also the American Presidency Project - http://www.presidency.ucsb.edu.

4) Search news sites and blogs:
   - Google news (http://news.google.com)
   - Lexis/Westlaw/Bloomberg Law (Bloomberg has many specialty newsletters)

5) Find an advocacy group that is tracking the issue (use Google if you are not already aware of one).
Example Legislative History: Civil Rights Act of 1964 - Public Law 88-352

The 1964 Civil Rights Act was a landmark in legislative attempts to improve the quality of life for African Americans and other minority groups. Although civil rights had a long history as a political and legislative issue, the 1960s marked a period of intense activity by the federal government to protect minority rights. The Act did not resolve all problems of discrimination. But it opened the door to further progress by lessening racial restrictions on the use of public facilities, providing more job opportunities, strengthening voting laws, and limiting federal funding of discriminatory aid programs. Summary of Act (Deleted)

Sources of Legislation

The specific source of the 1964 Civil Rights Act was the President of the United States. John Kennedy began the process of gaining support for the legislation in a nationally televised address on June 11, 1963. Discouraged by the violence accompanying the Birmingham demonstrations, Kennedy urged in eloquent language that Americans take action to guarantee equal treatment of every individual, regardless of color. The Justice Department was charged with the responsibility of converting the President's words into legislative form. Department officials developed a proposal to address the serious problems of racial discrimination which at the same time recognized the politics of the situation. After consulting with congressional leaders in both parties, drafters of the bill avoided any controversial and unnecessary language that could have alienated potential support in Congress...It was against this background that the administration's proposal went to Congress...

Committee Consideration in House and Senate

Although either house of Congress could have taken the lead in considering civil rights legislation in 1963 and 1964, the Senate preferred to delay action until the House considered the legislative package proposed by the President. Senate leaders prevented the Judiciary Committee and the Commerce Committee from formally reporting any of the several civil rights proposals they considered in 1963, including S.1731 and S.1732 which contained the Justice Department's proposals...As a result of this strategy on the part of the Senate leadership, the initial focus of activity on what was to become the Civil Rights Act of 1964 took place in the House of Representatives... H. R. 7152 was referred for consideration to the House Judiciary Committee...

House Debate and Passage

The House of Representatives debated the bill for nine days and rejected nearly one hundred amendments designed to weaken the bill before passing H.R .7152 on February 10, 1964. Of the 420 members who voted, 290 supported the civil rights bill and 130 opposed it...It is interesting to note that Democrats from northern states voted overwhelmingly for the bill, 141 to 4, while Democrats from southern states voted overwhelmingly against the bill, 92 to 11. A bipartisan coalition of Republicans and northern Democrats was the key to the bill's success. This same arrangement would prove crucial later to the Senate's approval of the bill.

Bill Introduction and Passage in Senate- Return to House

After the House-passed H. R. 7152 on February 10, the bill went to the Senate for its consideration...Interest in the legislative course of H. R. 7152 was not contained to Congress. Outside pressure on Congress came from ordinary citizens, civil rights organizations, church organizations, and the executive branch of government... As the civil rights debate unfolded, it became increasingly clear that the southern bloc objected most strongly to two sections of the bill, the cut-off of federal funds to projects that discriminated against African Americans and the provision for fair employment practices enforcement...On June 17, the Senate voted by a 76 to 18 margin to adopt the bipartisan substitute worked out by Dirksen in his office in May and to give the bill its third reading. Two days later, the Senate passed the bill by a 73 to 27 roll call vote...Since the Senate-passed version of the bill differed from the House passed H. R .7152, the measure returned to the House of Representatives for reconsideration.

White House Approval

Within a few hours of passage, President Johnson he signed it into law in a nationwide television broadcast from the White House. On July 2, 1964, President Johnson spoke the following words before signing the bill:

We believe that all men are created equal -- yet many are denied equal treatment. We believe that all men have certain inalienable rights. We believe that all men are entitled to the blessings of liberty -- yet millions are being deprived of those blessings, not because of their own failures, but because of the color of their skins. The reasons are deeply embedded in history and tradition and the nature of man. We can understand without rancor or hatred how all this happens. But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I sign tonight forbids it.... Abridged from: http://www.dirksencenter.org/print_basic_histmats_civilrights64_contents.htm
# Search Features Chart

Common Database Search Features that can be considered when making purchasing decisions

<table>
<thead>
<tr>
<th>Feature</th>
<th>Google/Scholar</th>
<th>Westlaw</th>
<th>Lexis</th>
<th>Bloomberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-filter</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Post-filter</td>
<td>Limited</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Fields/segments</td>
<td>Limited</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Advanced search templates?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Boolean/Terms &amp; Connectors</td>
<td>Partial</td>
<td>Y</td>
<td>Y</td>
<td>Only use Boolean!</td>
</tr>
<tr>
<td>“Phrase search”</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Auto Phrase Recognition</td>
<td>Partial?</td>
<td>Y</td>
<td>Y</td>
<td>?</td>
</tr>
<tr>
<td>Proximity search</td>
<td></td>
<td>w/p; w/s</td>
<td>w/p; w/s =near 25 s;/s; /sent p;/p;/para</td>
<td></td>
</tr>
<tr>
<td>Within # words</td>
<td></td>
<td>w/n ex: w/3</td>
<td>w/n ex: w/3</td>
<td>/#; w/#; n/#</td>
</tr>
<tr>
<td>Truncation/root expander</td>
<td>N</td>
<td>Y Ex. arrest!</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Alternative word equivalent table</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y word variation box plural</td>
</tr>
<tr>
<td>Spelling correction</td>
<td>Y</td>
<td>Y?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Digest/case classification</td>
<td></td>
<td>Y Digest – Human</td>
<td>Y Algorithm</td>
<td>Human (BNA)</td>
</tr>
<tr>
<td>Case Headnotes</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Links to related documents</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Sort by? Relevance, Date</td>
<td></td>
<td>Relevance Date</td>
<td>Relevance Date</td>
<td></td>
</tr>
<tr>
<td>Citator?</td>
<td>How cited???</td>
<td>Keycite Algorithm</td>
<td>Shepard’s Human</td>
<td>BCite Algorithm</td>
</tr>
<tr>
<td>Citator signals in search results</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Alerts?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Folders/share results?</td>
<td>Mylibrary unshared</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Browse by topic</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Search within current results</td>
<td>Limited</td>
<td>Y</td>
<td>Y</td>
<td>?</td>
</tr>
<tr>
<td>browsing Table of contents (toc)</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Index (for selected items)</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Footnote links</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>secondary sources search?</td>
<td>Y books/journals</td>
<td>Y West Titles</td>
<td>Y Lexis Titles</td>
<td>Y BNA titles</td>
</tr>
<tr>
<td>“space” between word=</td>
<td></td>
<td>OR</td>
<td>Depends on search</td>
<td>AND</td>
</tr>
<tr>
<td>Related search feature</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
## Feature Comparison

<table>
<thead>
<tr>
<th>Feature</th>
<th>Google/Scholar</th>
<th>Westlaw</th>
<th>Lexis</th>
<th>Bloomberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language tools?</td>
<td>Define x Translatetool</td>
<td>Dictionary</td>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>How far back does coverage go? See HeinOnline</td>
<td></td>
<td>Strong backfiles</td>
<td>Strong backfiles</td>
<td></td>
</tr>
<tr>
<td>Easy to use?</td>
<td>Y</td>
<td>Y</td>
<td>N???</td>
<td>Y</td>
</tr>
<tr>
<td>Dockets?</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td>Y Pacer</td>
</tr>
<tr>
<td>Docket “runner” service?</td>
<td>Y</td>
<td>Court Express</td>
<td>Courtlink</td>
<td>Y</td>
</tr>
<tr>
<td>Business info</td>
<td>Y</td>
<td>Y</td>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td>International?</td>
<td>Y best?</td>
<td>Y</td>
<td>Strong</td>
<td>Y</td>
</tr>
<tr>
<td>Mobile apps</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Low cost? Free?</td>
<td>Free</td>
<td>Low Partial subscription</td>
<td>Low Partial Subscription</td>
<td>Low cost</td>
</tr>
</tbody>
</table>

### Google tips -
- [http://www.johntedesco.net/blog/2012/06/21/how-to-solve-impossible-problems-daniel-russells-awesome-google-search-techniques/](http://www.johntedesco.net/blog/2012/06/21/how-to-solve-impossible-problems-daniel-russells-awesome-google-search-techniques/)

### Comparing Lexis, Westlaw, and Bloomberg Law and.....
- [http://libguides.law.drake.edu/LexisWest](http://libguides.law.drake.edu/LexisWest)
- [https://lawlibra.wordpress.com/2012/11/16/comparativ%E2%80%8Be-review-of-online-legal-research-platforms-part-4-controlled-search-experiment/](https://lawlibra.wordpress.com/2012/11/16/comparativE-review-of-online-legal-research-platforms-part-4-controlled-search-experiment/)


Also of interest is another archived site, the Zimmerman Guide, which was sponsored by LexisNexis and provided useful information about a variety of legal research topics. The archived sited is still useful, although links may be outdated. See [https://web.archive.org/web/20091005100837/http://www.lexisnexis.com/infopro/zimmerman/](https://web.archive.org/web/20091005100837/http://www.lexisnexis.com/infopro/zimmerman/)
COURSE THEMES

This course will emphasize both practical and useful legal research tools and strategies and will cover a lot of the “nuts and bolts” of using legal research tools. However, along the way we will also touch on the history of those tools and broader, more advanced questions of legal research. Some of these broader themes and questions include:

- Where does the law reside? In the library? Only in the books and databases? As it turns out, this is more than a philosophical question. Is legal research like building with legos?

- Who owns the law? How did companies such as Westlaw rise to dominance in the legal publishing industry selling free legal information as a core service? Is access to legal information a human right? What is Open Access? What is the Access to Justice Movement?

- Other than the traditional books and databases, what is fair game in terms of legal research tools? Google? Wikipedia? Calling someone on the phone? What is “authoritative”?

- How are very old cases such as the Amistad still relevant to legal research today?

- How DO you do research in an area you know nothing about? Research guides? Pathfinders? LibGuides? Google? Online card catalog?? Wikipedia?? What are these strange things? How do you find out about new and novel questions of law or issues “ripped from the headlines”?

- What resources are you willing to pay for and why? Will you ever actually have to use print? If yes, is your search tool like a dictionary, the yellow pages, a book, a journal, or an encyclopedia?

- Where should you start (and stop) your research? Why do so many practitioners start their legal research with statutes? And keep a print copy of the code? Start with secondary sources?

- What are the unchanging principles of legal research and legal research resources that will remain the same regardless of changes in the format of the research tools? How do the underlying structures of print legal research (index, table of contents, digest etc.) translate into electronic form? Does print vs. electronic format impact how you approach searching a legal issue? Is there really such a thing anymore as an “unpublished” case?

- Why don’t people use the digest as much as they used to? Is using the West Digest System like using twitter hashtags? Did you know there are jobs to write West Digest entries?

- Humans vs. computer algorithms: are some citators better than others? Digests? Does the future of legal research lie with algorithms? True that Lawyers probably don’t have to worry about artificial intelligence taking their jobs in the near future. Why?

- Boolean searching for fun and profit! Has the concept of “search” expanded beyond the usual legal research sources? Are there ever really “certain” answers in the law or legal research?

- Is there anything in our environment (apart from intangibles such as love or religious beliefs) that is not regulated? How slow must Ketchup flow? (yes, there is a regulation on this!)

- Can computer code regulate behavior the same way legal code can? See Code 2.0 by Lawrence Lessig at http://codev2.cc/. The book is older now but still relevant. Also see The Relevant Lawyer by Paul A. Haskins and books by Richard Susskind such as Tomorrow’s Lawyers.