

## THA 474 LEGAL ISSUES IN THE ARTS

### CASE STUDY PRESENTATIONS

#### Presenter Responsibilities

- You will be responsible for working with your “opponent” to present the assigned case and to lead the class discussion on that day. This means both answering questions from your classmates and posing questions to them in order to facilitate a significant and productive conversation of the case and the issues raised. (I will not take over once you lay out the facts!)
- Although you are not limited to a single legal issue, one of primary concern to your case will be introduced in class approximately a week before your presentation. Be sure to consider laws we have previously discussed as well.
- Presenters are responsible for a thorough accounting of all the facts and laws at play—you should expect to do research beyond the starter article provided online for the whole class. Additional resources may be posted online on the “Case Studies” page.
- You are not required to use PowerPoint, but should definitely consider if there are any images, video clips, or other visuals that will help explain the case and engage the rest of the class.
- You are expected to actively present information in support of your side, in spite of whatever personal opinion you might have on the case.
- Presenters will turn in a written document containing the analysis of the case from their perspective. This will likely be 3-5 pages long. It may contain the images used in a PowerPoint presentation (if you have one), but should not be just a printout of your slides. Sources must be cited.

#### Participant Responsibilities

- If you are not a presenter that day, you will pick one side of the argument and write a 1-2 page summary of your views on who should prevail and why, based on both the law and the facts. This is to prepare you to participate in the discussion.
- Even though this is considered a less-formal response you must still cite quotes if they appear in your paper.
- Simply writing a response and turning it in, without participating in the class conversation, is not enough.
- You are not required to research beyond the starter article if it provides you enough information to fully form your point of view. But if there is something you do not understand from that article, learn enough to make your brief response a complete one.
- Participants may choose either side of the argument, but a response that essentially states “the other side is dumb” with no further explanation will not be considered a complete assignment.

#### CASE STUDY ASSIGNMENTS ON REVERSE SIDE

## CASE STUDY ASSIGNMENTS

*Each student has been assigned one “prosecution” and one “defense” argument.*

*Trades can only be made with permission of the instructor, and only so you still take on both sides over the course of the semester.*

February 13- Case Study #1:	David Ascalon	v.	the City of Harrisburg, PA
	Corinne Kessler		Hannah Steele
February 27- Case Study #2:	Edward Einhorn	v.	Mergatroyd Productions
	Sara Adams		James Isler
March 11- Case Study #3:	David Adjmi	v.	DLT Entertainment
	Lauren Long		Alexis Wells
April 1- Case Study #4:	Foster	v.	Svenson
	Sarah Coppenbarger		Megan Roddy
April 12- Case Study #5:	thatswhatshe said	v.	Samuel French
	Hannah Steele		Sara Adams
April 19- Case Study #6:	Thomson	v.	Larson
	Megan Roddy		Corinne Kessler
April 26- Case Study #7:	Hillary Johnson	v.	Magnolia Pictures
	Alexis Wells		Sarah Coppenbarger
May 6- Case Study #8:	Phoebe Jonas	v.	Bayer Corporation
	James Isler		Lauren Long