



**Internet Law (Law 793)**  
Professor Eric Goldman (he/him)  
Fall 2026

**1. Meeting Sessions.**

Class meets in Charney 106 every Tuesday and Thursday, 9am to 10:15am, from August 18, 2026 to November 24, 2026. However, on August 18 and 20 (the first two class sessions), class will meet in SCDI 1302 (enter through the South entrance); and class will not meet on October 13 (Fall Break).

**2. Attendance.**

Your attendance is critical to your success in the course, and your peers can't learn from you if you're not around. As a result, I expect 100% attendance. Students who achieve that will get a small prize. I will circulate a sign-in sheet each session; sign it before you leave the classroom. Because life happens, you have 5 "free passes" to cover unexcused absences. You don't need to let me know when you're using a free pass, but email me before any class session for which you are requesting an excused absence. If you have more than 5 unexcused absences, you are subject to a grade penalty or administrative withdrawal from this course.

If you have scheduling conflicts during the first week due to the FlexJD course schedule, please email me ASAP.

Sessions will start promptly at 9:00. Plan your commute accordingly.

**3. Casebook.**

You can download the casebook PDF for free in Camino. If you want a printed version, you can buy a [softcover version](#) (\$20 + shipping and tax) or [hardcover version](#) (\$28 + S&T).

**4. Office Hours.**

I'm happy to schedule a meeting at your convenience. Email me some proposed meeting times. I generally prefer outdoor or virtual meetings.

**5. Course Learning Objectives.**

- Learn the basic nomenclature and concepts of Internet technology.
- Understand Internet exceptionalism and some arguments for and against it.
- Learn the basic nomenclature and doctrinal principles of Internet law.

- Practice brainstorming legal and non-legal solutions to business problems and evaluating the pros/cons of those solutions.
- Develop practical ways to guide clients when laws and technologies are rapidly evolving.
- Practice writing about Internet law topics in different formats.
- Reflect on how Generative AI fits into your academic and professional endeavors.
- [Bonus: Learn more about 1980s pop culture.]

## 6. Schedule, Assignments, and Grading.

| Week                  | Topics                                                                  | Deadlines                                                                                                                                                       |
|-----------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 (Aug. 18 & 20)      | Introduction to Internet Law, Generative AI, Definition of the Internet | Self-introduction due Aug. 23, 5pm<br>Paper #1 due Aug. 23, 5pm                                                                                                 |
| 2 (Aug. 25 & 27)      | Internet Exceptionalism, Geography, Jurisdiction                        |                                                                                                                                                                 |
| 3 (Sept. 1 & 3)       | Contracts                                                               |                                                                                                                                                                 |
| 4 (Sept. 8 & 10)      | Contracts                                                               | Paper #2 due Sept. 13, 5pm                                                                                                                                      |
| 5 (Sept. 15 & 17)     | Trespass to Chattels                                                    | Course survey due Sept. 20, 5pm                                                                                                                                 |
| 6 (Sept. 22 & 24)     | Copyrights                                                              |                                                                                                                                                                 |
| 7 (Sept. 29 & Oct. 1) | Copyrights, Ticketmaster                                                | Midterm available Oct. 1, noon<br>Midterm due Oct. 4, 5pm                                                                                                       |
| 8 (Oct. 6 & 8)        | Trademarks                                                              | Midterm feedback due Oct. 11, 5pm                                                                                                                               |
| 9 (Oct. 15)           | Trademarks                                                              |                                                                                                                                                                 |
| 10 (Oct. 20 & 22)     | Trademarks, Defamation, Section 230                                     |                                                                                                                                                                 |
| 11 (Oct. 27 & 29)     | Section 230                                                             | Paper #3 due Nov. 1, 5pm                                                                                                                                        |
| 12 (Nov. 3 & 5)       | Section 230                                                             | Paper #4 due Nov. 8, 5pm                                                                                                                                        |
| 13 (Nov. 10 & 12)     | Privacy, Spam, Social Media                                             |                                                                                                                                                                 |
| 14 (Nov. 17 & 19)     | Future of the Internet, Guest Lecture [TBD]                             | Cumulative multiple choice exam due Nov. 22, 5pm<br>Complete the course evaluation                                                                              |
| 15 (Nov. 24)          | Review Session                                                          |                                                                                                                                                                 |
| Finals Period         |                                                                         | Paper #5 due Dec. 1, 5pm<br>Last chance for Qs: Dec. 1, 11pm<br>Final exam available Dec. 2, 10am<br>Paper #6 due Dec. 17, 11am<br>Final exam due Dec. 17, 11am |

| Graded Assignment/Description                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Point Scoring                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Weekly quizzes/exit tickets, due each Sunday at 5pm (except for Weeks 7 and 15)                                                                                                                                                                                                                                                                                                                                                                                                 | 1 point/week for timely completion          |
| Introduce yourself in the Camino discussion group                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 point for timely completion               |
| Paper #1: Answer <i>both</i> prompts: <ul style="list-style-type: none"> <li>Prompt 1: Why are you taking this course, and what outcomes do you hope to achieve?</li> <li>Prompt 2: How do you plan to use Generative AI in this course, and why? (It's OK to say you don't plan to use it at all).</li> </ul> (750 words max)                                                                                                                                                  | 0/2/4                                       |
| Paper #2: Pick a website/app of your choice and evaluate if you think a court would uphold its TOS formation process, EXCLUDING any product/service from Google/YouTube, Amazon, TikTok, Apple, X/Twitter, Snap, or Facebook/Instagram/WhatsApp. (no word limit, but papers shouldn't need more than 500 words; include screenshots; focus on the formation process, not the contract's substantive terms)                                                                      | 0/1/2                                       |
| Midterm and Midterm Peer Review                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0/2/4                                       |
| Paper #3: Read Sections 1-8 of the "Dancing with Bigfoot" case study. Analyze (1) Bigfoot on the Strip's defamation case against Randy, and (2) if Bigfoot on the Strip also sued TripAdvisor for Randy's review, TripAdvisor's Section 230 defense against a defamation claim. (750 words max, but most answers will be shorter)                                                                                                                                               | 0/1/2                                       |
| Paper #4: Complete all three rounds (9 posts total) of <a href="https://takedown.thecgo.org/">https://takedown.thecgo.org/</a> (warning: graphic content). Write a paper discussing your reactions to the exercise in total or to any specific post. (500 words max)                                                                                                                                                                                                            | 0/1/2                                       |
| Paper #5: Answer <i>both</i> prompts: <ul style="list-style-type: none"> <li>Prompt 1: Review your Paper #1 prompt 1 and explain whether your course outcomes matched your objectives. Discuss what steps, if any, you or I could have taken to improve your outcomes.</li> <li>Prompt 2: Revisit your Paper #1 prompt 2 about your planned usage of Generative AI. How did your plan go? What, if anything, might you do differently in the future?</li> </ul> (750 words max) | 0/2/4                                       |
| Complete the open-book/open-notes multiple-choice exam at <a href="https://forms.gle/4JukCwNBuTDqt5B17">https://forms.gle/4JukCwNBuTDqt5B17</a> . Use your scu.edu email address.                                                                                                                                                                                                                                                                                               | 4 points for timely completion, otherwise 0 |
| Paper #6: Without repeating what you wrote in paper #5, explain ONE thing that surprised, frustrated, or angered you the MOST about Internet Law and why it made you feel that way. (750 words max)                                                                                                                                                                                                                                                                             | 0/1/2                                       |
| Final Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0-36 (approx.)                              |

Note: ignore the point tallies in Camino. I record the grading information elsewhere.

## *Deadlines*

**All late submissions automatically get a zero.** Camino's/Google Forms'/Examsoft's timestamps are irrefutable. You bear the risk of all technical glitches uploading your submissions, even "unforeseeable" ones. Never wait until the last minute to make a submission.

## *Paper Submissions*

Upload all papers to the associated Camino assignment. Include your name and (where there is a word count maximum) your submission's word count. I prefer PDF submissions.

## *Midterm*

The exam will be a one-question essay with a word count cap. After I receive the midterm answers, I will send a peer's answer to you along with my grading rubric/sample answer, and you will assess your peer's answer. Eventually, I will deliver your peer's evaluation of your answer, along with my comments, to you. You will get the full points if you take both the exam and your peer review seriously and make both submissions on a timely basis (subject to process violations).

## *Final Exam*

The final exam will have 1 or 2 essay questions and a maximum word count. **YOU WILL FAIL THE COURSE IF YOUR FINAL EXAM IS LATE OR EXCEEDS THE WORD COUNT CAP.**

## **7. Generative AI.**

### *My Use of AI*

I artisanally hand-craft this course, though I have a few AI-generated slides in my slide deck.

I will run my final exam, and maybe other exercises, through Generative AI to establish a baseline of what the machines can produce. I expect you to substantially surpass that baseline. Historically, Generative AI-prepared answers to my exams would not have achieved a passing score. If your final exam answer matches the Generative AI baseline...well, that doesn't sound like a great outcome.

I manually do all course grading myself. As the old joke goes: I don't get paid to teach; I would do that for free. Instead, I get paid to grade.

### *Your Use of AI*

Generative AI will be an integral part of your professional efforts for the rest of your career. As a result, I do not restrict how you use Generative AI in the course. Use it wisely.

I have three major qualifications. First, the empirical evidence suggests that students who offload hard cognitive tasks to Generative AI achieve worse learning outcomes. (See, e.g., [this study](#)). If you use Generative AI as a substitute for your skill-building, you may be disadvantaging yourself.

Second, in that vein, I designed the reflection papers and midterm to get you to think about the material. A well-known quote (often attributed to David McCullough) says “Writing is thinking. To write well is to think clearly. That's why it's so hard.” I would add that editing is a key skill that distinguishes the best writers from average writers. When you outsource your writing or editing to Generative AI, you are skipping a key skill-building step. Also, I *hate* grading Generative AI outputs. Therefore, I STRONGLY encourage you not to rely on Generative AI for the reflection papers or midterm project. Get the benefit of the exercises by doing the work yourself!

Third, you are accountable for every word in every submission you make. Whether you are using Generative AI or not, it is your professional obligation to *double-check everything* in every document you submit or send. I expect to downgrade factual errors, such as hallucinated citations, in your submissions.

In the Camino Week 0 module, I posted excerpts from Korin Munsterman's book, [GenAI in Legal Education: A Practical Guide for Professors and Students](#) (2026), to advise you on using Generative AI as a law student.

## **8. Contact.**

Email me at [egoldman@gmail.com](mailto:egoldman@gmail.com). Put “Internet Law” in your subject line to avoid unintentional deletion as spam.

Stay up-to-date with the latest Internet Law developments at my blog [<http://blog.ericgoldman.org>] and Bluesky [<https://bsky.app/profile/ericgoldman.bsky.social>]. More course-related materials are available at <http://www.ericgoldman.org/cyberlaw.html>.

## Additional Disclosures

The following disclosures are derived from <https://www.scu.edu/provost/faculty-affairs/other-policies-procedures/teaching-expectations/>.

I emphasize that **the California legislature has designated me as a MANDATORY REPORTER of any incidents (that you mention to me or I see) of sexual harassment, including sexual battery, sexual violence, and sexual exploitation, as well as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature—whether the incident happened at SCU or elsewhere.**

\* \* \*

### Academic Integrity

The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the [Student Conduct Code](#).

I expect you to uphold the principles of this pledge for all work in this class and to comply with the law school's [Academic Integrity Policy](#). If you have questions about what is appropriate on any assignment, please let me know before you hand in your work.

### Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

As a faculty member, California law SB 493 and University policy require me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Equal Opportunity and Title IX Office. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see [this page](#) for more information about reporting options and resources.

If you (or someone you know) have experienced sexual harassment or sexual violence and want to speak to a confidential resource who is not required to report, please contact the [SCU Wellness Center, CAPS, Confidential Survivor Advocacy Services, University Ombuds Office](#), or any individual (e.g., clergy and counselors) acting in a professional capacity for which confidentiality is mandated by law. I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) as soon as possible to discuss your needs and register for accommodations with the University.

Due to the law school's anonymous grading format, please do not disclose any accommodation to me directly. The Office of Accessible Education will contact me as needed. If you have already arranged accommodations through OAE, please schedule an appointment to discuss your accommodations with the Office of Assessment Director at [lawaccommodations@scu.edu](mailto:lawaccommodations@scu.edu). To ensure fairness and consistency, the law school must receive verification from the Office of Accessible Education before providing accommodations. OAE requires at least 21 business days to review application documentation.

For more information regarding this process, please contact the Office of Assessment at [lawaccommodations@scu.edu](mailto:lawaccommodations@scu.edu) or [oea@scu.edu](mailto:oea@scu.edu).

### **Classroom Decorum**

It is important we maintain a respectful, professional learning community. That means being open to the ideas and viewpoints expressed by others, and engaging in conversations that challenge those viewpoints and ideas without comments that are demeaning or disrespectful. Class discussions can sometimes involve difficult topics. We should do everything possible to make everyone feel comfortable sharing their perspectives and life experiences, even when we disagree about ideas.

### **Use of Classroom Recordings**

I have requested that all class sessions be recorded and made available on Camino. The Student Conduct Code says: "Dissemination or sharing of any classroom recording without the permission of the instructor would be considered 'misuse' and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

### **Copyright Statement**

Course materials are protected by U.S. copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use, and you may share the materials with other students enrolled in this course. You may not publicly distribute any course materials without my written permission.

### **Technology Support**

For Camino support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the Zoom Help Center website, <https://support.zoom.us/hc/en-us>.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

### **Land Acknowledgment**

Santa Clara University sits on the unceded land of the Ohlone and the Muwekma Ohlone people, who trace their ancestry through the Missions Dolores, Santa Clara, and San Jose. We remember their connection to this region and give thanks for the opportunity to live, work, and learn on their traditional homeland.

### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. My pronouns are he/him. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns, see <https://pronouns.org/>.

### **Wellness Statement**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, or well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. If you are concerned with your progress in this class,



please contact me so that we can find solutions together. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

- Wellness Center: <https://www.scu.edu/wellness/>. The Wellness Center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.
- CAPS: <https://www.scu.edu/bewell/caps/>. Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A 24/7 support line is also available: 408-554-5220.
- SCU Culture of Care: <https://www.scu.edu/dso/culture-of-care/>. If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.