City University of New York (CUNY)

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Tech Policy and Legal Theory Syllabus

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BARUCH COLLEGE DEPARTMENT OF LAW
LAW--- : Tech Policy and Legal Theory

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Course Description:

Technology has changed dramatically over the last couple of decades. Currently, virtually all business industries are powered by large quantities of data. The potential as well as actual uses of business data, which oftentimes includes personal user data, raise complex issues of informed consent and data protection.

This course will explore many of these complex issues, with the goal of guiding students into thinking about tech policy from a broad ethical perspective as well as preparing students to responsibly conduct themselves in different areas and industries in a world growingly dominated by technology.

Rationale:

The statistical algorithms and computational tools built to manage collected data are finding their way into every corner of our lives. They determine what news we read, shape our financial and professional choices, and are even used as part of our justice system, in particular in connection with criminal law. As these uses multiply, collected data impacts all aspects of our society, flattening some forms of inequality while amplifying others, often in subtle and surprising ways. Seemingly minor methodological choices by system designers and users can have profound results and impacts on people's lives and businesses' success.

The course provides an understanding of the interaction between law, technology, and social engineering, as well as insights about ethical and policy considerations of which business and tech professionals today must be aware. Topics we will consider include responsibility and accountability of technology platforms, tech executives, and developers, ethics, privacy and data protection, automation and artificial intelligence, regulation of financial technology, algorithmic tort liability, consumer protection regulation, and cybersecurity.

The course requires case analysis, problem solving, development of critical thinking skills, and oral and written communication.

Learning goals for the course include:

☐ Students will employ primary sources to analyze and assess contemporary legal and policy issues arising from emerging technologies.

☐ Students will categorize the distinction between normative and empirical claims to hypothesize the relevance of this distinction for justifying arguments regarding law and policy making in the context of technology.

☐ Students will explain and critically appraise existing and emerging technologies from a law and policy perspective.

☐ Students will outline and debate key policies that shape the future of the technology, through in-class discussions, presentations, and colloquia.

☐ Students will demonstrate the necessary technological, written communication, and oral communication skills to convey their ideas effectively and persuasively.

☐ Students will use online library databases to research and download judicial opinions, legal scholarship, and other policy documents as well as periodical articles related to technology law and policy.

BBA Program Learning Goals:

Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skill to guide them when faced with

	ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Assurance of Learning Chart & Assignment Mapping – do you really want to say tech skills as moderate part of course? Are you teaching tech? I feel like we might get backlash on that

BBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Analytical Skills	☒	☐	☐	☐
Technological Skills	☐	☒	☐	☐
Communication Skills: Oral	☒	☐	☐	☐
Communication Skills: Written	☒	☐	☐	☐
Civic Awareness and Ethical Decision-Making	☒	☐	☐	☐
Global Awareness	☒	☐	☐	☐

Assignments	*Course Learning Goals*	*BBA Program Learning Goals*
Exam	Students will explain and critically appraise existing and emerging technologies from a law and policy perspective.	Oral Communication Analytical Skills Civic Awareness and Ethical Decision-Making Global awareness

	Students will categorize the distinction between normative and empirical claims and to hypothesize the relevance of this distinction for justifying arguments regarding law and policy making in the context of technology.	
Mid-semester Presentations: Students will analyze the policy, ethical or factual implications of one of the issues suggested or discussed in class, and present their thoughts, via an interactive technological tool, to the class.	Students will explain and critically appraise existing and emerging technologies from a law and policy perspective. Students will demonstrate the necessary technological, written communication, and oral communication skills to convey their ideas effectively and persuasively. Students will use online library databases to research and download judicial opinions, legal scholarship, and other policy documents as well as periodical articles related to technology law and policy.	Technological Skills Oral Communication Analytical Skills Civic Awareness and Ethical Decision-Making

News Summaries: Students will review timely and relevant news stories, pick two, summarize and analyze them, and present those in class.	Students will employ primary sources to analyze and assess contemporary legal and policy issues arising from emerging technologies. Students will use online library databases to research and download judicial opinions, legal scholarship, and other policy documents as well as periodical articles related to technology law and policy.	Analytical Skills Oral Communication Global Awareness Civic Awareness and Ethical Decision-Making Written Communication
Readings & Reactions: various case studies, news stories, op-eds, journal articles	Students will employ primary sources to analyze and assess contemporary legal and policy issues arising from emerging technologies.	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness
Lectures	Students will outline and debate key policies that shape the future of the technology, through in-class discussions, presentations, and colloquia. Students will employ primary sources to analyze and assess contemporary legal and	Civic Awareness and Ethical Decision-Making Global Awareness Oral Communication

	policy issues arising from emerging technologies. Students will categorize the distinction between normative and empirical claims and to hypothesize the relevance of this distinction for justifying arguments regarding law and policy making in the context of technology.	
Final Paper:	Students will explain and critically appraise existing and emerging technologies from a law and policy perspective. Students will demonstrate the necessary technological, written communication, and oral communication skills to convey their ideas effectively and persuasively. Students will categorize the distinction between normative and empirical claims and to hypothesize the relevance of this distinction for justifying arguments regarding	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness Written Communication

	law and policy making in the context of technology. Students will use online library databases to research and download judicial opinions, legal scholarship, and other policy documents as well as periodical articles related to technology law and policy.	

Course Materials: There is no textbook for this course. The readings for the course are available below, on a session by session basis, as well as on the course's site.

If you see articles that you think would interest the class, please feel free to give them to us and we will copy and distribute them.

Course Assignments:

This course has the following assignments and requirements:

1. Reading Reactions and Questions. Four times during the semester where reading is assigned, you must submit to the professors a response of at least five paragraphs, including thoughtful questions, reacting to the assigned reading and the discussed episode (not a summary of the reading/episode). Submission is due in the beginning of the class in which we'll discuss the episode and the reading. We want to know that you are prepared and engaged with the topic. You might be asked to share your thoughts in class and we will use these as a jumping off point for our in-class discussion. Keep in mind, while attendance and participation is extremely important in this class, even if you don't show up you must submit at least 4 responses to get full credit for the responses. Yours reaction papers will receive a PASS or FAIL score, which means that if you failed to complete one of the 4 you are starting at 75% of this grade component (which totals at 20% of the course's grade). You will receive no credit for your reaction papers if they are not thoughtful and/or if they do not reflect that you have read and engaged with the topic.

2. Mid-Semester Presentation the course includes a mid-semester presentations as described below.

3. Final Papers: The course concludes with a 4-page paper reflecting a legal and policy

analysis and recommendations. Students will submit a précis on week 4; an outline on week 6; a draft on week 8; and a final paper on the last class. During each of the stages, students will get feedback about their choice of topic, their analysis, and the structure of their work.

4. Two News Summary Assignments: students are requested to bring to class two noteworthy news stories (one in each of the two different dates listed below) from a recognized and legitimate media outlet that discusses updates regarding one of the issues we covered in class. Each student will get 2-3 minutes to present to the class their news story and also submit a copy of the one page (maximum) write up to the professor. Note: the stories must be recent and timely. This assignment will be reflected as a 10% (5%+5%) component of the final grade and would be graded as pass (A)/fail (F). News Summary should not exceed one page.

Grading:

We will calculate course grades as follows

Please note that as this course involves a group project, a portion of your grade will be based on a peer assessment completed by the other members of your group. Assessment forms will be provided at the end of the semester.

⬚ Reading reactions 20%

⬚ Class mid-semester presentation (see description below) 20%

⬚ Exam 20%

⬚ Final paper 20%

⬚ 2 News Summaries 10%

⬚ Class participation (including attendance) 10%

Range Grade:

93-100 A

90-92.9 A-

87.1-89.9 B+

83-87 B

80-82.9 B-

77.1-79.9 C+

73-77 C

70 to 72.9 C-

67.1-69.9 D+

60-67 D

59.9 and below F

Course & Attendance Requirements:

⬛ Your attendance and participation in class sessions are critical and mandatory.

Participation means that you have completed all required readings, are prepared to engage in a serious conversation about the readings, listen to and respond to your colleagues, offer thoughtful commentary, and ask questions. I will take attendance at each class session. I will permit only three absences for any reason. For each absence above three for any reason (excessive lateness also counts as absence), there will be grade-related consequences.

⬛ Turn off cell phone and other devices, including laptops, during class, unless you have discussed with me why you need to leave your phone or laptop on.

⬛ Please make sure that you know how to access the Blackboard site for the course, as course materials and grades will be posted on Blackboard. You should also check it and your Baruch email address on a regular basis, as messages to the class are sent via Blackboard.

⬛ Hand in your work in hard copy, at the beginning of class, or, if it is a blog post, post it before class begins on the course' site. If you need an extension, you must communicate with me beforehand and negotiate a mutually acceptable deadline. I will not accept unexcused late assignments and you will receive an F for the assignment.

⬛ Please take advantage of the opportunity to schedule an appointment with your professor if you have questions or comments about the course, the readings, the lectures, or the technology. I am interested in your feedback, and will make myself available to meet with you at a time that accommodates your schedule.

Services for Students with Disabilities:

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services located in Newman Vertical Campus, Room 2-271 as early in the semester as possible. All discussions will remain confidential. Note: documentation is necessary for every disability. For more information concerning services for students with disabilities, please contact Barbara Sirois, Director of the Office of Services for Students with Disabilities, Vertical Campus Building, One Bernard Baruch Way, 2nd floor, Room 2-270, 646-312-4590.

For additional information:
http://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm

Academic Honesty:

Students are expected to know and adhere to the Baruch College Academic Honesty Policy, found at http://www.baruch.cuny.edu/academic/academic_honesty.html. It states, inter alia, that YOU must understand that

> **Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.**

In particular, note the following definitions for cheating and plagiarism based on the College's Academic Honesty website:

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

⬜ Copying from another student during an examination or allowing another to copy your work

⬜ Unauthorized collaboration on a take home assignment or examination

⬜ Using unauthorized notes during a closed book examination

⬜ Using unauthorized electronic devices during an examination

⬜ Taking an examination for another student

⬜ Asking or allowing another student to take an examination for you

⬜ Changing a corrected exam and returning it for more credit

⬜ Submitting substantial portions of the same paper to two classes without consulting the second instructor

⬜ Preparing answers or writing notes in a blue book (exam booklet) before an examination

⬜ Allowing others to research and write assigned papers including the use of commercial term paper services

Plagiarism is the act of presenting another person's ideas, research or writing as your own:

⬜ Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is *four or more words* taken from the work of another)

⬜ Presenting another person's ideas or theories in your own words without acknowledging them

⬜ Using information that is not considered common knowledge without acknowledging the source

Failure to acknowledge collaborators on homework and laboratory assignment

Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. This report becomes part of your permanent file. Additional information and definitions can be found at http://www.baruch.cuny.edu/academic/academic_honesty.html

Class Schedule:

Week	Topic	Reading
1	**Introduction & Overview**	1. Cathy O'Neil, <u>The Ivory Tower Can't Keep Ignoring Tech,</u> NY Times, available at https://www.nytimes.com/2017/11/14/opinion/academia-tech-algorithms.html 2. Kate Conger and Cade Metz, <u>Tech Workers Now Want to Know: What Are We Building This For?,</u> NY Times, available at https://www.nytimes.com/2018/10/07/technology/tech-workers-ask-censorship-surveillance.html 3. Natasha Singer, <u>Tech's Ethical 'Dark Side': Harvard, Stanford and Others Want to Address It</u>, available at https://www.nytimes.com/2018/02/12/business/computer-science-ethics-courses.html 4. Evan Selinger and Woodrow Hartzog,<u> Stop Saying Privacy Is Dead</u>, Medium, available at https://medium.com/s/story/stop-saying-privacy-is-dead-513dda573071 5. Meg Leta Jones, <u>Does Technology Drive Law? The Dilemma of Technological Exceptionalism in Cyberlaw</u>, Journal of Law, Technology & Policy (Fall 2018) at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2981855
2	**Privacy: Legal Definition and History**	1. Samuel D. Warren & Louis D. Brandeis, <u>The Right to Privacy,</u> Harvard Law Review, Vol. 4, No. 5. (Dec. 15, 1890), pp. 193-220. Available at https://www.cs.cornell.edu/~shmat/courses/cs5436/warren-brandeis.pdf 2. Priscilla Regan, Legislating Privacy, Chapter 2, <u>Privacy as a philosophical and Legal Concept</u>, pp. 24-41. 3. Greg Ferenstein, The Birth And Death Of Privacy, Medium, available at https://medium.com/the-ferenstein-wire/the-birth-and-death-of-privacy-3-000-years-of-

		history-in-50-images-614c26059e 4. Julie Cohen, Turning Privacy Inside Out, Theoretical Inquiries in Law 20.1 (2019 Forthcoming), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3162178
3	**Privacy:** **From Secrecy and Informed Consent to Contextual Integrity and Privacy by design**	1. Omri Ben-Shahar, "The Myth of the 'Opportunity to Read' in Contract Law" (John M. Olin Program in Law and Economics Working Paper No. 415, 2008), available at https://chicagounbound.uchicago.edu/law_and_economics/549/ 2. Helen Nissenbaum, Privacy in Context, Chapter 7, pp. 129-157 3. Martin Degeling, et el, We Value Your Privacy ... Now Take Some Cookies: Measuring the GDPR's Impact on Web Privacy, available at https://arxiv.org/abs/1808.05096 4. J. Lindley Thompson et el, Informed by Design, in Living in the Internet of Things: Cybersecurity of the IoT - 2018, 2018 page (12 pp.), available at https://digital-library.theiet.org/content/conferences/10.1049/cp.2018.0022
4	**Profiling and Data-Based Discrimination**	1. Danielle Keats Citron & Frank A. Pasquale, The Scored Society: Due Process for Automated Predictions, 89 Wash. L. Rev. 1 (2014)https://ssrn.com/abstract=2376209 2. Solon Barocas and Andrew D. Selbst, Big Data's Disparate Impact, 104 Calif. L. Rev. 671 (2016), Introduction p. 673-76, Part I p. 677-93 (skim), Part II p. 694-713) https://ssrn.com/abstract=2477899 3. Nizan Geslevich Packin & Yafit Lev Aretz, Social Credit and the Right To Be Un-networked, Columbia Business Law Review, 339, 2016. 13, 2016 (available at https://cblr.columbia.edu/wp-content/uploads/2016/07/2_2016.2_Geslevich-Packin-and-Lev-Aretz_FINAL.pdf) 4. Sandra Wachter and Brent Mittelstadt, A Right to Reasonable Inferences: Re-Thinking Data Protection Law in the Age of Big Data and AI,

		Columbia Business Law Review, (Forthcoming 2019, available at https://ssrn.com/abstract=3248829
5	**Algorithmic Bias**	1. Nizan Geslevich Packin & Yafit Lev-Aretz, <u>Algorithms and Discrimination,</u> in Research Handbook of Law and AI (Woodrow Barfield & Ugo Pagallo ed., Edward Elgar Press (2018), available at https://ssrn.com/abstract=3168579 2. Karen Hao, <u>This is how AI bias really happens—and why it's so hard to fix</u>, MIT Technology Review, available at https://www.technologyreview.com/s/612876/this-is-how-ai-bias-really-happensand-why-its-so-hard-to-fix/ 3. Lauren Kirchner, Julia Angwin, Jeff Larson & Surya Mattu, <u>Machine Bias: There's Software Used Across the Country to Predict Future Criminals. And It's Biased Against Blacks,</u> ProPublica, 2016, https://www.propublica.org/article/machine 4. Data & Civil Rights Conference, <u>Courts and Predictive Algorithms Session</u>, Primer: https://www.datacivilrights.org/pubs/201510 27/Courts_and_Predictive_Algorithms.pdf 5. Summary: https://www.datacivilrights.org/pubs/201510 27/Summary_Courts_and_Data.pdf
6-7	**Automation and Artificial Intelligence**	1. <u>AI Now Report 2018, available at https://ainowinstitute.org/AI_Now_2018_Report.pdf</u> 2. Ryan Calo, <u>Robots as Legal Metaphors,</u> Harvard Journal of Law and Technology, Vol. 30, No. 1, 2016, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2913746 3. Sven Beiker and Ryan Calo, <u>Legal Aspects of Autonomous Driving</u> (2016) , available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2767899 4. Stephen E. Henderson, <u>Should Robots Prosecute and Defend?,</u> Oklahoma Law Review,

Forthcoming 2020, available at
https://ssrn.com/abstract=3314680

5. Martin Ford, The Rise of theRobots: Technology and the Threat of a Jobless Future (2016), Introduction p. ix-xviii.https://www.uc.pt/feuc/citcoimbra/Martin_Ford-Rise_of_the_Robots

6. McKinsey. Jobs Lost, Jobs Gained: Workforce Transitions In a time of Automation (December 2017), Summary & Part 1 p. 1-31, Part 6, 123-126.https://www.mckinsey.com/~/media/mckinsey/global%20themes/future%20of%20organizations/what%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/jobs-lost-jobs-gained-full-report.ashx.

7. Pauline Kim, Big Data and Artificial Intelligence: New Challenges for Workplace Equality, University of Louisville Law Review, Forthcoming 2019, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3296521

8. Ashley Deeks, Noam Lubell and Daragh Murray, Machine Learning, Artificial Intelligence, and the Use of Force by States, 10 Journal of National Security Law & Policy (2019, Forthcoming), available at https://ssrn.com/abstract=3285879

9. Jessica Zhanna Malekos Smith, Imagining a Killer Robot's First Words: Engineering State-in-The-Loop Legal Responsibility for Fully Autonomous Weapons Systems, Harvard Kennedy School Review (2018), available at https://ssrn.com/abstract=3213721

10. Wilko Schwarting, Javier Alonso-Mora and Daniela Rus, Planning and Decision-Making for Autonomous Vehicles, Annual Review of Control, Robotics, and Autonomous Systems, Vol. 1, pp. 187-210, 2018, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3330468

11. Morteza Taiebat, Austin Brown, Hannah Safford, Shen Qu and Ming Xu, A Review on Energy, Environmental, and Sustainability Implications of Connected and Automated Vehicles,

		Environmental Science & Technology (2018), available at https://ssrn.com/abstract=3320941
		12. Jan L. Jacobowitz and Justin Ortiz, <u>Happy Birthday Siri! Dialing in Legal Ethics for Artificial Intelligence, Smart Phones, and Real Time Lawyers</u>, Texas A&M University Journal of Property Law (2018), available at https://ssrn.com/abstract=3097985
<u>8</u>	**<u>Data Ownership and Data Reuse</u>**	1. Yafit Lev-Aretz and Katherine Strandburg, <u>Better Together: Privacy Regulation and Innovation Policy</u>, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3273483 2. Jessica Litman, <u>Information Privacy/information Property</u>, 52 Stanford Law Review 1283 (2000), available at http://www-personal.umich.edu/~jdlitman/papers/infoprivacy.pdf 3. Yafit Lev-Aretz, <u>Data Philanthropy</u>, Hastings Law Journal (forthcoming 2019)
<u>9</u>	**<u>Presentations</u>**	
<u>10</u>	**<u>Exam and Review</u>**	
<u>11</u>	**<u>Data Collection and State Power</u>**	1. Kiel Brennan-Marquez, <u>Plausible Cause: Explanatory Standards in the Age of Powerful Machines,</u> 70 Vanderbilt Law Review (2017) available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2827733 2. Natalie Ram, <u>Rebuilding Privacy Practices After Carpenter,</u> available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3265827 3. Chris Phillips, <u>The Golden State Killer investigation and the nascent field of forensic genealogy,</u> Forensic Science International: Genetics (2018), available at https://www.sciencedirect.com/science/article/abs/pii/S1872497318303685.
<u>12</u>	**<u>Technology, Big Platforms & Power</u>**	1. Nizan Geslevich Packin, <u>Too-Big-To-Fail 2.0? Digital Services Providers as. Cyber-Social</u>

		<u>Systems</u>, 93 IND.Law J. (forthcoming 2019), available at https://ssrn.com/abstract=2988284 2. Ariel Ezrachi & Maurice E.Struck,<u>VIRTUAL COMPETITION—THE PROMISE AND PERILS OF THE ALGORITHM-DRIVEN ECONOMY</u>(2016)(specific pages will be assigned). 3. Jack M. Balkin, <u>Free Speech in the Algorithmic Society: Big Data, Private Governance, and New School Speech Regulation</u>, U.C. Davis Law Rev. (2018), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3038939
<u>13</u>	**<u>Fairness, Accountability & Transparency in Machine Learning</u>**	1. Andrew Selbst & Solon Barocas. <u>The Intuitive Appeal of Explainable Machines</u>, 87 Fordham Law Rev. 1085 (2018) 2. Kate Crawford, <u>The Hidden Biases of Big Data</u>, Harvard Business Review, April 1 2013.http://blogs.hbr.org/cs/2013/04/the_hidden_biases_in_big_data.html 3. Batya Friedman & Helen Nissenbaum, <u>Bias in computer systems</u>, ACM Transactions on Information Systems (1996)https://dl.acm.org/citation.cfm?doid=230538.230561 4. Paul de Laat, <u>Big data and algorithmic decision-making: can transparency restore accountability</u>?47 SIGCAS Computers and Society 39 (2017).https://dl.acm.org/citation.cfm?doid=3144592.3144597 5. Joshua A. Kroll et al., <u>Accountable Algorithms</u>, 165 U. Pa. L. Rev. 633 (2017), Introduction & Part I. A. p. 3-13, Part II. A-B. p. 22-36, Part IV. p. 56-66. https://ssrn.com/abstract=2765268 6. Frank Pasquale, The Black Box Society: The Secret Algorithms that Control Money and Information (2015)(specific pages will be assigned).
<u>14</u>	**<u>Cyber-Security & Digital Ledger Technology and Wrap-</u>**	1. Jeff Kosseff, <u>Defining Cybersecurity Law,</u> 103 Iowa Law Rev. 985, 2018. Available at SSRN: https://ssrn.com/abstract=3225691

	Up	2. Harvard Kennedy School, Artificial Intelligence and National Security(2017), Part 1 p. 12-41, Part 3 p. 58-69, available at https://www.belfercenter.org/sites/default/files/files/publication/AI%20NatSec%20-%20final.pdf 3. Rebecca Crootof, The Killer Robots Are Here: Legal and Policy Implications, 36 Cardozo L. Rev. 1837 (2015), Introduction p. 1839-43, Part I. D., Part II-IV, Conclusion p. 1863-1903, available at https://ssrn.com/abstract=2534567 4. João Pedro Quintais, Balázs Bodó, Alexandra Giannopoulou and Valeria Ferrari, Blockchain and the Law: A Critical Evaluation, Stanford Journal of Blockchain Law & Policy (2018), avaliable at https://stanford-jblp.pubpub.org/pub/blockchain-and-law-evaluation