

AI Law Lab Bootcamps

Corporate & Litigation Tracks, Spring 2026 — Summary

An intensive applied AI course offered through the Penn Carey Law AI Law Lab. Two tracks — Corporate and Litigation — run in parallel. This summary describes the structure; the syllabi themselves are not publicly distributed.

Structure

Each track runs as a multi-session intensive combining lectures, practitioner guest sessions, and hands-on case-file work. Students choose a track at enrollment. The two tracks are designed to mirror the actual work patterns of the two practice areas — the analytical moves, document types, and ethical questions that show up in corporate transactional work versus litigation. A single generic “AI in law” course would shortchange both.

Both tracks share a common foundation: the technical fundamentals of current AI tools, the hallucination problem and how to manage it, client confidentiality in AI-assisted workflows, and the current landscape of judicial orders and state bar guidance on AI use in legal filings. From that foundation, each track diverges into its own specific workflows.

Corporate Track

The Corporate Track covers AI-assisted due diligence, contract analysis and review, transactional drafting, document automation, and deal-process workflows. Students work through realistic case-file exercises, using AI tools in the roles a junior corporate associate would fill. The emphasis is on supervisory judgment — what does it mean to check an AI-generated diligence memo, how do you redline a draft that started from AI output, when does the AI’s confidence exceed what the underlying documents support.

Guest sessions feature corporate practitioners currently using AI in their transactional practice, covering how their firms have adopted the tools, what has and hasn’t worked, and what they expect junior associates to know walking in.

Litigation Track

The Litigation Track covers AI-assisted legal research, brief drafting, discovery review, deposition preparation, and case analysis. Students work through redacted case files covering civil and criminal litigation scenarios. The emphasis is on the distinct ethical surface of litigation: the rules of professional conduct, court-imposed AI disclosure requirements, and the specific failure modes that have produced sanctions in reported cases.

Guest sessions feature litigators with direct experience of the evolving court-order landscape, discussing the practical realities of integrating AI into litigation practice.

The AI Ethics Thread

Both tracks include a shared AI ethics component that runs through every session. Topics rotate across the series: hallucination management and verification workflows; client confidentiality and data handling; disclosure obligations to courts, opposing counsel, and clients; the professional-responsibility rules that govern AI-assisted work; and the emerging judicial and regulatory guidance. The ethics component is not a single stand-alone session — it is threaded through the substantive work on the theory that the ethical questions only become concrete when students are actually working with real files and real tools.

What's Distinctive

Three things differentiate these bootcamps from the typical “AI in law” short course. **The case-file method:** students work through realistic case-file exercises, not abstract hypotheticals. **The track separation:** corporate and litigation workflows diverge enough that collapsing them into a single course shortchanges both, and the dual-track design lets each track go deep enough to be useful in practice. **Practitioner integration:** guest sessions feature lawyers currently using these tools in practice, not just academic commentary about the technology.

The bootcamps are also part of the AI Law Lab's broader role as an experimental platform. The format, the exercises, and the assessment approach are iterated across cohorts based on what works. Materials that prove effective flow into the AI Law Lab's public resources — syllabus language, exercise templates, evaluation rubrics. The bootcamps are both a course and a pedagogical research project.