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I. INTRODUCTION

HISTORY

In 1785, John Carroll, S.J., a friend of George Washington and a well-known figure in the development of the Catholic Church in the United States, proposed the founding of a Georgetown College, which was established four years later. In 1786, before a brick was laid or a professor engaged, Bishop Carroll wrote in the Prospectus of Georgetown College:

Agreeably to the liberal principle of our Constitution [the College] will be open to Students of every Religious Profession. They who, in this respect, differ from the Superintendent, will be at liberty to frequent the places of Worship and Instruction appointed by their Parents: but with Respect to their moral Conduct, all must be subject to general uniform discipline.

In 1815, the Congress bestowed on Georgetown the first University Charter to be granted by the federal government. Alumni/ae of Georgetown have, from the beginning, assumed leadership in law and government. In the year that George Washington laid the cornerstone for the city that bears his name, the first student to place his name on the rolls of Georgetown was William Gaston, of North Carolina. Gaston went on to achieve fame in the Congress of the United States and as a Justice of the Supreme Court of North Carolina.

Gaston has been followed in the legislature and judiciary by numerous distinguished alumni/ae, including Edward Douglass White, Chief Justice of the United States from 1910 to 1921. Governors, members of Congress, ambassadors, jurists, public servants, and dedicated citizens on all levels of civic and national life have studied at Georgetown.

Georgetown University has benefited greatly from the leadership of several outstanding presidents who have followed in John Carroll's footsteps. Patrick Healy, S.J., the first black president of a major American university took office three years after the Law Center was founded and transformed the college into a full-fledged university. Edward Bunn, S.J., oversaw a major expansion of the University's physical plant, faculty, academic program, and student body in the 1950s and 1960s, thereby earning the sobriquet, “the Third Founder.” President Bunn enthusiastically supported Paul Dean's efforts as dean of the law school to rebuild the institution as a modern Law Center under the governance of its own faculty. Timothy S. Healy, S.J., led the University to national prominence during his tenure as president from 1976 to 1989, with a campaign that included growth in academic programs and physical facilities and unprecedented sophistication and success in faculty recruitment, fundraising, and alumni development. President Leo J. O'Donovan, S.J., has forcefully reaffirmed the
institution's commitment to scholarly excellence and has vigorously supported the research, publication, teaching, and governance efforts of the faculties.

In addition to the Law Center, the University includes the College of Arts and Sciences, the Foreign Service School, the School of Business, the School of Languages and Linguistics, the School of Nursing, the Graduate School, the School for Summer and Continuing Education, the Medical School, and the University Hospital. It is administered by the president, Leo J. O'Donovan, S.J., assisted by the executive vice presidents for the law, main, and medical campuses, the senior vice president and treasurer, and vice presidents for administration, federal relations, finance, planning, and university relations, under the supervision of the Board of Directors. The University is accredited by the Middle States accrediting organization and is an invited member of the Council on the Funding of Higher Education, an organization of thirty of the most respected private universities and colleges in the nation.

History of the Law Center

Georgetown University Law Center began modestly in 1870 when the Directors of the University recommended the establishment of a separate department to train lawyers. It was the first law school established in the United States by a Jesuit institution of higher learning.

During the 1870s, attendance at law school was still considered a somewhat innovative alternative to the more commonly traveled routes to learning the law: apprenticing oneself to a capable practicing attorney, or engaging in self-directed reading on the subject. These private tutorial methods gradually lost their usefulness in a nation in transition from an agrarian to an industrial society. Many felt that the body of American law had expanded beyond the ability of any one individual to absorb without institutional direction.

With high expectations and tenuous financial structure, in the fall of 1870 Georgetown's law school enrolled 25 students from 12 states and Cuba. The four members of the first faculty included Samuel Miller, an Associate Justice of the United States Supreme Court and the first Justice appointed by President Lincoln from west of the Mississippi. The course of study required two years of evening classes. Tuition was $50 a year, and the school's operating budget was slightly under $3,000 for the first several years of its existence. Conforming to thinking prevalent at the time, the University imposed no previous educational prerequisite for enrollment.

During the first two decades of its existence, the law school weathered heavy financial storms. Its physical separation from the main campus, changing economic conditions in the nation, and consequent fluctuating enrollments caused worrisome problems. However, the vision of its early leaders, the reputation of the law school's faculty members (which continued to include Supreme Court Justices and eminent members of the Bar), and the record of the school's first graduates enhanced the school's reputation. By 1890 it was possible to begin construction on a new site at 506 E Street, N.W., a building with the then remarkable capacity of 600 students. The school's first telephone and electric lights soon followed.

Through the years, many changes have occurred at the Law Center. In 1897, the course of study was extended to three years. In 1898, a graduate course of study leading to a Master of Laws degree was established. In 1902, the law school became a member of the Association of American Law Schools, and in 1924 it was approved by the American Bar Association. College graduation was required shortly thereafter. Accelerated study responsive to the needs of students after World War II and the Korean War was curtailed in the 1960s. In 1971, after 80 years in its Victorian quarters on E Street, the Law Center moved to McDonough Hall at its present location. The Edward Bennett Williams Law Library, dedicated in 1989, extended Georgetown's volume capacity to 786,000 and provides seating for 1270 users. The construction program also included substantial renovation and reconfiguration of McDonough Hall and the 1990 completion of a landscaped quadrangle between the buildings. The 1993 dedication of the Bernard and Sarah Gewirz Student Center completes the three building Law Center...
Campus. The Student Center both expands student activity space and provides apartments for more than half of the entering day class.

Once a rudimentary handful of courses embracing the barest fundamentals of legal practice, the curriculum is now as broad and diverse as any offered in the country, with approximately 350 courses and seminars. It includes the nation's largest clinical program, joint degree programs in law, business, foreign service (international relations), public health, and philosophy, and a special program for designated Public Interest Law Scholars. With nearly 2,100 students and 78 full-time and over 100 part-time faculty, the Law Center's Juris Doctor program is one of the largest in the country. Although approximately 80 percent of the students study full time for the J.D. degree, the Law Center has retained the historic evening division, with its outstanding reputation for the academic strength of its students and curriculum. Nearly 400 lawyers are enrolled in the nine advanced degree programs of the Graduate School. The programs of the Continuing Legal Education Division reach thousands of practicing attorneys. The Law Center's nationally known clinics and research institutes serve the community and the nation well.

The Law Center has known many unusually capable leaders. Dean George E. Hamilton of the Class of 1874 presided over the school during the early days of the twentieth century. He was succeeded by Dean Hugh J. Fegan who devoted nearly 50 years to the faculty and administration of the school. Dean Fegan, to this day, is remembered fondly by the students of his time. As Regent, Francis E. Lucey, S.J., guided the school through the trying years of the Depression, World War II, the Korean War, and their aftermath.

Paul R. Dean's tenure as dean (1954–69) saw the assumption by the law faculty of the primary responsibility for governing the Law Center, the commencement of clinical programs and the E. Barrett Prettyman Fellowships (the Legal Internship Program), major revisions of the curriculum, the addition of students to faculty committees as well as other improvements in student-faculty relations, and the recruitment of a strong faculty committed to the changes Dean initiated. The planning, funding, and construction of McDonough Hall to replace the Law Center's cramped, Victorian-era quarters, symbolized Dean's resolve to remake the institution into one of the leading law schools in the country. As Dean Emeritus, he has effectively supported his successors' efforts in restructuring the Law Center's position within the University, recruiting faculty, improving alumni relations, and, most significantly, fundraising.

Dean Adrian S. Fisher led the school through the late 1960s and early 1970s, turbulent years throughout the country, but particularly so at the leading law school in the nation's capital. The Law Center's response was in keeping with, if not a bit ahead of, the times: a strong affirmative-action program to increase the presence of minorities in the study body and on the faculty; heightened student and faculty involvement in the community and in the institution; and fundraising to support affirmative-action efforts and the burgeoning clinical programs. Dean Fisher oversaw the Law Center's move to McDonough Hall in 1971 and further expansion of the curriculum and the faculty. Of even greater significance was the reorganization by the University's Board of Directors. The Law Center was reconstituted as one of the University's three campuses, each of which is led by an Executive Vice President of the University. The Executive Vice Presidents have direct responsibility for revenues and expenditures from which contributions are made to central university expenses through clearly established indirect expense formulas. As his tenure ended, Dean Fisher was named the first Executive Vice President for Law Center Affairs, a position each of his successors has held.

Under Dean David J. McCarthy, Jr. (1975–83), the Law Center again expanded its curriculum and clinical programs. The clinics' place within the larger curriculum was clarified, and qualified clinical instructors were made members of the full-time faculty. The Law Center created its own development office, and the formal structures of capital and annual
fundraising were improved. Development efforts led to the law loan programs, other financial aid, capital programs, and faculty support. The Law Center funded substantial library support, and large expenditures were made to assist faculty research and scholarship. The pace of faculty recruiting increased dramatically. Thirty of the present faculty members were appointed during that period. The student body attracted women and minorities in increasing numbers and percentages of the class. McCarthy oversaw the groundleasing of the old law center site resulting in revenues for new construction, purchased the land for the Edward Bennett Williams Law Library, and began its planning.

Dean Robert Pitofsky (1983–89) intensified the Law Center's efforts to attract outstanding faculty and to provide institutional support for scholarship and faculty development programs. His administration's efforts in admissions greatly strengthened the quality of the study body while continuing the strong commitment to minority presence and participation. He led the institution to substantial success in fundraising for the Edward Bennett Williams Library, financial aid, and faculty support and, concomitantly, in developing strong individual alumni support and in strengthening University support from the governing Board of Directors and the advisory Board of Regents. He oversaw construction of the Library and the expansion and renovation of McDonough Hall, in the aggregate a fifty million dollar project. He also improved relations with the District of Columbia. Dean Pitofsky purchased the land and oversaw the business negotiations and initial planning of the new residence hall/student center.

The Law Center is currently led by Dean and Executive Vice President Judith Areen. She has continued the institution's efforts to attract excellent faculty, has begun an innovative experiment to restructure the traditional first-year curriculum, has raised funds for the Gewirz Student Center, has overseen completion of the quadrangle between Williams Library and McDonough Hall and the beginning of the student center, and has intensified efforts to improve student-institutional relations. She has greatly strengthened the Law Center's external relations offices and programs. Planned expansion of the full-time faculty continues to be a priority of her administration.

LOCATION

The Georgetown University Law Center's campus is located on New Jersey Avenue, 35 blocks from the main campus, in the shadow of the U.S. Capitol. The Edward Bennett Williams Law Library adjoins the main building on the north ("G" Street) side. The Gewirz Student Center is located on the south ("F" Street) side. All Law Center facilities are within walking distance of Judiciary Square, the Supreme Court, and the Library of Congress, in addition to the United States Capitol.

Georgetown's location in the heart of the nation's capital, its facilities, its unusually large and varied curriculum, its institutes and community outreach, and its adjunct faculty drawn from Washington's bar, as well as from the federal and legislative worlds, all combine to make Georgetown unique.
II. FACULTY AND ADMINISTRATION

DEANS

Judith C. Areen, Executive Vice President, Law Center Affairs; Dean of the Law Center; Professor of Law

A.B., Cornell; J.D., Yale. Dean Areen is a leading scholar in the fields of family law and bioethics. Her recent publications include *Family Law* (3rd edition, 1992); *Law, Science and Medicine* (co-authored, supp. 1989); “Baby M Reconsidered”; and “A Need for Caring: A Review of AIDS and the Law.” During 1988-89, Dean Areen was a fellow at the Woodrow Wilson International Center for Scholars where she researched the seventeenth-century origins of the relationship between family and law. Dean Areen has also had a distinguished career in public service. Prior to coming to Georgetown in 1972, she served in the Budget Bureau of the City of New York. Between 1977 and 1980 she served as special counsel to the White House Task Force on Regulatory Reform and as General Counsel and Domestic Reorganization Coordinator of the President’s Reorganization Project in the Office of Management and Budget. Dean Areen is a Senior Research Fellow of the Kennedy Institute of Ethics and a member of the American Law Institute. She has served on the Board of Governors of the D.C. Bar Association, the Advisory Committee to the Secretary of Defense on Women in the Services, and as chair of the Section on Law, Medicine and Health Care of the Association of American Law Schools. Dean Areen was the founder and first Co-Director of the Juvenile Justice Clinic and, between 1983 and 1986, she served as Associate Dean of the Law Center.

Daniel R. Ernst, Acting Associate Dean (Research) for Fall 1994; Professor of Law

B.A., Dartmouth; J.D., Chicago; M.A., Ph.D., Princeton; LL.M., University of Wisconsin. Professor Ernst joined the Georgetown faculty in the 1988–89 academic year. His publications and forthcoming work include histories of labor law and social science in early twentieth-century America. He teaches courses in American Legal History, the History of American Labor Law, and Property in Time.

Wallace J. Mlyniec, Associate Dean (Clinical Education); Professor of Law; Director, Juvenile Justice Clinic

B.S., Northwestern; J.D., Georgetown. Dean Mlyniec is the Associate Dean for Georgetown’s clinical programs, Director of the Law Center’s Juvenile Justice Clinic, teaches courses in Family Law and Juveniles and the Courts, and assists with the training of fellows in the Prettyman Legal Internship Program. He is the author of numerous books and articles
concerning criminal law and the law relating to children and families. He was the director of the Judicial Conference Study on ABA Criminal Justice Standards, the administrator of the Emergency Bail Fund, and served as a consultant to the San Jose State University and University of Maryland Schools of Social Work, the ABA’s National Resource Center on Child Abuse and Neglect, several law schools, and the California Bar Examiners. He was a recipient of a Bicentennial Fellowship from the Swedish government to study their child welfare system. He has been on the AALS Standing Committee on Clinical Education for several years and served as chair in 1992. Professor Mlyniec will be on leave from the Law Center in the fall of 1994.

Douglas L. Parker, Acting Associate Dean (Clinical Education) for Fall 1994; Professor of Law; Director, Institute for Public Representation

B.A., Stanford; J.D., Harvard. Professor Parker’s work at the Institute for Public Representation has focused on employment discrimination, disability rights, immigration and refugee policy, consumer rights, and federal administrative procedure. He is also teaching Professional Responsibility, with a focus on public interest law issues. In the spring of 1990, Professor Parker studied Italian civil procedure at the Universities of Bologna and Florence. He is co-chair of the Committee on Attorney’s Fees of the Clinical Section of the AALS, a member of the Washington Council of Lawyers, and the Executive Committee of the Alliance for Justice. Before joining the Law Center faculty, he was an associate with the D.C. firm of Hogan and Hartson.

Elizabeth Hayes Patterson, Associate Dean (J.D. and Graduate Programs); Associate Professor of Law

A.B., Emmanuel; J.D., Catholic University. Before joining the Law Center faculty in 1980, Dean Patterson served as chairman of the D.C. Public Service (Utilities) Commission and was a commissioner of the D.C. Public Service Commission. She now teaches Conflicts, Contracts, and Race and American Law at the Law Center. She has been treasurer of the D.C. Bar and a member of the Secretary of State’s Advisory Committee on Private International Law (the Study Group on the Law Applicable to International Sales), the D.C. Bar Screening Committee, and the editorial board of the Washington Lawyer. She currently serves on the Board of Trustees of Family and Child Services of Washington, D.C. and of the Frederick B. Abramson Memorial Foundation. Before becoming involved in public service, she practiced privately with the D.C. firm of Hogan and Hartson and taught Conflicts at Catholic University. After graduation from law school, she served as a clerk for the Honorable Ruggero J. Aldisert of the U.S. Court of Appeals for the Third Circuit.

Mark Tushnet, Associate Dean (Research); Professor of Law

Harry S. Lejda, Associate Vice President (Business and Financial Affairs)

B.A., M.A., Jersey City State College; Ed.D., New York University. Dr. Lejda manages the Law Center’s fiscal and administrative affairs. He is the chair of the Finance Committee and an ex-officio member of the Law Center’s Long-Range Planning Committee. Before joining the Law Center staff in 1987, he was an Associate Dean at Johns Hopkins University and the Rochester Institute of Technology. Dr. Lejda also held a commission to the State of Vermont’s Governor’s Advisory Council on Adult Education.

Kevin T. Conry, Assistant Vice President (Development and External Affairs)

B.S.F.S., J.D., Georgetown. A member of the Law Center community since 1976, Dean Conry’s responsibilities include development, alumni affairs, and public relations. As the chief advancement officer for the Law Center, he is responsible for the current $20 million Law Campaign, the establishment and administration of alumni programs, and the publication of the school’s magazine, *Res Ipsa Loquitur*. He has served on the Faculty Recruiting, Academic Standards, Financial Aid, New Building, and Long-Range Planning Committees. Prior to assuming these responsibilities, Dean Conry was an Assistant Dean for the J.D. Program and the Assistant Dean for Administration with responsibilities for the building expansion program. He is active in the advancement sections of the A.A.L.S. and the A.B.A.

Everett Bellamy, Assistant Dean (J.D. Program)

B.S., M.S., University of Wisconsin; J.D., Cleveland-Marshall. Dean Bellamy is a member of the Faculty and Student Life, Residence Hall, Honorary Degrees, and Tutorial Oversight Committees, and the Moot Court Board. His recent writings include: “The Status of African American Law Professors” (1992); “Academic Enhancement and Counseling Programs: Counseling Minority Law Students,” *St. Louis University Public Law Review* (1991). Dean Bellamy teaches Small Business Law at the Law Center. Before joining the Law Center staff, he served as Director of Student Activities at Cleveland State University. He has also been an instructor for the Council of Legal Education Opportunity, chairperson of the D.C. Chapter of the National Conference on Black Lawyers, and a member of the Board of Governors of the National Bar Association.

Andrew P. Cornblatt, Assistant Dean (Office of Admissions)

B.A., Harvard; J.D., Boston College. Dean Cornblatt has been a member of the Law Center community since 1980. He served as Assistant Director of Admissions from 1980–87 when he was appointed Director of Admissions until his most recent appointment as Assistant Dean. Dean Cornblatt’s responsibilities include overseeing both the J.D. and LL.M. admissions programs which receive more than 10,000 applications annually.

He is the chairman of the Student and Faculty Life Committee, a member of the Financial Aid and Long-Range Planning Committees and an ex-officio member of the Admissions Committee. In addition, Dean Cornblatt is a co-advisor for the Center for Applied Legal Studies.

Martha W. Hoff, Assistant Dean and Director of Graduate Studies

B.A., University of Wisconsin; J.D., Georgetown. Dean Hoff joined the Dean’s staff after graduating from the Law Center in 1978. She served as Assistant Dean for the academic aspects of the Law Center program until 1986, when she assumed the newly created position of Assistant Dean for Graduate Studies. In this position she has been responsible for the administration of the non-clinical LL.M. programs, including curriculum scheduling and development, adjunct faculty recruitment and relations, and student counseling and advice. She is vice-chair of the Graduate Studies Committee and serves on the International Law and Communications Committees. Dean Hoff is currently serving as a member of the Board of
Advisors of the N.Y.U./I.R.S. Continuing Professional Education Program. With an interest in environmental and natural resources law, she once taught a course on Water Resources Law at the Law Center, but such interests have given way in recent years to the challenges of raising a seven-year-old son. A native of Madison, Wisconsin, she received a B.A. in linguistics from the University of Wisconsin in 1975.

Ruth Lammert-Reeves, Assistant Dean (Financial Aid)
B.A., Ohio University; M.A., Bowling Green State University. Dean Lammert-Reeves has been Director of the Financial Aid Office since 1979. She serves on the Law Center Financial Aid and Student Life Committees. Prior to joining the Law Center, she served as Director of Financial Aid at Maryland Institute, College of Art in Baltimore, Maryland, and was a member of the student services staff at Albion College in Albion, Michigan with dual appointments in the college counseling center and office of financial aid. She has served as a board member of the AALS Section on Student Services, the GAPSFAS-ETS Council and chaired several education and training committees for GAPSFAS, and has represented graduate and professional schools as a member of the Federal Relations Committee for the National Association of Student Financial Aid Administrators. She has been active in the LSAC, serving as board member from 1990-1993, and chairing financial aid committees, including the annual conference. She is currently a member of the board of Law Access, Inc., for a two-year term and is serving a one-year term as secretary-treasurer of the board. She was also a contributor to the LSAC-sponsored publication Financing Your Law School Education (August, 1990).

Carol Q. O’Neil, Assistant Dean (J.D. Program)
B.A., Manhattanville College; M.A.T., University of Massachusetts; J.D., Georgetown. Dean O’Neil’s responsibilities include curriculum development and scheduling for the J.D. program, supervision of the J.D. adjunct faculty program, and student academic counseling. She was previously in private practice in the District of Columbia. As a GULC student, she was a Law Fellow and an assistant editor of the Tax Lawyer. Upon graduation, she was awarded the Dean’s Certificate for Special Service to the Law Center Community and was named to the Order of the Coif.

Abbie F. Willard, Assistant Dean (Career Services and Publications)
B.A., M.A., Ph.D., University of Illinois. Dean Willard works with Career Services as well as Publications at the Law Center. Prior to joining Georgetown, she served as the Director of Student Affairs and Placement at the University of Georgia School of Law and was employed as the Recruitment Administrator for the Washington, D.C. law firm of Hogan and Hartson. She taught courses and seminars in the development of writing and communication skills at the University of Illinois. Dean Willard has served as a reporter and editorial consultant to organizations such as al American Bar Association and the Georgia State Department of Vocational Education and as a management and recruitment consultant at large, medium, and small law firms throughout the country. She is a past-president of the National Association for Law Placement, an organization for which she has also served as Publications and Media Chairperson, Northeast Regional Coordinator, Employer Director, and Educational Programming Consultant. She is currently working on a Gender Neutral Attorney Evaluation Project, to be published in 1994 by the American Bar Association’s Commission on Women in the Profession. Other recent publications include “Gender and the Profession: The Search for Equal Access,” Georgetown University Journal of Legal Ethics (1990), “Legal Education in the Recruitment Marketplace: Decades of Change,” Duke Law Journal (1987), Managing the Recruitment Process on lawyer recruitment and hiring, and A Career Planning and Placement Office Manual used by many law schools. She is a contributing writer in the ABA’s Section of Economics of Law Practice’s Your New Lawyer: The
Employer's Complete Guide to Recruitment, Development and Management and in the ABA's Section of International Law and Practice's Career Preparation and Opportunities in International Law.

FULL-TIME FACULTY

Charles F. Abernathy, Professor of Law
A.B., J.D., LL.M., Harvard. Professor Abernathy is best known for his work in the civil rights field. He was co-founder of and an attorney with the Southern Poverty Law Center. He is the author of the text, Cases and Materials on Civil Rights and Constitutional Litigation (2d ed., West Publishing) and co-author of The Law of Equal Employment Opportunity. He has taught courses at the Law Center in Civil Rights, Constitutional Law, and Civil Procedure. Professor Abernathy was the first Director of Georgetown's joint program with the European University Institute in Florence, Italy, and will continue to serve as Director of the Summer Program in 1993-94. He was the Fulbright Professor of Law in Egypt in 1983 and has also served as a consultant to the Department of State and the Senate Judiciary Committee and as a lecturer for the Federal Judicial Center.

Anita L. Allen, Professor of Law; Co-Director, Joint Degree in Philosophy and Law
B.A., New College; M.A., Ph.D., University of Michigan; J.D., Harvard. Professor Allen joined the Georgetown faculty in 1987. Before law school she taught Ethics, Logic, and Political Philosophy at Carnegie-Mellon University, and administered seminar programs for law and health care professionals at the National Endowment for the Humanities. After law school she spent a year as a litigation associate at Cravath, Swaine & Moore and two years teaching Torts and Professional Responsibility at the University of Pittsburgh. Since joining the Georgetown faculty, Professor Allen has been a visiting professor at Harvard Law School and the University of Pennsylvania. Her professional activities include advisory positions with numerous philosophy, bioethics, health, and legal organizations. Professor Allen has a special interest in jurisprudence and the right to privacy. Her publications include Uneasy Access: Privacy for Women in a Free Society (1988) and Privacy: Cases and Materials, a co-authored textbook.

Allan Axelrod, Visiting Professor of Law
B.A., University of Michigan; LL.B., Yale. Professor Axelrod, the William J. Brennan, Jr. Professor of Law (Emeritus) at Rutgers (Newark) Law School rejoins the Law Center faculty as visiting professor for the ninth time. Professor Axelrod, at one time a professor at the University of Nebraska, has served as a visiting professor at University of California (Berkeley), Harvard, University of Southern California, Yale, Pennsylvania, Chicago, University of California (Hastings), University of Washington, and Stanford.

Hope M. Babcock, Visiting Professor of Law
B.A., Smith College; LL.B., Yale. Professor Babcock has served as General Counsel to the National Audubon Society, where she managed the group's litigation docket and represented its interests before Congress and administrative agencies. An expert on wetland protection laws, regulations, and policies, Professor Babcock served as the Director of Audubon's Public Lands and Water Program from 1981 to 1987. Previously, she was a partner with Blum, Nash & Railsback, where she focused on energy and environmental issues. From 1977 to 1979, she served as Deputy Assistant Secretary of the Energy and Minerals (Regulations) Section of the U.S. Department of the Interior. Professor Babcock has taught Environment Law at the University of Pennsylvania, Yale, Pace University, Catholic University, and Antioch law
schools. Professor Babcock was a member of the Standing Committee on Environmental Law of the American Bar Association, and served on the Clinton-Gore Transition Team.

**Jeffrey D. Bauman, Associate Professor of Law; Co-Director, Joint Degree in Business Administration and Law**

B.A., M.A., LL.B., Yale. Professor Bauman’s specialty is corporate law. Before joining the Law Center in 1973, he spent four years at the Securities and Exchange Commission and five years in private practice. In addition, he has served on the Executive Council of the Securities Law Committee of the Federal Bar Association, the Committee on Federal Regulation of Securities of the American Bar Association, and the Committee on Corporations, Partnerships and other Business Organizations of the D.C. Bar Association. His writings include several law journal articles concerning rule 10b-5. Professor Bauman is also the co-author of a recent casebook on corporations. Professor Bauman is on the Board of Trustees of the Shakespeare Theatre and is a member of the Legal Services Operating Committee of the Whitman Walker Clinic.

**Lisa Bernstein, Visiting Associate Professor of Law**

B.A., University of Chicago; J.D. Harvard Law School. Professor Bernstein is visiting from Boston University where she is an Associate Professor of Law. She served as a Visiting Research Fellow in Law and Economics at Harvard Law School and was a clerk for Judge Mark L. Wolf of the U.S. District Court for the District of Massachusetts. In addition to numerous presentations, Professor Bernstein has published articles in the *Journal for Legal Studies, U. Penn Law Review*, and the *Southern California Interdisciplinary Law Journal*.

**Norman Birnbaum, University Professor**

B.A., Williams; M.A., Ph.D., Harvard. Professor Birnbaum joined the Law Center in 1979 after serving as chair of the Department of Anthropology-Sociology at Amherst College and has since taught seminars in Humanities and the Law, Social Sciences and the Law, and the American Future and the Public Interest. He is very involved in politics both here and abroad, most recently serving as an adviser to the Cranston and Jackson campaigns and as a consultant to several European political parties and unions. He also served as an adviser to the Kennedy Presidential Campaign, a consultant to the National Security Council, an adviser to the United Automobile Workers, the chair of the Policy Advisory Council of the New Democratic Coalition, and as a member of the editorial board of *Partisan Review*. His writings include *The Crisis of Industrial Society* and *Toward A Critical Sociology*. In addition, he has taught at the London School of Economics and Political Science at Oxford University and the University of Strasbourg. He spent 1986 at the Science Center and Institute of Advanced Studies in West Berlin, with travel to the USSR. He was a visiting professor at the Ecole des Hautes Etudes en Sciences Sociales in Paris in spring 1991. His *The Radical Renewal, The Politics of Ideas in Modern America*, was published in 1988 by Pantheon Books. A collection of essays was published by Oxford University Press, entitled *Searching For The Light* (1993). He is now at work on a cultural, political, and personal memoir, and a larger inquiry into the fate of the idea of progress. He is a member of the editorial board of *The Nation* and publishes frequently in the American and European press. He is chair, Scholarly Advisory Board, International Institute for Peace (Vienna) and is directing a project on new perspectives for the United Nations on its fiftieth anniversary (1995).

**Susan Low Bloch, Professor of Law**

B.A., Smith; M.A., Ph.C., J.D., University of Michigan. While at Michigan, Professor Bloch was Notes and Comments Editor of the *Michigan Law Review*. Before joining the Law Center faculty in 1983, she served as a law clerk for U.S. Supreme Court Justice Thurgood Marshall
and D.C. Circuit Court of Appeals Judge S. Robinson. In addition, she was an associate with the D.C. firm of Wilmer, Cutler, and Pickering. Her professional activities include memberships on the Board of the Institute for Public Representation, the Ethics Committee of the D.C. Bar, and in the Women's Bar Association, the Women's Legal Defense Fund, the American Civil Liberties Union, and the D.C. Bar Bicentennial Committee. She teaches Federal Courts, Constitutional Law, a Supreme Court Seminar, and Communications Law at the Law Center.

Maxwell Gregg Bloche, Associate Professor of Law; Co-Director, Joint Degree in Public Health and Law

B.A., Columbia; J.D., M.D., Yale. Professor Bloche joined the Law Center faculty in 1989 from the Columbia Presbyterian Medical Center, where he served as a resident physician in psychiatry. In 1988-89, he was also a lecturer at Columbia Law School. He studied both law and medicine at Yale, where he was an editor of the Yale Law Journal. His recent publications and works-in-progress address the financing of health care for the uninsured, the problem of medical cost containment, the social and legal significance of medical diagnosis, and the normative uses of conflicting definitions of autonomy. Professor Bloche is a corresponding member of the American Psychiatric Association's Council on Psychiatry and Law, a member of the Board of the International Academy of Law and Mental Health, and an advisor to international human rights organizations concerning complicity by health professionals in torture and other abuses. He teaches Torts and Health Law and Policy, and he is a coordinator of the Law Center's International Human Rights Workshop. He is also an adjunct professor in the Department of Health Policy and Management at the Johns Hopkins School of Hygiene and Public Health and a Fellow at the Kennedy Institute of Ethics.

Edwin J. Bradley, Professor of Law

A.B., Mount St. Mary's; LL.B., Georgetown. Professor Bradley has taught a variety of corporate courses and Torts at the Law Center since 1956. He has written various law journal articles on close corporation topics. Before joining the Law Center, he served in the Antitrust Division of the Department of Justice. He has visited at the University of California (Davis), Hastings, Duke, and Loyola (Los Angeles) law schools. He is a member of the D.C. Bar.

William J. Brennan, Jr., Visiting Professor of Law

B.S., University of Pennsylvania; LL.B., Harvard. Justice Brennan began his law career with Pitney, Hardin and Skinner in Newark, N.J. where he practiced for ten years. In 1942, he entered the Army as a major in the legal division of the Ordnance Department, specializing in manpower and personnel work. He left the Army in 1945 with the rank of colonel and a Legion of Merit award. He then returned to Newark where he became a partner with Pitney, Hardin, Ward and Brennan. In 1949, he ascended the bench as a trial judge in the New Jersey Superior Court and, two years later, was elevated to a judgeship in the Appellate Division of the same court. In 1952, he was appointed as Associate Justice of the New Jersey Supreme Court. While serving on that court, Justice Brennan was given recognition for his role in the nationwide drive to clear up court congestion and delays in litigation. He was the chairman of the New Jersey Supreme Court's Committee on Calendar Control and Pre-Trial Conference Procedure. In 1956, President Eisenhower appointed him to the Supreme Court of the United States. Justice Brennan retired from the Court on July 20, 1990.

J. Peter Byrne, Professor of Law

B.A., Northwestern; M.A., J.D., University of Virginia. Professor Byrne joined the Law Center faculty in 1985. After graduation from the University of Virginia law school, he served as a law clerk to Judge Frank Coffin and U.S. Supreme Court Justice Lewis Powell and then
worked as an associate with the D.C. firm of Covington & Burling. He teaches and writes in the areas of Bankruptcy, Higher Education Law, and Property.

**Angela J. Campbell, Associate Professor of Law; Associate Director, Institute for Public Representation**

B.A., Hampshire College; J.D., UCLA; LL.M., Georgetown. Professor Campbell teaches at the Institute for Public Representation where she is in charge of the Citizens Communications Center project. Prior to joining the Institute, she was an attorney with the Communications and Finance Section of the U.S. Department of Justice Antitrust Division and in private practice as an associate with the law firm Fisher, Wayland, Cooper & Leader. From 1981 to 1983 she was a Graduate Fellow at the Institute. Recent writings include “Publish or Carriage: Approaches to Analyzing the First Amendment Rights of Telephone Companies” in the *North Carolina Law Review*, “Political Campaigning in the Information Age: A Proposal for Protecting Political Candidates’ Use of On-Line Computer Services” in the *Villanova Law Review*, and “Teaching Advanced Legal Writing in a Law School Clinic” in the *Seton Hall Law Review*.

**Barry Carter, Professor of Law**

B.A., Stanford; M.P.A., Princeton; J.D., Yale. Professor Carter has an extensive background in foreign policy and international law. While a law student, he was an officer on the *Yale Law Journal*. After law school, he worked in the Office of the Secretary of Defense and then on Dr. Kissinger’s National Security Council staff where he concentrated on U.S.-Soviet and European issues. He then was a Fellow at Harvard’s Kennedy School of Government and an International Affairs Fellow at the Council on Foreign Relations. Later he was a senior counsel on the Senate Select Committee on Intelligence Activities. Before joining the Law Center faculty in 1979, he had also practiced law in Washington, D.C. and San Francisco. He was a visiting professor at Stanford Law School in spring 1990 and the Executive Director of the American Society of International Law (ASIL) during 1992–1993. He is currently on leave, serving as the Deputy Under Secretary for Export Administration in the U.S. Department of Commerce. Professor Carter’s recent publications include his casebook on *International Law* (1991, with Phillip Trimble). His first book, *International Economic Sanctions: Improving the Haphazard U.S. Legal Regime* (1988), won the annual award from the ASIL in 1989 for the outstanding new book on international law subjects.

**Richard H. Chused, Professor of Law**

A.B., Brown; J.D., Chicago. Professor Chused teaches Property, Copyright, Family Law, and Women’s Legal History. He recently published work includes *A Property Anthology*, a book of readings for property students, and *Private Acts in Public Places: A Social History of Divorce in the Formative Era of American Family Law*, a study of legislative divorce in the first half of the nineteenth century. He has also written a property textbook, a series of articles on the hiring and treatment of women and minorities in American law schools, and another set on the legal history of women’s property law. Before joining the Law Center faculty, he taught for five years at Rutgers University School of Law in Newark. He is also a member of various history associations and the Society of American Law Teachers, on whose Board of Governors he sat for twelve years.

**Stephen B. Cohen, Professor of Law**

A.B., Amherst; J.D., Yale. Since 1980, Professor Cohen has taught courses at the Law Center in his two principal areas of expertise: tax and international human rights. He was Deputy Assistant Secretary of State for Human Rights from 1978 to 1980 and is a consultant to the Department of State and a member of the Council on Foreign Relations. His writings
include various articles on tax and corporate law and on national security and foreign policy. He has also been a professor at the University of Wisconsin, Stanford, and Rutgers.

Sherman L. Cohn, *Professor of Law*

B.S.F.S., LL.B., LL.M., Georgetown. Professor Cohn has been a professor at the Law Center since 1965. He specializes in the field of civil procedure and has published various books and articles on the subject in recent years. Before joining the Law Center faculty, he served as a clerk for Judge Charles Fahy of the D.C. Circuit and in the Appellate Section of the Civil Division of the Department of Justice. He is a member of the D.C., Maryland, and Virginia bars and is also a member of the American Law Institute, the American Judicature Society, and the Society of American Law Teachers. He is currently president of the National American Inns of Court Foundation and a member of the Charles Fahy American Inn. He served as the Administrator of Preview of U.S. Supreme Court Cases from 1976 to 1979 and as Director of Continuing Legal Education at the Law Center from 1977 to 1984. From 1982 to 1983, he served as chairman of the National Accreditation Commission for Schools and Colleges of Acupuncture and Oriental Medicine. From 1983 to 1987, he served as president of the American Section of the International Association of Jewish Lawyers and Jurists and as deputy president of the International Association. He has also served as a director of the Foundation for Mideast Communication. From 1985 to 1987, he served as chairman of the Georgetown Annual Fund. Earlier he had been chairman of the Georgetown Law Fund.

David D. Cole, *Professor of Law*

B.A., J.D., Yale. After graduating from Yale Law School, Professor Cole served as a law clerk to Judge Arlin M. Adams of the United States Court of Appeals for the Third Circuit. Professor Cole then became a staff attorney for the Center for Constitutional Rights where he litigated a number of major First Amendment cases. He continues to litigate First Amendment and other Constitutional issues as a volunteer staff attorney at the Center. He has published in a variety of areas, including law and literature and civil rights.

Anthony E. Cook, *Professor of Law*

B.A., Princeton; J.D., Yale. Professor Cook comes to the Law Center from the University of Florida Law School where he taught Corporations, Constitutional Law, Legal History, and Jurisprudence. He has written extensively in several areas, including voting rights and race issues. Before joining the faculty at the University of Florida Law School, Professor Cook was an associate at Simon, Peragine, Smith and Redfearn in New Orleans, Louisiana.

John M. Copacino, *Professor of Law; Director, Criminal Justice Clinic and E. Barrett Prettyman Program*

B.A., M.A.T., Duke; J.D., University of Virginia; LL.M., Georgetown. Professor Copacino is Director of the Criminal Justice Clinic and the E. Barrett Prettyman graduate program in criminal trial practice. Prior to joining the faculty, he was the Director of the Juvenile Law Clinic at the Antioch School of Law. He is a graduate of the University of Virginia Law School and received an LL.M. from the Law Center. He serves as trial counsel in numerous criminal cases, in addition to a post-conviction death penalty case. He is also involved with a number of organizations working with juveniles.

Samuel Dash, *Professor of Law; Director, Institute of Criminal Law and Procedure*

B.S., Temple; J.D., Harvard. Professor Dash has taught at the Law Center since 1965. He brings to his courses considerable expertise in criminal law and trial procedure, having served as a trial attorney with the Appellate Section of the Criminal Division of the U.S. Department of Justice, the Chief of the Appeals Division of the District Attorney’s Office of Philadelphia,
the First Assistant District Attorney of Philadelphia, and the District Attorney of Philadelphia. His eight years of private practice included partnerships in the Philadelphia firms of Blank, Rudenko, Klaus & Rome and Dash & Levy, where he specialized in trial practice. In addition, he has served as Executive Director of the Philadelphia Council for Community Advancement, a pioneer Philadelphia poverty program, and was chief counsel and staff director of the U.S. Senate Select Committee on Presidential Campaign Activities (the Senate Watergate Committee) from February 1973 to September 1974. During the summer of 1985 he served as chief counsel of the Alaskan Senate’s Impeachment Inquiry against the Governor. While at Harvard he founded the Harvard Voluntary Defenders in 1949, and he has since received honorary doctoral degrees from Fairfield, Temple, and Georgetown Universities. He has served as a consultant to various commissions and government entities both here and abroad. He is a member of the bars of the U.S. Supreme Court, Pennsylvania, Illinois, and the District of Columbia and a variety of related committees. His innumerable additional activities have included positions on the Boards of Hebrew University in Jerusalem and Common Cause, and membership in the American Law Institute. He has also been chairman of the Criminal Justice Section of the ABA and president of the National Association of Criminal Defense Lawyers. He has chaired the ABA Special Committee on Criminal Justice in a Free Society and he is a member of the ABA Standing Committee on Ethics and Professional Responsibility. In addition, his membership on the Board of Directors of the International League for the Rights of Man, a private organization having consultative status with the United Nations, has taken him on special missions to Northern Ireland to investigate the “Bloody Sunday” incident, and to the Soviet Union to investigate the conditions of activists and contact members of the Human Rights Committee of Moscow. His writings include several law review articles on criminal justice topics and three books: *Chief Counsel* (1976), *Justice Denied: A Challenge to Lord Widery’s Report on “Bloody Sunday”* (1972), and *The Eavesdroppers* (1959).

John F. Dealy, *Distinguished Professor, Georgetown University School of Business Administration*

B.S., Fordham; LL.B., New York University. In addition to being Distinguished Professor at Georgetown University’s School of Business Administration, Professor Dealy teaches Business Planning at the Law Center. He also is senior counsel to the law firm Shaw, Pittman, Potts & Trowbridge and a management consultant to technology companies. In addition, Professor Dealy is Director of the First National Bank of Maryland, a director of the Montgomery County High Technology Council, and chairman of the Governor’s Board of Advisors to the Maryland Office of Technology Development. From 1967 until 1982, Professor Dealy held a series of executive positions at Fairchild Industries—including president from 1976 to 1982. Professor Dealy specializes in business transactions, systems contracting, negotiation techniques, and management practices.

Susan Hankin Denise, *Instructor, Legal Research and Writing*

B.A., University of Pennsylvania; J.D., University of Virginia; M.P.H., Johns Hopkins. Professor Denise served as a law clerk for Judge Collins J. Seitz of the United States Court of Appeals for the Third Circuit. Before coming to Georgetown she was a staff attorney for the Whitman-Walker Clinic AIDS Program in Washington, D.C.

Richard Diamond, *Professor of Law; Co-Director, Joint Degree in International Studies and Law*

A.B., Princeton; M.A., J.D., Yale. After receiving his M.A. (Political Science) and J.D., Professor Diamond served as a law clerk for Judge Stanley A. Weigel of the U.S. District Court for the Northern District of California and Chief Justice Warren E. Burger of the U.S. Supreme Court. He was formerly a partner with the D.C. firm of Steptoe & Johnson, where he practiced for ten years in the areas of antitrust and international trade litigation before joining the Law
Faculty and Administration


Diana Roberto Donahoe, *Instructor, Legal Research and Writing*

B.A., Williams; J.D., Georgetown. After finishing law school, Professor Donahoe served as a law clerk for Judge George H. Revercomb of the U.S. District Court for the District of Columbia. After her clerkship, she was a Prettyman Fellow in the Georgetown Criminal Justice Clinic where she represented criminal defendants and supervised law students in court.

Robert F. Drinan, S.J., *Professor of Law*

B.A., M.A., Boston College; LL.B., LL.M., Georgetown; Th.D., Gregorian University, Rome. Father Drinan, in addition to teaching courses at the Law Center in International Human Rights, Constitutional Law, Civil Liberties, Legislation, Advanced Legal Ethics Seminar, and Professional Responsibility, pursues careers as a priest, lawyer, politician, and activist. He has received twenty-one honorary degrees, including from Georgetown, Loyola (Chicago), Villanova, Syracuse, and Santa Clara. He has served as a visiting professor at four American universities and as the Dean of the Boston College Law School. During the ten years between his Deanship at Boston College and joining the Law Center faculty in 1981, he served in the United States Congress as a Representative from Massachusetts, where he was a member of various committees and the chairman of the Subcommittee on Criminal Justice of the House Judiciary Committee. As a Congressman, his travels included official Congressional delegations to Vietnam, Thailand, Hong Kong, China, and Japan. He has also served on private delegations to the Netherlands, South Africa, Sudan, Israel, and the Soviet Union and privately sponsored human rights missions to Chile, the Philippines, El Salvador, Guatemala, Nicaragua, Argentina, France, and Vietnam. He is a regular contributor to several law reviews and journals of policy and opinion and the author of *The Fractured Dream* (Crossroad, 1991); *Stories From the American Soul* (Loyola U. Press, 1990); *Cry of the Oppressed: The History and Hope of the Human Rights Revolution; God and Caesar on the Potomac: A Pilgrimage of Conscience; Beyond the Nuclear Freeze, Honor the Promise: America's Commitment to Israel; Vietnam and Armageddon; Democracy, Dissent and Disorder; The Right to be Educated* (ed.); and *Religion, the Courts and Public Policy*. Father Drinan serves on numerous committees devoted to the furtherance of human rights. He is the immediate past-chairman of the ABA Section on Individual Rights and Responsibilities. In addition, he serves on the Board of Directors of the International League for Human Rights, the Lawyer's Committee for International Human Rights, the Council for a Livable World Educational Fund, Americans for Democratic Action, and the NAACP Legal Defense and Educational Fund. He is one of the founders of the Lawyer's Alliance for Nuclear Arms Control and the National Interreligious Task Force on Soviet Jewry.

Peter B. Edelman, *Professor of Law*

A.B., LL.B., Harvard. Professor Edelman had a distinguished career in all three branches of government before joining the Law Center in 1982. He served as a law clerk for Judge Henry Friendly of the Second Circuit and Justice Arthur Goldberg of the U.S. Supreme Court. He was special assistant to Attorney General John Douglas at the Department of Justice and legislative assistant to Senator Robert Kennedy. In addition, he served as Vice President of the University of Massachusetts, director of the New York State Division for Youth, and was a partner with the D.C. firm of Foley & Lardner. He was the J. Skelly Wright Memorial Fellow at the Yale Law School during the spring of 1991. Professor Edelman has also been highly
involved as a leader in community and national organizations; he has been Chairman of the Board of the Center for Community Change, and was a board member of Common Cause and of the Center for National Policy. He teaches Constitutional Law, Federal Systems, Social Welfare Law, and Civil Procedure at the Law Center. He undertook a new family poverty docket as part of the Juvenile Justice Clinic in 1992–93. He will be on leave from the Law Center in 1994–95 to serve as counselor to the Secretary of Health and Human Services.

Deborah Epstein, Visiting Associate Professor of Law; Assistant Director, Sex Discrimination Clinic
B.A., Brown; J.D., New York University. Professor Epstein is Assistant Director of the Law Center's Sex Discrimination Clinic. Before coming to Georgetown, Professor Epstein litigated civil rights cases as an associate at Bernabei & Katz, was a Women's Law & Public Policy Fellow, and served as a law clerk to U.S. District Judge Marvin Katz.

William N. Eskridge, Jr., Professor of Law
B.A., Davidson; M.A., Harvard; J.D., Yale. After finishing his law school education, Professor Eskridge served as a law clerk to the Honorable Edward Weinfeld and as an attorney for the law firm of Shea & Gardner. He then taught at the University of Virginia Law School before joining the faculty of the Georgetown University Law Center. Professor Eskridge has co-authored a book on *Statutes and the Creation of Public Policy* and has written several articles on statutory interpretation and the international debt problem. At Georgetown, he teaches Civil Procedure, Legislation, and Constitutional Law.

James V. Feinerman, Professor of Law
B.A., M.A., M.Phil., Ph.D., Yale; J.D., Harvard. Professor Feinerman, formerly Administrative Director and Fellow of Harvard's East Asian Legal Studies program, joined the Law Center faculty as a visiting professor for the 1985–86 academic year. In 1979–80, he was an exchange student and research scholar in the People's Republic of China. He subsequently joined the New York firm of Davis, Polk & Wardwell as a corporate associate. During the academic year 1982–83, Professor Feinerman was Fulbright Lecturer on Law at Peking University. In 1986, he was a Fulbright researcher in Japan. In 1989, he was awarded a MacArthur Foundation fellowship to prepare a study of China's practice of international law. During the 1992–93 academic year, he was a Fellow at the Woodrow Wilson International Center for Scholars. Professor Feinerman is Editor-in-Chief of the ABA's *China Law Reporter*. Professor Feinerman is the Director for the Committee on Scholarly Communications with China. He is on leave from the Law Center through 1995.

Chai Feldblum, Associate Professor of Law; Director, Federal Legislation Clinic
B.A., Barnard College; J.D., Harvard. Professor Feldblum has been a legislative counsel with the American Civil Liberties Union active in disability rights, AIDS, and gay rights legislation. A leading expert on disability law, Professor Feldblum helped draft the original Americans with Disabilities Act (ADA) introduced in the 101st Congress and was the principal legal adviser to the disability and civil rights communities during the two-year negotiations on the ADA. Before joining the ACLU in 1987, Professor Feldblum was the director of legislative research at AIDS Action Council. She served as clerk to Judge Frank M. Coffin of the Federal Court of Appeals for the First Circuit and Justice Harry A. Blackmun of the Supreme Court of the United States. She serves on the American Bar Association's Commission on Mental and Physical Disability Law and on the ABA's Coordinating Committee on AIDS.

Christopher C. Fuller, Instructor, Legal Research and Writing
B.S., Brigham Young; J.D., University of Utah. Professor Fuller practiced law in Utah for six years before coming to Georgetown. He was a partner at Smith, Reeve & Fuller, specializing
in litigation in the areas of civil rights, employment rights, governmental immunity issues, and risk management. He was Utah Young Lawyer of the Year and is active in the Young Lawyers Section of the ABA. He also speaks Japanese and was principal of a school in Okinawa.

Jamie Gardner, Visiting Professor of Law, Criminal Justice Clinic and Prettyman Fellowship Program

B.A., Tufts University; J.D., Georgetown. Professor Gardner is a visiting professor in the Criminal Justice Clinic and E. Barrett Prettyman Fellowship program in criminal trial practice. Before joining the faculty, Professor Gardner was the chief of the Trial Division of the Public Defender Service for the District of Columbia, where she supervised staff attorneys in all aspects of criminal litigation. Professor Gardner has represented indigent criminal defendants in numerous homicide and serious felony trials. Her practice has also included juvenile and appellate representation. Before joining the staff of the Public Defender Service, she was a law clerk to Judge Judith W. Rogers, then of the District of Columbia Court of Appeals. Professor Gardner has taught trial advocacy skills at the National Criminal Defense College, Harvard University Trial Advocacy Workshop, and NITA and has lectured extensively on other topics related to criminal law and procedure and trial advocacy at Georgetown, Columbus School of Law at Catholic University, Washington College of Law at American University, and other law school and continuing legal education programs.

Martin D. Ginsburg, Professor of Law

A.B., Cornell; J.D., Harvard. Professor Ginsburg specializes in teaching tax at the Law Center. His numerous professional activities in the tax field include positions as chair of the Committee on Simplification of the American Bar Association’s Tax Section, chair of the New York State Bar Association’s Tax Section, and consultant to the American Law Institute’s Federal Income Tax Project. He has also served as a member of advisory groups to the Committee of Internal Revenue and the Tax Division of the Department of Justice. Before moving to Washington in 1980 when his wife got a good job here, Professor Ginsburg was the Beekman Professor of Law at Columbia University. He was a visiting professor at Stanford in the spring of 1978, at Harvard in the spring of 1986, at Chicago in the spring of 1990, and at New York University in the spring of 1993. Professor Ginsburg is co-author, with Jack S. Levin of Chicago, of Mergers, Acquisitions and Leveraged Buyouts, a quarterly-updated multivolume treatise which addresses tax and other aspects of this exciting subject. The portions of the treatise written by Professor Ginsburg are, he is certain, easily identified and quite superb.

Steven Goldberg, Professor of Law

A.B., Harvard; J.D., Yale. Professor Goldberg is best known for his writings in the field of law and science. Following graduation from law school, he served as a law clerk to D.C. Circuit Court Chief Judge Bazelon and U.S. Supreme Court Justice Brennan. In addition, he is a former attorney with the U.S. Nuclear Regulatory Commission. Professor Goldberg is a member of the D.C. and Maryland Bars and the Section on Science and Technology of the ABA.

Steven H. Goldblatt, Professor of Law; Director, Appellate Litigation Clinic

B.A., Franklin & Marshall; J.D., Georgetown. After graduating from the Law Center in 1970, Professor Goldblatt was an Assistant District Attorney and then a Deputy District Attorney of Philadelphia. He has been chairman of the American Bar Association Criminal Justice Section Amicus Curiae Briefs Committee since 1982. In 1985, he was a member of the ABA committee that issued the report, “Appellate Litigation Skills Training: The Role of the Law Schools.” He served as reporter to the ABA Criminal Justice Section’s Special Committee on Criminal Justice in a Free Society. That committee’s report, Criminal Justice in Crisis, was
Richard Alan Gordon, Professor of Law

B.S.S.S., J.D., LL.M., Georgetown. Professor Gordon joined the Law Center faculty in 1961 and, in addition to teaching, served as the Assistant Dean from 1961 to 1967. He served previously on active duty in the United States Air Force for a period of four years, as Staff Judge Advocate in Colorado Springs, Colorado and for three years as Assistant Staff Judge Advocate for all of France, stationed in Paris. His involvement with Georgetown University and the Law Center included five years as chairman of the Law Center Admissions Committee, three additional years as a member, four years as the first vice-president (law) of the newly formed University Faculty Senate, and two years as President of the Senate. He has served at various times as a member of various ABA and AALS Committees. He has served as Educational Consultant to the ABA Foundation and as an advisor to the Educational Testing Service. In 1982, he was one of eight American jurists, practitioners, and law professors invited to China for a three week period by the Chinese Ministry of Justice, to advise on revisions of the Chinese legal system. In 1987, he was invited by the Japanese Ministry of International Trade and Industry to conduct a seminar on U.S. products liability law for 150 Japanese corporate executives at JETRO headquarters in Tokyo.

Lawrence Gostin, Associate Professor of Law; Co-Director, Joint Degree in Public Health and Law

B.A., State University of New York at Brockport; J.D., Duke. Professor Gostin is also an adjunct professor at the Johns Hopkins School of Hygiene and Public Health and a Fellow of the Kennedy Institute of Ethics. Previously, he served as executive director of the American Society of Law, Medicine & Ethics and as an adjunct professor at Harvard Law School and School of Public Health. He was also consulting legislative counsel to the U.S. Senate Labor and Human Resources Committee chaired by Senator Edward Kennedy. Professor Gostin is on the editorial boards of several journals, including law editor of the Journal of the American Medical Association. He is also on the advisory committees of the World Health Organization and the U.S. Centers for Disease Control. Professor Gostin was also a member of the President’s Task Force on National Health Care Reform. From the period of 1974-85, Mr. Gostin was the head of the National Council of Civil Liberties, legal director of the National Association of Mental Health, and a member of the faculty at Oxford University in Great Britain. He received the Rosemary Delbridge Memorial Award from the National Consumer Council (U.K.) for the person “who has most influenced Parliament and government to act for the welfare of society.” He also received the Key to Tohoko University (Japan) for distinguished contributions to human rights in mental health after leading an International Commission of Jurists delegation to that country. He has successfully argued several cases before the European Court of Human Rights and has written the standard treatise on psychiatry and law in the U.K.

Michael H. Gottesman, Professor of Law

A.B., Chicago; LL.B., Yale. Professor Gottesman served as an adjunct professor at the Law Center from 1978 to 1988, and joined the faculty as a full-time professor in 1989. Specializing in the fields of labor law, constitutional law, and civil rights, Professor Gottesman has practiced with the Washington, D.C. firm Bredhoff and Kaiser since 1961, and has argued numerous cases in the U.S. Supreme Court. From 1977 to 1981 he served, by appointment of President
Carter, on the Judicial Nominating Commission for the District of Columbia, reviewing hundreds of candidates for vacancies on the U.S. Court of Appeals and the U.S. District Court for the District of Columbia. Since 1978, Professor Gottesman also has been a member of the Executive Board of the Lawyers' Committee for Civil Rights Under Law and of its Amicus subcommittee.

Charles H. Gustafson, Professor of Law

B.S., Buffalo; J.D., Chicago. Professor Gustafson pursues his interest both in tax law and policy and in international law at the Law Center. He teaches Tax I, II, and III, Law and Development, International Tax Planning, International Business Transactions, and International Law. He is the author of articles on taxation and international law issues, co-author of three casebooks on taxation, has been active in various committees on tax and international law of the American Bar Association and the American Law Institute, and serves as an arbitrator in domestic and international contract disputes. Before joining the Law Center faculty in 1972, his professional experiences ranged from State Department attorney to lecturer in law at the Ahmadu Bello University in Zaria, Nigeria, where he assisted with the organization of the first law degree program in that country. He also practiced privately as an associate with the New York firm of Shearman and Sterling and the D.C. firm of Surrey and Morse. Professor Gustafson has also been a visiting lecturer at the Institute of International and Comparative Law in Guadalajara, Mexico; Trinity College in Dublin, Ireland; Kings College, London; the University of Rosario, Argentina; the Barreau de Paris, France; and the Academy of International Taxation in Taiwan.

Robert J. Haft, Professor of Law

B.A., City College of New York; J.D., Columbia. Professor Haft teaches Torts, Corporations, and Securities Regulation at the Law Center, and is the author of several articles and books in the corporate and securities law field. Following his graduation from Columbia School of Law in 1954, he served as a law clerk for the Honorable Irving R. Kaufman. He then spent four years as an associate with Goldstein, Judd & Gurfein, fourteen years as a partner of Stamer & Haft, and four years as a partner with Kronish, Lieb, Shainswit, Weiner and Hellman. He served as a special consultant to the Securities and Exchange Commission from 1977 to 1978 and, after joining the Law Center faculty in 1978, remained as a part-time special consultant to the SEC until 1981. He is a member of the Federal Regulation of Securities Committee of the ABA and the Executive Council of the Securities Law Committee of the FBA.

Daniel I. Halperin, Professor of Law

B.B.A., City College of New York; J.D., Harvard. Professor Halperin teaches courses in taxation at the Law Center. Before joining the faculty in 1980, he was a professor at the University of Pennsylvania Law School and also served as Deputy Assistant Secretary for Tax Policy in the U.S. Department of the Treasury. After graduation he was an associate with the New York firm of Kaye, Scholer. He is a member of the Tax Advisory Group of the American Law Institute and has published a number of articles on tax policy.

Lisa Heinzerling, Associate Professor of Law

A.B., Princeton; J.D., Chicago. After finishing law school, where she served as editor-in-chief of the University of Chicago Law Review, Professor Heinzerling clerked for Judge Richard A. Posner of the U.S. Court of Appeals for the Seventh Circuit and Justice William J. Brennan, Jr., of the U.S. Supreme Court. She was a Skadden Fellow at Business & Professional People for the Public Interest, in Chicago, and for three years practiced environmental law in the Massachusetts Attorney General's office.
Bertha Esperanza Hernández, *Visiting Professor of Law*

B.A., Cornell; J.D., Albany Law School of Union University; L.L.M., New York University. Professor Hernández joins our faculty from St. John's University Law School, where she teaches International Law, Property I & II, and Issues of Gender in the Law. She has previously taught at Brooklyn Law School, the University of New Mexico, and DePaul. In addition to teaching, Professor Hernández has practiced in the litigation section of two firms in New York: Proskauer Rose Goetz & Mendelsohn, and Milgrim Thomajan & Lee P.C. She is the vice-chair of New York University's Committees on Latin American and Caribbean Affairs.

Craig Hoffman, *Instructor, Legal Research and Writing*

B.A., College of William and Mary; Ph.D., University of Connecticut; J.D., University of Texas. Professor Hoffman is a linguist and a lawyer who has specialized in transactional writing and negotiating during his seven years of practice at Gallagher & Blitz in Washington, D.C. Professor Hoffman has also taught writing, first to undergraduates at the University of Connecticut, and then to law students at both Texas Law School and the Washington College of Law of the American University. The recipient of several fellowships in linguistics, cognitive science, business, and legal writing, Professor Hoffman is particularly interested in studying and teaching the law as language.

Paul Holland, *Visiting Associate Professor of Law; Acting Director, Juvenile Justice Clinic, Delinquency Division*

B.A., Harvard; J.D., New York University. From 1992 to spring, 1994, Professor Holland was a Prettyman Fellow in the Juvenile Justice Clinic at Georgetown. As a fellow, he litigated juvenile and criminal cases in D.C. Superior Court. In the 1993–94 academic year, he taught and supervised students in the Juvenile Justice Clinic. Before the fellowship, Professor Holland was an attorney in the Juvenile Services Project of the D.C. Public Defender Service.

Vicki C. Jackson, *Professor of Law*

B.A., J.D., Yale. While at Yale, Professor Jackson served as editor of the *Yale Law Journal*. Upon graduation from law school, she served as a law clerk to Judge Murray Gurfein (U.S. Court of Appeals, Second Circuit), Morris Lasker (U.S. District Court, Southern District of New York), and to U.S. Supreme Court Justice Thurgood Marshall. She teaches courses in Constitutional Law, Civil Procedure, Federal Courts, the Supreme Court, and Governmental Immunities. Her articles on sovereign immunity and the 11th Amendment have appeared in the *Yale Law Journal*, *Southern California Law Review*, and *Public*. Her research interests also include gender bias, comparative constitutional law, and federalism. She is a co-chair of the Special Committee on Gender of the D.C. Circuit Task Force on Gender, Race and Ethnic Bias (1992 to present) and a member of the D.C. Circuit Advisory Committee on Procedures (1992 to present).

Emma Coleman Jordan, *Professor of Law*

B.A., San Francisco State University; J.D., Howard. Professor Jordan is best known for her work in the fields of financial services and civil rights. Before coming to Georgetown, she taught for twelve years at the University of California, Davis. She began her teaching career at Stanford Law School as a teaching fellow. She teaches courses in Financial Services and Commercial Law at the Law Center. She has been active in the financial services field, serving as chair of the Financial Institutions Committee of the California State Bar, drafter of the statute to regulate bank check holding practices, and co-counsel in class actions challenging bank stop-payment fee charges. Her article, “Ending the Floating Check Game” (1985), grew out of this involvement. She organized the Financial Institutions and Consumer Financial
Services section of the AALS. She is past-president of the Society of American Law Teachers and is a member of the Executive Committee of AALS. She was elected to membership in the American Law Institute in 1984. Professor Jordan is no stranger to Washington; she was a law student here, serving as editor-in-chief of the Howard Law Journal and worked summers here at Covington & Burling and the State Department Legal Advisors Office. She was a White House Fellow in 1980–81, serving as special assistant to the Attorney General. Her recent writings include, “Taking Voting Rights Seriously” (1985) and “The Future of the Fifteenth Amendment” (1985).

Walter Alan Kamiat, Visiting Associate Professor of Law
B.A., Indiana University; J.D., Stanford. Professor Kamiat presently serves as associate general counsel to the American Federation of Labor and Congress of Industrial Organizations. Previously he was an associate at Bredhoff and Kaiser where his practice focused on the representation of labor unions and individual employees. Professor Kamiat was also a law clerk for Supreme Court Justice Thurgood Marshall and to Circuit Judge J. Skelly Wright of the U.S. Court of Appeals for the District of Columbia Circuit. He published “Strikers and Replacements: A Labor Union Perspective” in 1990 and “State Indoctrination and the Protection of Non-State Voices in the Schools: Justifying the Prohibition of School Library Censorship” (Stanford Law Review) in 1983.

Avery Katz, Professor of Law
B.A., University of Michigan; M.A., J.D., Ph.D., Harvard. Professor Katz, formerly an associate professor of economics and a professor of law at the University of Michigan, joins the faculty of the Law Center in 1995. His main fields of interest are law and economics, contracts, and commercial law; he has also taught economic regulation, antitrust economics, and public economics at the undergraduate level. He was Olin Faculty Research Fellow at Yale Law School in 1990, and has lectured at numerous law schools, economics departments, and scholarly organizations. In the field of contracts, he has written on the economics of remedies, on how parties bargain in the shadow of default rules of contract interpretation, on the rules of offer and acceptance, on the duty to read the fine print in contracts, and on the effects of applying promissory estoppel in preliminary negotiations. In the field of procedure, he has written on the incentives to expend resources in legal disputes, the comparative merits of the English and American rules for cost shifting in litigation, and the phenomenon of frivolous lawsuits. His current research centers on legal rules that affect the financing of litigation, on strategic behavior in contractual bargaining, and on the methodology of law and economics.

Robert A. Katzmann, Walsh Professor of American Government (Main Campus); Professor of Law
A.B., Columbia College; A.M., Ph.D., Harvard; J.D., Yale. Professor Katzmann’s work has focused on several subjects, including regulation, the administrative process, disability policy, judicial-legislative relations, separation of powers, antitrust policy, court reform, institutional reform litigation, and the war powers resolution. A lawyer and a political scientist, Professor Katzmann clerked on the U.S. Court of Appeals for the First Circuit after graduating from Yale Law School, where he was an Article and Book Review Editor of the Yale Law Journal. Since 1981, he has been part of the Brookings Institution governmental studies program as a research associate, senior fellow, and visiting fellow. Among his books are: Regulatory Bureaucracy: The Federal Trade Commission and Antitrust Policy; Institutional Disability: The Saga of Transportation Policy for the Disabled; Managing Appeals in Federal Court (co-editor); and Judges and Legislators: Toward Institutional Comity (editor and contributing author). Professor Katzmann is at work on another volume of his own essays on interbranch relations, Courts and Congress. As part of his interest in interdisciplinary studies and public policy, he heads the Governance Institute—a non-profit organization focusing on law and policymaking with respect to the
judiciary, the administrative state, and the legal profession. He is a Public Member of the Administrative Conference of the United States, a board director of the American Judicature Society, has been a consultant to the Federal Courts Study Committee, has served on the advisory committee of the Milbank Memorial Fund's project implementing the Americans with Disabilities Act, and is a vice-chair of the Committee on Government Organization and the Separation of Powers of the ABA's Section on Administrative Law and Regulatory Practice. He has taught in the public policy program at Georgetown and in UCLA's Washington program. In the fall semester of 1992, Professor Katzmann occupied the Wayne Morse Chair in Law and Politics at the University of Oregon.

Michael J. Kelly, Professor of Law; University Vice President
B.A., Princeton; Ph.D., King's College at Cambridge University; LL.B., Yale. Professor Kelly assumed the position of University Vice President at Georgetown University on September 1, 1991. He served as an attorney and secretary in the Office of the General Counsel of the Rouse Company from 1967-1970 and as counsel to the mayor of Boston, as well as an assistant to two mayors of Baltimore. In 1972, Professor Kelly joined the faculty of the University of Maryland School of Law, and in 1975 was appointed Dean, a position he held for sixteen years. He has served on numerous professional and community boards, and was a trustee of Princeton University from 1980 to 1984.

Patricia King, Professor of Law
B.A., Wheaton College; J.D., Harvard. Professor King's expertise is in the study of law, medicine, ethics, and public policy. She is also an adjunct professor in the Department of Health Policy and Management, School of Hygiene and Public Health at Johns Hopkins University. She is the co-author of Cases and Materials on Law, Science and Medicine and an area editor of the Encyclopedia of Bioethics. She teaches Family Law and Torts and offers a seminar in Law, Medicine and Ethics. She is a member of the American Law Institute and the Institute of Medicine, a Fellow of the Hastings Center, and a Senior Research Scholar at the Kennedy Institute of Ethics. Her work in the field of bioethics has included service on the HEW-Advisory Recombinant DNA Advisory Committee, the President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research, the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, and the Ethics, Legal and Social Issues Working Group of the Human Genome Project. She is also a board member of the General Services Foundation, the Women's Legal Defense Fund, and a trustee of Wheaton College. She is also active with medical and health professional organizations and currently serves on the Advisory Board of Health Sciences Policy at the Institute of Medicine and the Advisory Committee to the Director of the National Institutes of Health. Her professional experience before joining the Law Center faculty in 1973 was primarily in the civil rights field; she was the Deputy Director of the Office of Civil Rights and Special Assistant to the Chairman of the EEOC. She also served as a Deputy Assistant Attorney General in the Civil Division of the Department of Justice.

David A. Koplow, Professor of Law; Director, Center for Applied Legal Studies
B.A., Harvard; Queen's College at Oxford; J.D., Yale. After graduating from Yale Law School in 1978, Professor Koplow served first as an attorney-advisor, then as special assistant to the Director of the U.S. Arms Control and Disarmament Agency. He has also served as vice chair of the Washington, D.C. chapter of the Lawyers Alliance for World Security and as a member of the Policy Board of Legal Counsel for the Elderly and the steering committee of Section 2 of the D.C. Bar. Professor Koplow teaches International Law I, seminars in Arms Control and National Security, Proliferation of Modern Weapons, and other topics, as well as a clinic, the Center for Applied Legal Studies. He has written in the areas of international law, U.S. foreign
Faadty and Administration

affairs law, and arms control, especially regarding verification of compliance with arms control treaties. He was a member of the Social Security Administration Commission on the Evaluation of Pain.

Abe Krash, Distinguished Visitor From Practice

B.A., J.D., Chicago. Professor Krash is currently a partner at Arnold & Porter. His practice includes antitrust and trade regulation matters, government relations, and general litigation. Professor Krash has been an adjunct professor at the Law Center since 1989, and has also taught at the Yale Law School. He has published articles in the areas of constitutional law, criminal law, antitrust and trade regulation, legal ethics, and federal civil procedure.

Charles R. Lawrence, III, Professor of Law

B.A., Haverford College; J.D., Yale. Professor Lawrence joins the Law Center faculty from Stanford Law School. He has visited the faculty of several law schools, including the University of Southern California, UCLA, the University of San Francisco, and Harvard. Professor Lawrence has received the University of San Francisco School of Law’s “Most Distinguished Professor Award” and the John Bingham Hurlburt Award for Excellence in Teaching, presented by the 1990 graduating class of Stanford Law School. He has written many articles on racism, education, and the First Amendment. Professor Lawrence is a member of the board of advisors and past president of the Society of American Law Teachers and serves on the board of directors of several public interest organizations.

Betsy Levin, Visiting Professor of Law

B.A., Bryn Mawr; J.D., Yale. Professor Levin was the Arch T. Allen Distinguished Visiting Professor at the University of North Carolina School of Law last year, after having served for five years as Executive Vice President and Executive Director of the Association of American Law Schools. She joined the Association from the University of Colorado School of Law, where she was dean and professor of law for six years. Prior to assuming the deanship, Professor Levin served as the first general counsel of the U.S. Department of Education. She was a member of the faculty of the Duke University School of Law from 1973 to 1980, and has been a visiting professor and scholar-in-residence at many universities in the United States, as well as in Australia and the Peoples Republic of China. Professor Levin previously served as law clerk to Judge Simon E. Sobeloff of the U.S. Court of Appeals for the Fourth Circuit and as special assistant to the U.S. Ambassador to the United Nations, Arthur J. Goldberg. She subsequently became Director of Education Studies at the Urban Institute. Professor Levin has taught courses in education law, constitutional law, and state and local government law. She is the author of a casebook, Educational Policy and the Law (3d ed. 1992) and has edited several other books and published many articles.

Laura W. S. Macklin, Professor of Law; Director, Center for Applied Legal Studies

B.A., California (Santa Barbara); J.D., California (Berkeley). Professor Macklin currently teaches in the Center for Applied Legal Studies. Between 1981 and 1991, she taught in the Institute for Public Representation. While in law school at U.C. Berkeley, she served as an extern to Justice Stanley Mosk of the California Supreme Court and as a membership editor of the California Law Review. Upon moving to Washington, D.C., she became an associate with the law firm of Covington & Burling. Approximately two and one-half years later, she resigned to become a staff attorney in the law reform unit of the Neighborhood Legal Services Program, specializing in public benefits and health law. Her work there included class action litigation and legislative advocacy. She has served on the Board of Directors of the NLADA/LSC Access to Justice Project and on the Executive Committee of the Alliance for Justice, a membership organization of public interest groups. She has taught federal litigation courses for legal
services attorneys and in ATL A, NITA, and PLI programs. At Georgetown her clinical teaching and cases have included special education, constitutional rights, disability rights, immigration law, and administrative law. She also teaches Civil Procedure and writes about issues of court reform and procedural justice, and about public interest law.

Pedro A. Malavet, Future Law Professors Teaching Scholar

B.B.A., Emory University; J.D., LLM.(expected December 1994), Georgetown. Mr. Malavet is presently in his second year as the Future Law Professors Teaching Scholar at the Law Center. Before coming to Georgetown, he was an attorney with Bufete Malavet & Ayoroa in Ponce, Puerto Rico, working on civil and criminal litigation. Previously he held positions as adjunct professor of law at the Pontifical Catholic University of Puerto Rico and clerk for Judge Raymond L. Acosta of the U.S. District Court in Puerto Rico.

Randi S. Mandelbaum, Visiting Associate Professor of Law; Acting Director, Juvenile Justice Clinic, Family Poverty Division

B.A., Brandeis University; J.D., American University; LLM., Georgetown. Professor Mandelbaum is Director of the Law Center's Juvenile Justice Clinic, Family Poverty Division. She was a Clinical Law Fellow in this clinic and was instrumental in its development. Prior to her work at Georgetown, she was an attorney with the Child Advocacy Unit of the Legal Aid Bureau in Baltimore, Maryland. Professor Mandelbaum conducts training programs for the D.C. Bar Public Services Activities Corporation and is a member of the D.C. Bar's Family Law Task Force, Law Reform Working Group. Her research and writing interests are in the areas of clinical education, child advocacy, and family law.

Mari J. Matsuda, Professor of Law

B.A., Arizona State; J.D., Hawaii; LLM., Harvard. Professor Matsuda was a professor of law at the University of California at Los Angeles School of Law before joining the Law Center. Before joining the faculty at UCLA, she was professor of law for eight years at the University of Hawaii School of Law, teaching American Legal History, Torts, Constitutional Law, Civil Rights, and Sex Discrimination. Professor Matsuda has also taught at Stanford Law School and the University of Hiroshima and served as a judicial training instructor in tort law for Micronesian judges. She was an associate at the firm of King & Nakamura in Honolulu and was law clerk to the Honorable Herbert Y.C. Choy of the Ninth Circuit Court of Appeals. Professor Matsuda has written numerous articles on constitutional law and jurisprudential issues, including hate speech, affirmative action, and gender discrimination. She was a visitor at the Law Center during the 1992-93 academic year.

David J. McCarthy, Jr., Professor of Law

A.B., Fairfield; J.D., LLM., LL.D., Georgetown. Professor McCarthy has been a professor at the Law Center since 1965, and was Dean of the Law Center and an Executive Vice President of the University from 1975 to 1983. He received his J.D., LLM., and an honorary LL.D. from Georgetown, where he was managing editor of the Georgetown Law Journal. He currently offers courses in Local Government Law, Property, and a State and Local Tax and Finance Seminar. He has written on bail reform, appellate practice, and local government. His latest books, now undergoing revision or supplementation, are Local Government Law in a Nutshell, 3rd edition and Valente & McCarthy, Local Government Law, Cases and Materials, fourth edition. Before coming to Georgetown, he served as a law clerk to the Court, and then to Judge John A. Danaher of the U.S. Court of Appeals for the D.C. Circuit, as an attorney with the Department of Justice, and as founding Director of the D.C. Bail Project. His professional service has included the American Law Institute and the ABA Government Relations and Student Financial Aid Committee. He has engaged in activities across a wide variety of legal
and educational fields including service as chair of the AALS Committee to Review the Requirements of Membership and the Board of the Jesuit International Volunteers. He has been chair of the AALS Accreditation Committee, the Executive Committee of the D.C. Pretrial Services Agency, and the Citizens Choice National Commission on the IRS and the Individual Taxpayer. Other activities have included membership on the AALS Executive Committee, and participation in civic and educational efforts in the community and in advisory groups for institutes and for state and local government.

Georg Wolfgang Mincke, Visiting Professor of Law

Professor Mincke is the Chair for Dutch private law at the Rijksuniversiteit Limburg in Maastricht, Netherlands. Previously he was docent for general legal doctrine at the University of Helsinki, chair for private law at the faculty of law in Göttingen, guest professor in Rotterdam, Netherlands, and lecturer at the law faculties in Hannover, Münster, and Göttingen. Professor Mincke has also been an arbitrator for the ICC and a member of a commission of the Finnish Academy of Science evaluating legal science in Finland.

John G. Murphy, Jr., Professor of Law

A.B., Harvard; LL.B., Georgetown. Professor Murphy has taught courses in Individual Rights, the Supreme Court, the Federal System, Commercial Law, Federal Election Law, Professional Responsibility, Corporations, and Criminal Law. From 1982 to 1986 he also served the Law Center as Associate Dean for the Graduate Program. Before joining the Law Center in 1965, he was a clerk for the U.S. Court of Appeals for the D.C. Circuit, an associate at the D.C. firm of Covington & Burling, and Conference Director for the HEW and OEO programs for delivery of legal services to low-income individuals. In addition, he served as General Counsel to the FEC from 1975 to 1976, as Ford Foundation Project Specialist in Beirut, Lebanon, from 1970 to 1972, and as visiting professor at the University of Guadalajara in Mexico and at Palackeko University in Czechoslovakia.

Eleanor Holmes Norton, Professor of Law

at Harvard's John F. Kennedy School of Government in the spring of 1984, and a Visiting Phi Beta Kappa Scholar in 1985. She is a member of the National Academy of Science's Committees on the Status of Black Americans and on Technological Changes in Employment. She is also a member of the Ford Foundation Study on the Future of the Welfare State. Professor Norton is currently on leave from the Law Center. In November 1990, she was elected as the District of Columbia delegate to the United States House of Representatives.

Robert L. Oakley, Professor of Law; Director, Law Library
B.A., J.D., Cornell; M.S.L.S., Syracuse. Professor Oakley is the Law Librarian as well as a professor at the Law Center. Before joining the Law Center in 1982, he served as Associate Law Librarian at Cornell Law School and Director of the Law Library and associate professor of law at Boston University School of Law. His recent writings include a bibliography of organized crime and articles entitled "Intellectual Property Issues and Information Networks," "The Deteriorating Historical Record: Implications for Scholars and Libraries," "Collection Development: The Impact of a National Law Library," "Education for Law Librarianship: Avoiding the Trade School Mentality," and "Copyright and Preservation: A Serious Problem in Need of a Thoughtful Solution." He represents the interests of the American Association of Law Libraries in matters on Capitol Hill and around Washington, and he has served on numerous other professional committees.

Rev. Raymond C. O'Brien, Visiting Professor of Law
B.A., LaSalle; J.D., University of Virginia; M.Ch.A., D.Min., Catholic University. Father O'Brien comes to the Law Center from Catholic University where he is Professor of Law. In addition to his teaching responsibilities there he is Director of Recruitment for the Law School. He has also served as Assistant Dean for Admissions and Student Affairs and as Trustee for the Law School Admission Council. Father O'Brien publishes extensively in the areas of family law, estates, and AIDS. At Georgetown, he teaches Decedents' Estates.

James Oldham, Professor of Law
B.S., Duke; LL.B., Stanford; M.S.B.A., Denver. In addition to his teaching duties at the Law Center, Professor Oldham spends considerable time in London doing manuscript research in English legal history. He has recently completed The Mansfield Manuscripts and the Growth of English Law in the Eighteenth Century, a two-volume work, published by the University of North Carolina Press for the American Society for Legal History. Professor Oldham collects books from and about early modern England and teaches English Legal History at the Law Center. He also teaches Contracts, Labor Law, Arbitration, and Torts. He specialized in labor law with the Denver firm of Sherman and Howard, and now serves as a Labor Arbitrator on several permanent panels such as Bethlehem Steel Co./United Steel Workers and in ad hoc cases through the Federal Mediation and Conciliation Service and with the American Arbitration Association. He is a member of the National Academy of Arbitrators and is currently chairman of the Foreign Service Grievance Board at the State Department. He is the author of a student text, Labor Law, and has published numerous articles on legal history and on labor and employment discrimination topics.

Joseph A. Page, Professor of Law
A.B., LL.B., LL.M., Harvard. In addition to pursuing his academic interests in the fields of torts, products liability, and food and drug law, Professor Page has engaged in public interest advocacy before congressional committees and regulatory agencies. He is also an author and freelance journalist, specializing in Latin America. His books include The Revolution That Never Was: Northeast Brazil, 1955–1964; Bitter Wages: The Nader Report on Disease and Injury on the Job (co-author); The Law of Premises Liability (two editions); and Peron: A Biography. The Spanish
translation of Peron was a bestseller in Argentina for five months; the Portuguese translation of The Revolution That Never Was briefly appeared on a bestseller list in Brazil. He is currently working on a book to be entitled The Brazilians, which will attempt to explain what makes Brazilians Brazilian. He is Director of Public Citizen, Inc., a member of the Biography Group of Washington, a contributing editor of Américas magazine, and a member of the Associated Faculty of the Latin American Studies Program at Georgetown University.

**Dennis Patterson, Visiting Professor of Law**

B.A., M.A., Ph.D., J.D., State University of New York at Buffalo. Professor Patterson is a professor at Rutgers University School of Law. He was previously an associate professor at Western New England College School of Law and a lecturer at the University of Maine School of Law. He has also been a visiting professor at the University of Texas at Austin and at Karl-Franzens-Universität Graz Institut für Rechtsphilosophie in Graz, Austria. Prior to teaching, Professor Patterson was a partner with Loyd, Bumgardner, Field & Patterson and an associate with Preti, Flaherty & Beliveau. He was also a law clerk for the Honorable Vincent L. McKusick, Chief Justice of the Supreme Judicial Court of Maine and a law clerk for the Honorable Sidney W. Wernick, Associate Justice of the Supreme Judicial Court of Maine. Professor Patterson has published several books and articles.

**Gary Peller, Professor of Law**

B.A., Emory; J.D., Harvard. Professor Peller joined the Georgetown faculty from the University of Virginia Law School where he taught from 1982–88. After graduating from law school, where he served on the Harvard Law Review, Professor Peller clerked for the Honorable Morris Lasker of the U.S. District Court for the Southern District of New York. Professor Peller is co-secretary of the Conference on Critical Legal Studies and a contributing editor of Tikkun magazine. He has taught Contracts, Constitutional Law, Criminal Procedure, and Jurisprudence at Georgetown. His writings are primarily in the field of legal theory and legal history.

**Wendy Collins Perdue, Professor of Law**

B.A., Wellesley; J.D., Duke. Professor Perdue has been a Professor at the Law Center since 1982. Before joining the Law Center faculty, she served as a law clerk for the Honorable Anthony M. Kennedy of the Ninth Circuit Court of Appeals and was an associate with the D.C. firm of Hogan and Hartson. She teaches Civil Procedure, Conflict of Laws, and Constitutional Law, and has taught Antitrust and Regulation of Futures Trading. She currently serves on the Montgomery County Charter Review Commission. Her writings are primarily in the fields of civil procedure and conflict of laws.

**Robert Pitofsky, Professor of Law**

A.B., New York University; LL.B., Columbia. Professor Pitofsky has had a distinguished career in government and is especially known for his work in the antitrust field. He has served as a commissioner of the Federal Trade Commission, the director of the Bureau of Consumer Protection of the FTC, counsel to the American Bar Association Commission to Study the FTC, and a member of the Senate Task Force on Regulatory Reform. In addition, he is co-author of the text, *Cases & Materials on Antitrust*, and his recent writings include "New Definitions of Relevant Market and the Assault on Antitrust" and "In Defense of Discounters." Professor Pitofsky has taught courses at the Law Center in Antitrust, Consumer Protection, Federal Courts, and Constitutional Law. He practices law as counsel to the D.C. firm of Arnold and Porter and was an attorney with Dewey, Ballantine, Bushby, Palmer and Wood. In addition, he served as a member of the Council of the Administrative Conference to the United States and the Board of Governors of the D.C. Bar Association.
David G. Post, Visiting Associate Professor of Law
B.A., Ph.D., J.D., Georgetown. Professor Post is an associate with the firm of Wilmer, Cutler & Pickering specializing in legal information services, computer law (particularly intellectual property, software licensing and distribution, and computer-related transactions); theory and practice of negotiations, dispute resolution, and decision analysis; and corporate governance and finance. He was law clerk to Judge Ruth Bader Ginsburg of the U.S. Court of Appeals for the D.C. Circuit. Before attending law school, Professor Post was director of programs for the American Anthropological Association and an assistant professor of anthropology at Columbia University.

Kevin Quinn, S.J., Associate Professor of Law
A.B., Fordham; M.Div., Jesuit School of Theology at Berkeley; J.D., University of California (Berkeley); S.T.L., Jesuit School of Theology at Berkeley; Ph.D., University of California (Berkeley). Father Quinn is an ordained Roman Catholic priest. He has served as a law clerk to Judge Joseph M. McLaughlin of the United States Court of Appeals for the 2nd Circuit. In addition, Father Quinn has served as a visiting lecturer in criminal law at the Santa Clara University School of Law and was an instructor in social studies, philosophy and theology at Regis High School in New York, N.Y. He has had articles published in Commonweal and the California Law Review.

Jill J. Ramsfield, Professor of Law; Director, Legal Research and Writing
B.A., Wellesley; B.M., J.D., University of Wisconsin. Professor Ramsfield specializes in teaching legal research and writing, both at the Law Center and nationally and internationally through CLE courses. She came to Georgetown in 1986, after a year at the University of Wisconsin, and three years at the University of Puget Sound School of Law, which is a national forerunner in legal writing. She is the co-author of Legal Writing: Getting It Right and Getting It Written (2d ed. 1993).

Milton C. Regan, Jr., Professor of Law
B.A., University of Houston; M.A., University of California (Los Angeles); J.D., Georgetown. Professor Regan received his Bachelors in Political Science and his Masters in Urban and Regional Planning. At Georgetown, he was a member of The Law Journal and received several awards. Upon completing his studies at Georgetown, Professor Regan clerked for Judge Ruth Bader Ginsburg in the U.S. Court of Appeals for the District of Columbia Circuit and Justice William J. Brennan, Jr. of the Supreme Court of the United States. He was an associate at Davis Polk & Wardwell in Washington, D.C., where he specialized in white-collar criminal practice and performed pro bono work on behalf of tenant associations. Professor Regan has served as an adjunct faculty member in the University of Maryland Urban Affairs Program. He is the author of the recent book Family Law and the Pursuit of Intimacy, published by New York University Press.

Kristen Konrad Robbins, Instructor of Legal Research and Writing
B.A., Wellesley College; J.D., Georgetown. Since graduating from the Law Center, Professor Robbins has been working at Kirkland & Ellis in Washington, D.C., where she specialized in litigation, including products liability, breach of contract, copyright infringement, and shareholder derivative suits. She has represented pro bono clients seeking social security disability benefits. Professor Robbins has also taught legal research and writing at George Washington University, National Law Center.
Richard L. Roe, Professor of Law; Co-Director, D.C. Street Law Project

B.A., Yale; J.D., University of Maine. Professor Roe directs the Law Center's D.C. Street Law Project clinics and specializes in educating the public about the law. In the Street Law clinics, law students teach practical law in high schools and correctional institutions in the District of Columbia. Prior to joining the Law Center faculty in 1983, he served as Program Director of the National Institute for Citizen Education in the Law and Executive Director of the Coalition for Law Related Education in Washington, D.C. He has also conducted numerous workshops throughout the country on teaching about the law to the public. He is the co-author of the high school textbook, *Great Trials in American History.* He has reviewed upcoming arguments in *Preview of Supreme Court Cases,* written several articles for *Update on Law Related Education,* and edited the ABA publication "Putting on Mock Trials." Professor Roe is the founder and Director of the D.C. Family Literacy Project, which teaches prisoners how to read with their children and other developmentally appropriate practices. His present research focuses on learning theory and its implications for law and law teaching.

Florence Roisman, Visiting Associate Professor of Law

B.A., University of Connecticut; LL.B., Harvard. Since 1967, Professor Roisman has combined legal services practice and teaching. Working for the D.C. Neighborhood Legal Services Program and then the National Housing Law Project, sometimes in a private firm, she participated in litigating cases challenging to Presidential impoundment, major cases on behalf of homeless people and advocates, suits involving tenants' rights in private and publicly assisted housing, and other suits on behalf of poor people. She has done much training of legal services lawyers and has taught at the law schools of Catholic University, University of Maryland, George Washington University, and Antioch College as well as at Georgetown. From 1963 to 1967 she worked at the Federal Trade Commission and the U.S. Department of Justice. Professor Roisman serves on the boards of the Washington Legal Clinic for the Homeless and the Poverty and Race Research Action Council. Her recent writings concern the establishment of a right to housing and racial and ethnic discrimination and segregation in federally-funded housing programs.

Lawrence Rosen, Interdisciplinary Professor

B.A., Brandeis; Ph.D., J.D., University of Chicago. Professor Rosen is Professor and Chair of Anthropology at Princeton University and an adjunct professor of law at Columbia Law School. He has also taught at Duke, Northwestern, and the University of Pennsylvania law schools. As an anthropologist his research has mainly been in North Africa and the Middle East; as a lawyer he has worked on numerous American Indian legal cases. His main interests are in the relation between cultural concepts and their implementation in social and legal contexts. In 1981 he was named as one of the first recipients of a MacArthur Foundation Award. His publications include *The American Indian and the Law* (editor); *Bargaining For Reality: The Construction of Social Relations in a Muslim Community;* and *The Anthropology of Justice: Law as Culture in Muslim Society.*

Susan Deller Ross, Professor of Law; Director, Sex Discrimination Clinic

B.A., Knox; J.D., New York University. Professor Ross is Director of the Law Center's Sex Discrimination Clinic and of the Women's Law and Public Policy Fellowship Program. Before joining the Law Center faculty in 1983, she was Special Litigation Counsel to the U.S. Justice Department's Civil Rights Division, and before that the Clinical Director of the ACLU's Women's Rights Project and an attorney with the Equal Employment Opportunity Commission. She also practiced privately with the firm of Bellamy, Blank, Goodman, Kelly, Ross and Stanley and has taught as an adjunct professor at the law schools of Columbia University, Rutgers, New York University, and George Washington University, and also as a visiting
professor at George Washington. She has served on the Screening and Advisory Committees of the Women's Legal Defense Fund and has been General Counsel and a member of the Board of Directors of the Women's Equity Action League's Educational and Legal Defense Fund. Her recent writings include two books on civil rights law, *Sex Discrimination and the Law* (co-author) and *The Rights of Women*. Before receiving her J.D. she served for two years in the Peace Corps in West Africa (Ivory Coast).

**Paul F. Rothstein, Professor of Law**  
B.S., J.D., Northwestern. Professor Rothstein is well known for his work in evidence, civil and criminal law suits, and the judicial process from the Supreme Court on down. He is the author of *Evidence: Cases, Materials and Problems, Evidence in a Nutshell: State and Federal Rules,* and *Federal Rules of Evidence* and several other books and over 100 articles. His background is that of a practicing litigation attorney. His numerous professional activities include positions as chairman of the ABA Rules of Evidence and Criminal Procedure Committee, Board member and Education Chairman of the FBA, chair of the AALS Evidence Section, and reporter-consultant to the National Conference of Commissioners on Uniform State Laws, the U.S. Congress, and the National Academy of Sciences. In addition, he has been a regular contributing editor to the *Legal Times,* the *New York Law Journal,* and the *Criminal Law Bulletin* and is on the Publication Advisory Board of Matthew Bender Co. Professor Rothstein was a Fulbright Scholar at Oxford University in England prior to entering the profession.

**Steven C. Salop, Professor of Economics and Law**  
B.A., University of Pennsylvania; M.Phil., Ph.D., Yale. Professor Salop teaches courses in Antitrust Law, Economic Reasoning and the Law, and conducts a Faculty Workshop in Law and Economics. His recent writings include several articles in the *Yale Law Review,* *American Economic Review,* *Economics of Innovation and New Technology,* and other scholarly journals. His research focuses on antitrust law and economics and economic analysis of industrial competition and imperfect information. Before joining the Law Center faculty in 1981, he served as Associate Director for Special Projects with the Bureau of Economics of the FTC, as an adjunct professor of economics at the University of Pennsylvania, where he received his B.A. in 1968, and as an economist with the Civil Aeronautics Board and Federal Reserve Board. He is a member of the American Economic Association and the Econometric Society. He is an associate editor of the *Journal of Economic Perspectives.*

**John R. Schmertz, Jr., Professor of Law**  
A.B., Holy Cross; LL.B., LL.M., Georgetown. Professor Schmertz specializes in evidence and public/private international law, both of which he teaches at the Law Center, in addition to Philosophy of Law and Conflicts. His recent writings include various articles on evidence, civil procedure, and private international law and, since 1976, a nationally circulated monthly newsletter entitled *Federal Rules of Evidence News.* Before joining the Law Center faculty in 1964, he served as a law clerk in a U.S. District Court, was an Assistant U.S. Attorney for the District of Columbia, and practiced privately with Pierson, Ball & Dowd. He is on the faculty of the American Academy of Judicial Education and has been involved in various ABA, American Society of International Law, FBA, D.C. Bar, and ALI-ABA and CLE programs on Evidence and Transnational Procedure.

**Robert S. Schoshinski, Professor of Law**  
B.S., Notre Dame; LL.B., LL.M., Georgetown. Professor Schoshinski, a member of the Law Center faculty since 1964, teaches Property, Decedents' Estates, Estate and Gift Tax, Land Use, and a Poverty Law Seminar. He is the author of the 1980 book and annual
supplements to *American Law of Landlord and Tenant*. He has practiced in the fields of tax and corporate law in the District and is a member of the D.C. Bar.

Roy A. Schotland, *Professor of Law*

A.B., Columbia; LL.B., Harvard. After graduation from law school, Professor Schotland served as a law clerk for U.S. Supreme Court Justice William J. Brennan and was an associate with the New York firm of Paul, Weiss, Rifkind, Wharton and Garrison. He has also taught law as a professor at the University of Virginia, as a visiting professor at the University of Pennsylvania, and came to Georgetown as Associate Dean. His recent writings include *Conflicts of Interest in the Securities Markets* (ed.), *Divergent Investing of Pension Assets, Campaign Financing of Elective Judges*, and *Proposals for Campaign Finance Reform*. In addition, he serves (or has served) as a consultant to the Federal Reserve Board, several Congressional committees and state pension systems, and the Government of Bermuda. He is a member of the American Law Institute and a Fellow of the American Judicature Society.

Philip G. Schrag, *Professor of Law; Director, Center for Applied Legal Studies*

A.B., Harvard; LL.B., Yale. Professor Schrag teaches courses in Civil Procedure, Administrative Law, Legislation, and Advocacy. He serves as Director of the Center for Applied Legal Studies, one of the Law Center's clinics, and as Director of the Public Interest Law Scholars Program, through which selected law students who plan careers as public interest lawyers receive special academic enrichment and guidance in that field. Before joining the Law Center faculty in 1981, he was assistant counsel to the NAACP Legal Defense Educational Fund, Consumer Advocate of the City of New York, a professor at Columbia University Law School, and Deputy General Counsel of the U.S. Arms Control and Disarmament Agency, from which he received a Meritorious Honor Award in 1981. Professor Schrag has also had a distinguished and varied career in civic service, which has included positions as a delegate to the District of Columbia Statehood Constitutional Convention in 1982, an editor and consultant on consumer protection during the Carter-Mondale transition, a consultant to the New York State Consumer Protection Board, and a consultant to the Governor's Advisory Council of Puerto Rico. In addition, he drafted New York City's Consumer Protection Act of 1969. He is also a prolific author, having written numerous articles on consumer law and various other topics for both law journals and popular publications. He is the author of eight books, including a text on consumer protection and *Global Action: Nuclear Test Ban Diplomacy at the End of the Cold War*, published by Westview Press in 1992.

Warren F. Schwartz, *Professor of Law*

A.B., Brooklyn; LL.B., Columbia. Professor Schwartz, a professor at the Law Center since 1978, serves as a consultant to the Social Security Administration, the Administrative Conference of the United States, and other private and government organizations. He is the author of various works on antitrust, law and economics, international trade, and the administrative process. He taught at the University of Virginia School of Law from 1970 to 1978.

Louis Michael Seidman, *Professor of Law*

A.B., Chicago; J.D., Harvard. After graduating from Harvard Law School in 1971, Professor Seidman served as a law clerk for J. Skelly Wright of the D.C. Circuit and U.S. Supreme Court Justice Thurgood Marshall. He then was a staff attorney with the D.C. Public Defender Service until joining the Law Center faculty in 1976. He teaches a variety of courses in the fields of constitutional and criminal law. He is co-author of a constitutional law casebook and the author of several articles concerning criminal justice and constitutional law.
Girardeau A. Spann, **Professor of Law**  
A.B., Princeton; J.D., Harvard. Professor Spann served as a staff attorney for Ralph Nader's Public Citizen Litigation Group before joining the Law Center faculty in 1979. He is the author of a book and articles concerning race and the nature of legal reasoning. He is a trustee of the D.C. Bar Client Security Fund and is on the board of the Law Center's Institute for Public Representation. He has also served on the board of the D.C. Legal Services Program, the Board of Governors of the D.C. Bar, and as a member of the D.C. Circuit Advisory Committee on Procedures.

Lynn A. Stout, **Professor of Law**  
A.B., M.P.A., Princeton; J.D., Yale. Professor Stout joined the Law Center faculty in 1990. She is the author of articles on the stock market, corporate takeovers, the economic analysis of constitutional law, the economics of poverty, and a casebook on law and economics. Her teaching specialties are corporations, securities regulation, and law and economics. Before teaching law, Professor Stout was clerk to the Honorable Gerhard A. Gesell in the U.S. District Court for the District of Columbia and practiced law for three years with the D.C. firm of Williams & Connolly.

Jane E. Stromseth, **Associate Professor of Law**  
B.A., Swarthmore; D.Phil., Oxford; J.D., Yale. Professor Stromseth joined the Law Center faculty in 1991. She received her doctorate in International Relations at Oxford, where she was a Rhodes Scholar. During 1983–84, she was a Ford Foundation Fellow in European Society and Western Security at Harvard's Center for International Affairs. At Yale Law School, she served as an articles editor of the *Yale Law Journal* and a student director of the Lowenstein International Human Rights Law program. After receiving her J.D. in 1987, she served as a law clerk to Judge Louis F. Oberdorfer of the U.S. District Court for the District of Columbia and to U.S. Supreme Court Justice Sandra Day O'Connor. During 1989–90, Professor Stromseth was an Attorney-Adviser in the Office of the Legal Adviser at the U.S. Department of State. She is the author of *The Origins of Flexible Response: NATO's Debate Over Strategy in the 1960s* (1988). She is a member of the Council on Foreign Relations and the American Society of International Law. At Georgetown, she teaches International Law and Constitutional Law.

Robert K. Stumberg, **Professor of Law; Clinical Director, Harrison Institute for Public Law**  
B.A., Macalester; J.D., LL.M., Georgetown. Professor Stumberg is the author of various articles on reinvestment, housing, welfare reform, economic development, sustainable agriculture, and tax policy. He has been affiliated with the Law Center since receiving his J.D. here in 1975, as a Georgetown teaching fellow from 1975 to 1977, and as Deputy Director of the D.C. Project of Georgetown University from 1977 to 1979. In addition, he has served as the chair of the Section on Legislation of the AALS, the coordinator of the D.C. Housing Action Council, on the Board of Directors of Washington Consumer Checkbook Magazine, the Committee of 100 on the Federal City, and the D.C. Mutual Housing Association. He currently serves as Policy Director of the Center for Policy Alternatives in Washington, D.C.

Peter W. Tague, **Professor of Law**  
A.B., Harvard; J.D., University of Michigan. Professor Tague's principal areas of expertise are evidence, criminal procedure, criminal law, and professional responsibility. Since joining the Law Center faculty in 1976, he has also served as the Scholar in Residence of Kings College in London, as visiting professor at the University of Melbourne and at New York University Law School, twice as visiting professor for San Diego Law School's summer law program in Oxford, and once for its program in Dublin, and at GULC's Summer Law Program in Florence. He practiced law for four years as an attorney with the Public Defender's Office in
Alameda County, California and for two years with the San Francisco firm of Howard and Prim, and clerked for J. Walter Mansfield, then of the District Court in the Southern District of New York. He is active in the American Bar Association, having served as chair of the Committee on Defense Counsel Competency and as vice-chair of the Committees on Professional Responsibility and on Rules of Criminal Procedure and Evidence. He has published numerous articles in the areas of professional ethics, evidence, and criminal defense.

Carlos Manuel Vázquez, Associate Professor of Law
B.A., Yale; J.D., Columbia. After graduating from law school, where he was Articles and Book Reviews Editor of the Columbia Law Review, Professor Vázquez served as a law clerk to the Honorable Stephen Reinhardt of the U.S. Court of Appeals for the Ninth Circuit. He then practiced law with Covington and Burling in Washington, D.C. before joining the law school faculty as a visiting professor of law in 1990, and then as an associate professor in 1991. He has written and taught primarily in the areas of federal jurisdiction and international law.

William T. Vukowich, Professor of Law
A.B., Indiana; J.D., California (Berkeley); J.S.D., Columbia. Professor Vukowich teaches Contracts, Torts, Consumer Law, Bankruptcy, and Commercial Law. Before joining the Law Center faculty in 1971 he taught at Willamette University. Although he has never practiced law on a regular basis, he has experience working as a district attorney and lawyer for a consumer affairs agency. He has also served as a consultant on bankruptcy and consumer law matters to various federal agencies. His scholarly interests are in the fields of contracts, bankruptcy, and commercial law.

Heathcote Woolsey Wales, Associate Professor of Law
A.B., University of North Carolina; J.D., Chicago. Professor Wales is perhaps best known to students for his performances with the Georgetown Gilbert and Sullivan Society. Off-stage, he teaches Constitutional Law, Criminal Law, Law and Psychiatry, and Law and Social Science at the Law Center. Before joining the faculty, he was an associate professor at the University of Mississippi. He also has been a visiting professor at the University of Colorado and the University of Texas Law Schools. His recent writings include a Georgetown Law Journal review essay assessing the place of sociobiology in current criminology (1985) and collaboration on the ACLU brief in the Canadian “propaganda” films case. He served as consultant to the D.C. Law Revision Commission from 1977 to 1978, was chairman of the AALS section on Law and Psychiatry from 1984 to 1985, and is a member of the ACLU.

Don Wallace, Jr., Professor of Law
B.A., Yale; L.L.B., Harvard. Professor Wallace specializes in the fields of international law and foreign affairs. His latest writings include International Business and Economics: Law and Policy (with two University of Virginia law professors), Transnational Corporations and Legal Issues (vol. 19 in the United Nations Library on Transnational Corporations) (with Seymour J. Bubin), A Lawyer’s Guide to International Business Transactions, and Dear Mr. President: The Needed Turnaround in America’s International Economic Affairs. He was the Regional Legal Advisor for the Middle East and Deputy Assistant General Counsel to AID in the Department of State from 1962 to 1966, a founding board member of the International Development Law Institute in Rome, and has been the head of the International Law Institute since 1970. He chaired the Advisory Committee on World Trade and Technology to the Office of Technology Assessment of the U.S. Congress from 1976 to 1979, and is currently a member of the Secretary of State’s Advisory Committee on Private International Law and the U.S. Delegation to UNCITRAL. He has also been chairman of the Section of International Law and Practice of the American
Bar Association and a member of the ABA House of Delegates. Recent and current activities also include teaching in China, directing a research and exchange project with Russia, serving on boards involving academic activities in Egypt and in Bulgaria, the advisory board of the Central and Eastern European Law Institute (CEELI), and serving as national chairman of Law Professors for Bush and Quayle in 1988 and 1992.

Silas Wasserstrom, Professor of Law
A.B., Amherst; LL.B., Yale. Professor Wasserstrom joined the Law Center faculty in 1981 and has since taught courses in Property, Criminal Justice, Constitutional Law, and Criminal Law. After receiving his LL.B. in 1967, he served as a law clerk for Judge J. Skelly Wright of the D.C. Circuit and for U.S. Supreme Court Justice Potter Stewart. His criminal law experience includes positions as Trial Lawyer and Chief of the Appellate Section of the D.C. Public Defender Service and Commissioner of the D.C. Law Review Commission.

Peter P. Weidenbruch, Jr., Ralph H. Dwan Professor of Taxation
B.S., Northwestern; J.D., L.L.M., L.L.D., Georgetown. Professor Weidenbruch teaches a variety of courses in the fields of federal taxation and decedents' estates and also serves as the faculty adviser to The Tax Lawyer. His extensive professional experience in the taxation field includes six years in various positions with the Internal Revenue Service, including service as Assistant Commissioner (Technical) and Acting Commissioner. He also served for four years as tax counsel to Mobil Oil Corporation. He is the co-author of Federal Income Taxation of Corporations and Stockholders in a Nutshell and has lectured at many institutes on federal taxation. In addition, he has served on the Legal Activities Policy Board of Tax Analysts and Advocates and on the Tax Advisory Board of Maxwell Macmillan, Inc. He is a fellow of the American Bar Foundation.

Edith Brown Weiss, Professor of Law
A.B., Stanford; J.D., Harvard; Ph.D., California (Berkeley); L.L.D. (Hon.), Chicago-Kent. Professor Weiss is highly active in the areas of public international, environmental, and water resources law. Her professional experience includes positions as Associate General Counsel for International Activities at the U.S. Environmental Protection Agency, 1990-92, Assistant Professor of Civil Engineering and Politics at Princeton University, and Research Associate at Columbia University and the Brookings Institution. She has served as an attorney-advisor to the U.S. Arms Control and Disarmament Agency. Her numerous professional activities in both international and environmental law have included positions as president of the American Society of International Law since April 1994, chair of the Committee for Research in Global Environmental Change of the Social Science Research Council, 1989-94, and member of the Commission on Environmental Law of the IUCN. She is a member of the National Academy of Science's Commission on Geosciences, Environment and Resources, the Council on Foreign Relations, the American Law Institute, and has been a member of the NAS Water Science and Technology Board, the NAS Bi-National U.S./Canada Committee to Review the Great Lakes Water Quality Agreement, the NAS Environmental Studies Board, the U.S. Committee for the International Institute of Applied Systems Analysis in Austria, the Council of Advisors to the Cousteau Society, the International Council of Environmental Law since 1986, the ABA Standing Committee on World Order Under Law, the American Law Institute, and several working groups of the Council on Foreign Relations. In 1988, Professor Weiss became a member of the board of editors of the American Journal of International Law and a member of the editorial advisory board for International Legal Materials. She served as a member of the editorial committee for the Annual Review of Energy and the Environment, and is on the international editorial board of Global Climate Change Digest. She has published numerous articles in international and environmental law, and is the author of In Fairness to Future Generations: International Law, Common Patrimony and Intergenerational Equity (1989), which
received the Certificate of Merit Award in 1990 from the American Society of International Law, and has been published in French and Japanese. She is a co-author of *International Environmental Law, Basic Documents and References* (1992).

**Robin L. West, Professor of Law**

B.A., J.D., University of Maryland; J.S.M., Stanford. Professor West comes to the Law Center from the University of Maryland Law School, where she was professor of law and taught Constitutional Law, Contracts, Legal Methods, Jurisprudence, Law and Literature, and a Maryland Legal Theory Workshop. She has been a visiting professor at the University of Chicago and Stanford Law Schools, the Cleveland-Marshall College of Law at Cleveland State University, and most recently, at the Law Center. Professor West has written extensively on gender issues and feminist legal theory, jurisprudence and legal philosophy, and law and literature.

**Wendy Webster Williams, Professor of Law**

A.B., J.D., California (Berkeley). Professor Williams is well known for her work in the area of gender and law, especially concerning issues of work and family. Her recent writings include “Notes From a First Generation,” in the *University of Chicago Legal Forum*, and “Equality’s Riddle: Pregnancy and the Equal Treatment/Special Treatment Debate,” in *The Review of Law and Social Change*. She helped draft and testified before Congressional committees on the Pregnancy Discrimination Act of 1978 and the Family and Medical Leave Act of 1993. Before joining the Law Center faculty in 1976, she was a law clerk for Justice Raymond Peters of the California Supreme Court, a Reginald Heber Smith Fellow, and a founder of Equal Rights Advocates, a public interest law firm in San Francisco. Professor Williams served on the National Research Council Panel on Employer Policies and Working Families and the Blue Ribbon Advisory Committee to the Yale Bush Center Project on Infant Care Leaves. She is a past-president of the Society of American Law Teachers and is a member of the American Law Institute. She served as Associate Dean of the Law Center from 1989 to 1993.

**Charles Fahy Distinguished Adjunct Professor Award**

Each year, hundreds of Washington lawyers selflessly dedicate time and energy to teaching courses as adjunct professors at the Law Center. Their presence has enabled Georgetown to offer the most wide-ranging curriculum of J.D. and LL.M. courses in the country.

To recognize the contributions of these adjuncts, the Law Center’s “hidden endowment,” the Dean designates two of them for each academic year as Charles Fahy Distinguished Adjunct Professors. Fahy Professors have provided exceptional service to Georgetown in teaching, curriculum development, student counseling, and involvement in extra-curricular Law Center activities.

The award is named after the late Charles Fahy, a noted Georgetown alumnus who served as U.S. Solicitor General and U.S. Court of Appeals Judge.

**1988-89**

Kenneth R. Feinberg, J.D. Program  
John Wolff, Graduate Program

**1989-90**

Roger M. Adelman, J.D. Program  
Hugh J. Beins, Graduate Program

**1990-91**

Martin S. Thaler, J.D. Program  
Earl M. Colson, Graduate Program

**1991-92**

Paul B. Larsen, J.D. Program  
Charles Gordon, Graduate Program

**1992-93**

Kirby Howlett, J.D. Program  
Harold J. Heltzer, Graduate Program

**1993-94**

Steven A. Windelman, J.D. Program  
Charles Owen Verrill, Graduate Program
III. THE J.D. PROGRAM

ADMISSION

Graduates from accredited colleges may be considered for admission to the Law Center. Admission is based on the applicant's character, academic achievements, aptitude for the study of law, and professional promise.

Application forms are available after August 15 for admission the following August. The completed application, accompanied by a nonrefundable processing fee of $60, should be returned to the Office of Admissions as early as possible but no later than February 1 for the Day Division, or March 1 for the Evening Division. The Committee on Admissions begins to consider completed applications in December, and candidates are notified as soon as decisions are reached. Accepted candidates are required to send a nonrefundable $100 deposit to hold their places in the class. An additional $400 deposit is due June 1. A full refund of this deposit is given if the individual withdraws by June 15. A $200 refund is given if the individual withdraws by July 1. No refund is given for withdrawal after this date. Any tuition refund after July 1 does not include the $500 deposit. The attention of prospective students is directed to the requirement of some jurisdictions that students register with the State Board of Law Examiners upon commencing the study of law. Prospective students should consult the requirements of the various jurisdictions in which they intend to practice as to required courses, minimum course load, and similar matters. In addition, the following steps must be taken:

1. Applicants must take the Law School Admission Test, which is administered by the Law School Admission Services (LSAS), Box 2000-C, Newtown, PA 18948. The test is scheduled several times during the year. Candidates should consult the Bulletin of Information distributed by the Law School Admission Services to ascertain the actual dates. Formal application for admission to the Law Center is not necessary before taking the test.

2. The application form found in the LSAT Bulletin of Information must be completed and returned to the Law School Data Assembly Service (LSDAS) at the Law School Admission Services. Transcripts should then be sent directly to LSAS (not to the Law Center) from each college and each graduate school attended by the applicant. The transcripts will be analyzed and copies forwarded to Georgetown and other law schools designated by the candidate.

3. Applicants should make certain the Law Center Admissions Office is provided with completed recommendations and a college questionnaire to be completed by the applicant's undergraduate institution. The forms are enclosed with the application for admission.
4. Candidates who wish to be considered for financial assistance should obtain an application from the Graduate and Professional School Financial Aid Service (GAPSFAS), Educational Testing Service, Box 2614, Princeton, NJ 08540. The applicant, parents, and spouse should complete the appropriate sections and return the form to the Graduate and Professional School Financial Aid Service. It will then be analyzed, duplicated, and sent to each law school designated by the applicant.

**Juris Doctor/Master of Science in Foreign Service Program (JD/MSFS)**

JD/MSFS applicants are eligible for admission to the Full-time Division only. In addition to the admissions requirements for the J.D. Program, the following is required of applicants to the JD/MSFS Program:

1. a minimum of 8 courses in the social sciences which must include two courses in the principles of economics (macro and micro),
2. proficiency in a modern foreign language, and
3. satisfactory performance on the General Test of the Graduate Record Examination (GRE).

Applicants for admission to the JD/MSFS Program must submit the special JD/MSFS application only. The JD/MSFS application and information brochure can be obtained by writing to the JD/MSFS Program, Georgetown University Law Center, 600 New Jersey Avenue, N.W., Washington, D.C. 20001.

Applicants to the JD/MSFS Program are reviewed separately and independently by the Admissions committees of the two programs. Upon acceptance into both programs, an applicant will be notified of his/her acceptance into the JD/MSFS Program. If an applicant is accepted by one program and not the other, he/she may choose to enroll on that basis.

**Juris Doctor/Master of Business Administration Program (JD/MBA)**

JD/MBA applicants are eligible for admission to the Full-time Division only. Primary consideration for admission to the M.B.A. Program will be given to graduates of liberal arts and science programs. Applicants with undergraduate business degrees are particularly encouraged to obtain professional experience before applying to the M.B.A. Program.

In addition to the admissions requirements for the J.D. Program, the following is required of applicants to the JD/MBA Program:

1. college level knowledge of algebra and calculus, and
2. satisfactory performance on the Graduate Management Admissions Test (GMAT).

Individuals interested in applying to the JD/MBA Program must complete the applications for Georgetown’s J.D. and M.B.A. programs separately. The applications should be submitted separately but simultaneously to the two programs.

Further information and applications to the JD and the MBA Programs can be obtained by writing to the JD/MBA Program, Georgetown University Law Center, 600 New Jersey Ave., N.W., Washington, D.C. 20001.

Applicants to the JD/MBA Program are reviewed separately and independently by the Admissions committees of the two programs. Upon acceptance into both programs, an applicant will be notified of his/her acceptance into the JD/MBA Program. If an application is accepted by one program and not the other, he/she may choose to enroll on that basis.

**Juris Doctor/Master of Arts in Philosophy or Juris Doctor/Doctorate in Philosophy Program**

JD/Philosophy applicants are eligible for admission to the Full-time or Part-time Division. In addition to the admissions requirements for the J.D. Program, the following is required of applicants to the JD/Philosophy Program:
1. satisfactory performance on the Law School Admissions Test (LSAT), and
2. satisfactory performance on the General Test of the Graduate Record Examination (GRE).

In order to enroll in the joint program, applicants must meet all the requirements set forth by the separate admissions committees and be admitted to both programs independently.

Individuals interested in applying to the JD/Philosophy Program must complete applications to both the J.D. and Philosophy programs separately. The applications should be submitted separately but simultaneously to the two programs. Applicants should also complete the Supplemental Information form and forward that along with their statement of purpose for pursuing this joint degree program.

Applicants to the JD/Philosophy Program are reviewed separately and independently by the Admissions committees of the two programs. Upon acceptance to both programs, an applicant will be notified of his/her acceptance into the JD/Philosophy Program. If an applicant is accepted by one program and not the other, he/she may choose to enroll on that basis.

Juris Doctor/Master of Public Health Program (JD/MPH)

JD/MPH applicants are eligible for admission to the Full-time Division only. In addition to the admissions requirements for the J.D. Program, the following is required of applicants to the JD/MPH Program:
1. a college level course in biology, chemistry or physics, and
2. a college level course in mathematics.
(Previous exposure to or experience in the field of health preferred.)

Note: A satisfactory level of performance on the Law School Admissions Test (LSAT) is required for both the J.D. and M.P.H. Programs

Individuals interested in applying to the JD/MPH Program must complete Georgetown's J.D. application and John Hopkins' M.P.H. application separately. However, the LSDAS Report need only be submitted to Georgetown University Law Center. A copy of the report will be sent to Johns Hopkins by the Law Center. The remainder of the application should be submitted separately but simultaneously to the two programs.

Further information and applications to the Joint Degree Programs can be obtained by writing to the Joint Degree Programs Office, Georgetown University Law Center, 600 New Jersey Avenue, N.W., Washington, D.C. 20001.

Visiting Students (Non-Degree Students)

Upperclass law students attending a law school that is a member of the Association of American Law Schools (AALS), or that is approved by the American Bar Association (ABA), may apply as visiting (non-degree) students for no more than one academic year's credit for transfer back to their degree-granting institution. An application to attend the Law Center as a visiting student will not be entertained unless the applicant's Dean has certified that the student is in good academic standing and free of any unresolved disciplinary charges, has authorized the student's attendance, and agreed to accept the credits earned at the Law Center. The Law Center's ability to accommodate visiting students is limited, and admission is granted on a competitive, space-available basis. Application materials may be obtained from the Office of Admissions.

Students enrolled in another ABA/AALS approved law school, who wish to enroll in six credits or less at Georgetown, may petition to be allowed to enroll in an upper level JD course on a space-available basis. Students desiring to attend the Law Center under this provision must submit a letter from their Office of the Dean containing the following: (a) a statement that the student is in good academic standing, and free of any unresolved disciplinary charges;
(b) that the specific course has been approved; and (c) that the credits earned at Georgetown will be accepted toward their degree program (including any conditions such as a minimum grade). Students are also required to submit an official law school transcript.

Students cannot earn more than a maximum of six credit hours under the preceding paragraph, excluding credits earned during a summer session at Georgetown University Law Center. Under no circumstances will a student be allowed to attend the Law Center under this provision for more than two consecutive semesters. Application materials may be obtained from the Office of the Registrar.

To be considered for visiting status under either of the above programs, applicants must be eligible to register at their degree granting institutions for the semester(s) in which they wish to visit at the Law Center.

With the exception of visiting students in good standing at another ABA/AALS law school, Georgetown does not admit non-degree students to its J.D. Program.

Advanced Standing (Transfer Students)

An applicant desiring credit for prior law school work must state his/her intention at the time of application. Applicants must submit all documents required of entering first-year students including an official copy of their baccalaureate transcript, letters of reference, and the LSDAS report as well as a complete transcript showing credit received from previous study at a law school that is either a member of the Association of American Law Schools (AALS), or is approved by the American Bar Association (ABA). A statement of the applicant's reasons for requesting transfer should be attached to the admissions application. Admission is granted on a competitive, space-available basis. Application materials may be obtained from the Office of Admissions.

No student who has attended another law school and who has been suspended for unsatisfactory scholarship or for disciplinary reasons, or who is not permitted to return to that law school, or whose record shows any deficiency in law school work, or unresolved disciplinary charges, is eligible for admission with advanced standing. Students who do not rank in the top fifth of their class are rarely admitted as transfer students.

Advanced credit is normally not granted for law school work beyond the first year. In order for a Georgetown Juris Doctor degree to be awarded, a minimum of 53 credits must be earned at Georgetown (including approved Georgetown Graduate School courses). Students transferring to the full-time division after the completion of one academic year in a full-time program, must complete at least four full-time semesters in residence at the Law Center. Students transferring to the Evening Division must complete the equivalent of six part-time semesters at Georgetown. Summer attendance will be counted on a pro-rata basis for part-time students. Full-time students may not advance their date of graduation to less than three (3) academic years by summer attendance.

The Law Center will not grant credit for any course work completed prior to a student’s matriculation in a Juris Doctor program at an ABA or AALS approved law school. This includes law courses taken at law schools.

Entering Juris Doctor students who have earned a law degree from a prestigious university in a common law country may petition for advanced standing at the time of application. Credit for such work is rarely granted and is limited to a maximum of twelve elective credits. Such students will be required to complete the first-year Juris Doctor program.

Registration

Registration will be held as announced on the academic calendar and no student may submit his or her registration forms or payments after the announced date without permission. Any student who registers after the announced date will be charged a late registration fee of
$50.00. Registration is not completed until all tuition and fees for the semester are paid in full. A student who has enrolled in one or more courses remains liable for tuition and other charges until written notice of withdrawal has been received by the Office of the Registrar (see “Withdrawal Refunds”).

Upperclass students will be permitted to revise their schedules in accordance with dates promulgated by the Registrar. The last day to revise a course schedule is announced in the academic calendar.

Application to Graduate

Students anticipating graduation must complete an application for degree in order that a graduation audit may be completed and diplomas ordered. Students are solely responsible for monitoring their progress to ensure they meet all degree requirements by their anticipated graduation date. There is no graduation fee for students who submit their application according to the following schedule:

- May graduate ........................................... Deadline October 15
- October graduate ...................................... Deadline April 15
- February graduate ..................................... Deadline July 15

Students are responsible for obtaining an application to graduate at the Office of the Registrar in sufficient time to meet the filing deadline. A $50.00 late application fee will be charged to students who file after the dates indicated above.

Regardless of the completion of all course requirements, a degree will not be conferred until the student has a clear student account balance. In addition, transcripts, diplomas, bar certification and other certificates will not be released if there is an outstanding student account balance.

Insurance

The Law Center requires all students carrying 8 or more credits in an academic semester to carry medical insurance throughout the academic year. Students may submit proof of private coverage or may purchase insurance through the University. Plans are also available for spouse and family coverage.

Georgetown students attending an off campus program or visiting at another school must show proof of private coverage or they will be covered by the Georgetown plan and the appropriate charge will be posted to their student account. All students may contact the Registrar’s Office for complete details.

Immunization Records

District of Columbia law requires the Law Center to gather medically satisfactory proof of immunization for a number of diseases (measles, rubella, poliomyelitis, mumps, tetanus, and diphtheria) prior to registration, from all students who are 26 years of age, or younger, on registration day. The Registrar will provide students with the necessary forms prior to registration.

DEGREE PROGRAMS

The Law Center offers both a full-time (Day Division) and a part-time (Evening Division) program leading to the degree of Juris Doctor. The same standards of performance are required for students in both divisions. Members of the full-time faculty teach the courses in both divisions assisted by members of the adjunct faculty in certain specialized courses.
Full-Time Day Division

The Day Division program requires six full-time semesters (three academic years) for completion of the degree requirements. Day students may not advance their date of graduation by attendance at summer sessions. Students enrolled in the Day Division are expected to devote substantially all of their time during the academic year to the study of law. Classes in this division meet between 9:00 a.m. and 5:30 p.m. on weekdays. Some specialized elective courses meeting in the Evening Division are open to Day Division students. Day Division students may enroll in upperclass Evening Division courses on a space-available basis, up to a maximum of six credits per semester, as long as such enrollment does not exceed the semester hour limits described below.

During the first year of academic studies, students in the Day Division pursue a 29-semester-hour required program of study. During the second and third years, Day Division students pursue an elective program of study while completing the required courses in Professional Responsibility and the upperclass Legal Research and Writing program. Upperclass students will normally enroll in 12–16 hours of courses during each of the four upper-division semesters.

A student in the Day Division may not enroll for fewer than 12 or more than 16 semester hours without permission of the Registrar. Students in the Day Division are expected to graduate at the end of three academic years, but may take up to five consecutive calendar years from the date of matriculation to meet all J.D. degree requirements. If after five consecutive calendar years a student has not yet completed all academic requirements necessary to graduate, the student will be dismissed from the rolls of the Law Center with no possibility of graduation, unless excused by operation of law, (i.e. military call-up, Americans with Disability Act, etc.).

Part-Time Evening Division

The Evening Division program is designed to allow the part-time student to complete the J.D. degree requirements in eight semesters and one summer session of study. In certain circumstances, a student enrolled in the Evening Division may complete all requirements for the degree in seven semesters plus two summer sessions, each of which must be of eight weeks duration. In each session, the student desiring to accelerate graduation must take and pass a minimum of four credits. During the first year, students in the Evening Division pursue a 21-semester-hour required program of study. During the second year, students in the Evening Division pursue a program of 8 semester hours of required courses together with elective courses. During the third and fourth years, students in the Evening Division pursue an elective program of study in addition to the required courses in Professional Responsibility and the upperclass Legal Research and Writing Program. During each semester, a student in the Evening Division will normally enroll in 9 to 11 semester hours of courses. A student in the Evening Division may not enroll for less than 8 semester hours without permission of the Registrar. Permission to enroll in more than 11 semester hours of courses cannot be given.

Classes in this Division generally meet from 5:45 p.m. until 7:45 p.m. on weekdays. A limited number of upperclass electives are offered on Saturdays between 9:30 a.m. and 1:40 p.m. Some specialized elective courses meeting during the Day Division hours are open to Evening Division students. Evening students may enroll in upperclass Day Division courses on a space-available basis, as long as enrollment does not exceed the semester-hour limit described above.

Attendance during at least one summer session is usually necessary in order for the part-time student to complete the J.D. degree within four academic years although students completing the program in eight semesters may carry the maximum of 11 credit hours in at least two upperclass semesters and avoid summer school. Summer study is often elected by students in order to ease their course schedules during the regular academic year or to
facilitate in scheduling desired courses. In certain circumstances, an Evening Division student may complete the degree requirements at the end of the seventh academic semester by attending two or three summer sessions in addition to enrolling in 10-11 credits during each academic semester. (See Chapter V., Part III. Residency Requirements.)

Students in the Evening Division are expected to graduate within four academic years of matriculation, but may take up to six consecutive calendar years from the date of matriculation to meet all graduation requirements. If after six consecutive calendar years a student has not completed all academic requirements necessary to graduate, the student will be dismissed from the rolls of the Law Center with no possibility of graduation, unless excused by operation of law, (i.e., military call-up, Americans with Disability Act, etc.).

Transfer Between Divisions

No student may transfer between divisions without the prior written permission of the Dean. Petitions to transfer from the evening to the day division are granted on a space available basis and are rarely granted since the attrition rate is extremely low. Petitions to transfer from the day division to the evening division in the student's sixth semester are granted only for compelling reasons and the Law Center reserves the right to limit the number of students who may transfer. Attendance at summer sessions in and of itself is not sufficient to justify transfer. No petition for transfer will be considered until the student has successfully completed one full year of the program. Residency requirements (see Chapter V) are sufficiently complex that any student considering a transfer between divisions should consult with the Registrar to ascertain the required periods of attendance and the earliest date on which graduation may occur as a result of an interdivisional transfer.

JOINT DEGREE PROGRAMS

The Law Center sponsors degree programs in which a student may simultaneously pursue study leading to the Juris Doctor (J.D.) from the Law Center and a graduate degree from the Georgetown University School of Foreign Service (M.S.F.S.), or the School of Business Administration (M.B.A.), or the Department of Philosophy (JD/MA, JD/PhD). A JD/MPH is also offered in cooperation with the Johns Hopkins School of Hygiene and Public Health (M.P.H.).

The JD/MSFS and JD/MBA programs provide for accelerated achievement of two degrees in four years instead of the five normally required to complete the degrees separately (three years for the J.D. and two years for the M.S.F.S. or M.B.A.). JD/Philosophy degrees are also accelerated with completion depending on whether a student is full-time or part-time and is a Master or Doctoral candidate in Philosophy.

The JD/MPH degree program, while not an accelerated program, affords the student who may not already be a health professional the opportunity to coordinate the study of law and public health at two highly respected institutions.

JURIS DOCTOR/MASTER OF SCIENCE IN FOREIGN SERVICE PROGRAM

The Georgetown University Law Center, the Graduate School, and the Edmund A. Walsh School of Foreign Service offer a four-year joint degree program of international studies and law. Begun in 1974, the program awards the Juris Doctor (J.D.) degree of the Law Center and the Master of Science in Foreign Service (M.S.F.S.) degree of the Graduate School. The
program is interdisciplinary in its approach, training students for professional careers in both
the private and public sectors.

Degree Requirements

JD/MSFS degree candidates must satisfactorily complete the full four-year JD/MSFS
program including all the separate course requirements of both the J.D. and M.S.F.S. degrees.
A separate Joint Program Certificate will be awarded upon satisfactory completion of the
program in addition to the J.D. and M.S.F.S. degrees.

The JD/MSFS program requires completion of 113 semester hours (74 hours in law and 39
hours in M.S.F.S. courses), and satisfactory performance of both the M.S.F.S. oral/reading
examination in a foreign language and the M.S.F.S. Oral Board examinations.

Curriculum

The 113 JD/MSFS semester hours are distributed as follows:
- 29 hours of the required first-year law curriculum;
- 18 hours of required M.S.F.S. courses taken during the second year: International
  Trade, International Finance, Intersocietal Relations, Statistics, International Relations
  Theory, and History of International Relations Since World War II;
- 12 hours of M.S.F.S. electives taken in one of the three divisional concentrations
during the second, third, and fourth years of the program. The three areas of
concentration are:
  1. International Trade, Finance, Development and Business Diplomacy;
  2. U.S. Foreign Policy and Diplomacy, including Security Studies; and
  3. Comparative and Regional Studies;
- 6 hours in the M.S.F.S. Foreign Policy Workshop, taken in the third or fourth year;
- 3 hours in an M.S.F.S. course in the future of the international system or an
  international affairs elective taken in the fourth year;
- 16 hours of approved international law courses as listed in the JD/MSFS Handbook,
taken in the third and fourth years; and
- 29 hours in upperclass law courses, including Professional Responsibility, and two
  seminars which satisfy the JD “A” and “B” writing requirements, taken in the third
  and fourth years.

A typical distribution of the 113 semester hours in the JD/MSFS Program follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>JD Semester Hours</th>
<th>M.S.F.S. Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Second Year</td>
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<td>24</td>
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<tr>
<td>Third Year</td>
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<td>Fourth Year</td>
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</tr>
<tr>
<td></td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

For information on admission requirements and application procedures, see the section on
Admissions and Financial Information in this Bulletin.

JURIS DOCTOR/MASTER OF BUSINESS
ADMINISTRATION PROGRAM

The Georgetown University Law Center, the Graduate School, and the School of Business
Administration offer a four-year joint degree in business and law. Students earn the Juris
Doctor (J.D.) degree from the Law Center and the Master of Business Administration
(M.B.A.) from the Graduate School. The program is designed for the student who wishes to pursue a career in which law and business overlap. The program also offers students the option to pursue a corporate law or public policy focus to the JD/MBA degree. Students must select their concentration by the beginning of their third year.

**Degree Requirements**

JD/MBA students must satisfactorily complete the full four-year JD/MBA program, including all the separate course requirements of both the J.D. and M.B.A. degree programs. In addition to the J.D. and M.B.A. degrees, a separate Joint Program Certificate will be awarded upon completion of the entire program.

At present, the JD/MBA Program requires completion of 122 semester hours (74 hours in law and 48 hours in M.B.A. courses).

**Curriculum**

The 122 semester hours which comprise the JD/MBA curriculum are distributed as follows:

**Core Requirements.** All JD/MBA students must complete:
- 29 hours of the required first year law curriculum;
- 12 hours of required M.B.A. courses in the third and fourth years of the program: Business Policy and Strategic Planning, Ethics, Public Policy and Business I and II, and Information Technology and Business Strategy;
- 6 hours in elective M.B.A. courses taken in the third or fourth year;
- 21–24 hours in upperclass law courses including the required course Professional Responsibility and satisfactory completion of the "A" and "B" legal writing requirements. Credit requirements in this area will vary depending upon the student's choice of courses within his/her area of concentration.

**Corporate Law Focus.** In addition to the core requirements, those students selecting the corporate law focus must complete:
- 15–16 hours of required business-related law courses taken in the third and fourth years which include: Corporations, Business Planning Seminar or Negotiated Mergers and Acquisitions Seminar (either course will fulfill the "B" J.D. writing requirement), and Tax I and II;
- 6 hours of business-related law courses are required (in addition to those listed above) from among the following courses: Antitrust, Commercial Law, Corporate Finance, Economic Reasoning and the Law, Employment Law, International Law II, Labor Law, and Securities Regulation to be taken in the third or fourth year.

**Public Policy Focus.** In addition to the core requirements, those students selecting the public policy focus must complete:
- 18 hours of required public-policy related law courses taken in the third and fourth years which include: Administrative Law, Constitutional Law II, Corporations, Legislation and Taxation I;
- 6 hours of required public-policy related law courses (in addition to those listed above) in the third and fourth years from among the following courses: Antitrust Law, Civil Rights, Economic Reasoning and the Law, Employment Law, Energy Problems
Seminar, Environmental Law, Equal Employment Opportunity Law, Harrison Institute for Public Law (only 3 credits will apply towards this requirement), International Human Rights, International Law I, International Law II and Labor Law. Other courses may be applied to this requirement providing they are approved in advance by the Joint Degree Programs Office.

A typical distribution of semester hours in the joint program, 74 J.D. and 48 M.B.A. semester hours, follows:

- First Year: 29 J.D. semester hours
- Second Year: 30 M.B.A. semester hours
- Third Year: 23 J.D. semester hours
- Fourth Year: 22 J.D. semester hours
  - 9 M.B.A. semester hours

Information on admission requirements and procedures can be found in the section on Admissions and Financial Information in this Bulletin.

**JURIS DOCTOR/PHILOSOPHY PROGRAM**

The Georgetown University Law Center, Graduate School, and Department of Philosophy offer a full or part-time joint degree program in law and philosophy. Graduates of the JD/Philosophy Program earn the Juris Doctor degree from the Law Center and either an M.A. degree or a Ph.D. in philosophy from the Graduate School. The program takes at least three and one-half years (full-time), and may be extended for students enrolled on a part-time basis. Individuals must apply and be accepted by each school independently. In the case of full-time students pursuing the JD/MA, the program provides for accelerated achievement of both degrees in three and one-half years instead of the four and one-half normally required to complete the two degrees separately. The Ph.D. requires at least an additional semester of coursework plus a dissertation.

**Degree Requirements**

JD/Philosophy students must satisfactorily complete the course requirements for both the J.D. and Philosophy degrees. A separate Joint Program Certificate will be awarded upon completion of the entire program. The JD/MA program requires the student to complete 98 credit hours (74 hours in law and 24 in philosophy courses), to pass a comprehensive examination in philosophy, and complete two legal writing projects. The JD/PhD requires an additional 12 credit hours of philosophy coursework, further comprehensive examinations, satisfaction of a language requirement, and a dissertation. Philosophy degrees are available in general philosophy, theoretical ethics, bioethics, or business ethics.

Students are advised each semester by the Joint Program Administrator, the JD/Philosophy Committee Chairperson, and faculty members at both schools to ensure that they are meeting all requirements of the joint program.

**Curriculum**

Students in the Joint Degree Program in Law and Philosophy are overseen by a standing faculty committee consisting of members drawn from both the Law Center and the Philosophy Department. The chair of this committee shall have primary responsibility for advising the students in the program and assisting in the designing of the course of study to ensure the
intellectual integrity of the program and the fullest utilization of the courses and facilities available to the student.

The Joint Degree Program would place the combined resources of the Law Center, the Philosophy Department, and the Kennedy Institute of Ethics at the disposal of enrolled students. Each student enrolled in the Joint Degree Program will have full latitude to select among routinely offered courses and independent study options in law and philosophy. From time to time, joint degree students may wish to take part in special seminars or programs designed especially for them.

Students in each of the joint degree programs would be required to take the first year of law school as an intact block. This law school year may either be taken first or else after completing a year of philosophy course work, but no later than that. Students may spend their second year of the program entirely devoted to philosophy course work, but they need not do so.

JURIS DOCTOR/MASTER OF PUBLIC HEALTH PROGRAM

The Georgetown University Law Center, in cooperation with the Johns Hopkins University School of Hygiene and Public Health, offers a joint Juris Doctor/Masters in Public Health degree program. The program trains students in the overlapping fields of law, public health, and ethics. Students in the program earn a Juris Doctor degree from Georgetown and a Masters in Public Health from Johns Hopkins. The program takes four years (including one summer) to complete, and is available to full-time students only. Although the program does not reduce the time necessary to meet the requirements of each institution (three years for the J.D., eleven months for the M.P.H.), the program has the distinct advantage of opening up the public health course of study at Johns Hopkins to students who are not already health professionals.

The curriculum is comprised of two individual degrees. A student in this program will be expected to complete the requisite 83 credit hours for the J.D. at Georgetown, as well as the 80 units necessary for the M.P.H. at Johns Hopkins in the four years allotted time.

The student will spend his or her first year at the Law Center, taking the standard curriculum of 29 credit hours for a first-year J.D. student. The student will then spend the ensuing eleven months in residence at Johns Hopkins. During that summer and first two quarters, the student will complete a series of core courses required for the M.P.H. degree. In addition to the core requirements for the M.P.H. degree, candidates for the JD/MPH joint degree are required to take Public Health and the Law, Ethical Issues in Public Health, and Justice and Health Policy; Allocations of Resources and Risks, and are directed to a list of seven suggested elective courses. The remaining two quarters and all other elective units may be used by the student to focus his or her studies on the health field that most interests him or her. Some areas from which to choose are behavioral sciences and health education, comprehensive health planning, environmental health sciences, epidemiology, health finance and management, health policy, human genetics, immunology and infectious diseases, injury prevention, international health, maternal and child health, mental hygiene, human nutrition, occupational health, physiology, population dynamics, public health protection and practice, reproductive health, and toxicology.

After completing the M.P.H., the student will return to Washington and the Law Center to complete his or her remaining two years of study fulfilling the requirements for the Juris Doctor program. JD/MPH students are required to take Constitutional Law II and at least one of the following seminars: Health Law and the Regulatory State; Law, Medicine and Ethics; Law and Psychiatry; Law and Science; or Law and Technology. In addition, students are encouraged to take one or more of the following: Administrative Law; Environmental Law; Environmental Law and Policy; Family Law I; Family Law II; Food and Drug Law; Health Law and Policy; Jurisprudence; Law and the Aging Seminar; Mass Torts; Medical Law
Seminar; Regulation of Medical Technology; Rights of the Handicapped; and Tort Reform Seminar. The M.P.H. degree will not be awarded until the requirements for the J.D. have been completed.

For information on admission requirements and application procedures, see the section on Admissions and Financial Information in this Bulletin.

PUBLIC INTEREST LAW SCHOLARS PROGRAM

By virtue of their educational attainments and their license to practice, lawyers have a special obligation to serve a broad public. Many lawyers fulfill this duty by performing part-time services at little or no fee for clients who cannot afford to pay. Other lawyers make a more substantial commitment, spending years or their entire lives in service to poor people, to otherwise unrepresented or under-represented groups or interests, or to public causes of various types. These lawyers usually work for governmental or non-profit organizations such as environmental or consumer protection organizations, legal services programs, public defender offices, and civil liberties groups. Although the financial compensation in these settings tends to be less than that in private practice, the "public interest lawyers" who work in these environments usually experience a high degree of job satisfaction, which is undoubtedly related to the fact that they are providing high quality service to their needy fellow citizens.

The Law Center's Public Interest Law Scholars Program gives special encouragement, in the form of enriched educational opportunities, career counseling, and summer employment stipends, to students who are committed to practice law in the public interest. An applicant for admission to the Law Center who knows that he or she wants to become a public interest lawyer may apply to join this program beginning with the first year of the study of law. Alternatively, a student who discovers an interest in public interest law during the first year of law study may apply for the program during the spring term of that year.

In recent years, graduates of the Public Interest Law Scholars Program have obtained employment in legal aid and public defenders' offices, prosecutors' offices, Congressional staffs, federal and state government agencies including the U.S. Department of Justice, policy and legislative advocacy centers, and public interest law firms. Several of them have won prestigious post-graduate fellowships to pursue their interests as public interest lawyers.

From each class, eight Public Interest Law Scholars are chosen before the first year of law study begins. Up to seven additional Scholars are selected during the first year of study. Evening as well as Day Division students are eligible.

Benefits of the Program and Obligations of Scholars. A Public Interest Law Scholar can expect to have these benefits and obligations (although some of the precise details may change from year to year as this program evolves):

1. The student’s resume may reflect the fact that the student is a Georgetown University Law Center Public Interest Law Scholar.

2. He or she is assigned a faculty advisor who is interested in public interest law. Each Scholar meets with the advisor several times a year to discuss curriculum choices, career options, and topics of the student’s choice.

3. Each Scholar is also assigned to a Public Interest Mentor—a prominent public interest lawyer in the Washington area who meets the Scholar periodically for informal conversation. A Mentor may occasionally invite the Scholar to observe the Mentor’s work in his or her office and in courts and legislatures.

4. During a Scholar’s first year at the Law Center, the Scholar meets on several occasions with the other first-year Scholars and with faculty members, as a non-credit seminar on public interest law.
5. During a Scholar's second year, he or she takes the Law Center's required course in Professional Responsibility in a special section, reserved for Public Interest Law Scholars, which emphasizes the ethical issues arising in the work of government and public interest lawyers.

6. During their third year, Scholars take a required three credit writing seminar in Public Interest Law. The content of this course changes from time to time, but it typically involves one or more of the following areas of study: (a) study of the political, economic, ethical, and strategic issues involved in representing indigent or ideological clients; (b) preparation of analytic and advocacy documents in simulated public interest cases; (c) historical analysis of significant public interest cases; and (d) study of nonlitigative forms of public interest advocacy, and contrast with litigation, negotiation, and other methods for resolving societal disputes.

7. A Scholar is assured, for a total of ten weeks during one or more summers while enrolled at the Law Center and working full-time for a governmental or non-profit institution, that he or she will earn at least as much as the salary of a research assistant for a faculty member. If the institution at which the Scholar works pays the Scholar less than this amount (including nothing at all), the Law Center makes up the difference.

8. During each year a Scholar is enrolled in the program, he or she attends several lunches and dinners at which Scholars discuss topics in public interest law with faculty members and outside speakers drawn from the national public interest community.

9. The Law Center's Career Services Office makes strong and sustained efforts to help Scholars obtain public interest employment. It brings in speakers to address them on the public interest market, arranges visits to public interest organizations, helps Scholars to write resumes that would appeal to public interest employers, gives them guidance in interviewing for public interest jobs, and provides them with individual counseling to help them refine their career goals and ultimately obtain employment in the public interest sector.

10. Upon graduation, Scholars are enrolled in the Public Interest Law Scholars Association. The Law Center asks them, as public interest lawyers and members of the Association, to help new generations of Scholars by providing advice to the program and to its student members.

As this description suggests, Public Interest Law Scholars are required to take only three specified courses. However, most of them also elect to take several courses from among the Law Center's large selection of public interest offerings. For a representative sample of these courses, see the Course Cluster for Public Interest Law in Section IV of this Bulletin.

Loan Repayment Assistance Program. The Law Center's Loan Repayment Assistance Program is available to students who enter low-paying legal jobs with non-profit organizations within two years after graduation. For a full description of this program, see the Financial Aid section of this Bulletin.

Other Public Interest Activities. Public Interest Law Scholars are encouraged to participate in other programs, not limited to Scholars, through which the Law Center encourages all students to become involved in public interest law. These include particularly the Clinical Programs (through which students earn academic credit by representing actual clients under the supervision of faculty members) and the Loan Repayment Assistance Program.

Application Forms. An application form on which candidates for admission to the Law Center can also apply for the Public Interest Law Scholars Program is included in the Law Center's J.D. program admissions brochure, which is available from the admissions office at Georgetown University Law Center. In December of their first year, students already at the Law Center may apply to enter the program on forms that may be obtained from the Office of the Registrar.
TUITION AND FEES

Tuition and Fees for the 1994–95 academic year are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time,</td>
<td>$20,190.00</td>
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<tr>
<td>Evening, per credit hour</td>
<td>$690.00</td>
</tr>
<tr>
<td>Visiting (Non-degree) Part-Time, per credit hour</td>
<td>$690.00</td>
</tr>
<tr>
<td>Visiting (Non-degree) Full-Time, per semester</td>
<td>$10,095.00</td>
</tr>
</tbody>
</table>

All semester charges must be paid in full at time of registration, unless, in the event of an unforeseeable personal emergency, a previously approved tuition deferment has been obtained from the Registrar at least one day prior to registration. A $30 handling charge is applied to all tuition deferments and one and one-quarter percent per month interest is assessed on any unpaid balance. Students who are unable to make payment and do not seek an approved deferment by the date of registration will be assessed a $50 charge.

A $50 late registration fee will be charged any student who has not completed all necessary arrangements, including financial matters, by the day of registration shown on the academic calendar. This late charge cannot be waived unless the student has a pending loan or scholarship and the Student Accounts Office has documentation from the Office of Financial Aid. In order to avoid the late payment fee, students must complete their loan applications prior to June 1 for the fall semester and prior to November 1 for the spring semester.

Students who enroll in either the JD/MSFS or JD/MBA joint degree programs will pay four years of full-time tuition at the Law Center rate.

Students who enroll in any of the JD/Philosophy joint degree programs will pay Law Center tuition for each semester they are registered for course work in the program, until they have completed all J.D. courses and at least 24 credits in philosophy. After that point, tuition will be charged at the Graduate School rate.

Students who enroll in the JD/MPH joint degree program will pay the Law Center tuition while at the Law Center, and Johns Hopkins tuition while at Johns Hopkins.

Students enrolled in joint degree programs may be charged additional fees for language labs or similar courses.

Students who pay by the credit hour will be charged for two credits of tuition at the time their Journal Writing Paper is posted to their transcript.

Tuition and fees are subject to increase by the University without prior notice.

Special Fees. Special fees not covered by the above tuition and fee rate are as follows:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
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<td>Deferment Handling Fee</td>
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<td>Late Graduation Application Fee</td>
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<td>Late Payment Fee</td>
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<td>Late Registration Fee</td>
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<tr>
<td>Transcription Fee (per copy)</td>
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<tr>
<td>Visitor Fee</td>
<td>$100/per semester</td>
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<tr>
<td>Language Lab Fee (JD/MSFS)</td>
<td>varies with course</td>
</tr>
</tbody>
</table>

In addition to the fees above, there is a charge for certain course materials produced by the Law Center when such materials are used in lieu of a regular textbook.

Fee Payment and Registration. Students will not be permitted to attend class until they have completed financial arrangements. No deduction can be made for absence from classes.
Students in arrears of tuition will not be permitted to register for subsequent semesters, to receive notice of examination or grades, to graduate, or to obtain transcripts of their records, bar certificates, or diplomas. By the act of registration, students accept the responsibility for charges of the entire semester until such time as they notify the Registrar, in writing, of their withdrawal from the course or the program (see Withdrawal Refunds, below).

**Monthly Payment Plan.** Georgetown University offers a monthly payment plan which enables a student to pay all or part of his or her yearly tuition in ten equal monthly installments. The plan is available to supplement other forms of financial aid such as loans or grants that may be available.

Participation is on an annual basis and is renewable each year at an annual fee. Interested students should contact Student Accounts at (202) 687-7100 for further information. All arrangements under this plan must be in place by the start of the academic year.

**Withdrawal Refunds.** Students desiring to withdraw from an individual course or from the Law Center must give notice in writing to the Office of the Registrar. Notification to persons other than those in the Office of the Registrar, or in other than written form, is not effective as official notice of withdrawal. Should a student voluntarily withdraw from the Law Center, credit for tuition will be calculated from the date the Office of the Registrar receives written notification of withdrawal, according to the following percentages for the fall or spring semester:

- **Prior to start of class** ................. .100%
- **1st or 2nd week of class** ............. .80%
- **3rd or 4th week of class** ............ .50%
- **5th or 6th week of class** ............ .25%

*Refunds for degree candidates who have federal financial aid and who withdraw during their first semester of enrollment are governed by the Higher Education Amendments Act of 1992. Refund schedules are available from the Registrar and Financial Aid Director.

**Note:** Entering first-year students, should consult the refund schedule issued by the Office of Admissions for withdrawal prior to first-year registration.

Students who are charged by the credit hour receive refunds computed on the same basis for courses from which they have withdrawn in accordance with the faculty's provisions governing course withdrawals. Students attending summer sessions receive refunds according to the refund schedule printed in the Summer Session Bulletin. Any credit remaining after these adjustments is refunded.

Students who take an approved leave of absence after the beginning of a semester will receive refunds calculated in the same manner.

The **Tuition Refund Plan,** is a purchased insurance plan which will protect students from financial loss if they withdraw from the Law Center after the above refund period, due to a covered illness or injury. Information will be made available to students in sufficient time to purchase the plan, if desired, prior to the first day of school, the deadline for acceptance into the plan.

**FINANCIAL AID**

**Law Center Aid Funds**

Georgetown University Law Center provides, insofar as possible, financial assistance to students whose personal and parental resources are insufficient to meet the cost of law school.

The Law Center’s financial aid funds are allocated to students solely on the basis of demonstrated financial need. There are no “merit” or “no-need” scholarships offered through the GULC financial aid program. The financial aid awarded to GULC students consists of
The JD Program grants, low-interest loans, and work-study jobs. The Financial Aid Committee determines which students have the highest need by an analysis of the student’s and parents’ resources.

**Application Procedures.** The reauthorization of the Higher Education Act signed in July 1992 significantly altered the application process for applying for federal and Law Center financial aid. Because of the many changes, some students will need to complete two “needs analysis” applications, the FAFSA and GAPSFAS.

All financial aid applicants are required to complete a current Free Application for Student Aid (FAFSA) and send it to the federal processor in Iowa City, Iowa. The FAFSA is the congressionally mandated, free, needs analysis application that students must use when applying for the Federal Stafford Loan, Unsubsidized Federal Stafford Loan, and Federal Work Study (FWS) programs. There is no processing fee for this application. Prospective students must send the FAFSA to the federal processor by March 1. Returning students must submit the FAFSA to the federal processor by April 1.

In addition to completing the FAFSA, students applying for the Law Center grants and loans must complete the entire GAPSFAS, Graduate and Professional School Financial Aid Service form, by providing student and spouse (or spouse-to-be) and parental information on the questionnaire. To apply for direct GULC aid consideration, parental information is required on the GAPSFAS from every aid applicant regardless of the student’s age, length of self-emancipation, marital status, or family responsibilities. In addition, students must submit to the Financial Aid Office a Financial Aid Transcript from all post-secondary institutions attended (even if student received no aid) and copies of federal income tax forms for both themselves and their parents. If applicable, the student/spouse’s and parents’ complete corporate and/or partnership tax returns must also be submitted. Parents and/or students who have ownership or part ownership in a business and/or farm must complete a Business/Farm Supplement form, which can be obtained from the Financial Aid Office.

Prospective students should submit the GAPSFAS form to ETS by March 1. All prospective student aid applications are evaluated after the student has been accepted and has returned the Student Information Sheet that will be sent to the student shortly after acceptance. Financial aid is awarded to students on a “rolling” basis in connection with the admissions process and according to the aid policies of GULC.

**Eligibility.** To receive direct aid from the Law Center, students must be U.S. citizens or permanent resident aliens and enrolled on a full-time basis in the J.D., JD/MSFS, JD/MBA, JD/MPH or JD/Philosophy program. Part-time students are assumed to be working full-time and rarely qualify as aid-eligible students. Part-time students are eligible to receive assistance through the Federal Stafford, Unsubsidized Federal Stafford Loan, commercial student loan programs, and the University’s deferred payment program.

International students are not eligible to receive federal loans, commercial loans, and GULC aid (grants and loans). These students must have sufficient resources to pay for their educational and living expenses for the entire duration of their program. The Law Center Financial Aid Office will not be able to provide financial assistance to students who encounter difficulty in fulfilling their financial obligations.

Each student is responsible for notifying the Financial Aid Office in writing of any changes (within one month of their occurrence) that may have an effect on their financial aid eligibility. Changes in marital status, employment or wages for the student, parents and/or spouse (or spouse-to-be) must be reported promptly.

The following information provides a brief summary of the financial aid programs and policies administered by the Georgetown University Law Center.

**Scholarships**

The Law Center awards scholarships and grants from a General Fund which is supported by the Law Center and by contributions from firms, foundations, and Law Center friends.
Recipients are selected on the basis of demonstrated financial need as determined by the GAPSFAS. A list of these may be found in Appendix B.

Loan Programs

Federal Stafford/Unsubsidized Federal Stafford Loan Program. The Federal Stafford Loan (Subsidized & Unsubsidized) provides low-interest, long-term loans to meet educational expenses. It is the largest source of financial aid for GULC students. Eligible students may apply for a maximum of $18,500 in the Federal Stafford/Unsubsidized Federal Stafford Loan Program with an aggregate limit of $138,500. Based on a federally determined need-based formula, up to $8,500 of the maximum loan amount can be borrowed from the Federal Stafford Loan. The remainder may be borrowed in the Unsubsidized Federal Stafford Loan. Interest is not charged to the student while he/she is enrolled on the portion awarded in Federal Stafford Loan. However, interest will be charged to the student on the Unsubsidized Federal Stafford Loan portion and can either be paid by the student while in school or accrued and capitalized at repayment, which begins six months after graduation. The interest rate is a variable one set annually each June. The rate is 6.22% through June 30, 1994 with a maximum cap of 8.25%. These loans are disbursed in two installments, half at the beginning of each semester. All Federal Stafford/Unsubsidized Federal Stafford Loan applicants are required to complete the FAFSA. Applicants must be enrolled on at least a half-time (six credits) basis. All students who receive financial aid from the Law Center are required to apply for $18,500 through the Federal Stafford (Subsidized & Unsubsidized) Loan Program.

Federal Stafford (Subsidized) eligibility is based on financial need. The Financial Aid Office determines financial need by taking the estimated student budget and subtracting from it the FAFSA-determined student contribution and other financial aid that the student has been awarded for the year. All graduate and professional students are defined as "independent students." Therefore, law students are not required to provide parental information on the FAFSA.

Please Note: Applicants should be aware that federal aid rules require aid eligibility to be based on prior year taxable income. For the 1994-95 academic year, income earned in 1993 will be used to determine loan and grant eligibility. As a result, in many cases, a sizeable contribution from income will be expected to be available to meet college expenses. Applicants should manage their finances accordingly with the knowledge that some part of their salaries will be computed as a resource to meet school expenses.

All Federal Stafford (Subsidized & Unsubsidized) applicants will be required, when applying for a loan, to submit to the Financial Aid Office a copy of their income tax forms, along with a Student Loan Information Sheet (available at the GULC Financial Aid Office) and a Federal Stafford (Subsidized & Unsubsidized) loan application. In addition, all Federal Stafford (Subsidized & Unsubsidized) borrowers must have a Financial Aid Transcript from each post-secondary institution that the student has attended (even if student received no aid) sent to the Law Center Financial Aid Office. The Law Center participates in the Law Access program offered by the Law School Admissions Council (LSAC). Applications may be obtained from the Financial Aid Office or Law Access, Box 7430, Wilmington, DE 19803-0430. As an alternative to the manual application, Law Access borrowers can complete the Law Access Electronic Loan application at any LEXIS/NEXIS computer workstation. By applying for your loan electronically, via a direct link with the mainframe Law Access computer, your application will be processed quickly. Contact the Financial Aid Office for additional instructions for the electronic application.

Because checks frequently do not arrive before the commencement of the GULC semesters, Federal Stafford (Subsidized & Unsubsidized) applicants should submit the FAFSA to the federal processor by April 1 and the other Federal Stafford (Subsidized & Unsubsidized)
application materials to the Financial Aid Office by May 27 so that the student will qualify for a
60-day extension for fall semester tuition payment covered by the amount of the loan check. Late fees will not be charged during the first 60 days after registration, should a student’s loan check be delayed and that student has met the May 27 due date. Loan forms must be submitted by November 1 for a spring semester tuition extension.

Borrowers who have defaulted on a student loan must meet certain criteria to qualify for a subsequent loan. You must submit a letter from the guarantor stating that you have made satisfactory arrangements to repay the loan. The Financial Aid Office will be unable to proceed with your aid application until this information is received. Additionally, the Law Center will not be able to extend a tuition deferral based on a Federal Stafford (Subsidized & Unsubsidized) application if the borrower has defaulted on any student loan.

The Federal Supplemental Loan for Students. The Federal SLS Program has been merged into the Unsubsidized Federal Stafford Loan program, and will no longer exist as a separate program. No new Federal SLS loans can be made for a period of enrollment beginning on or after July 1, 1994. All conditions and benefits applicable to existing FSLS loans will continue for those loans.

Commercial Student Loans. Commercial student loans include Share/GradShare, GradExcel, Law Access, Law Loans, Option 4, and PEP loan programs. In addition to these, several states have developed student loan programs for their residents. Students who do not qualify for federal aid programs or those who need additional funding may apply for aid through these sources.

In general, these loans are based on the student’s credit history. The loans vary in interest rate, loan fees, and amount available to borrow. In all cases, interest is charged from the date of disbursement of the check, although certain programs allow accrual of the interest until after graduation. The amount borrowed from any one of these programs, when combined with other student aid, parental contribution, and student savings cannot exceed the cost of the student expense budget.

Specifics about these loan programs and application materials are available upon request from the Financial Aid Office.

The Federal Perkins Student Loan Program. The Federal Perkins Student Loan Program (formerly the National Direct Student Loan) is funded through federal and University sources. To be eligible for this type of loan, the student must be a degree candidate in good standing attending the Law Center on a full-time basis. The GAPSFAS serves as the application form. These loans are awarded to aid-eligible students in conjunction with the regular aid awarding process. They are interest-free while the student is in school; repayment, at 5% interest, begins six or nine months after the student leaves school.

Law Center Loan I. The Law Center Fund I is financed through donations by alumni and friends of the Law Center. Loans are awarded to aid-eligible students in conjunction with the regular aid awarding process. To be eligible for this loan a student must be a degree candidate in good standing in the J.D., JD/MSFS, JD/MBA, JD/MPH, or JD/Philosophy program and must be attending the Law Center on a full-time basis. The GAPSFAS is the only application form. Ten percent interest is charged on the loans once the student leaves school and the grace period has expired. Repayment may be extended over a maximum of three to seven years based on the total amount borrowed.

Law Center Loan II. This loan program is designed to assist self-supporting applicants whose parents’ resources disqualify them from receiving other forms of Law Center financial aid. To be eligible for this loan a student must be a degree candidate in good standing in the J.D., JD/MSFS, JD/MBA, JD/MPH, or JD/Philosophy program and must be attending the Law Center on a full-time basis. The Law Center Fund II was established in 1980 with a donation expressly for this purpose by a Law Center alumnus. Applicants must be able to demonstrate a history of being self supporting since 1992. A complete processed GAPSFAS
and tax returns for the applicant and parents must be on file by Friday, September 2, 1994 in order for the applicant to receive aid consideration. Applications received after that date will be considered if funds are available. Contact the Financial Aid Office for specific details regarding the required documentation.

The Law Center Loan II parallels the Law Center Loan I program in its interest rate, grace period, and rate of repayment. The maximum loan limit is currently $6,000 per student each year.

**Short-term Emergency Loans.** The Financial Aid Office operates a short-term emergency loan program for enrolled students. The maximum loan is $850. Students are charged a 1.25% interest fee for this loan at the end of each month that the loan is outstanding regardless of how close to the end of the month the application is processed.

A student is eligible for only one emergency loan per semester. Applicants cannot apply for a loan if they have an unpaid tuition balance unless the balance is covered by financial aid for which the student has previously applied and purchased a deferment from the Registrar’s office.

Applications for loans are accepted on Wednesdays and Thursdays. Loan processing takes several days. Checks are normally available for pick-up from the Law Center Financial Aid Office on Wednesday of the following week.

**Federal Work-Study Program**

The Law Center participates in the federally funded Federal Work-Study Program. Students who have a processed FAFSA for the 1994-95 year on file and who demonstrate financial need may be able to work up to 15 hours per week at the Law Center under this program. The government subsidizes a portion of the student’s wage. Students are paid $9.35 per hour. Please contact the Office of Financial Aid for additional information.

**External Sources of Aid**

The Law Center Financial Aid Office maintains a list of scholarships and loans given by organizations outside the Law Center. This list is revised yearly and is generally available in December for students who wish to make applications for the next academic year. The Law Center has no connection with any of the organizations and maintains the list solely as a service to its students.

**Loan Repayment Assistance Program**

The Law Center’s Loan Repayment Assistance Program is available to students who enter low-paying legal jobs with non-profit organizations within two years after graduation. The program lends the graduates part or all of the money necessary to make payments on their qualifying loans (including the Federal Stafford Loan, Unsubsidized Federal Stafford Loan, Federal Supplemental Loan for Students/FSLS formerly known as the ALAS/PLUS, the Federal Perkins/NDSL, and the Law Center’s own loans). Commercial loans including Law Access, LawLoans, Gradshare, and Grad Excel currently qualify for this program. The inclusion of commercial loans is dependent upon the LRAP budget available in a given year.

While the graduate is in the program, the Law Center requires no repayment and charges no interest on the funds that it has advanced to pay off these debts. Furthermore, for each year completed in the program 10% of the total funds lent to the graduate is forgiven and converted into a grant. Types of employment that qualify for the program include legal services providers, public defender programs, civil rights, civil liberties, environmental, and consumer organizations, and virtually all other non-profit groups offering legal assistance or law reform services. However, government service (including judicial clerkships and military service)
does not qualify, with the exception of public defender positions which are covered by the program.

For a graduate earning less than $27,500 in qualifying employment, the Law Center will advance the full amount of payments due for an eligible loan to the borrower. An additional 8% cost of living adjustment is added to the $27,500 income cap for applicants residing in the six high-cost areas of Los Angeles-Anaheim-Riverside, New York-Northern New Jersey, Long Island-Connecticut, San Francisco-Oakland-San Jose, Boston, Chicago, and Washington, DC. For those earning more, the amount of money advanced (and eligible for conversion to a grant) depends on the amount of indebtedness and the graduate’s family size and total income. However, as an example, a graduate with no dependents and $6,000 in annual qualifying debt repayment could earn more than $36,000 and still qualify for some assistance through the program.

Please note, in order to participate in this program students must enter into a federal loan consolidation program and extend repayment from ten years to a minimum of 15 years. For more details about potential eligibility contact the Office of Financial Aid.

THE REQUIRED PROGRAM OF STUDY

FIRST-YEAR COURSES

During the first year, students are enrolled in either the “A” or the “B” curriculum. All students in the “A” curriculum begin their legal studies with seven courses. Full-time students take these courses during their first year. Evening students take Civil Procedure, Constitutional Law I: The Federal System, Contracts, Legal Research and Writing, and Property during their first year and Criminal Justice and Torts in their second year along with elective courses. These seven basic courses total 29 semester hours of credit.

The “B” curriculum, available in 1994–95 to one section of full-time students, requires eight courses different in emphasis from those in the “A” curriculum: Bargain, Exchange, and Liability; Democracy and Coercion; First-Year Seminar; Government Processes; Legal Justice; Legal Practice: Writing and Analysis; Process; and Property in Time. The “B” section emphasizes the sources of law in history, philosophy, political theory, and economics. It also seeks to reflect the increasingly public nature of contemporary law.

CURRICULUM “A” COURSES

Civil Procedure

Discusses the role and operation of the courts in civil litigation. The course begins with an introduction to nomenclature and basic concepts required for a skeletal examination of a lawsuit. The roles and powers of judge, jury, and appellate courts are considered, as well as federal civil discovery mechanisms. Modern remedies, jurisdiction, and procedure are treated in depth. Major emphasis is placed on the procedural system developed in the federal courts, now used by the majority of state courts. Professors Cohn, Kamiat, Roisman, and Schrag

Constitutional Law I: The Federal System

Introduces the role of the Supreme Court in resolving legal problems that arise under our fundamental law. It concentrates on questions concerning the Constitution’s distribution of power between the national and state governments and among the branches of the national government. Professors Drinan, Goldberg, V. Jackson, Krash, Levin, Murphy, Pitofsky, Post, Schotland, and Wales

Contracts

Provides an introduction to the law of contracts, the branch of law primarily concerned with problems of private transactions: what happens when individuals and businesses try to make
The JD Program

binding agreements for themselves to govern their own affairs, and how the law regulates their efforts to do so. Major topics will include what individuals must do in order to create legally enforceable contracts (compliance with formalities, consideration, and mutual assent), limits on contractual freedom (capacity, duress, unconscionability, and legality), how the content of contracts is determined (interpretation, parol evidence), maintaining contractual relationships over time (modification, change of circumstances, the duty of good faith, assignment), and what happens when the parties' plans go awry (mistake, impossibility, breach, damages, discharge). The materials to be considered will include judicial opinions, statutory provisions of the Uniform Commercial Code (especially on the subject of damages), and in some sections readings from legal and professional journals.

Professors Bernstein, Katz, D. Patterson, Spann, and Vukowich

Criminal Justice
Four Semester Hours

Introduces the administration of the criminal justice system and serves as a foundation for the advanced courses offered in upperclass years. The course explores the development and operation of the constitutional provisions regulating the federal and state governments in the enforcement of their penal laws and analyzes in depth each step in the criminal process up to the decision to charge, including search and seizure, arrest, interrogation, identification procedures, and the right to counsel.

Professors Dash, Seidman, Tague, and Wasserstrom

Legal Research And Writing
Three Semester Hours

Introduces students to legal discourse through problem analysis, legal research, writing, oral skills, and legal citation. Five Instructors each teach one large section of the first-year class and work with teams of eight Law Fellows, who are competitively selected upperclass students. In weekly classes, the Instructors introduce students to the contexts for and processes involved in legal problem-solving and communication. Law Fellows lead weekly workshops that focus on specific tasks of research, analysis, writing, and citation.

Professors Donahoe, Fuller, Hoffman, and Robbins

Property
Five Semester Hours

Examines classical and modern concepts of property, personal property issues, the nature of interests held in real property, the transfer of such interests, the law of landlord and tenant, and private and public restrictions upon the use of real property.

Professors Byrne, D. McCarthy, Regan, and Schoshinski

Torts I
Four Semester Hours

Explores the basic principles governing private lawsuits for damages for wrongs that are noncontractual, including consideration of the concepts of strict liability, liability based on fault, intentional and negligent interference with personal and property interests and defenses thereto, recoverable damages, and related problems.

Professors Bloche, Bradley, Costin, Heinodling, Jordan, King, Page, Peller, Schwartz, and Wasserstrom

CURRICULUM "B" COURSES

Bargain, Exchange, and Liability
Five Semester Hours

Explores the ways in which the law can regulate relationships between individuals. The first half of the course examines the legal doctrines applicable to relationships between strangers. The second half examines the greater range of instruments for regulation that are available when the parties know one another and thus are in position to define their relationship by contract. The unifying theme of the course is examining the ways in which these two areas intersect and interpenetrate. Thus, for example, should the law regulate the relationships between strangers by imagining what they would have agreed to if they had had a chance to negotiate between themselves to define their own relationship (put another way,
should the law mimic the market)? Conversely, should the law impose constraints upon contracting parties that deprive them of full negotiating freedom, and if so to what end (put another way, should the law interfere with the market)? [The topics examined in this course are found in the traditional curriculum in the Torts and Contracts courses.]

Professor Gottesman

**Democracy And Coercion**

Examines two conflicting postulates accepted by many Americans: a belief in democracy and a belief in individualism. Democracy implies a system of group decision-making with the majority able to enforce its will against the dissenting minority. It is a system that rests on the value of community autonomy and community self-definition. Individualism implies a right of the individual to resist group decisions and to adopt one’s own life plan free from interference. It is a system that rests on individual autonomy and individual self-definition.

This course addresses the means by which our legal system reconciles these postulates. The course explores the nature of democratic decision-making, as well as the appropriate limits on the coercive authority of the state. Materials drawn from constitutional law, from criminal procedure, from political philosophy, and from a variety of other sources will be used to explore these problems.

Professor Seidman

**First-Year Seminar**

Meets in small sections in the fall semester and addresses a variety of subjects that transcend the boundaries between the other courses in the curriculum. Topics to be discussed may include the nature and development of legal practice, the impact of other disciplines on the law, and a comparative perspective on legal problems. Professors Chused, Gottesman, Perdue, Seidman, and Wasserstrom

Professor Seidman

**Government Processes**

Examines the various “instruments” the legal system has to deal with social problems: contract, tort, criminal law, and administrative regulation. It seeks to identify the advantages and disadvantages of each instrument as a means of dealing with social problems and to provide students with an understanding of why one rather than another instrument is chosen. This year the course will use the problem of injury in the workplace as the vehicle for examining the different instruments.

Professor Tushnet

**Legal Justice**

Explores American law through an examination of competing conceptions of legal justice and the pervasive idea that achieving a just social order is—or should be—the central aim of the law. The course provides students with the vocabulary and conceptual tools necessary for making and assessing claims about the requirements of justice. The course will also familiarize students with the major traditions and trends in legal thought.

Professor D. Patterson

**Legal Practice: Writing and Analysis**

Introduces students to the analytical and rhetorical skills used by lawyers in practice. Students receive training in legal research, planning, legal writing, and oral argument. Throughout this two-semester course, students write, revise, and receive criticism on a number of assignments. The course also examines how economic and technological forces have changed the nature of contemporary law practice. The course meets once each week for classes taught by the Instructor and once each week in small workshops led by Law Fellows, who are competitively selected upperclass students. Students receive grades of Honors, Pass, or Fail.

Professor Denise
**Process**

Introduces the student to the procedure normally followed in civil lawsuits, criminal prosecutions, and administrative proceedings, with an emphasis on civil lawsuits. Instruction will focus on legal doctrines and vocabulary; the evolution of procedural doctrine over time and its relationship to jurisprudential developments such as formalism, realism, and legal process; and the values and structures of procedure in our society.  

*Professor Perdue*

**Property In Time**

Takes up topics from the conventional Property course relating most directly to lower and middle-class housing in America: the law of landlord-tenant; servitudes; nuisance; and regulatory takings. Not only will students learn the basic doctrinal rules of these and a handful of other conventional subjects; they will also understand them in light of the history of American legal thought and the expanding law-and-economics literature on property. Perspectives from the social history of housing will be provided as needed.  

*Professor Ernst*

**Tutorial Program (Optional)**

The tutorial program is structured to develop student skills in analyzing fact patterns, identifying relevant legal issues, briefing cases, and taking class notes. First-year students who fall within guidelines for participation set by the faculty are invited to participate in the program. Other students may be admitted to the program for special reasons upon permission of the Dean. Tutorial groups are established for each of the five first-year sections. Each group is coordinated by an upperclass tutor who meets with participants at least once a week for two hours. At these sessions the ability of participants to respond in writing to specific problems is emphasized. Any unusual learning problem revealed by this process is then given individual attention.

**The Writing Center**

The Writing Center provides J.D. and Graduate students with assistance on writing projects. Senior Writing Fellows at the Center provide feedback on the following: making the transition from another field of expertise, such as engineering or history, to legal discourse; approaching scholarly writing as a specific genre with defined scope, purpose, audience, substance, and technical concerns; using legal substance to organize writing effectively and to make argumentative decisions; improving legal writing by understanding it as a specific process performed under time pressure in practical and academic legal settings; using computer technology and word processing to improve legal research and writing; paying proper attention to legal citation form and footnotes in text; connecting substance to syntax; mastering English grammar; and overcoming writer’s block.  

*Professor Ramsfield*

**THE ELECTIVE PROGRAM OF STUDY**

After completion of the required program of study in the first year, students at the Georgetown University Law Center choose their courses almost entirely from elective offerings. With more than 250 J.D. courses offered, the Law Center has one of the largest and most diverse curricula in the country.  

The only formal requirements (beyond the required first-year courses) are the “A” and “B” legal writing requirements and a course in “Professional Responsibility.” These are described in greater detail in the Academic Requirements section of this Bulletin.  

Students in their second year should pay particular attention to those “gateway” courses, such as Corporations, Evidence, and Taxation, that are prerequisites to more advanced specialized offerings or clinical programs. Students should also attempt to fit in at least one offering that bears on the nature of law itself, such as jurisprudence, legal history, or
comparative law. However, students should resist the temptation to overspecialize. Experience reveals that many students who plan on particular specialties do not practice in their intended field, and even those who do find a general base of knowledge helpful in dealing with the interrelationships of different legal issues.

The Law Center also offers a number of interdisciplinary courses, because lawyers are increasingly involved in activities that require an understanding of other disciplines. Many students bring to the study of law an undergraduate or work-related background of knowledge in other fields of study. For others, law school will reveal areas of knowledge that they lack and wish to pursue. For these and other reasons, students may also want to explore the option of a joint degree program or courses in other schools of the University subject to the limits set out in this Bulletin.

The description of the Law Center’s many clinical programs should also be consulted. Courses may also be taken in the Graduate Program at the Law Center or in the Graduate School of the University, subject to the limitations set out in sections VIII and IX of the Academic Requirements section in this Bulletin. The Assistant Deans’ Office will identify for interested students those courses offered that qualify for law school credit and will also advise students on procedures for registering for such courses. Students taking courses for credit outside the Law Center are advised to note carefully the requirements for Dean’s List and graduating with honors.

**J.D. COURSES OF INSTRUCTION**

**Accounting Concepts**  
*No Credit*

This course consists of one two-hour lecture per week in the fall semester for six weeks. It is an introduction to accounting terminology, accounting in business relationships, an understanding of accounting records, the balance sheet and profit and loss statement, and the relationship between them. The program is presented on an optional basis for students who have no accounting or financial background as an aid in their study of Business Planning, Corporations, Taxation, and other courses.  

*Professor Hecht*

**Administrative Law**  
*Three Semester Hours*

This course considers the constitutional, statutory, and other legal limitations on what government agencies can do and how they can do it. What constraints govern the power of agencies to make law, decide cases involving private parties, and investigate citizens? How much “due process” must government agencies give citizens whose lives they affect; what limits has Congress imposed on the procedures for agency decision-making; and to what extent can people call on courts to check what they regard as abuses of governmental power? These are among the questions addressed in the course, which draws together problems ranging from the legitimacy of New Deal institutions to the dramatic procedural innovations of recent federal administrations and problems created by renewed Congressional interest in the details of agency decision-making. [Students may not receive credit for both this course and Administrative Law and Regulatory Policy. Judge Silberman and Professor Landau’s section is limited to 75 students.]  

*Professors Bickart, Goldberg, Landau, Spann, and Judge Silberman*

**Administrative Law and Regulatory Policy**  
*Four Semester Hours*

This course is an alternative to the traditional administrative law offering. Like such courses, it examines delegation of power to agencies, procedures followed by agencies, and judicial and other oversight of agencies. It also includes a study of regulation and deregulation in order to show the interaction between the substance of administrative programs and structure and process used to implement those programs. Examples of regulation to be
studied are health and safety, prices, and entry of new firms, as in air transport regulation and deregulation. [Students may not receive credit for both this course and Administrative Law.]

Professor Schotland

Advanced Antitrust
Two Semester Hours
This course will examine recent developments in U.S. antitrust law and practice from a policy perspective. Topics may include: monopolization by dominant firms, the role of supply substitution and entry, new methods of measuring market power, the unilateral competitive effects of merger, summary judgment in antitrust cases, post-Chicago antitrust economics, conflict and convergence in international competition policies, the international reach of U.S. antitrust law, harmonizing intellectual property protection with competition policy, and whether antitrust rules promote innovation, productivity, and the international competitiveness of U.S. firms.

Professor Baker

Advanced Bankruptcy Seminar
Three Semester Hours
This seminar will discuss current topics of practical and academic interest in bankruptcy law and policy. Topics may include transnational insolventcies, treatment of environmental obligations, bankruptcies predicated on mass torts, empirical studies, bankruptcy jurisdiction, and current legislative initiatives. [Prerequisite: Bankruptcy and Creditors' Rights or the professor's permission.]

Professor Byrne

Advanced Corporate Law
Two Semester Hours
What you always wanted to know about the fun stuff in Corporations, but they did not teach you. Among the topics to be covered are the theory of the firm, the nature of state corporate law, tender offers, cash-out mergers and derivative suits. The course will give greater emphasis to the conceptual aspects of these issues than was possible in the introductory course and will examine some areas that were not previously studied. [Prerequisite: Corporations. Limit: 50.]

Professor Bauman

Advanced Criminal Procedure
Two Semester Hours
This course examines the process of criminal litigation beginning with the filing of charges and continuing through the trial. Topics covered may include prosecutorial selection of charges, bail, joinder of charges or defendants, speedy trial, discovery, confrontation and compulsory process of witnesses, trial issues and publicity. If there is time, post-conviction remedies may be examined briefly. [This course is a prerequisite to enrollment in the Criminal Justice Clinic. Effective beginning the 1995-96 academic year, students may not take this course and Litigating Complex Criminal Cases.]

Professors Biros, Maloney, Peters and Tague

Advanced Environmental Law Seminar
Three Semester Hours
This is an advanced seminar covering law developed to control pollution with special emphasis on toxic and hazardous substances control. However, it will also have at least one session each on wetlands protection, the Endangered Species Act, and international environmental law (including trade issues).

The main focus of the seminar is on current statutes, including the Clean Air and Clean Water Acts; the Federal Insecticide, Fungicide, and Rodenticide and Toxic Substances Control Acts; the Resource Conservation and Recovery Act; the Superfund Acts (CERCLA and SARA); the Endangered Species Act; and the National Environmental Policy Act (NEPA). The seminar also examines the application of common law to pollution control, the philosophical and economic underpinnings for environmental law, Congressional actions to extend and modify these statutes, enforcement policy and practice, the role of citizens' groups and private industry, comparative bases for regulatory implementation, federalism risk assess-
ment, and the administrative law aspects of environmental law. Reading assignments will be drawn from current materials selected by the instructor. They will be focused upon practically oriented problems based upon the instructor's experience in the field and intended to help students understand the application of statutes and common law to pollution control. Seminars will focus upon selected problems raised in the reading materials, sometimes with guest experts in the field in attendance to stimulate discussion. Each student will be expected to produce an “A” paper whose detailed outline (3–5 pages), due halfway through the course, will be critiqued by the professor and/or class during time set aside for this purpose. [Limit: 20. Prerequisite: Environmental Law or, with professor’s permission, equivalent professional experience.]

Professor Butler

Advanced Evidence: Supreme Court and the Constitution Seminar

Three Semester Hours

This seminar examines advanced subjects in evidence that were not treated or not treated in depth in the basic Evidence course but are important to trial practice. [Prerequisite: Evidence. Limit: 20.]

Professors Rothstein and J. Stein

Not offered 1994–95

Advanced Legal Ethics Seminar

Three Semester Hours

This seminar treats in depth some of the major ethical concerns of the bench and Bar in America today. Some of the issues include conflict of interest, “Chinese walls,” confidentiality, campaign funds for judges, and related questions. Students write a major paper on a topic related to contemporary ethical and moral problems of the legal profession. Specialists in ethical problems that arise in corporate, tax, and trial practice address the seminar. [Prerequisite: Professional Responsibility.]

Professor Driman

Advanced Legal Research

Two Semester Hours

Legal research is a fundamental skill that most students must master to succeed in law practice. This course will build upon the first-year Legal Research and Writing Program, extending the student’s knowledge about legal research sources and techniques into the many areas that cannot be covered in the first year. Among the areas that will be treated are legislative intent; international law; state and local law; historical sources in American and English law; administrative law generally; and specialized sources in tax, labor, securities regulation, and other similar areas. Attention will also be given to secondary sources and non-legal sources such as NEXIS and Dialog. Students will leave the course with advanced knowledge of both LEXIS and WESTLAW. Discussion can be expected on the concept of “authority” in legal research, the development of research strategies, and the current debate over the legitimacy of the use of legislative history. [Limit: 25.]

Professor Kirk

Advanced Legal Writing Seminar

Three Semester Hours

In this seminar, students build upon principles introduced in the first year about both the legal writing process and product. Students research and write various documents, including complaints, contracts, memos, briefs, and statutes. The seminar introduces legal writing techniques to maximize effective writing, including approaches for efficient researching, overcoming writer’s block, rewriting effectively, and synthesizing substance with syntax. Drafts and final papers are reviewed by the professor, who also holds conferences with students. [Limit: 12. Professor’s permission required.]

Professor Ramsfield

Advanced Litigation Seminar: Strategy and Advocacy

Two Semester Hours

This seminar explores a variety of litigation problems from the perspective of an advocate. The seminar focuses on the tactics and strategies of litigating counsel by studying in depth the original records of four noteworthy cases: Peter Edward Rose v. A. Bartlett Giamatti, et al. (the
baseball case; Gerber Products Company v. Anderson, Clayton & Co. (a suit concerning a hostile cash tender offer for corporate securities); The Superior Oil Company v. Udall (a case involving a dispute over a valuable government contract); and Dennis Prince v. The Pittston Co. (the case arising out of the Buffalo Creek disaster). The seminar considers issues confronting counsel in emergency litigation (suits for temporary restraining orders and preliminary injunctions). Several sessions of the seminar are devoted to the problems presented by a federal grand jury investigation of a white collar criminal offense. The seminar materials consist principally of the briefs, transcripts of oral arguments, and other papers filed in the trial courts in actual litigated cases.

**Advanced Patent Law Seminar**

Two Semester Hours

This seminar provides an in-depth study of patent law for those who intend to specialize in the field. Among the topics covered are litigation procedures in the U.S. District Court and the International Trade Commission; remedies, defenses, and judgments; reissues and corrections of patents; interference and reexamination proceedings in the Patent Office; the effect of the Court of Appeals for the Federal Circuit on patent law; specific problems in the patent-antitrust interface; and property and contract interest in patents. [Prerequisite: Introduction to Intellectual Property Law; Patent, Trademark, and Trade Secret Law; or equivalent experience.]

Professors Grudziecki and Shaw

Offered alternate years; not offered 1994-95

**African-American Critical Thought Seminar**

Three Semester Hours

This course is a research seminar designed to provide students with an opportunity to engage in a comprehensive exploration of contemporary problems in African-American life. The emphasis of the seminar will change from year to year, but will basically consist of one central theme explored through general readings and subsequent research and writing centered on various issues relating to that theme. The theme for the spring semester of '95 will be “A Plan for the Legal and Political Implementation of a Program of African-American Reparations.” Research will be closely supervised with regular meetings to develop topic statements, bibliographies, outlines, and drafts. Students are required to make a 15-minute presentation of their work with a 15-minute question and answer period to follow.

Professor Cook

**AIDS Law & Policy and Dispute Settlement Seminar**

Two Semester Hours

This seminar explores many of the legal and policy issues arising out of the HIV (Human Immunodeficiency Virus, which causes AIDS) epidemic. The topics covered include an assessment of the epidemic and its direction within the U.S. and globally; AIDS discrimination, including the workplace; policy issues dealing with confidentiality, testing, and a duty to serve infected people under statute and case law; the impact of HIV infection on insurance, benefits, and the health care system; legal issues relating to HIV-positive health care workers; blood and blood product cases; drug and vaccine development issues; AIDS phobia litigation and issues relating to the more effective resolution of HIV-related conflicts. There will be extensive revised readings and discussion. Both a paper and an oral presentation are required.

Professor R. Stein

**Alternative Dispute Resolution Seminar**

Three Semester Hours

Students will be introduced to the different ADR processes, the sources and goals of ADR, its applications and a few of the ethical and professional concerns that arise as ADR becomes more widespread. Since more than ninety percent of all civil actions settle prior to trial, ADR could be more aptly described as a key element of the litigation process, rather than as an
The J.D. Program

"alternative." The course will emphasize the importance of mastering both procedural and substantive law as a necessary aspect of being proficient in ADR, whether as an advocate of a client or as a neutral.

Throughout the semester, students will be asked to participate in exercises designed to illustrate key concepts concerning ADR processes. Through learning by doing, students may better be able to compare the strengths and weaknesses of different ADR techniques, as well as test the concepts described in the course materials. [Limit: 24.]

Professor Bickerman

The American Indian and the Law Seminar

Three Semester Hours

The seminar focuses on the development of federal policy toward Native Americans and the main lines of judicial action affecting their lives. Topics include the status of treaty and non-treaty tribes, the control of reservation resources, the jurisdictional claims of federal, state, and tribal governments, the relation of federal trust concepts to Indian self-government, and the relations of individual Indians to their tribal governments. Current issues will include the implications of establishing gambling on reservations, the adjudication of Indian water rights, and the acknowledgment of previously unrecognized tribes. Because the study of Indian legal issues is deeply affected by history and politics, students will not only become familiar with cases but with the perspectives of legislators, scholars, and Native Americans of diverse backgrounds.

Professor L. Rosen

American Legal History

Three Semester Hours

This course examines the legal history of the United States with a primary focus on the history of the legal profession between the Civil War and the 1960s, although it also takes up other topics and periods. Students read original documents in light of social scientific theories of the legal profession and various strands of critical and feminist legal theory. Specific units address class, race, ethnicity, and gender within the legal profession and in related substantive legal topics. Course requirements include a writing assignment handed out late in the semester and due the day of the final examination.

Professor Ernst

American Legal History Seminar:

Concepts of Liberty and Speech in the Anglo-American Tradition

Three Semester Hours

This seminar focuses on the history of concepts of speech and liberty in Anglo-American legal culture. One theme of this course is the connection between theory and history. We will ask why certain notions of speech and liberty appear at particular moments in history. We will examine the historical and political context that accompanied both the origin and the interpretation of the right of free speech in the United States. This course should be of particular interest to those who wish to examine the relationship between law and social change. Students are expected to engage in primary research with the goal of producing a publishable paper exploring the history of a particular instance of interpretation of and conflict over the notion of free speech. [Limit: 16.]

Professor Matsuda

Anglo-American Legal History

Two Semester Hours

This course presents a survey of American legal history up to the mid-19th century. The course will begin with background in the English legal tradition inherited in the Colonies and will also examine Colonial legal history issues, including developments in sedition libel and other civil liberties. We will then examine the conflict between the Federalist and Republican conceptions of national law in the late 18th and early 19th centuries. Next, we will consider the development of the common law in contracts, property, and negligence, as it related to the
development of the national economy in the first half of the 19th century. Finally, we will examine legal issues surrounding slavery.

Professor Liss
Offered alternate years; not offered 1994-95

Antitrust and Health Care Seminar
Two Semester Hours

This seminar focuses on the application of the antitrust laws to the field of health care and particularly on the relationships among health care professionals, hospitals, and third party payors. After reviewing the major cases involving credentialing, price fixing, joint boycotts, and mergers, we will consider how antitrust law principles and health care legislation impact the delivery of health care in the United States.

Each student will be expected to prepare and present a paper on some aspect of this field. [Recommended: Prior or concurrent enrollment in Antitrust Law or Antitrust Economics and Law. Limit: 18.]

Professor Noonberg

Antitrust Economics and Law
Four Semester Hours

This course covers the major federal legislation in the field of antitrust law with a primary focus upon governmental efforts to promote competition. The Sherman Act, the Clayton Act, and Section 5 of the Federal Trade Commission Act are covered in detail. Emphasis is placed upon the growing role of economic analysis and trends in judicial interpretation relating to the rule of reason and restraints illegal per se, monopolies, and mergers.

This version of basic antitrust places greater emphasis on the tools of economic analysis that have taken on growing importance in antitrust. There is no economics prerequisite. The necessary economic models will be developed in the course. [Students may not receive credit for both this course and Antitrust Law.]

Professor Salop

Antitrust Law
Three Semester Hours

This course covers the major federal legislation in the field of antitrust law with a primary focus upon governmental efforts to promote competition. The Sherman Act, the Clayton Act, and Section 5 of the Federal Trade Commission Act are covered in detail. Emphasis is placed upon the growing role of economic analysis and trends in judicial interpretation relating to the rule of reason and restraints illegal per se, monopolies, and mergers. [Students may not receive credit for both this course and Antitrust Economics and Law.]

Professor Pitofsky

Appellate Practice Seminar
Two Semester Hours

The seminar will focus on appellate law from the perspective of a practitioner covering state as well as federal courts including important pre-appeal areas of preparing the record, filing the notice of appeal and important procedural matters sometimes erroneously relegated to minor importance. Because appeals are usually decided on the basis of the briefs, not the oral arguments, the course will stress the writing and organization skills necessary for effective appellate advocacy. Oral argument will be covered, but the emphasis will be on the written argument.

Students will be paired into teams. Each team will be given an actual trial record, abbreviated if necessary, for their writing assignments. Each team will first prepare an appendix or "record on appeal." One member will write an appellant's brief, while the other will do the appellee's brief. In order to maintain a balanced workload, no reply brief will be required. Oral argument before a panel will be held for each team at the end of the semester.

One of the class sessions will be held at the U.S. Supreme Court where the students will attend an oral argument and then meet in one of the Court conference rooms for a post-argument discussion. If possible, the lawyers who argued the case will attend that discussion. This session will probably meet at a different day and time to be determined after consideration of the Court's docket and seminar participants' schedules. [Recommended:
Prior or concurrent enrollment in Advanced Legal Writing Seminar or Trial Practice. Limit: 20. Students may not receive credit for both this course and the Appellate Litigation Clinic.]  

Professor Bass  

Aviation Law  

Two Semester Hours  

This course encompasses most aspects of air transportation: airport and air traffic control liability; air carriers’ liability in domestic carriage of passengers and cargo; air carriers’ international operations under the Warsaw Convention; and economic regulation of domestic and international air routes and rates. The course includes visits to airports and the NTSB laboratories, in addition to contributions by practitioners in the field. [Limit: 40 J.D. and 10 Graduate students.]  

Professor Larsen  

Bankruptcy and Creditors’ Rights  

Three Semester Hours  

This course is a general introduction to bankruptcy law. The course begins with a brief analysis of various state laws that relate to or are directly incorporated into the bankruptcy law. Judicial and statutory liens, execution, garnishment, debtors’ exemptions, and fraudulent conveyances are reviewed. The course then moves to a consideration of the Bankruptcy Code. Topics include: initiation of bankruptcy proceedings; the automatic stay; property of the bankruptcy estate; the trustee’s voiding powers, including preferential transfers and fraudulent conveyances; secured, priority, and unsecured creditors’ rights; debtors’ exemption rights; the discharge of debt; liquidation under Chapter 7; and rehabilitation plans under Chapters 11 and 13. [Recommended: prior or concurrent enrollment in Commercial Law or Commercial Law: Sales and Secured Credit Transactions.]  

Professors Byrne and Vukovich  

Business Planning Seminar  

Four Semester Hours  

A. This seminar integrates issues of corporate and tax law using a problem approach in the context of business planning and counseling. Several problem situations involving common business transactions are examined extensively, and students are expected to resolve them in the manner of young lawyers in a firm. Some of the problems considered may include, in the context of a technology-based company: (i) incorporating a sole proprietorship; (ii) combining the operations and assets of two corporations into a single enterprise; (iii) raising private capital for a new business venture; and (iv) planning for an initial public offering of securities. From time to time, students are required to submit memoranda on certain aspects of the problems under consideration. This written work is in lieu of an examination. The materials in each section vary somewhat. [Limit: 24. Prerequisites: Corporations, Taxation I, and Taxation II. Strongly recommended: Securities Regulation.]  

Professors Ginsburg and Dealy  

B. This seminar integrates issues of corporate, securities, and tax law and financial accounting in the context of business planning and counseling. Fact patterns involving common business transactions, with an emphasis on technology companies, are examined extensively, and students are expected to analyze and resolve issues as they would as attorneys in private practice. Problems considered include: (i) choice of entity and entity formation; (ii) stockholders’ agreements; (iii) equity compensation arrangements; (iv) raising capital from private investors; (v) dispositions of business interests; and (vi) planning for an initial public offering of securities. Students are required to submit memoranda addressing various issues. [Limit: 24. Prerequisites: Corporations, Taxation I, and Taxation II (equivalent work experience may be substituted for Tax II with the prior approval of the professors; concurrent enrollment in Tax II and this course is permitted on a space available basis with the prior approval of the professors). Recommended: Securities Regulation.]  

Professors Knox and Schlesinger
Canon Law Seminar

Three Semester Hours

This seminar will explore the historical development and the nature of "religious law" and rules for interpretation. The second part of the course will concentrate on Family Law (Marriage).

Professor Orsy

Not offered 1994-95

Capital Punishment and the Judicial Process Seminar

Two Semester Hours

This seminar discusses the legal issues involved in the imposition of the death penalty in the United States. The course addresses such topics as the Eighth Amendment’s ban against cruel and unusual punishment and its application to mentally ill or juvenile defendants, the right to the effective assistance of counsel, and the factor of race in the imposition of capital punishment. Special attention is placed on the role the federal courts play in the process with particular emphasis on the use of the federal writ of habeas corpus as a means of determining the federal Constitutional rights of death-sentenced prisoners. [Prerequisite: Criminal Law. Recommended: Advanced Criminal Procedure. It may be helpful to take Federal Courts and the Federal System concurrently.]

Professors Fisher and Morin

Causality in Law and Science Seminar

Two Semester Hours

This seminar will consider the different formulations of causality used within the legal and scientific communities as well as the applicability of scientific approaches to causality to civil litigation and the regulatory process. A significant portion of the seminar will be devoted to understanding the criteria used by scientists to make causal inferences, including epidemiological concepts, such as relative risk, and toxicological concepts, such as dose-response relationships. The seminar also will consider the role of scientific expert witnesses in proving legal causation, the relationship of the scientific concepts of statistical significance and confidence intervals to the legal burdens of proof and persuasion, and the role of consensus among members of the scientific community in determining the admissibility of scientific evidence. Discussion will be based on assigned cases, law review articles, and scientific papers. Each student will be required to submit a “B” paper. [Prerequisite: Torts. Recommended: Evidence.]

Professor Piorkowski

Offered alternate years; not offered 1994-95

Central Europe and NIS: Societies in Transition

Two Semester Hours

Five years after the fall of the Berlin Wall, this course examines significant legal and policy issues in connection with the ongoing transformation of the nations of Central Europe and the Newly Independent States from communism to market economies and the role (both governmental and private) of the United States and other Western nations in the transition process. The first part of the course will cover key elements of internal economic and legal reforms in these nations (including topics such as the privatization process, the treatment of foreign investment, and the development of commercial law), focusing on both the “macro” policy choices faced as entire legal and economic systems are restructured and the “micro” issues faced by parties seeking to shape business transactions (such as joint ventures with foreign participation) in this evolving environment. The second part of the course will focus on the U.S. and Western measures, both governmental and private, being taken to assist in this remarkable transition and to mitigate the special risks of Western investment in these nations, including conditional economic assistance, the establishment of enterprise funds to finance private sector development, the relaxation of various trade barriers and export controls, bilateral trade and investment agreements, and steps to integrate these nations into the global economic and trading systems.

Professor Biatos
Chinese Law

This course is intended to provide a general introduction to the nature and function of law in the People’s Republic of China (PRC) and to Chinese attitudes toward selected international legal questions. Topics considered include: substantive, procedural, and institutional aspects of criminal and civil law in the PRC; Chinese views on the nature and sources of international law and its role in international society as exemplified in theory and practice, with particular attention to Chinese attitudes toward human rights; and practical legal problems arising from commercial and diplomatic interaction between the U.S. and the PRC, such as foreign investment and contract negotiation, protection of industrial property, and provisions under U.S. law for carrying on commercial relations with Taiwan. These topics will be considered in the context of their historical and political backgrounds in an effort to illuminate continuities between traditional and contemporary Chinese legal institutions. Students are encouraged to compare the nature and role of law in the West and the PRC. The assigned reading consists chiefly of English language translations of primary Chinese source materials, including cases, statutes, contracts, treaties, trade agreements, and jurisprudential writings.

Church-State Law Seminar

This seminar will focus on the major shifts in church-state law over the past decades and key issues the Supreme Court will face in the next several terms. It will analyze and evaluate the various theories proposed by the sitting Justices on both free exercise and establishment clause jurisprudence and place those theories in the historical context of church-state law in America. The seminar will deal with such issues as tensions between the free exercise and establishment clauses, public aid to religious institutions, religion and public education, accommodating religious minorities, and church autonomy. Throughout, current litigation strategies related to these issues will be explored.

Civil Discovery Seminar

A. This seminar focuses on conducting discovery under the Federal Rules of Civil Procedure. Special emphasis will be placed upon: the scope of civil discovery; the various methods for conducting civil discovery; confidentiality afforded by the attorney/client and work product doctrines; and the tension between the attorney’s divergent ethical obligations in conducting discovery or responding to discovery requests. The approach will be to study the rules and leading cases which constitute the analytical framework for civil discovery and then to flesh out this analytical framework through practical exercises in drafting and responding to discovery requests. A special Saturday or evening session will be scheduled during the fall semester to conduct a deposition exercise. [Recommended: Evidence and Professional Responsibility. Students may not receive credit for this course and Civil Litigation Practice, Trial Advocacy and Practice, Trial Practice, or any of the following clinics: Center for Applied Legal Studies; Criminal Justice; Juvenile Justice: Delinquency Division; Juvenile Justice: Family Poverty Division; Law Students in Court; or Sex Discrimination.]

B. This seminar will focus on the legal and ethical principles involved in the various methods of conducting civil discovery under the Federal Rules of Civil Procedure. Students will be taught to develop a discovery plan and then implement discovery by practical exercises requiring drafting discovery requests and responses and conducting videotaped depositions of lay and expert witnesses. Exercises will include discovery of scientific and computer-based graphic exhibits. The discovery issues analyzed will include: the scope of permissible discovery; alternative means of conducting discovery (including depositions, interrogatories, document requests, requests for admissions, and inspections) against both parties and non-parties; the privileges and protections against discovery of both private and governmental parties; ethical obligations; Rule 11 sanctions; foreign discovery; the Freedom of
Information Act; and motions practice arising from discovery disputes. [Recommended: Evidence and Professional Responsibility. Students may not receive credit for this course and Civil Litigation Practice, Trial Advocacy and practice, Trial Practice, or any of the following clinics: Center for Applied Legal Studies; Criminal Justice; Juvenile Justice: Delinquency Division; Juvenile Justice: Family Poverty Division; Law Students in Court; or Sex Discrimination.]

Professor Van Susteren

Civil Litigation Practice

This year-long seminar will bring the students through the entire course of a civil trial. In the first semester, using two core model cases, students will conduct initial interviews of the clients, analyze the facts, and then draft claims and defenses. Thereafter, using the Federal Rules of Civil Procedure, students will prepare discovery plans and conduct discovery (including document requests, interrogatories, requests for admission and videotaped depositions of lay and expert witnesses). Discovery issues raised by role-playing, drafting, and discussion will include ethical issues in discovery, Rule 11 and sanctions procedures, and foreign discovery. Students will also draft and argue in court motions arising from discovery disputes. One Saturday session will be required.

The second semester will carry the core model cases to trial. The seminar will entail mock trial experiences, as well as class discussion of trial techniques, strategy, and ethics. Students will participate directly in a series of trial practice problems as witnesses and attorneys. Problems will include jury selection, opening statements and closing arguments, direct and cross examination, handling exhibits, expert testimony, and making and opposing objections. Lecture demonstrations will present the latest developments of high-tech in the modern courtroom.

This seminar is designated as a two-semester course, with the second semester building on the first. The seminar is intended for students who are seriously considering a career as trial lawyers. [Prerequisite: Evidence. Limit: 12. Students may not receive credit for this course and Civil Discovery, Trial Advocacy and Practice, Trial Practice, or any of the following clinics: Center for Applied Legal Studies; Criminal Justice; Juvenile Justice: Delinquency Division; Juvenile Justice: Family Poverty Division; Law Students in Court; or Sex Discrimination.]

Professors Causey, Gere, and D. Green

Civil Litigation Seminar

This seminar is designed to teach students oral and written advocacy for civil litigation. The assignments will be based on actual public interest law cases. Students are taught how to organize and write trial court pleadings and appellate briefs and to deliver oral arguments. The seminar also covers trial strategy and settlement negotiations. A substantial writing project is required. [Third-year students preferred. Recommended but not required: Administrative Law.]

Professor Vladeck

Civil Rights

Studies the statutes that authorize civil actions to be filed, primarily in federal courts, for the vindication of constitutional and other basic rights. Part I covers suits under the traditional civil rights statutes, 42 U.S.C. 1983, 1982, 1981, and 1985(3); Part II consists of a survey of the New Reconstruction statutes of the 1960s, primarily the 1964 Act (Titles II, VI, and VII) and the Voting Rights Act. The student will notice recurring themes of federal-state comity; control over private, state, or federal actors; and sources of Congressional power to enact civil rights legislation that goes beyond minimal Constitution-based guarantees. [Prerequisite: Constitutional Law II.]

Professors C. Abernathy and Wilmot
Civil Rights Policy Seminar  
*Three Semester Hours*

This seminar examines the premises underlying several timely civil rights issues, from those controlled by judge-made law (such as police misconduct litigation) to those controlled by legislative compromise (such as the Civil Rights Act of 1991) to those that present mixed problems of constitutional and legislative policy (such as affirmative action and quotas). The seminar briefly reviews existing civil rights law, then concentrates primarily on social science, philosophical, or other primary sources to provide background information for developing new civil rights policies for the future. The seminar also inquires whether such background information should equally affect the decisions of courts and legislative bodies.

Please note that this seminar is structured for inquiry rather than exposition. Students with fixed viewpoints should not seek to enroll. Those enrolling should bring their experience to class but also be prepared to re-examine fundamental factual and philosophical assumptions.  
[Prerequisite: Civil Rights or the professor’s permission.]

*Professor C. Abernathy*

Clean Air Act:  
Environmental Law Problems and Policies  
*Two Semester Hours*

This course examines major themes and problems in environmental law through the lens of the Clean Air Act. Students will become acquainted with the spectrum of air pollution problems the Clean Air Act seeks to address and the variety of strategies that it employs. The goal of the seminar is for students to gain a thorough understanding of one environmental law and to then use this understanding as a base to engage the major issues in the air context that arise across all environmental media and statutes. After a review of the Clean Air Act and its history, the course will examine: legal antecedents of modern air pollution regulation in private law; ambient-, technology- and market-based approaches to air pollution regulation; the role of federalism under the Clean Air Act; transboundary issues at the state, regional, international, and global levels; and regulatory development issues in implementing the Clean Air Act Amendments of 1990.  
[Recommended: Environmental Law or Administrative Law. Students who have not taken either course would find it helpful to read selected background materials that the professors can recommend.]

*Professors Martel and Novello*

Close Corporations Seminar  
*Three Semester Hours*

Initially, attention will be given to the partnership and the emerging limited liability company. Close corporation planning and statutory policy are examined. The appropriate judicial and legislative responses to cases of inadequate planning and shareholder dispute and disaffection are highlighted.  
[Prerequisite: Corporations. Limit: 12.]

*Professor Bradley*

Commercial Law  
*Four Semester Hours*

This course is designed to introduce students to the methodology of Uniform Commercial Code analysis, with emphasis on the legal policies governing modern payment systems and secured financing of personal property. Topics include: evolution of the modern payment system; check pricing and collection; the rights and liabilities of the issuers and holders of checks and notes; the uses of credit and collateral in sales and loans; the establishment of priorities among security interests; and the rules governing default and insolvency. The course will examine the way legal rules structure and sanction the contemporary practices of financial institutions; manufacturers; and the dealers, sellers, and buyers of personal property.  
[Students may not receive credit for both this course and Commercial Law: Payment Systems, Commercial Law: Sales and Secured Transactions, or Sales and Secured Credit Transactions.]

*Professors Axelrod and Murphy*
Commercial Law: Payment Systems

This is a course in the law of commercial payment systems covering Articles 3 and 4 of the Uniform Commercial Code. Coverage includes the concept of negotiability, the liability of parties, and the rights of holders of checks and notes. The law of bank deposits and collections and the legal relationship between banks and their customers are explored. Recent developments in the law of credit cards and electronic funds transfer systems are addressed also. [Students may not receive credit for both this course and Commercial Law. Students may take this course and Commercial Law: Sales and Secured Credit Transactions or Commercial Law: Secured Transactions.]

Professor Murphy

Commercial Law: Sales and Secured Credit Transactions

This course studies issues arising in commercial settings, with a principal emphasis on those sections of the Uniform Commercial Code that govern sales and secured credit transactions. A major goal of the course is to offer students an opportunity to build on the first-year contracts and property curriculum, by working through some of the topics covered in those courses at a more advanced level. The level of the course is advanced in comparison to the first-year offerings in three ways. First, we will focus on the UCC itself—a complex, detailed statute that provides an integrated and interrelated body of law with a distinctive philosophical approach. Second, we will focus on the activities of the commercial business sector—a subcommunity of relatively sophisticated private actors, who typically bargain at arms' length and who have at least the opportunity to obtain legal advice before making their plans. Third, we will use the tools of economic analysis to study the regulatory consequences of the law of private exchange for these actors and for their activities. Accordingly, the course should be of interest to students who want to develop their skills in statutory analysis, in understanding and planning business transactions, and in applying economics to legal problems.

This section of the course will cover Articles 2 and 9 of the Uniform Commercial Code, along with related provisions of the Bankruptcy Code. It will not cover the law of commercial paper, or Articles 3, 4, or 5 of the UCC.

The class format will combine lecture and discussion. Students are expected to prepare for and to participate in class discussion. Grades will be based on a take-home essay examination. There may also be one or two in-class quizzes, in multiple choice format, designed to test students on the statutory mechanics of the course. The professor will announce on the first day of class whether there will be quizzes and what weight they will have in the grading; in no event will quizzes be worth more than 50% of the grade. Whatever the exam format, the professor will also consider a student's contributions to class discussion as a tiebreaking factor in borderline grading decisions. The course presumes that students have completed the first-year courses in property and contracts. Graduate students who have not taken these courses should consult with the professor before registering. [Students may not receive credit for both this course and Commercial Law or Commercial Law: Secured Transactions. Students may take this course and Commercial Law: Payment Systems.]

Professor Katz

Commercial Law: Secured Transactions

This course examines key legal mechanisms for financing commercial transactions. The chief focus is Article 9 of the Uniform Commercial Code, which permits giving to a creditor an interest in the debtor's personal and intangible property to secure the debtor's performance of contractual obligations. The course attempts to examine from a variety of critical perspectives the way legal rules structure and sanction prevailing methods of buying, selling, and manufacturing. [Students may not receive credit for both this course and Commercial Law or Commercial Law: Sales and Secured Credit Transactions. Students may take this course and Commercial Law: Payment Systems.]

Professor Vukovich
Communications Law  
Three Semester Hours

This course explores the significant current legal policy issues involved in the federal regulation of broadcasters, cable television operators, and telephone companies. Emphasis will be placed on issues common to all segments of telecommunications, e.g., spectrum allocation, structure and ownership of media firms, regulation of entry into and commercial practices within the industry, reliance on competition as a means of regulation, and the role of the First Amendment. Specific topics to be studied include: allocation of spectrum to broadcasters and common carriers; FCC supervision of broadcast content; and control of entry into and rates charged by cable and telephone services. [Recommended: Administrative Law, Antitrust Law, and Constitutional Law II.]

Professor Blumenfeld

Communications Law Seminar  
Three Semester Hours

This seminar explores the more troublesome issues involving the electronic media, the government, and the First Amendment, focusing primarily on television and radio broadcasting and cable television. It addresses the constitutional and regulatory aspects of governmental licensing, access requirements, ownership restrictions, and regulation of program content (including defamation, fairness, privacy, indecency, and election coverage). The seminar examines the justifications for federal and state regulation of the electronic media, assesses the viability of the constitutional distinction between regulating the printed and the electronic media, and considers possible new regulatory approaches. [Recommended: Constitutional Law II and Administrative Law.]

Professor S. Bloch

Comparative Constitutional Law Seminar  
Three Semester Hours

This seminar will cover a series of topics arising in the comparative study of constitutional systems, including the forms of judicial review, political constraints on constitutional rights and constitutional courts, abortion and reproductive rights, problems of minorities (language, ethnic, racial, religious), federalism, constitutionalization of social welfare rights, and the process of constitution-making itself. [Recommended: It is strongly recommended that students have taken Constitutional Law II.]

Professors V. Jackson and Tushnet

Comparative Corporate Law Seminar  
Three Semester Hours

This seminar compares the laws and practices in the U.S., certain E.C. states, and Japan in various corporate contexts. The topics covered in class during the first half of the semester will be insider trading, corporate governance, transactions between a publicly-held parent and partially publicly-held subsidiary and the liabilities of accountants to non-clients.

Students may select, in consultation with the professor, any comparative corporate law topic for their paper, including a subset of a topic covered during the first half. Each student will be required to present in outline form their particular subject for a one-hour class discussion during the second half of the semester. [Prerequisite: Corporations.]

Professor Haft

Comparative Law  
Two Semester Hours

A. The rules of our national legal orders often stand for decisions between different alternatives. Such alternatives appear on a small scale in the process of argumentation in law courts and in the legislative procedure. On a broader scale they become visible when the rules of a country are compared with those of foreign legal orders. Indeed, the instruments that are at the disposal of lawyers to solve problems differ widely in different countries. Thus, comparison of law contributes to lawyers’ consciousness of their own legal order. The aim of the course is to come as close as possible to a description of the points of divergence between common law and the civil law of Western Europe (with some stress on the divergence inside civil law itself). This will be done with the help of a series of cases covering the main topics of private law. Cases where American courts have applied foreign law will be discussed.

Professor Mincke
B. This course focuses on the practical utility of foreign law for the American lawyer. This is illustrated by cases in which American courts apply foreign law because of conflicts rules or for other reasons and by situations in which American lawyers are called upon to protect the interests of their clients in foreign countries. The course also demonstrates the capacity of foreign law to contribute to the development of American law. The common law and the civil law of Western Europe are compared and, with respect to particular legal principles, the striking procedural differences are emphasized.

Professor Wolff

Comparative Law: Latin America
Two Semester Hours
Please see course description in Graduate Program section of this Bulletin.

Professor MacLean

Computers, Technology, and the Law Seminar
Two Semester Hours
This seminar is a practical guide to a "typical" computer law practice, and is designed to give students the tools necessary to analyze and respond to the legal (and business) issues most likely to be encountered in such a practice. Our focus will be on the transactions side of such a practice, and the way in which both a diverse body of substantive law (intellectual property, tort, and contract law in particular) and negotiations theory interact when applied to transactions involving computer hardware, software, and related services (e.g., software licensing and distribution agreements, systems procurement contracts, and the like). Students will be required to engage in a series of negotiation exercises (both simulated and actual) as part of the course requirements. We will also look at a select sampling of broader public policy issues involving the regulatory environment governing computer and information technology use, marketing, and distribution. Familiarity with basic computer (e.g., PC) technology will be helpful but is by no means a prerequisite.

Professors Post and Burr
Not offered 1994-95

Conflict of Laws: Choice of Law
Three Semester Hours
A. This course studies the basic problems that are presented when some or all of the operative facts creating a claim or a defense arise in a jurisdiction other than where the case is being tried. Emphasis is on choice of law (which state's law should apply when more than one state has a connection with the subject of the lawsuit).

Professors Perdue and Rothstein

B. Same as above, but with additional attention to the resolution of conflicts of law by U.S. courts in international cases. [Recommended: International Law I.]

Professor Vásquez
Not offered 1994-95

C. Same as above, but with some attention to enforcement of domestic and foreign judgments.

Professor Schmertz

Congressional Law and Procedure Seminar
Two Semester Hours
This seminar examines rules, laws, and guiding principles underlying Congressional procedure. It examines House and Senate procedures for scheduling legislation and for considering legislation on the floor and in conference. The authorization, appropriation, and budget processes are studied, both for their illustration of Congressional procedure in general and for their particular rules.

Professor Tiefer

Conservatism in Law and Politics in America Seminar
Three Semester Hours
This seminar will (i) explore possible meanings of conservatism in American politics, (ii) examine various fundamental legal issues such as individual responsibility, equality and liberty, the economy and the market, government and the constitution, from conservative perspectives, (iii) examine the tradition and techniques of common law lawyering and
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adjudication, and (iv) consider the relationship of conservatism in politics to conservatism in law in America.

Constitutional Aspects of Foreign Affairs Seminar

This seminar deals with the distribution of powers between the president and the Congress in the areas of war, diplomacy, international organizations, foreign assistance, commerce, money, etc. Such related matters as the impact on individual rights and the political question doctrine in this context are also discussed. [Students may not receive credit for both this course and National Security Law: The War Powers of the President and Congress.]

Constitutional Law: Critical Race Perspectives

This course is designed to provide participants with an opportunity to consider, in some depth, the impact of racism on American law and to explore a variety of ways in which individuals trained as lawyers might best employ their skills and positions to combat racism in our culture and within the institutions in which we work and live. In addition to case law and statutes, the course considers literature from the social sciences and the humanities, as well as the life stories of participants, in an extensive examination and critical evaluation of Supreme Court doctrine and legal theory applying the equal protection clause to racial issues. Special attention will be given to the emerging genre of critical race theory. [Limit: 35.]

Constitutional Law: Theories of Free Speech

This course will seek to explore several of the most important topics in First Amendment theory and to relate theoretical issues to particular First Amendment cases of historical and current importance. After an introductory session which will provide an overview, each session of the course will center on two articles involving key elements of First Amendment theory. Each class will be broken into two hour-long segments. The proposed format for each segment will be an oral presentation by a student explaining and critiquing the thesis of the particular reading, with a second student designated to prepare a brief defense of the article and to respond to the critiques offered. Open discussion will follow, with an effort to focus the theoretical approaches at issue on a particular case or cases. [Prerequisite: Constitutional Law II.]

Constitutional Law II: Individual Rights and Liberties

This course focuses primarily on the First, Fifth, and Fourteenth Amendments (free speech, due process, and equal protection) and the role of the Supreme Court as ultimate interpreter and guardian of the Bill of Rights.

Constitutional Values and the American Public School Seminar

This seminar will explore the relationship between federal constitutional values and the public school curriculum. We will consider competing visions of the proper balance between the inculcation instinct (that is, the tendency of a culture to reproduce itself, and sometimes to reform itself, through socialization of its children), and the autonomy instinct (that is, the need to permit avenues of individual departures from culturally transmitted values, in order to promote adaptation creativity and capacity for self-realization and cultural change).

Among the topics we will consider are: compulsory education and the scope of government
control over schooling; free speech in school settings; the application of the free exercise and establishment clause to school settings; gender and race discrimination in schools; and the battle over the content of school curricula.

Students will be required to complete an initial draft of a research paper by the eighth week of the semester and to make a “work-in-progress” presentation of same to the class.

Professor Lawrence
Not offered 1994–95

Construction Contract Law Seminar
Two Semester Hours

This seminar analyzes the legal principles applicable to all phases of the construction process—design, bidding, contract negotiation and drafting, insurance and surety bond considerations, and contract performance with emphasis on the rights and obligations of all parties—the owner, design professional (architect/engineer), surety, construction manager, contractor, subcontractors, suppliers, and materialmen. Substantive areas include risk management through claims avoidance and the preparation of claims and defenses during the bidding and construction phases—bid protests, design-related disputes (professional negligence/malpractice), and performance disputes (contractual relief, breach of contract, tort, and payment and performance bond claims). The procedural aspects of construction law are presented—statutes of limitations and repose and choice of forum (federal court, state court, arbitration, mediation, alternative dispute resolution and Miller Act and “Little Miller Act” claims) with a focus on the contractor’s claim preparation, negotiation, litigation, and settlement in all forums.

Professors Goodman, Shean, and Toomey
Offered alternate years; not offered 1994–95

Contemporary American Jurisprudence Seminar
Three Semester Hours

This seminar will consider major forms of legal thought since legal realism, including 1950s process theory, the law and economics movement and its critics, critical legal studies, feminist legal thought, and critical race theory.

Professor Peller
Not offered 1994–95

Copyright Law
Three Semester Hours

This course reviews the protection afforded to authors under the Copyright Act of 1976 and the many amendments to that act. Key problems such as copyrightable subject matter, scope of exclusive rights, persons entitled to protection, publication, copyright procedure, infringement, preemption of state remedies by federal statute, and international copyright are discussed. Recent issues, such as the copyrightability of computer programs, protection of applied art, liability of C.A.T.V. systems, and use of copyrighted works for educational and research purposes in broadcasts and in information storage and retrieval systems are also considered.

Professors Chused and Post

Corporate Finance
Three Semester Hours

The valuation of the firm as a whole from the perspective of modern financial theory is the initial focus of this course and pervades the subject matter studied. Debtholder claims to participation in that value, contractually based and otherwise, are closely examined, both in the solvent and insolvency contexts. Bankruptcy reorganization is taken up only from a theoretical standpoint. Preferred stock questions are considered briefly. The theoretical and practical questions bearing on how the choice of debt-equity mix affects firm value are examined. The role of the investment-dividend decision on firm value is analyzed. Stock dividends and stock repurchases are given some attention. Freeze-out mergers will be intensively scrutinized. As time permits, recent tender offer developments will be discussed. The course strives for a reasonable balance between doctrine and economic theory. [Prerequisite: Corporations.]

Professor Bradley
Corporate Governance Seminar

This seminar involves an in-depth study of some of the principal issues involved in creating an appropriate governance system for the modern publicly-held corporation. It focuses on questions of corporate structure, the role of fiduciary duties, and transfers of corporate control and examines these questions from legal, economic, and societal perspectives. Student papers will deal with various aspects of these issues; each student is free to choose his or her own topic for research.

Classes will meet for approximately one-half of the first semester and will be devoted to the substantive issues described above. During this semester, students will select paper topics and prepare an outline of the paper which must be completed by the end of the semester. In the second semester, each student will present a draft of his or her paper as the basis for class discussion. [Prerequisite: Corporations. Limit: 12. A student who enrolls in the seminar but does not attend at least one of the first two classes will not be permitted to continue in the seminar.]

Professor Bauman and Justice Moore

Corporations

A. This is a basic course in business corporations. Brief coverage is given to factors bearing on choice of organization, including partnership attributes, process of corporate formation, corporate privileges and powers, corporate capital structure, and limited liability. Close examination is given to the governance structure of the corporation and the fiduciary obligations of directors and officers. The particular nature of the public corporation is explored. Emphasis is given to stock trading by corporate insiders, transactions in corporation control, and the procedural problems in stockholder derivative suits. Along with a focus on such policy questions as federal-state jurisdiction, the nature of the corporate governance system, and the role of the corporation in modern society, the course deals with the role of the lawyer in corporate matters. [This course is a prerequisite for Corporate Finance, Securities Regulation, Business Planning Seminar, and corporate law seminars.]

Professors Bauman, Bernstein, Bradley, Diamond, and Haft

B. This course will examine the relationship between the corporation as a capitalist enterprise and the social structure within which it operates. We will explore the development of contemporary corporate doctrine within the context of writings on political economy, class relations and market culture. Weekly topics will consist of, among other things, the origins of the capitalist enterprise, the multinational corporation, problems of corporate governance, the corporation and the state, the structure and function of rewards, the social construction of scarcity and alternatives to capitalist enterprise. The course should be of particular interest to those interested in critical theory, public interest law, and grass roots community empowerment and economic development.

Professor Cook

Criminal Law

This course examines society’s control of unwanted behavior through law. The particular focus is on the general elements of a criminal offense cutting across all criminal codes rather than on the elements of individual crimes. Some attention is given to the basic theories of punishment and criminal culpability as contrasted with civil forms—e.g., tort law or civil commitment—for controlling deviant behavior.

Professors Feinberg, E. Taylor, Wales, and Wasserstrom

Decedents' Estates

This course deals with intestate succession; wills, their execution, revocation, and contest; will substitutes; the nature, creation, and termination of trusts; and the interpretation and legal consequences of dispositive provisions, including problems involving future interests,
class gifts, powers of appointment, and the rule against perpetuities. Professor Schoshinski includes a discussion of problems of fiduciary administration.

Professors R. O'Brien, Schoshinski, and Weidenbruch

Disability Discrimination Law

This course deals with federal laws prohibiting discrimination against persons with physical and mental disabilities. The course explores in detail the Americans with Disabilities Act (ADA) and other federal disability statutes and regulations that protect persons with disabilities from discrimination in governmental activities, employment, public accommodations, and housing. The student will explore the rights and responsibilities arising from disability law in such areas as the exercise of state powers, the operation of industry, the impact on the health care system, and in everyday life. The student will study the wide breadth and significance of the concept of "disability" and its application to the major social and legal institutions in the United States. Disability law protects not only persons with discrete physical and mental disabilities, but also persons with serious illnesses or diseases. Disability law will be presented within the rich legal traditions of civil rights and antidiscrimination legislation in other realms.

Professor Gostin
Not offered 1994-95

Drafting and Negotiating a Commercial Lease

This course covers all aspects of the leasing and management of rental properties and their application in the drafting and negotiation of the lease document. The course will examine the interplay between substantive legal issues and practical strategic questions in determining the contents of the lease. Some of the issues covered include the economics of leasing, risk allocation and management, use and operation of the premises, and default. A significant portion of the course will focus on the role of negotiations in the process of determining the terms of the lease and will include a substantial amount of simulated negotiations and role playing. [Limit: 20.]

Professor Bregman

Economic Justice Seminar

This seminar explores the conflicts arising from: the conceptual framework of marketplace distribution of commodities; the cultural determinants of market value; and the economic claims of subordinated communities for equality. The seminar will introduce students to the modern critiques of the classic justifications for market structures. The seminar will survey the facts of the market with special emphasis on wealth disparities associated with race, gender, and national origin.

The seminar will take up such questions as: What is the market value of culture? Is there a market for "counter-culture"? Who defines an economic community? What are the economic borders of communities (immigration)? How can we measure the success of corrective strategies like affirmative action or common law concepts like unconscionability? A research paper is required. This seminar satisfies the "A" writing requirement.

Professor Jordan
Not offered 1994-95

Economic Reasoning and the Law

This course applies economic reasoning to legal problems. It examines a number of fundamental issues in contract, tort, property and other areas from the viewpoint of modern economic analysis. In this way, it provides students with a deeper and more unified understanding of the structure of the law and the uses (and misuses) of economic reasoning.

Professors Hansen and Schwartz
Economic Regulation

This course examines the economic regulation of business by administrative agencies. It differs from Administrative Law by focusing more on the substance of agency decisions than on the process of agency decision-making. The course will treat a variety of regulatory strategies, including rate (price) regulation, entry regulation, and the choice between competition and regulation. Through economic analysis, the course will evaluate the connection between the regulatory scheme and the market failure being remedied. Such market failures may include natural monopolies, externalities, and the consequences of costly or asymmetric information. The course will also examine the political and legal constraints limiting agency discretion and the ways those constraints have altered over time (e.g., through deregulation). Case studies will be taken from a host of industries and regulatory settings. Although the case studies may vary from year to year, in recent years they have included the regulation of electric utilities, pipelines, airlines, trucking, telephone service, prescription drugs, apartment rents, health and safety, and cable television. Students may write a "B" paper in lieu of the exam with the professor's permission.

Professor Baker
Not offered 1994-95

Education Law and Policy Seminar

This seminar explores selected problems concerning elementary and secondary education. Issues addressed during the seminar may include the constitutional limits on the power of the State to compel all children to receive some schooling, and to control what is taught, and by whom (in non-public as well as in public schools). The constitutional limits on the extent to which the State may use its public schools to socialize its students to certain religious, political, and moral values may also be analyzed.

Another set of issues concerns the limits imposed by the First and Fourth Amendments and the Due Process Clause of the Fourteenth Amendment "applied in light of the special characteristics of the school environment," such as the right of students and teachers to express (or to receive) alternative ideas; and the safeguards applicable to the disciplinary process. The extent to which the Equal Protection Clause guarantees equal educational opportunity to various groups will also be addressed, such as the perceived tensions between "Equity" and "Excellence," between "The Common School" and "Multicultural or Ethnocentric Education;" and between "Local Democratic Control" and "Equality of Resources."

Throughout the seminar, where appropriate, the role of education as perceived by legislative and administrative policymakers, the courts, and the family will be discussed, as well as the effect that "constitutionalizing" various issues is likely to have on the behavior of complex, bureaucratic, public institutions. Students will be asked to do several short papers involving research in state law.

Professor Lecin

Emerging Role of the States in Environmental Law

The course examines the development of state and local environmental law in the United States, exploring the interrelationship of, and tensions that develop between, state and federal environmental regulatory and enforcement programs. Representative state laws and environmental programs, including programs regulating hazardous waste, air and water quality, and the cleanup of contaminated properties, will be studied. The course also will focus on unique state environmental initiatives and programs, such as nonpoint source water measures, groundwater protection, and property transfer and disclosure laws. The course will provide a practical overview of various state responses to the often-inconsistent demands of the federal government and other states, and those of the state's citizens, industry, and interest groups in the environmental arena.

Professor Jones
Offered alternate years; not offered 1994-95
Employment Law

This course surveys the fundamental law regulating the relationship between employers and their employees, in large part “torts and contracts in the workplace.” Among the subjects covered are: legal protection of employees against wrongful discharge, invasion of privacy (searches, interrogations, drug-testing, etc.) and abusive treatment (sexual harassment and other forms of outrageous conduct); the legal duties owed by employees to their employers (loyalty, non-disclosure of trade secrets, covenants not to compete, etc.); the respective interests of employers and employees in employee inventions and literary works; the employer’s duty to provide a safe workplace (Occupational Safety and Health Act); compensation of employees injured on the job (Workman’s Compensation); and legal assurance of adequate compensation (Fair Labor Standards Act and ERISA). This course does not cover, except tangentially, questions of unionization (see Labor Law) and employment discrimination (see Equal Employment Opportunity Law).

Professor Komiat

Energy and the Environment Seminar

This seminar considers the environmental consequences of the production of electricity and explores emerging regulatory responses to those consequences. These new regulatory strategies include the valuation of externalities associated with power production; market mechanisms such as trading pollution allowances; and utility sponsored efforts to reduce our demand for electricity. The seminar will consider whether these regulatory strategies are uniquely suited to the context of electricity production or may serve as models for environmental regulation in other contexts. We will also consider possible responses to the special environmental problems posed by specific kinds of energy resources, including the problems of nuclear waste disposal and potential global warming.

Professor Heinzelring

Energy Problems Seminar

This seminar considers political and legal aspects of current problems in the petroleum, natural gas, electric, nuclear power, coal, and alternative energy industries. As these subjects sweep across the entire economy, they touch several fields of the law: administrative law; public utility regulation; international energy transactions; international law; environmental law; antitrust; safety; and discretionary justice. The student is introduced to the related functions of the Federal Energy Regulatory Commission, Nuclear Regulatory Commission, Environmental Protection Agency, and Department of Energy.

Professors Huffman and Weisgall
Taught alternate years by Professor J. Miller

English Legal History Seminar: The 18th Century

This seminar emphasizes the development of the common law during the 18th Century and focuses upon the role of Lord Mansfield as Chief Justice of the Court of King’s Bench in the creation of a “modern” approach to doctrine and practice. Attention is given to areas of the law that were particularly influenced by Mansfield, such as libel, slavery, prize, contract and quasi-contract, bankruptcy, insurance, and commercial custom. Also studied is the 18th Century role of the jury in the English courts, including the extensive use of the special jury. Students examine and discuss original documentary evidence discovered by recent research. A substantial paper is expected. There is some opportunity to do manuscript research in the preparation of papers, using the English Legal Manuscript Project on microfiche in our Law Library.

Professor Oldham
Entertainment Law Seminar

This seminar examines the common and particular legal problems and practices involved in individual artist representation, the motion picture industry, television, the music performing and recording industry, and the professional sports industry. Contract forms and individual bargaining options available are considered. This seminar is not a substitute for copyright or tax offerings, since neither of these areas is examined in depth here. [Prerequisite: Copyright Law or Introduction to Intellectual Property Law. The professor's permission is required.]

Professor R. Gordon

Environmental Conflicts Resolution Seminar

This is a course in strategic thinking for law students. The goal of the seminar is to acquaint students with the array of approaches that can be used for resolving environmental disputes and the consequences of choosing a particular mode of resolution. Students should gain an appreciation of what makes environmental disputes difficult and challenging to resolve and why some of the more traditional methods of resolution (e.g., litigation) may be counterproductive. Class materials consist of case studies of actual environmental disputes. Working within a framework of statutes, regulations, judicial decisions, and institutional mores, students will be asked to locate, parse, and then use class materials and information garnered outside the classroom to develop "winning" strategies for resolving specific disputes. Grading will be based on class participation (attendance is required) and one paper, which will be presented in class, time permitting. While courses in environmental and administrative law are not required, some passing familiarity with the basic concepts in these fields would be helpful. Students can obtain outside reading suggestions in these fields from the professor to help prepare for the course. [Recommended: Environmental Law.]

Professor Babcock

Environmental Equity Seminar

This seminar will explore the extent to which the burdens and benefits of environmental laws are inequitably distributed in our society. The goal of the seminar is to introduce students to the phenomenon of environmental racism, explore its antecedents, identify the ways in which it manifests itself in our current legal system, and ask how the system can be reformed to remove its pernicious effect. The seminar will be divided into two units. In the first unit, students will be asked to read and comment on materials documenting the existence of environmental racism and the extent to which environmental laws, regulations, procedures, policies, and institutions contribute to the problem. In the second unit, we will examine available legal tools for combating environmental racism, the extent to which they have been tried, and the results of those trials. Students will be responsible for presenting both assigned reading materials and their papers to the class. At least one class will involve an actual negotiation of an environmental equity dispute. [Prerequisite: Environmental Law.]

Professor Babcock

Environmental Law

This course covers law developed to control pollution with special emphasis on toxic and hazardous substances control. Common law and pre-1970s efforts to develop law to obtain control are examined. The main focus of the course is on current statutes, including the National Environmental Policy Act, the Clean Water Act, the Resource Conservation and Recovery Act, the Superfund Act (CERCLA and SARA), and the Clean Air Act. Other statutes, such as the Toxic Substances Control Act, are addressed briefly. Relying on their practical experience, the instructors address Congressional actions to extend and modify these statutes, enforcement policy and practice, the role of citizens' groups and private industry,
private efforts at clean-up, and the administrative law aspects of statutory implementation. The professors use problems to help students understand application of these statutes.

Professors Firestone and Schiff er

B. This course surveys the development of environmental law in the United States. The structure of the legal system is the course's organizing principle. The course focuses on the way the legal system works or could be made to work to address the twin goals of pollution abatement and natural resource conservation. During the course of the semester an array of statutes, executive policies, and common law doctrines are considered, and some of the problems that have been encountered in their implementation and enforcement are examined. The role interest groups play in policy development and the limitations imposed on the legal process by technological, economic, and institutional constraints are examined. An attempt is made to select the best examples of how the legal process works, while avoiding the mind-numbing mass and complexity of the field. Reading assignments are from a casebook supplemented by practically oriented problems based on the instructor's experience. [This course will have a short mid-semester paper and a final take-home examination.]

Professor Babcock

C. This course surveys federal and state efforts to control pollution and conserve natural resources. We will discuss a variety of statutes, and executive policies, including such federal statutes as the Clean Air Act, the Clean Water Act, the Superfund statutes (CERCLA and SARA), the Resource Conservation and Recovery Act, the Endangered Species Act, and the National Environmental Policy Act. Our primary focus will be on the regulatory device—such as command-and-control regulation, market incentives, or procedural requirements—that such laws use to accomplish their goals, and our recurring question will be which device works best. We will also consider the limitations imposed on states' environmental regulation by the commerce clause, takings clause, and by federal environmental statutes themselves.

Professor Heinzerling

Environmental Practice Seminar

Two Semester Hours

The purpose of this seminar is to familiarize students with the practice of environmental law. This seminar will look beyond the individual environmental statutes and examine how environmental policy and regulation is made and implemented at the Environmental Protection Agency. This semester will examine how environmental regulations are developed, including: the role of risk analysis and economic analysis in assessing policy options; the role of the public, Congress, and the Office of Management and Budget in shaping regulations; alternative approaches to the rulemaking process; as well as alternative approaches to securing environmental goals through nontraditional means. This course will also examine the role that states, localities, citizens, and regulated entities play in implementing environmental regulations, through permitting and enforcement. The Federal-State relationship will be examined. In addition, we will examine the emerging issue of environmental justice and the arguments for providing states and local governments with greater flexibility to focus on local priorities. With respect to those subject to regulation we will examine the issues surrounding how environmental compliance should be tested and reported. The professor will use specific case studies in each class to help students better understand the application of the law and policies discussed. This course will require a "B" paper. [Prerequisite: Environmental Law.]

Professors Dubrowski and Firestone

Equal Employment Opportunity Law

Three Semester Hours

This course explores the legal mandates for equal employment opportunity in relation to race, sex, national origin, religion, age, and disability. The focus is principally upon Title VII of the Civil Rights Act of 1964 and also includes the Equal Pay Act, the Age Discrimination Act,
the Americans with Disabilities Act, Executive Order 11246 (non-discrimination by employers who are government contractors), and the Fourteenth Amendment. The course draws upon the rigorous legal analysis of court decisions, statutes, guidelines, and regulations that undergird important and often controversial public policy issues, such as quotas and comparable worth. The course also examines the prospect for legal prohibition of discrimination based on sexual orientation.

Professor Williams

Estate and Gift Taxation

Two Semester Hours

This course is an introduction to estate planning. It describes and analyzes federal estate and gift tax code provisions, regulations, and case law. Some consideration of the practical impact of estate and gift taxes on personal and business planning is included. [Recommended: Taxation I.]

Professors Schoshinski and Fowler

Estate Planning Seminar

Two Semester Hours

This seminar examines and analyzes factors which deserve consideration in the planning of an estate. Special attention is given to federal estate and gift tax law, joint interests, life insurance, the significance of variations in the disposer's family and business circumstances, and type of assets. The course includes detailed consideration of wills and various forms of trusts, including drafting and tax ramifications and detailed consideration of estate freezing techniques. Contemplated choices under the new tax laws and special situations, such as tax planning for the professional athlete, are also considered. [Recommended: Decedents' Estates, Taxation I, and Estate and Gift Taxation.]

Professor Winkelmann

European Union Law I

Two Semester Hours

A. Studies the institutional or constitutional law of the European Union and deals with such matters as the history of the Union; the governing treaties; the relation between Union law and domestic Member States law; the public international law pertaining to the Union; the composition, organization functions, and powers of the institutions; the decisionmaking processes in general (including the budget); the Union legislation and its effects; and the legal remedies and procedures. Where necessary reference will be made to the substantive or economic law. (This course is also listed as part of the LL.M. curriculum.)

Professor Puder

B. Same as above, but with emphasis on comparison between European Union and United States legal institutions and procedures. [Recommended: Completion of course in American Civil Procedure or its equivalent is highly recommended.]

Professor Schmertz

European Union Law II

Two Semester Hours

Following the coverage begun in European Union Law I, this course continues with an in-depth study of the European Union's 1992 program to accelerate the pace of European economic integration, with a special focus on matters of commercial and business interest. Included are competition policy, company law taxation and technical standards harmonization; cross-sectoral developments in the areas of public procurement, social policy, commercial policy; and changes in particular business sectors such as financial services, transportation and telecommunications. [Prerequisite: European Union Law I. Students may not receive credit for both this course and the European Union Law II: Seminar in Business Law.]

Professor Mincke

European Union Law II: Seminar in Business Law

Two Semester Hours

Please see course description in Graduate Program section of this Bulletin.

Professor Powers
Evidence

This course provides a general survey of the rules of evidence and the reasons underlying these rules. Included are the subjects of relevance, examination of witnesses, privileges, expert testimony, admission and exclusion of evidence, writings, the hearsay rule and its exceptions, and scientific evidence, among other subjects relating to the regulation of proof at trials.

Professors Adelman, Morin, Rothstein, Tague, and Judge Newman

Family Law I: Marriage and Divorce

This course examines the domestic relationships of adults. Topics covered include marriage, divorce, custody disputes, alimony, child support, and division of property. Material is used from the social and behavioral sciences as well as from traditional legal sources. Note that Family Law II is an independent course and may be taken prior to, concurrent with, or after Family Law I. [Recommended: prior or concurrent enrollment in Constitutional Law II.]

Note: Attendance and participation will affect the grade in Professor Regan’s section as follows: The class will be divided in half, and students in each half will be eligible to be called on in every other class. A student may twice notify the professor before class that he or she is unprepared or will miss class. In all other cases, the grade of a student who is unprepared or absent will be lowered by one increment.

Professors Chiles, Regan, and Valdez

Family Law II: Parent, Child, and the State

This course examines the distribution of power and responsibility among parent, child, and the state through the study of selected topics, including procreation, education, health care (including treatment of handicapped infants), child abuse and neglect, emancipation, and adoption. Family Law I is not a prerequisite. [Recommended: prior or concurrent enrollment in Constitutional Law II. Students may not receive credit for both this course and Family Law II Seminar.]

Professors King and Williams

Family Law and Policy Seminar

This seminar is designed to help students understand the forces that shape family law and policy. Using legal, economic, and sociological tools of analysis, it examines state and federal issues of current concern, including child abuse, child support, divorce law, child care, drug abuse, welfare benefits, health care, and education. Each student prepares—and presents in class—a paper on an unresolved or controversial issue involving government policy toward children and families. [Prerequisite: Family Law I.]

Professor Besharov
Not offered 1994–95

Federal Courts and the Federal System

A. This course addresses the constitutional and statutory provisions, as well as the jurisdictional doctrines and concepts, that shape and limit the role played by the federal courts in the governmental process. Representative topics include the origins of federal judicial review, Congressional power to curtail federal jurisdiction, limitations on the ability of the federal courts to enjoin state court proceedings, and the prerequisites for Supreme Court review of state court judgments. The primary emphasis of the course is on a critical analysis of the wisdom of the jurisdictional doctrines, although some time is spent on litigation aspects. [Recommended: Constitutional Law II.]

Professors V. Jackson and Vásquez

Four Semester Hours

B. This course addresses the constitutional and statutory provisions, as well as the jurisdictional doctrines and concepts, that shape and limit the role played by the federal courts in the governmental process. Representative topics include the origins of federal judicial review, justiciability doctrines (e.g., standing, mootness), Congressional power to curtail federal jurisdiction, federal habeas corpus, limitations on the ability of the federal courts to
The JD Program enjoin state court proceedings, the basis for federal common law decisions, and the prerequisites for Supreme Court review of state court judgments. The primary emphasis of the course is on a critical analysis of the wisdom of the jurisdictional doctrines, although some time is spent on litigation aspects. [Recommended: Constitutional Law II.]

**Federal Indian Law Seminar**

This seminar examines a number of central issues of contemporary law affecting American Indians. It focuses on the legal interrelationships between tribal, state, and federal governments and considers issues of economic development of Indian natural resources, including land (e.g., the eastern land claims), water rights, minerals, and rights to hunt and fish.

**Federal Litigation**

This course will survey the arenas in which lawyers representing private clients or federal agencies should expect to operate when involved in federal governmental-private disputes. The course will focus on the interrelationship of judicial, administrative, and legislative decision making. Specific areas studied will include Fifth Amendment takings, government contracts, taxes, procurement fraud, lobbying, federal tort claims, and sovereign immunity issues. A special focus of the course will be on the unique blend of legislative, negotiating, management and analytical skills needed to deal with both complex and “garden variety” disputes.

**Federal Regulation of Financial Institutions**

A. This is a two-hour lecture and discussion course covering federal regulation of banking and thrift organizations. The course examines the different roles that financial institutions serve in meeting the needs of investors and depositors. We examine the structure and function of government regulatory efforts. We explore the policy questions arising from recent efforts to end the historical separation between investment banking and commercial banking. This survey course includes consideration of new financial institution activities, such as sales of mutual funds, annuities and other investment products. Grades in this course are determined by the final examination. [Recommended: prior or concurrent enrollment in Antitrust Law, Administrative Law, and Corporations.]

B. A three hour lecture and discussion course covering federal regulation of banks, investment companies, and other financial intermediaries. This course examines the different roles that financial institutions serve in meeting the needs of investors and depositors. We will examine the structure and function of government regulatory efforts. We will explore the policy questions arising from efforts to end the historical separation between investment banking and commercial banking. This survey course will consider the professional liability of lawyers representing financial institutions and the role of technology in shaping new financial products and government efforts to regulate these innovations. Grades in this course will be determined by the final examination. [Note: There are no prerequisites for this course.]


During the last ten years, federal sentencing has undergone a revolution notable for the introduction of the Federal Sentencing Guidelines, the increased use of mandatory minimum
sentences, the initiation of the federal death penalty and increasingly stronger solutions to address the national crime problem.

This seminar will address a number of legal issues connected to sentencing procedures in the federal system including: 1) the constitutionality of the Guidelines and mandatory minimum sentences; 2) the impact of new sentencing procedures on the rules of evidence and criminal procedure; 3) the reasoning behind the imposition of criminal sanctions; 4) Congressional crime initiatives and their impact on sentencing; 5) disproportionality and the Eighth Amendment; 6) practical sentencing procedures from indictment to probation; 7) the changing roles of the prosecutor and defense counsel; 8) departure jurisprudence under the Guidelines; 9) substance addiction and sentencing; 10) relevant conduct; 11) disparity in sentences between federal courts as well as between federal and state courts; and 12) the future of federal sentencing practice.

The seminar will address both the practical nuts and bolts of the sentencing mechanisms as well as jurisprudential aspects. Interactive lectures will be combined with guest speakers including prosecutors, defense counsel, probation officers, and representatives of the Sentencing Commission. Class materials will be drawn from the Federal Sentencing Guidelines, relevant statutes, caselaw, current newspaper and journal articles as well as sentencing materials, presentence reports and memoranda drawn from actual cases. Students will complete short individual sentencing exercises where they will calculate Guideline ranges and evaluate possible departures. They will also submit a paper on a sentencing issue of particular interest. A "B" paper is required. [Prerequisite: Criminal Law or Criminal Procedure. Limit: 15.]

Feminist Legal Theory  Three Semester Hours

This is an introductory course in feminist legal theory. It will consider law and the legal process through a feminist lens, asking what lawyers can learn when they ask questions about gender. The starting questions are definitional: What are "gender" and "patriarchy," and what role have they served, historically, in the production of legal doctrine and jurisprudence? A related question, for lawyers who believe gender subordination is a serious social problem, is whether and how the legal system can undo such subordination. In exploring these questions we will read cases and theoretical work and will engage in extensive class discussions. Previous work in feminist theory or women's studies is not required; willingness to work through substantial readings and to participate in discussions is. [Students may not receive credit for both this course and Feminist Legal Theory Seminar. Limit: 40.]

Feminist Legal Theory Seminar  Two Semester Hours

This seminar focuses on the role of law in the subordination of women and the potential and perils of using law to challenge or end that subordination. We will look at various areas of law—including criminal law, constitutional law, torts, and contracts—from a range of feminist perspectives, including liberal feminism, radical feminism, cultural feminism, African-American feminism, and post-modern feminism. [Students may not receive credit for both this course and Feminist Legal Theory.]

Films and the Law Seminar  Two Semester Hours

This seminar will focus on the important, and largely overlooked, interplay between two powerful forces for social change: law and films. Specific topics will include: (1) an introduction to law and popular culture, including the impact of prime time television on legal culture and the advent of the law and literature movement; (2) the influence of films on the public's changing perceptions of the legal system; (3) the use of feature films as advocacy and the increasing use and implications of video imagery in the courtroom; (4) an analysis, through the lens of critical legal theory, of how films employ character development and subjective
narrative to persuade; and (5) the restraints the law places on the filmmaker. Students will view a total of 12 films, including Rashomon, Breaker Morant, and Incident at Oglala, and various guest lecturers will be featured. Readings will be eclectic and challenging—from law reviews to New Yorker articles, from judicial opinions to excerpts from novels and screenplays. A 25–30 page paper will be required. 

Professors Kiyonaga and Soltis

Financial Institutions and Consumer Financial Services Seminar

This seminar is a survey of current developments in the regulation of financial services. Topics include the division of state and federal regulatory authority for deposit taking and lending services, geographic restrictions on entry into and expansion of the banking business, and controversies about the separation of investment banking and commercial banking functions. Special emphasis is given to recent developments in consumer financial services, including judicial and legislative oversight of depository service charges under the unconscionability and adhesion contract doctrines, lifeline banking for low-income and elderly consumers, and hold policies.

Each student is expected to select one topic for development within the seminar and to prepare a research paper on the same topic. The writing satisfies the "A" legal writing requirement. [Recommended: Federal Regulation of Financial Institutions.]

Professor Jordan
Not offered 1994-95

First Amendment Seminar: Who Owns Speech?
—The First Amendment and Contests Over Linguistic Space

As the title of this seminar suggests, there is a notion of ownership of the places and instances in which ideas are communicated. The goal of this seminar is understanding and critiquing the ownership metaphor and its implications for First Amendment analysis. Examples of contests over linguistic space include: regulations of assaultive speech; English-only rules; restrictions of sexual harassment; debates over multiculturalism in the academy; and symbolic contests over public representations, such as who marches in parades. What these seemingly disparate contests share in common is a sense that the space for speech is a limited one, and that distributions of power in society are somehow connected to distributions of linguistic space. Who can say what, when, and where is at the center of many current political and legal battles.

This seminar will consider case studies, legal decisions, and theoretical work relevant to these battles, with the goal of illuminating our understanding of the First Amendment. In addition to reading and class discussions, students will write reflection essays in response to the issues raised in class.

Professor Matsuda
Not offered 1994-95

Food and Drug Law

This offering is an examination of the legal mechanisms by which the federal government regulates the manufacture and sale of food, drugs, medical devices, and cosmetics. The course will focus upon the statutory authority given by Congress to the Food and Drug Administration, the FDA’s implementation of that authority through the promulgation of regulations, and the agency’s enforcement of the statute. Proposals for reform will be critically evaluated.

Professor Page

Free Press Seminar

A. “Congress shall make no law . . . ,” the First Amendment commands, “abridging the freedom . . . of the press.” But Congress, state legislatures, city councils, regulatory agencies, and the courts have written a host of laws governing both print and electronic media. This
survey of mass media law explores such current topics as prior restraints on publication, defamation, privacy, compelled disclosure of sources, and access to information. Practical aspects of representing media clients are examined along with public policy implications of existing legal doctrines and proposals for change. [Recommended: Constitutional Law II.]

Professor Levine

B. Same as above, except that the current topics covered in this seminar include libel, privacy, access to information, commercial speech, and regulation of electronic media. [Recommended: Constitutional Law II.]

Professor Jost

Not offered 1994-95

Gender and the Law in American History Seminar

This seminar focuses on the legal and cultural status of women in American history. The subjects of inquiry include such topics as: the Constitutional status of women; the suffrage, temperance, and anti-lynching movements; the institution of marriage; law and reproduction; the legal status of non-white women; and protective labor legislation. Substantial original research papers are required.

Professors Chused and Williams

Gender and the Law Seminar

The seminar examines the roles and relations of women and men as regulated by law. We will begin with a historical consideration of men's and women's status under the Constitution. Then, focusing on issues such as reproduction, parenthood, labor force participation, and sexual harassment, abuse and pornography, we will explore modern Constitutional and statutory sex equality doctrine as well as feminist critiques of that doctrine and the alternative equality theories feminists propose. [Recommended: Constitutional Law II.]

Professor Williams

Gender Bias and Federal Courts Seminar

This seminar will introduce students to the diverse ways in which issues of gender may affect the jurisdiction, the work, and the workplace of the federal courts. The seminar will cover basic elements of the organization and jurisdiction of the federal courts, particularly in comparison to the state courts. We will consider both “Article III” federal courts and the “adjunct” and “administrative” judges whose adjudicatory work may be reviewed by Article III courts. Students will become familiar with the work of Task Forces on Gender Bias in both state and federal court systems, as well as with some literature on (1) feminist theory and (2) gender and race. Each student will be expected to produce an original research paper on a topic related to the subject, such as courthouse employment and appointment (e.g., how are men and women selected for appointment to advisory committees or fee generating positions; interactions in and around the courthouse (e.g., are female attorneys, witnesses, and jurors treated differently than males on account of their gender); or impact of gender, or gender and race, on substantive outcomes (e.g., do those factors affect civil damage awards, employment discrimination case outcomes, immigration decisions, or criminal sentencing).

Professor V. Jackson

Not offered 1994-95

Government Contracts

This course analyzes the basic considerations in contracting with the federal government, including the sovereign’s power to contract, the applicable statutes, regulations and executive orders, and sovereign immunity. Material covers methods of procurement: sealed bidding or negotiation (competitive proposals); the problems of offer, acceptance, and consideration; as well as the authority of government agents to contract. The materials also focus on the problems of contract performance, including changes; delays and suspensions of work;
contract termination either for contractor default or for government convenience; inspection, acceptance, and warranties; and equitable adjustments and allowable costs. There is emphasis throughout the course on the practical as well as the substantive problems, including the disputes procedure before the boards of contract appeals and appeals to the U.S. Court of Federal Claims, as statutorily mandated by the Contract Disputes Act of 1978; extraordinary rights and remedies, including recovery for defective pricing and Public Law 85-804 requests; and bid protest proceedings before the General Services Board of Contract Appeals (GSBCA).

Professor Vachetta

Government Ethics

Two Semester Hours

This course explores the concept of “ethics” in government service and the various means by which we attempt to secure responsible behavior by those who make and enforce the laws. The course examines the legal framework that defines misconduct in office and how these laws and rules are applied to individuals in different branches of government—as well as those who move in and out of government service—in the context of specific contemporary case studies. It will give attention to the special ethical obligations of the government lawyer in client representation, the misuse of prosecutorial power, and the interplay between bar rules and the legal/regulatory/ethical principles applicable by virtue of holding public office. Problems of enforcement will include some of a constitutional dimension (e.g., interbranch investigations and “police” actions, federal prosecution of state officials). The aim of the course will be to look at alternative ways in which public morality might be defined and secured without sacrificing excellence in public service. [Prerequisite: Professional Responsibility or Professional Responsibility and the Administration of Justice.]

Professor Love

Not offered 1994-95

Hazardous Waste Policy and Practice

Two Semester Hours

This course will explore selected issues in the enforcement of federal hazardous waste laws (particularly Superfund and RCRA). The inquiry will focus on the degree to which fundamental policy goals are achieved by the government’s enforcement approach and the judicial decisions of federal courts. Among the topics to be examined are agency priority setting and risk evaluation, the Superfund liability system, government settlement policies, the recovery of natural resource damages, and RCRA corrective action enforcement policies. The course also will cover the Superfund reauthorization process underway in the U.S. Congress. The readings will include policy directives and commentaries, as well as case law. [Recommended: Environmental Law or Administrative Law. There will be a “B” paper option.]

Professor Milch

Health Law and Policy

Three Semester Hours

Health Law is a vast and expanding field. No single course can survey it all. This course reviews selected topics with an eye toward issues not yet resolved by courts and legislators, myriad administrative agencies, health care providers, and the American society. Topics include access to care, financing, control of technology, medical malpractice, patients’ rights, and the AIDS dilemma.

Professor Bloche

Health Law and the Regulatory State Seminar

Three Semester Hours

There is a growing sense that the American health care system is out of control. Medical costs are continuing their extraordinary rise, even as medical institutions fail to live up to myriad expectations. This seminar explores these perceived failures, the reasons for rising costs, and the disappointing history of regulatory and market-oriented attempts to influence the behavior of the health care system. The ethical “output” of the system and the ethical impact of legal and regulatory interventions receive close attention. Students are invited to
consider what can be learned from the American legal and regulatory experience with the health care system about the possibilities and limits of the modern regulatory state. [Recommended: Administrative Law.]

Professor Bloché
Not offered 1994–95

History of American Labor Law Seminar

Three Semester Hours

This seminar introduces students to topics in the history of American labor law from colonial times to the recent past and requires them to write a research paper in the field. Class discussion critically examines historical accounts of important controversies, events, and issues such as antebellum conspiracy cases, protective legislation, labor injunctions, and the origins and aims of the National Labor Relations Act of 1935. Papers must be based on original research and students are strongly encouraged to consult the holdings of the Library of Congress, the National Archives, the Library of the Department of Labor, or other local research centers.

Professor Ernst

Homelessness Seminar

Three Semester Hours

This seminar considers why people in the United States are homeless and what could and should be done to remedy that situation. Public policy and law relating to housing, public benefits, mental and physical health, child welfare, and other areas are considered. Students are asked to engage in some form of “field work” (six hours of direct experience with homelessness and homeless people) and to take responsibility for substantial written or oral presentations to the seminar participants.

Professor Roisman

Housing Law Seminar

Three Semester Hours

The focus of this seminar is on government housing programs and policy and current issues involving them. The instructor’s objectives are to have each student: (1) understand domestic low-income housing principles and programs; (2) engage in rigorous analysis of case law, statutes, and regulatory material; and (3) comprehend the relationships among federal and state courts, legislatures, and executive and administrative agencies in the development of law and policy. In addition to housing law, students have an opportunity to learn about the Administrative Procedure Act (in theory and practice), discrimination and segregation, homelessness, and complex litigation and advocacy generally.

Professor Roisman

Human Rights and Constitutional Reform in Eastern Europe: The Case of Czechoslovakia

Three Semester Hours

The Charter 77 human rights movement was founded in 1977 by a small, isolated group of Czechoslovak writers and artists and culminated in 1989 when its leaders, including Vaclav Havel, took power in Czechoslovakia. During the intervening 12 years, Charter 77 produced hundreds of essays and books on the problem of creating respect for law and civil rights in a totalitarian system.

The first half of this seminar examines Czechoslovakia before Charter 77’s founding in 1977 and emphasizes the functioning of Stalinist and Neo-Stalinist systems. Topics include: Czechoslovakia before 1918; the First Republic, 1918–1938; the Nazi occupation, 1939–1945, and the Communist putsch of 1948; the Stalinist show trials of the 1950s; the 1968 Prague Spring; and Normalization after the 1968 Soviet invasion. The second half of the seminar examines the writings and activities of Charter 77. Students who enroll in this seminar should have an appetite for history and politics and should be prepared to read 200–300 pages a week.

Professor S. Cohen
Not offered 1994–95
Humanities and the Law Seminar:  
Three Semester Hours
A. (Fall 1994) Continuity and Discontinuity in American Social Thought. The founding of the American Republic lies well behind us, and in the meantime, we have had: Continental Expansion; the rise of industrial capitalism; the Civil War; Progressivism; the New Deal; wars large and small and world empire; as well as the extirpation of the Indians, slavery and its aftermath, large scale immigration, and continuing ethnic and religious conflict. To what extent is original American social thought continuous with current argument?

B. (Spring 1995) Social Theories for the New Century. The brief moment of self-congratulation with which the West greeted the collapse of Communism has passed, and we now face our own problems of class and ethnic and racial conflict, pervasive privatization, and cultural vulgarization — and do so in a context in which national societies are increasingly subordinated to the dictates of an international economy. What social theories are available to deal with the problems of industrial society as we approach a new century? This seminar will explore some alternatives.

Professor Birnbaum

Ideas in History Seminar:  
The Idea of Progress:  
Three Semester Hours
A. (Fall 1994) The Idea of Progress, 20th Century. The struggle over the idea of progress, a legacy of the more optimistic 19th Century, has dominated intellectual life in our century. Amongst the thinkers (and authors) to be read are Arendt, Brecht, Dewey, Freud, Kafka, Malraux, and Trotsky.

B. (Spring 1995) The Idea of Progress, 19th Century. The idea of progress was the central idea of the 19th Century. The seminar considers some of its protagonists (Condorcet, Saint-Simon, Marx, Darwin, Spencer) and some of its antagonists (Dostoevski and Nietzsche.)

Professor Birnbaum

Immigration and Refugee Law  
Two Semester Hours
This course provides an overview of the administrative and legal framework that regulates the admission, exclusion, and removal of aliens from the United States and protects aliens who are fleeing persecution. Special emphasis is placed on the Immigration Act of 1990, current asylum and refugee issues, and judicial review of immigration decisions. This course also provides a series of exercises to introduce the students to the practical aspects of immigration law.

Professor Isgro

Information Privacy Law  
Two Semester Hours
This course examines "information privacy:" an individual's right to control personal information held by others — what information to divulge, to whom, and for what purpose. The aim of the course is a better understanding of our notions of information privacy as they are challenged by social and technological changes.

The course explores the origins of the right to information privacy in American law, how it differs from the constitutional right to privacy, and the privacy impact of computerized record-keeping. Case studies of landmark privacy legislation illustrate the political process by which "privacy law" has evolved in the past twenty years. Surveys of laws affecting various record-keeping aspects of public institutions and privacy-intensive industries and the screening and monitoring practices of employers will accentuate the role that state and federal legislatures have played in this area.

Professor Cividanes

Insurance Law  
Two Semester Hours
This course focuses on the legal and practical issues involved in the field of insurance. Specific areas covered include basic principles of insurance (risk, underwriting, claims); the nature and extent of state regulation under the McCarran-Ferguson Act; the rights, duties, and liabilities of agents and brokers; the different legal liabilities associated with property/
casualty, liability, and life/health insurance and with reinsurance; the defenses available to insurers in general and for each broad area of insurance; and problems associated with the claims process ("bad faith").

As a two-credit course, this can serve only as an overview to the broad and comprehensive area of insurance law, which touches every aspect of your personal and professional life—from auto and homeowner's insurance to professional liability coverage to product liability protection to compensation for environmental pollutants, to name just a few.  

**Insurance Law: Public Issues Seminar**  
Two Semester Hours

Each year, this seminar focuses on three current public issues in the insurance field, such as state versus federal regulation, antitrust issues, health care access issues, tort liability reform, solvency regulation, international insurance questions, AIDS underwriting, or genetic testing. Students will be required to write two twelve-page papers for "B" writing credit.

**International and Comparative Law on the Rights of Women**  
Two Semester Hours

In many parts of the world, women are discriminated against, abused, treated as property, and even murdered because they are women. Yet, notwithstanding a substantial body of international human rights law that has developed over the last four decades, until recently few academics or nongovernmental organizations attempted to consider these problems within an international and comparative legal framework. This course sets out to provide such a framework, by analyzing rights and remedies afforded women under international human rights law, including the Convention on the Elimination of All Forms of Discrimination Against Women, The International Covenant on Civil and Political Rights, The European and American Conventions on Human Rights, The African Charter on Human and People's Rights, and the EEC's Equal Treatment Directive. The course also compares different legal systems' responses to domestic violence, female genital mutilation, polygamy, reproductive rights, parental leave, employment discrimination, pay equity, and other gender-related issues. [Limit: 35.]  

**International Antitrust and U.S. Trade Law Seminar**  
Three Semester Hours

This seminar is a comparative examination of antitrust and corporate aspects of U.S. and foreign merger law and policy, touching upon questions of how the market power is measured, the role of efficiency defenses within different legal systems, and the impact of merger law on transactional firms competing in a global market. Two-thirds of the seminar is a comparison of U.S. antitrust and recent developments in the EC, Japan and usually one other less industrialized area (Eastern Europe, Mexico, etc.). One-third of the seminar is devoted to U.S. trade law (dumping, countervailing duties, tariff, subsidies, etc.) and exploring how the protectionist goals of trade law enforcement are inconsistent with the procompetitive, proconsumer goals of antitrust. [Prerequisite: Prior or concurrent enrollment in Antitrust Law. Students may not receive credit for both this seminar and the Mergers in a Global Economy Seminar.]  

**International Criminal Law**  
Two Semester Hours

The world community is justifiably concerned with criminal activities by individuals, groups, and corporations that extend across national boundaries. Governments also sometimes take part in activities the international community regards as warranting legal sanctions. This course provides an overview of these problems. Topics will include questions of prescriptive and enforcement jurisdiction in light of Constitutional and international law limitations.
will also take a look at international procedural cooperation efforts such as extradition, international prisoner transfers, and obtaining documents and testimony in foreign countries for use in American criminal trials. Substantive and procedural developments on the supranational level will also be debated, including proposals for an international criminal tribunal and efforts to codify bans on war crimes, terrorism, torture, and drug trafficking. [Recommended: International Law I, Conflict of Laws: Choice of Law, or International Civil Litigation.]

Professor Schmertz

International Dispute Resolution Seminar

Three Semester Hours

This seminar examines the institutions that now engage in formal resolution of international disputes, e.g., the International Court of Justice, the European Court of Human Rights, the Court of Justice of the European Communities, the GATT dispute panels, the Iran-U.S. Claims Tribunal, the Canada-U.S. binational panels, other international arbitration panels, and entities that provide formal mediation of disputes. Some institutions have worked significantly better than others. The emphasis in this seminar is on understanding the operation of these entities and on drawing lessons in order to improve these institutions and create new ones, including in the area of arms control and the environment. The grade is based on a paper and class participation. [Prerequisite: International Law I or a similar international law course.]

Professor Carter

International Environment and Trade Law Seminar

Not offered 1994-95

Three Semester Hours

This seminar will explore the relationship between environment and trade issues and will address jurisprudential questions such as interaction of international and national legal systems, dispute settlement, and institutional roles. [The basic course in public international law is strongly recommended; a course in environmental law or international economic law is encouraged.]

Professor Weiss

Not offered 1994-95

International Environmental Law

Three Semester Hours

This course analyzes international and national law applicable to environmental and natural resource issues affecting more than one country. Special attention is given to developing a framework of analysis and to examining emerging rules of risk assessment. The course covers control of air and water pollution, environmental disasters, disposal of hazardous wastes, ozone depletion, climate change, conservation of natural resources with special attention to biodiversity, management of international rivers, and environmental protection and economic development. The course includes a brief introduction to environment and trade issues. [Recommended: courses in international and/or environmental law.]

Professor Weiss

International Human Rights

Two Semester Hours

This course focuses on the human rights provisions of the U.N. Charter and the implementations contained in the Universal Declaration of Human Rights; the Genocide Convention; the Covenants on civil, political, economic, and social rights; and in other treaties. Legislation recently enacted by the U.S. Congress to promote respect for internationally recognized human rights throughout the world and the policies of the executive branch of the U.S. government in this matter are examined. Efforts made by regional organizations in this hemisphere and in Western Europe to protect human rights also receive attention, and the recent Helsinki, Belgrade, and Madrid conferences are discussed. Special attention is paid to the rights of women set forth in the U.N. Covenant for the Elimination of Discrimination Against Women (CEDAW).
International Human Rights Protection
and Litigation Seminar

Two Semester Hours

This seminar discusses avenues of redress available to victims of human rights abuse through Inter-American institutions. It is designed to provide tools for the practitioner who wishes to represent those victims in domestic and in supra-national fora. The course will foster critical analysis of the effectiveness of multilateral human rights instruments and of their implementation, with emphasis on mechanisms created to provide relief to victims, and promote debate over alternatives for improvement. The focus is on litigation before the Inter-American Commission and Court on Human Rights. The most recent advances in substantive human rights standards and the potential for expanded international protection through judicial and quasi-judicial approaches will be discussed. Specifically, the course will examine the relation between democracy and human rights, states of emergency and non-derogable rights, protection of civilians in situations of armed conflict, the role of non-governmental organizations in protecting the rights of victims, problems of fact-finding methodology, and evidentiary standards in international proceedings. The course will examine the different degrees of state responsibility for violations, including an international law obligation to punish the most severe, and the nature and scope of the relief available to victims and their families. [Recommended: International Law I]

Professors Mende and Vivanco

International Human Rights Workshop

Three Semester Hours

Participants will conduct independent research on emerging problems in international human rights law. Students will work in association with leading international human rights organizations but will be supervised by full-time members of the Law Center faculty. Each project will be developed jointly by the student, his or her faculty supervisor, and a collaborating human rights group. It is anticipated that students’ work will be of practical value to the participating organizations. Twelve students will be selected for the workshop during the first week of the fall semester. Each will prepare a draft paper on an independent study basis during the fall semester. In the spring, the workshop will meet weekly. Classes will be primarily devoted to discussion of student papers. Final drafts will be due by the end of the spring semester. Student writing must meet all requirements for independent study and will receive “A” paper credit. [The professors’ permission is required.]

Professors Bloche and Vásques

International Law I

Three Semester Hours

This is the introductory course in international law. It deals with the nature and sources of international law and the major developments in the area. It considers such topics as the law governing treaties and other international agreements; the recognition of states and governments; the jurisdiction of states; foreign sovereign immunity and the act of state doctrine; methods for international adjudication; the role of international law in the U.S. legal system and the allocation of foreign affairs powers between the President and the Congress; the United Nations and other international and regional entities; international claims (including expropriation law); human rights; norms governing the use of force; and law of the sea and environmental issues.

Professors Carter, Gustafson, Klopow, Stromseth, and Weiss

International Law II:
Business and Economic Law

Three Semester Hours

A. This survey course studies the major legal issues in international business and economic activity in both the public and private sector. The principal areas of coverage consist of: (1) the movement of goods, including private techniques of contract and financing; (2) tariff and customs issues (including quotas) and asset and export controls; (3) national and international rules for dealing with unfair trade practices and injury from increasing imports; (4) international and regional trade arrangements, including the GATT, GATT Codes, European
Community, U.S.-Canada, and North American Free Trade Agreements; (5) problems of international investment and the transfer and protection of intellectual property; (6) the IMF and other arrangements affecting the international flow of money; and (7) resolution of international economic disputes (trade, investment). [Strongly recommended but not required: International Law I or a basic course in international law. Students may not receive credit for both this course and International Trade and Economic Relations Law.]

Professors Gottesman

B. This course studies major legal issues involving private and public international economic activity. Principal emphasis is placed on the economics of international trade and, specifically, on the principles underlying the General Agreement on Tariffs and Trade (GATT) and the U.S. and international systems for dealing with fair and unfair trade practices. The course will also cover international commercial transactions and the operations of the International Monetary Fund (IMF). [Recommended but not required: International Law I. Students may not receive credit for both this course and U.S. Trade Law and Policy Seminar or International Trade and Economic Relations Law.]

Professor Diamond

International Law Seminar: Modern
Crises in State Sovereignty
Two Semester Hours

This course examines the varying significance of the concept of state sovereignty in international relations in the second half of the twentieth century. Particular crises selected by students as topics for papers will provide the focus of discussion in the classes during the latter part of the course. Examples of crises that could be selected include the Congo, Cambodia, Uganda, Eritrea, Grenada, Iraq, Yugoslavia, Haiti, and Somalia. In each case, the impact of the crisis on the evolution of the meaning of state sovereignty will be considered and the longer-term consequences flowing from this. The premise of the course is that as the concept of sovereignty has been adapted to a changing world, certain values have been lost and others gained. We will study these.

The first part of the course will review the development of the traditional concept of state sovereignty from the seventeenth century to World War II, initially as the basis for the authority governments exercise internally and subsequently as the foundation for relations between states. Consideration of the broad legal issues involved in the U.N. Charter, the Nuremberg Trials, and the Universal Declaration of Human Rights and their impact on the traditional concept will set the stage for the examination of the specific modern cases.

Students, perhaps working in teams, will be expected to prepare a paper on a specific modern case involving the issue of state sovereignty.

Professor Taft

International Law Seminar:
Use of Force and Conflict Resolution
Three Semester Hours

This seminar examines the role of international norms and institutions in controlling the use of force and resolving international conflicts. Different legal doctrines governing the use of force are studied, and the role of the United Nations in conflict resolution and peacekeeping is examined. Throughout the seminar, the impact of international norms and institutions will be assessed by examining specific conflicts, including those in Iraq and Kuwait, Nicaragua, and Cambodia. Proposals for new institutions and procedures will also be considered in light of the challenges posed by future conflicts in a post-Cold War world. [Recommended: International Law I.]

Professor Stromseth
International Legal Problems in Civil Litigation Seminar

Three Semester Hours

Designed for all students who plan to practice law in any U.S. or foreign commercial center, this seminar explores those increasingly frequent situations in which American and foreign courts have to interfere with each other's differing and often conflicting approaches to jurisdiction, sovereign immunity, evidence, and judgments. For example, the seminar discusses the special problems of obtaining jurisdiction over foreign private and governmental defendants and of serving valid process in other countries so as to comply with American, foreign, and international law. The conditions for successful tort and commercial litigation against foreign governments and their instrumentalities are analyzed. The seminar will also examine the various available methods for obtaining admissible documents or the testimony of witnesses located in foreign nations, many of which are hostile to American pretrial discovery procedures. Finally, the seminar analyzes the principles involved in the recognition and enforcement of damage judgments handed down against Americans by foreign courts and the hazards of enforcing American judgments abroad. Supervised research and writing on a wide variety of relevant topics is emphasized. Foreign graduate students are welcome.

[Students may not receive credit for both this course and International Litigation Seminar or International Civil Litigation offered in the Graduate program.]

Professor Schmertz

International Litigation in U.S. Courts Seminar

Three Semester Hours

This seminar examines various aspects of litigating international disputes in the United States courts. Subjects considered include personal and subject-matter jurisdiction in international cases, foreign sovereign immunity, the act-of-state doctrine, extraterritorial application of domestic laws, enforcement of foreign judgments and arbitral awards, and service of process and taking of evidence abroad. [Prerequisite: prior or concurrent enrollment in International Law I. Students may not receive credit for both this course and International Legal Problems in Civil Litigation or Internacional Civil Litigation offered in the Graduate Program.]

Professor Vázquez

International Negotiations Seminar

Two Semester Hours

This seminar seeks to develop skills and techniques to participate in international negotiations from the perspective of the private attorney. Approximately 20 percent of course time is devoted to the review of selected materials on the negotiating process and analysis of one or more international negotiations; the balance is spent on a series of "mock" negotiations. Students, acting in groups of three or four, observe and experiment with different negotiating techniques. The "B" writing requirement is satisfied through preparation of a series of negotiating documents and follow-up analyses. Heavy emphasis is placed on class participation. The negotiating problems are based on actual international business transactions and require extensive analysis and preparation. Some of the negotiating may be carried on outside our normal class time. [Strongly recommended: Corporations and International Law I. Limit: 20.]

Professors De Boeck and Harr

International Tax Planning Seminar

Three Semester Hours

This seminar examines the application of United States income tax law to international trade and investment transactions. Various problems are analyzed from the perspective of the attorney responsible for advising United States individuals and corporations earning income abroad, as well as foreign interests that receive income from United States sources. Policy implications of taxation of international transactions are considered in the context of proposals for legislative change. [Prerequisite: Taxation I. Strongly recommended: Taxation II and International Law I. Students may not receive credit for both this course and U.S. Taxation of International Income I or II offered in the Graduate Program.]

Professor Gustafson
Introduction to Intellectual Property Law

This course focuses on the fundamentals of protection of inventions, writings, "software," trade secrets, and trade designations by patent, copyrights, trademarks, and unfair competition law. This course is designed for the non-specialist but also serves as a foundation for the specialist.

Professors A. Cooper, McKie, Potenza, and Shea

Issues in Disarmament: Proliferation of Modern Weapons Seminar

This seminar addresses various issues related to the spread of advanced weapons to diverse countries, considering a set of problems that will raise the most difficult security concerns for the United States and the rest of the world in the post-cold-war era. In the seminar, we will explore a wide range of weapons technologies—including nuclear, chemical, biological, and conventional armaments—and the political and legal mechanisms that constrain them. The seminar will address historical allegations concerning the dissemination and use of these weapons; the rise and fall of various strategic doctrines; the bureaucratic processes of government decision-making; and the evaluation of relevant ethical considerations surrounding possession and use. The bulk of the seminar will focus on contemporary legal and political issues such as ongoing treaty negotiations, export controls, verification of compliance, enforcement of treaty commitments, and the dismantling of redundant weaponry. The seminar is particularly recommended for those interested in exploring careers in public international law, but will also be relevant to others interested in the role of the lawyer in influencing United States public policy more generally. Each student will prepare a substantial original research paper. [Students may not receive credit for both this course and Arms Control.]

Professor Koplow

Japan-U.S. Business Transactions

Please see course description in Graduate Program section of this Bulletin.

Professor C. Green

Japanese Legal System

Please see course description in Graduate Program section of this Bulletin.

Professor Lepon

Judaic Sources of American Law Seminar: A Comparative Study

This seminar compares Jewish and American non-religious law. It examines the concepts, structure, and methodology underlying the Jewish legal system, as found in the Bible and as developed by Jewish courts, legislation, and legal writers down to the present. Particular attention is paid to sources of American legal concepts that may be found in the Jewish legal system; to the analogies between the two systems as they are today; and to the insight which Jewish law provides on contemporary legal issues, such as evidence, privacy, abortion, contracts, property, torts, and legal ethics. Primary source materials in translation are used, as are secondary materials prepared by noted authorities. A paper is required.

Professors Cohn, Freundel, and Saperstein

Judicial Philosophy of the Supreme Court Seminar

This seminar explores approaches to "judicial philosophy" of a number of 20th Century Supreme Court Justices. Participants make an intensive study of selected opinions and other writings of Justices Holmes, Black, and Brennan, particularly on freedom of speech and privacy issues. Some of the scholarly writings on the subject are assigned also.

The seminar then works to distill a "judicial philosophy" underlying the decisions of each Justice and consider whether it forms part of a broader philosophy. The focus is on how the
Justices have approached various issues—and why. These decisions are placed in a historical context, and the impact of each Justice's philosophy on his colleagues and successors is examined.

Students develop and explore their own approaches to judicial decision-making through the seminar papers, contrasting that approach with that of actual Justices. [Recommended: Constitutional Law II.]

**Jurisprudence**

A. This course explores the conception of law as a process of communication and decision-making that both constitutes and is constitutive of how we think and live in society. Particular emphasis is paid to the ways in which this conception of law facilitates or impedes a better understanding of the problems attending life in a pluralist society. Thus, attention is paid to deeply divisive issues pertaining to race, gender, class, religion, and sexual orientation, as a way of concretely understanding and applying the theories discussed. We examine these theories of natural law, positivism, historicism, realism, and various post-realist schools of thought to determine how they illuminate or undermine this conception of law as a process of communication and decision-making.

Professor Cook

Not offered 1994–95

B. This course examines the nature of law primarily from a philosophical perspective. Particular attention is paid to the relation of law to morality, justice, obligation, and authority. Natural law and legal positivism, legal formalism and legal realism, law and liberal morality, and critical legal studies are among the jurisprudential approaches considered.

Professor Quinn

**Juveniles and the Courts Seminar**

This seminar examines the current legal problems of juveniles and parents in relation to various aspects of juvenile court and family court jurisdiction. Problems relating to delinquency, neglect, and status offenders are discussed. Emphasis is placed on practice and procedure in the juvenile and family courts. Several short written assignments relating to practice in family court will be required.

Professor Shust

Offered alternate years; not offered 1994–95

**Labor Arbitration Seminar**

Arbitration has played a prominent role in American labor relations since its strong endorsement by the Supreme Court in 1957 in the Lincoln Mills decision. The device is viewed by many as the mainspring of the collective bargaining agreement, providing a means of dispute resolution without a strike. Sometimes arbitration is used to resolve deadlocked contract negotiations; more frequently, it is used to resolve employee grievances. The advantages of the process customarily given are speed, inexpensiveness, finality, and privacy. This seminar explores fully the labor arbitration process—how it works; how labor arbitrators function and what standards and rules they apply; and whether the supposed advantages remain valid. Special attention is given to practice and procedure in the labor arbitration hearing. Two arbitration cases are simulated. Each student participates in one as witness or counsel and in the other as an observer (writing a brief Arbitration Award based on his or her observations). Independent of the simulations, a serious research paper is required.

Professors Oldham and R. Bloch

Not offered 1994–95
Three Semester Hours

This course surveys the judicial and administrative regulation of labor relations in the United States. After gaining a brief historical perspective, students examine in depth the rights conferred and duties imposed upon employees, unions, and employers by the National Labor Relations Act, as amended. The focus is upon the rights of employees to select a union to represent them in dealings with their employer; rules governing union organizational campaigns; collective bargaining between unions and employers; the economic weapons available to influence the outcome of collective bargaining and the limits imposed by law on their use (strikes, lockouts, primary and secondary boycotts, etc.); methods of enforcing agreements reached through collective bargaining and the union's duty to fairly represent all of the employees it has been chosen to represent.  
Professors Dufek, Mollen, and Oldham

Land Finance

Two Semester Hours

This is a general survey course which considers problems and techniques involved in modern real estate financing transactions, with emphasis on the legal aspects of large commercial transactions, including work-outs and the developer-lender relationship. Substantial attention is given to mortgages and other security devices, environmental law and creditor's rights as they affect financing, usury, and default and remedies as they apply to commercial transactions. Attention is also given to the basic economics of modern commercial real estate transactions.  
Professor Kaufman

Land Use Law

Three Semester Hours

This course explores the variety of ways in which the law attempts to resolve conflicts among land uses, as well as plan and regulate the impacts of different land use patterns. Topics will include common law; state, regional, and local planning; zoning; environmental controls; growth management; historic preservation; restrictions relating to residential development; and constitutional limits on land use regulation. Particular emphasis will be placed upon analysis of the political and economic context of land use law.  
Professor Byrne and Regan

Law and Aging Seminar

Two Semester Hours

This seminar explores, through lecture, discussion, and problem solving, the demographics, public perceptions, special legal problems, and public policy issues affecting older persons within the justice system. Subject areas include income maintenance programs (Social Security, SSI), health and long-term care benefits (Medicare, Medicaid, "medigap" and long-term care insurance, state and federal financing issues), retirement housing and long-term care options and regulation (continuing care retirement communities, nursing homes, home and community-based care, home equity conversion), estate and personal planning issues related to incapacity (guardianship and its alternatives, the right to refuse life-sustaining medical treatment, surrogate decision-making and health care advance directives), age discrimination in employment, and ethical issues in representing the elderly. The course is both practice- and policy-oriented, and integrative with respect to other coursework and related disciplines.  
Professor Sabatino

Law and Development Seminar

Two Semester Hours

This seminar provides an opportunity to examine the role of law, legal institutions, and legal personnel in the pursuit of political, economic, and social development in cultures that differ materially from the United States (including Africa, Asia, Latin America, and the emerging democracies of Eastern and Central Europe). Following a review of different perspectives and measurements of development, including development economics, and the literature of law and development, the seminar will focus upon particular issues and problems. Particular attention will be given to fields of law, such as foreign investment, that are addressed by
governments seeking to advance development objectives. Specific topics will depend in part upon the research interests of seminar participants. Some will concentrate on such topics as capital formation and financial regulation, exploitation of natural resources and environmental concerns, land tenure and reform, tax policy and administration, and human rights. Others may choose to focus on particular regions or countries. [Recommended: one or more courses in international and/or comparative law.] Professors Feinerman and Gustafson

Law and Economics Workshop

This research workshop consists of presentations of research articles by outside speakers and law school faculty on topics involving the use of economic analysis to attack legal issues. Students also prepare and present papers using economics to analyze legal issues. Consistent with the year-long format and the credits for the seminar, the research paper goes beyond the scope of a typical “A” writing paper. Students are also responsible for preparation of critical memoranda on the papers presented. [The professors’ permission is required. There is a formal application process at the end of the spring semester.] Professors Salop and Schwartz

Law and Higher Education Seminar

This seminar examines both enduring and emerging topics in the law relating to colleges and universities, including academic freedom, employment and tenure of teachers, admission and discipline of students, tort liability of schools to students, and antitrust problems in agreements and associations among schools. The focus is on whether the unique mission and structure of institutions of higher education require the modification of familiar legal concepts when applied to them. [Recommended: prior enrollment in Constitutional Law II.] Professor Byrne

Law and Literature Seminar

This seminar examines the contribution to our understanding of law made by the current “law and literature” movement in American law schools. The course will pursue three major themes. First, we will read several pieces of classical and modern literature that treat law as subject matter, including (subject to change) The Oresteia, Billy Budd Sailor, Pudd’nhead Wilson, Beloved, and Jury of Her Peers. Second, we will examine the theoretical claim of modern humanistic jurists and legal theorists that the interpretation of law and the interpretation of literature are common enterprises, significantly sharing common problems and potentialities. Finally, we will examine the role of narrative and story-telling in standard legal argument and in legal education. Professor West

Law and Psychiatry Seminar

This seminar focuses on the civil commitment of the mentally ill as a means of exploring society’s extracriminal processes for control of persons who threaten or are a nuisance to the community. An introduction to psychiatric methodology and diagnosis is followed by examination of legal and sociological theories of social control of deviant behavior and consideration of the statutes and case law of civil commitment. Other issues considered include indeterminate sentencing, the limits of compulsory therapeutic treatment, the role of a lawyer in the mental health system, problems of the elderly indigent, and epistemological conflicts between the medical and legal professions. Field observation of treatment facilities is included. [Recommended: Constitutional Law II and Criminal Law.] Professors Wales, G. Miller, and Ratner

Law and Religion Seminar

This seminar deals primarily with the status of religion in American law, though there are occasional forays into comparative material. The seminar deals with such issues as: what is a
religion; under what circumstances may religious beliefs and activities be required to yield to public regulation; and what sorts of assistance may the government give religion?

Professor Goldberg

Law and Science Seminar
This seminar considers the extent to which Congress, courts, and agencies should attempt to control science by supporting, limiting, or prohibiting basic research. The nature of the scientific endeavor; past efforts to control research; the intellectual freedom of the scientist; and the costs and benefits to society of scientific advances, both civilian and military, are among the issues considered. The seminar includes case studies of current areas of concern, including fusion power, genetic engineering, solar energy, and artificial intelligence.

Professor Goldberg

Law and Social Science
This course addresses the rapidly expanding use of social science experts in litigation and other legal decision-making. The methodology of social science is contrasted with that of law for evaluating empirical claims. The course includes a basic introduction to social science methodology, a consideration of the relevance of social science to law-making, and the development of a theory for how empirical claims from the social sciences may best be incorporated into legal decision-making. Subject areas vary widely and include pornography, capital punishment, jury studies, the prediction of criminal behavior, battered women syndrome, and eye-witness identification.

Professor Wales

Law, Conscience, and Nonviolence Seminar
This seminar develops the student's awareness of nonviolence as a personal and political force and examines the law and conscience as exercised by such radicals as Gandhi, Dorothy Day, Martin Luther King, Einstein, A.J. Muste, Tolstoy, and others. The seminar is based on the classic texts in nonviolence ranging from Gandhi's *Doctrine of the Sword* to Day's *Love is the Measure*. The class format includes ample discussion and dissent.

Professor Wales

Law Fellow Training Seminar
The Law Fellow program offers forty upperclass students the opportunity to teach in the first-year Legal Research and Writing Program. The year-long Law Fellow Training Seminar functions both as a two-hour weekly seminar with a Legal Research and Writing Instructor and as preparation for actual classroom teaching. Law Fellows' primary duties include teaching weekly workshops to first-year students, providing written feedback on students' written work, and meeting with students in individual conferences on that work. Law Fellows are selected through an extensive, competitive screening process.

Professors Denise, Donahoe, Fuller, Hoffman, Porter, and Ramsfield

Law, Medicine, and Ethics Seminar
This seminar investigates legal, ethical, and social problems raised by developments in medicine and the biological sciences. Topics include informed consent, death and dying, genetics, reproductive technologies, fetal treatment and research, experimentation with human subjects, and societal controls on scientific advances.

Professor King

Law, Public Education, and Equality of Opportunity Seminar
This seminar reviews the major changes in public school systems brought about over the past three decades by court decisions and legislative actions mandating equal or fair treatment for minority, female, disabled, and low-income students. The subjects to be examined include school desegregation, bilingual education, mainstreaming for disabled children, equity in
school finance, ability grouping and other forms of classification, and competency testing. In the course of this review, we confront issues involving the appropriate distribution of authority among parents, students, teachers, administrators, legislators, and courts; the use of social science evidence in litigation; and knotty problems of remedy. [Recommended: Civil Rights, Constitutional Law II.]

Professor W. Taylor

**Law, Religion and Social Change Seminar**  
**Three Semester Hours**

The First Amendment's establishment and free exercise clauses recognize that religious beliefs, practices and institutions can be, at once, forces for tyranny, oppression and conflict and forces for freedom, equality and community. This seminar will consider how the law and theory of anti-subordination informs the law and theory of separation of church and state. What happens when the Constitutional commitment to religious freedom is in tension with the Constitutional commitment to equality? When the politics of equality is grounded in religious belief, is freedom of religion or non-religion, endangered? Do societal racism, sexism, heterosexism or anti-semitism require particularized analyses in religion cases? How is the First Amendment's protection of political belief different from its protection of religious belief? [Prerequisite: Constitutional Law II.]

Professor Lawrence

**Lawmaking and Statutory Interpretation Seminar**  
**Three Semester Hours**

This year-long seminar examines the gulf between writing and interpreting legislation and the extent to which legislators can avoid miscommunication and ambiguity that retards the enforcement of vital legislation. Lawyers in private and in public interest practice often participate in writing statutes while other lawyers go to court or to regulators to seek different interpretations of the resulting legislation. Students will study the institutional problems, examine legislation such as the Clean Air Act and the Civil Rights Act of 1991, and reflect on ways to make the present process more effective and efficient.

Professor Norton

**Legal Constraints on the Foreign Affairs Power**  
**Two Semester Hours**

Please see course description in Graduate Program section of this Bulletin.

Professor J. O'Brien

**The Legal Imagination Seminar**  
**Two Semester Hours**

This seminar is an advanced course in literature and law. This course meets weekly for two hours and includes occasional short writing assignments. Discussion in class is based on writing assignments and readings. Readings from literature, law, and miscellaneous sources will be analyzed. The primary texts will be James White, *The Legal Imagination*, and works by Richard Posner and Benjamin Cardozo. [Limit: 15.]

Professor Gordon

**Legal Process and Interpretation**  
**Two Semester Hours**

This course provides a critical inquiry, through rigorous examination of theory and developed substantive law, into the institutions which make law and through which law grows. Proceeding on the premise that the legal order in America is an integrated system with varied institutions declaring law and applying it, from elemental levels of private ordering through community-wide public ordering, the course examines traditional materials on process theory together with more contemporary works and cases. The student develops a comprehensive appreciation of modern law and its antecedent traditions through process perspectives. The course requirements include two short papers, two individual oral presentations, and no examination. The course puts special emphasis upon classroom discussion.

Professor Denniston

Offered alternate years; not offered 1994-95
Legal Profession Seminar

This seminar will explore in depth various issues relating to the structure and operations of the legal profession. The course is designed to encourage students to consider thoughtfully the character of the legal profession, the lawyer's role in society, the professional life they may experience, as well as the professional life they would like to lead. Among the issues the course will consider are: What does it mean to say that the practice of law is a profession? In light of the demands imposed by clients and the types of matters that lawyers are called upon to handle, is it possible for a person to be both an effective lawyer and a moral person? How does one reconcile the professional obligation of zealous representation with social responsibilities? Are lawyers paid too much? Is the legal profession being over-commercialized?

We will consider questions relating to law firm compensation systems; the implications of different methods for charging fees; specialization; the role of in-house counsel; pro-bono representation; various ethical issues; and the image of the profession in the media contrasted with the image lawyers have of themselves.

Students will be asked to examine the lives and professional careers of a number of lawyers with a view to identifying the qualities of intellect and character that made such persons outstanding. The list includes Louis D. Brandeis, Clarence E. Darrow, Edward Bennett Williams, Justice Thurgood Marshall, and Judge Patricia M. Wald. A paper will be required. [This seminar does not meet the Professional Responsibility requirement. Students may take both this seminar and Professional Responsibility or Professional Responsibility and the Administration of Justice.]

Professor Krash

Legislation

A. This course is an introduction to theories of the legislative process and their relationship to the theory and doctrine of statutory interpretation. We start with a case study of the Civil Rights Act of 1964 and use that study to illustrate three paradigms of the legislative process. The course then turns to theory and practice of statutory interpretation. We test the theories of statutory interpretation against theories of law and the legislative process. The course analyzes the "doctrine" associated with statutory interpretation in detail.

Professor Eskridge

Not offered in 1994-95

Two Semester Hours

B. This course explores the theory and practice of statutory interpretation, the workings of the American legislative process, and the interaction between the two in the practical implementation of a statute. Primary focus is on judicial opinions dealing with statutory interpretation. The American Disabilities Act of 1990 will also be used as a case study to illustrate the limits and ramifications of statutory interpretation principles and the role that lawyers play in the legislative process.

Professor Califa

Legislative Drafting Seminar

This seminar examines the process of legislative drafting with emphasis upon areas of federal legislation of current interest, the effect of the legislative process on drafting, drafting styles in major substantive areas of the law, techniques, organization, and technical sufficiency in drafting. This seminar requires the drafting of four pieces of legislation. [Recommended: Legislation.]

Professor Crownover

Legislative Investigations Seminar

This seminar deals with all of the investigative and hearing powers of the Congress under its Constitutional responsibilities to inform the public of executive abuses. We make a careful review of Congress's subpoena powers, grant-of-immunity powers, and hearing rule-making powers. Comparisons are made with Congress's impeachment function and with the prosecu-
The JD Program 105

Litigating Complex Criminal Cases

This advanced criminal law course addresses the following areas: (1) representation and compensation (the decision to hire an attorney, the ability to pay attorneys under current forfeiture law, application of money laundering law to hiring attorneys, conflicts of interest in multiple representation, joint defense agreements); (2) the grand jury (how grand juries are constituted, how they work, the subpoena process, substantive and document privileges which apply); (3) plea-bargaining and immunity (different forms of cooperation and plea agreements, enforcing agreements once made); (4) discovery (pre-indictment investigation, formal discovery under rules and law, application of the Brady rule, use of the Jencks Act); (5) parallel proceedings (dealing with simultaneous criminal, civil, administrative proceedings, obtaining stays, ordering discovery); (6) prosecutorial misconduct (grand jury abuse, pre-trial publicity, trial errors, selective prosecutions, vindictive prosecution); (7) special trial issues (picking a juror in a complex case, motions practice, use of experts, dealing with large document cases, tailoring jury instructions); and (8) sentencing and post-conviction relief (brief overview of sentence guidelines, motions to reduce sentence, remaining areas of collateral attack of convictions).

Instead of a casebook, materials for the course will include appellate and lower court decisions on substantive areas of law, pleadings taken from actual criminal cases, portions of the United States Attorneys' Manual and other prosecutor manuals, newspaper, journal, and other articles, and correspondence between prosecutors and defense counsel.

Each class will include a discussion of the law governing an area, the strategy of real practice in that area, and the ethical considerations which are included, from both the perspectives of the prosecution ad the defense. In addition, concepts of criminal law, for example, the government's "good faith" or the balance of power between the government and the defense, will be explored by comparing different areas of criminal law practice.

There will be a written examination based on a case hypothetical given at the end of the semester. [This course may be taken in lieu of Advanced Criminal Procedure as a prerequisite for the Criminal Justice Clinic. Effective beginning the 1995-96 academic year, students may not take this course and Advanced Criminal Procedure.]

Local Government Law

This course examines the form and powers of local governments (municipalities, counties, special districts) and, indirectly, those of the state; the role of local governing power vis-a-vis the state and within the federal system; the exercise of local governing with respect to incorporation, boundaries, annexation, intergovernmental working arrangements, government employment, elections, the police power, land use, purchasing and acquisitions, eminent domain, use of municipal property, and the production of revenues through taxation and borrowing and such municipal liability as that under civil rights laws and in tort. Professor McCarthy expects students to be current in the substantial assigned readings and to attend and participate in every class.

Maritime Law

This course surveys the principles of admiralty and maritime law of the United States, including its constitutional basis, admiralty jurisdiction, other federal jurisdiction of shipping matters, traditional and current maritime issues, government policies and regulation of shipping, and international maritime law issues.
Mass Torts

This course presents a comprehensive review of the legal problems and issues associated with the unique, growing phenomenon of mass torts, e.g., Agent Orange, Dalkon Shield, asbestos personal injury litigation, etc. The course will emphasize such issues as consolidation of state and federal litigation in one forum, judicial determination of who should appropriately manage the litigation for both plaintiffs and defendants, determining legal causation, and punitive damages. The role of insurance, the development of procedures for the processing of mass tort claims, and issues associated with Congressional intervention will also be covered. The overriding question of whether the courts can dispense individual justice in cases involving thousands of litigants will be explored.

Mediation Seminar

This seminar considers the growing use of mediation to resolve disputes. Mediation is a form of dispute resolution in which a neutral third party, with no power to decide a dispute, assists the parties in reaching their own resolution. 

Taking the roles of mediators and disputants, students participate in a number of simulated disputes, both in and outside of class. The simulations are designed to familiarize students with the process of mediation and to raise a number of practical and ethical questions about its applications. Mediation is compared with other forms of dispute resolution and its applicability to various areas of the law—including family, corporate, criminal, environmental, and civil rights—is considered. The class occasionally meets from 1:20 to 4:30 p.m. (with corresponding adjustments in the class schedule) to allow time for extended simulations. Attendance is required.

Students are expected to mediate outside of class, to turn in short journal entries describing their experiences as mediators or disputants, and to write a paper exploring a particular application of mediation or discussing legal or ethical questions involving mediation. [Limit: 32. Half the seats in the seminar are reserved for second-year students.]

Medical Law Seminar

This seminar considers the relationship between the practice of medicine and the law, including a consideration of medical professional liability, laws regulating the health professional and health industry, and the effective use of medical evidence. A research paper is required.

Natural Resources Law

This course examines various elements of public land and water law. Among the different areas of focus are wildlife law, wilderness and scenic rivers, national parks, wetlands and coastal zone protection, mining law, mineral leasing, timber and range management law, water law, and the National Environmental Policy Act (NEPA). The course examines the philosophical and economic underpinnings of natural resources law, the issues of federalism that pervade it, and the administrative law principles influencing it. Also examined are the practical elements of Congressional influence, enforcement policy and practice, and the role of citizen groups and private industry. Reading assignments are from a casebook supplemented by additional current materials. The classroom approach is to mix introductory lectures with class discussions. Reading assignment outlines are provided. [Limit: 50.]

Negotiated Mergers and Acquisitions Seminar

This seminar investigates the business, financial, management, and certain tax/corporate/S.E.C./antitrust law aspects of a sophisticated merger between two major business organizations. The basic subject matter involves one enterprise in an industry affected by regulation acquiring another enterprise not subject to the same type of regulation.
Members of the class are divided into teams that negotiate with each other, draft documents, make presentations, evaluate alternatives, and, in general, perform the roles of Chief Financial Officers/Investment Bankers and law firms in major mergers/acquisitions. There is no final exam or major term paper. Rather, there are periodic assignments either to negotiate principles of agreement, critique a particular proposed plan, or draft specific provisions of the merger/acquisition agreement. [Prerequisites: Corporations, Taxation I, prior or concurrent enrollment in Taxation II, and the professors’ permission.]

Note: This seminar, taught at the Graduate School of Business, follows the Business School Calendar. It is open to a maximum of 12 law students.

Professors Dealy and Gertig

Negotiations and Drafting Seminar

Three Semester Hours

This seminar focuses on the drafting aspects of the negotiation process. Students will examine negotiation theory and process, as well as legal drafting concepts and techniques. Students will negotiate resolutions to several simulated legal disputes (in the fields of employment, commercial, or family law). Students will then draft, negotiate the language of, and revise agreements embodying such resolutions. [Limit: 14] Professor S. Jackson

Negotiations Seminar

Three Semester Hours

A. This seminar is taught as a workshop for the purpose of improving students’ skills in negotiating and joint problem-solving. Students participate in a number of simulated disputes, both in and outside of class. The simulations are designed to familiarize students with the negotiating process, sensitize them to their own negotiating behaviors, and raise a number of ethical and practical questions. The simulations relate to various areas of practice, including commercial, law firm management, civil rights, international, real estate, and personal injury.

Students learn to negotiate by participating in the simulations, studying negotiation theory, analyzing negotiating exercises, and examining filmed negotiations. They analyze their own negotiating experiences by maintaining a journal through the life of the course.

The class meets for three hours; attendance is required. On two occasions, the class will not meet in order to permit students to complete out-of-class negotiations. Grades are based on class participation, improvement of skills, and the quality of the journal. [Limit: 32. Half the seats in the seminar are reserved for second-year students. Students may not receive credit for both this course and Negotiations and Mediation Seminar.] Professors M. Lewis and Singer

B. This seminar is taught as a workshop for the purpose of improving students’ skills in negotiating and joint problem-solving. Students participate in simulated disputes in one-on-one and group situations. The simulations are designed to familiarize students with the concepts and tools presented during the course, to make them more aware of their own negotiating styles and the assumptions they and others make, and to enable students to experiment actively with a variety of negotiating techniques. The simulations relate to a wide range of negotiation contexts, from legal to business, from bilateral to multilateral.

Students learn to improve their negotiation skills by participating in the simulations, studying negotiation theory, analyzing negotiation exercises and examining filmed negotiations. They will analyze their own negotiating experiences by maintaining a journal throughout the course.

The class meets for three hours. Attendance is required. Students must attend the first class in order to continue in the seminar.

Grades are based on class participation, improvement of skills, and the quality of the journal. Students should expect to purchase texts in advance and the simulation materials in class on the first day of the seminar. Enrollment is limited to 20 second and third-year students. [Students may not receive credit for both this course and Negotiations and Mediation Seminar.] Professor B. Green
C. This seminar is an interactive workshop designed to teach the practice and principles of joint-problem-solving and to improve students’ negotiating skills. Students will be expected to read, write, discuss, critique, and participate in simulated disputes, both in and outside of class. The simulations are designed to familiarize students with the negotiating process, to plan and prepare for negotiations, to identify and experiment with individual negotiating styles and to raise ethical and practical questions. Simulations are taken from a variety of practice areas, including community, commercial, environmental, interpersonal, litigation, and transactional disputes. The effect of gender, culture, power, politics, impasse, and attitude toward conflict will also be explored.

Students learn to negotiate by participating in simulations, studying and discussing negotiation theory and principles, analyzing negotiation exercises, and examining filmed negotiations. They will analyze their own negotiations by maintaining a weekly journal throughout the course.

The class meets once a week for three hours; attendance is required to fulfill class commitment. Grades will be based on class participation, development and application of negotiation skills, and the quality of the student’s journal (including analysis, application of theory and principles, self-reflection, creativity, style, and organization.) [Limit: 20.]

Professor Costantino

Oil and Gas Law

Together, oil and natural gas furnish over one-half of the primary energy utilized in the United States economy. The oil and gas industry is among the nation’s largest, and the commercial activities of the industry’s various segments are critical to our economic well-being, national security, and public health. The law of oil and gas is, consequently, an important specialty—or group of specialties—in our jurisprudence.

This course examines the legal, economic, and policy principles governing the exploration for and development of petroleum and natural gas. It also analyzes the role which regulation of the industry’s activities has played in the industry’s development. The course deals with the property and contract law principles traditionally associated with “oil and gas law” and explores some of the economic and political issues that are relevant to energy policy-making and regulation.

Students in the course will draw upon (or develop) their knowledge of contract, property, tort, commercial, and administrative law in responding to problems which oil and gas practitioners commonly encounter. They will become familiar with the skills required of the oil and gas lawyer, including counseling, negotiation, litigation, lobbying, and economic analysis. The course structure assumes active participation by all students. [Limit: 50. Recommended: Administrative Law.]

Professor Bowe

Offered alternate years; not offered 1995-96

Patent, Trademark, and Trade Secret Law

This course is designed to provide a general background in this field for a business or corporate practice, as well as a base for those who intend to specialize in the field. It involves a comparison of patents, trademarks, copyrights, and trade secrets and includes an analysis of trade secret law, subject matter eligible for patenting, conditions of patentability, patent infringement, the source and nature of trademark rights, the role of federal registration, and loss of trademark rights.

Professors Freed and S. Miller

Poverty Law Advocacy Seminar

This seminar explores strategies for advancing rights of the poor on issues affecting poor families, particularly those headed by women. Strategies examined include litigation approaches, including constitutional and statutory strategies, as well as alternatives such as policy advocacy, administrative representation, and lobbying. Substantive areas will focus on
child support; public benefits; employment training programs; and welfare reform. The seminar also discusses current legal services issues, the relationship between civil rights and poverty strategies, and the possible linkages which can be developed between issues affecting the poor and issues affecting other segments of society. [Recommended: Constitutional Law II.]

Professor Houseman
Not offered 1994–95

Privacy in American Law
Three Semester Hours

This course examines some of the cases, constitutional provisions, and state and federal statutes that together comprise what can be thought of as the “privacy law” of the United States. Its fundamental concern is the concept of privacy in its diverse—and sometimes controversial—uses by legislatures, courts, and the right-claiming public. Student evaluation will be based on a final examination.

Professor A. Allen
Not offered 1994–95

Products Liability
Two Semester Hours

This course examines and compares the common-law and statutory approaches to the management of the risk of harm from defective consumer products. Product-liability doctrines relating to the definitions of “defectiveness” and “unreasonable danger” are considered, along with limitations on manufacturers’ liability. Statutory changes in the common law of products liability are also assessed.

Professor Page

Professional Liability Seminar:
Proof and Related Problems in
Proceedings against Professionals
Three Semester Hours

Advanced evidentiary and substantive problems in establishing liability and ethical lapses on the part of doctors, lawyers, accountants and other professionals. [Prerequisite: Prior or concurrent enrollment in Evidence.]

Professors Rothstein and J. Stein

Professional Responsibility
Two Semester Hours

A. This course examines, against the background of the Model Code of Professional Responsibility and the Model Rules of Professional Conduct, the professional and ethical obligations and duties of the lawyer in today’s society. A quick overview of the organized bar and the restrictions on the profession against such practices as solicitation precedes an in-depth examination of the lawyer’s relationship with and obligations to his/her client as well as the additional and frequently clashing obligations which the lawyer owes the court, his adversary, and other persons. The course also includes a summary treatment of disciplinary proceedings and a discussion of the lawyer’s professional obligation with respect to broad social problems, such as the distribution of legal services and the representation of unpopular clients and causes. The focus of each professor may vary, e.g., ethics in government, the large private law firm, public interest law, or criminal law. [Students may not receive credit for both this course and Professional Responsibility and the Administration of Justice.]


B. This section focuses especially on ethical responsibilities and ethical problems in public interest practice. [Enrollment is limited to students in the Public Interest Law Scholars program. Students may not receive credit for both this course and Professional Responsibility and the Administration of Justice.]

Professor Rubenstein

C. Using the framework of the Model Rules of Professional Conduct, this course will examine the professional and ethical obligations of the lawyer in today’s society. Selected
aspects of the Model Code of Professional Responsibility and local variations in the rules will be reviewed.

The course will also focus on ethical responsibilities, such as truth-telling, loyalty, and duties to the larger society, which influence how the lawyer ought to act within the framework of the Rules: should the lawyer do everything which the Rules allow?

The course will revolve around a series of problems. Particular attention will be given to counseling clients in the law office, with special focus on the ethics and economics of the smaller law firm. Short writing assignments and role-playing exercises may be required in addition to the examination. [Students may not receive credit for both this course and Professional Responsibility and the Administration of Justice. Limit: 35.]

**Professor Abell**

D. This course examines, against the background of the Code of Professional Responsibility and the Model Rules of Professional Conduct, the professional and ethical obligations and duties of the lawyer in today's society. It emphasizes issues of professional responsibility arising out of the economic pressures to which members of the profession are currently exposed and of recent changes in the nature of legal practice, including such issues as: solicitation, advertising, promotion and marketing of legal services, and dealing with the news media; the participation of lawyers with nonlawyers in consulting, business advising, lobbying, interdisciplinary, and other non-traditional forms of legal services; ethical problems arising from the increased mobility of both lawyers and clients, as lawyers migrate between firms and back and forth from private practice to the government and clients move from law firm to law firm and apportion their legal work in piecemeal fashion; the growth of branch offices and the rise of "mega-firms" pressures on lawyers for business development and increased competition for clients; problems of multiple representation of potentially or actually conflicting interests as lawyers attempt to expand their client bases; and novel types of compensation for legal services, such as the extension of contingent fee billing relationships to commercial transactions and complex commercial litigation. [Students may not receive credit for both this course and Professional Responsibility and the Administration of Justice.]

**Professor Reznick**

E. Using a mixture of role-playing exercises, class discussions, student presentations, and lectures, this course will examine many ethical issues that practitioners face in today's legal environment. Some central themes that surface throughout the course include the following: (1) the concept of professionalism; (2) restricted access to legal services; (3) the changing practice of law, especially demographic and geographic changes, multi-jurisdictional problems, bottom-line orientation of law firms, "rambo" adversarial tactics, and civility codes; and (4) the phenomenon of role-differentiation, in which an attorney in order to be "ethical" must act in a manner inconsistent with accepted mores.

We will spend a majority of our classes examining three major areas: the attorney/client relationship (including confidentiality and other duties); conflicts of interest; and ethics in advocacy. In addition, we will briefly look at ethical issues that arise when lawyers wear different hats such as neutrals, in-house counsel, lobbyist, and judges. We will also assess the effectiveness of discipline, malpractice, and entry/practice restrictions as remedies for failure in the profession. We will touch on a lawyer's First Amendment rights and compensation issues. Finally, we will discuss some of the ethical dimensions of the workplace, including stress, discrimination, drug/alcohol dependency, billing, experience, and lifestyle choices.

Our focus will be the newer Model Rules of Professional Conduct, although we will refer to the older Code of Professional Responsibility and state variations when relevant to our discussion. Cases in the book (Gillers, *Regulation of Lawyers*, 1992), handouts, and an endless supply of clippings will serve as the source material for class discussion and role-playing. [Students may not receive credit for both this course and Professional Responsibility and the Administration of Justice.]

**Professor Dahl**
F. This course will examine professional responsibility issues through the lens of public interest practice. In addition to dealing with the Model Rules of Professional Conduct, the class will consider problems of the allocation of control between lawyer and client; conflicts between advocacy for social change and the needs of the client, and conflicts between the lawyer's individual morality and the client's ends; ethics in negotiations; problems in class actions and other multiple client situations; and the lawyer's responsibility to address broader social problems such as the unavailability of legal services for lower income people. Professor Parker is Director of the Institute for Public Representation, one of the Law Center's clinical programs.

G. This section will focus on identifying, analyzing, and reconciling the divergent and often conflicting interests lawyers face in their work. The central themes and concepts of a lawyer's professional responsibility will be developed through highly participatory classes. Class sessions will be based upon ethical problems depicted through student skits, which are then elaborated through class discussion, small group activities, short in-class writing assignments, guest speakers, videotapes, analysis of multiple-choice questions, topical cases and articles, and a short research problem.

Professors Cohn and Roe

Professional Responsibility and the Administration of Justice

This course offers students an opportunity to examine the ethical and professional roles and responsibilities of lawyers and juries involved in the administration of justice. The course focuses primarily on an examination of the lawyer's need for the highest standards of integrity and professionalism, through consideration of his/her role in specific professional problems. While issues affecting lawyers involved in all aspects of the legal profession are considered, emphasis is on those found in the areas of criminal law and litigation generally, with the roles and responsibilities of prosecutors and defense attorneys examined intensively. (This course is preferred for students planning to take part in the Criminal Justice Clinic.) [This course fulfills the Professional Responsibility requirement. Students may not receive credit for both this course and Professional Responsibility. Recommended: Evidence.]

Professor Dash

Professional Sports and the Law

This course examines the application of a variety of legal principles to the business of professional sports. The course focuses on the application of contract law; antitrust law; and to some extent, arbitration, labor law, and the law of workers' compensation, on disputes and legal issues related to the sports industry. Neither the application of law to amateur sports nor the application of tax law to sports is covered. There will be an examination. [Prior enrollment in Antitrust or Labor Law is not required.]

Professor Levinstein

Public Corruption Seminar

This seminar takes an in-depth look at the rapidly changing world of public corruption and law enforcement efforts to eradicate it. There will be an emphasis on constitutional issues raised by the prosecution of federal judges and Congressmen, e.g., Separation of Powers, Speech or Debate Clause, Publications Clause, etc. and on various federal/state questions raised by efforts to combat local corruption. In addition, there will be emphasis on the role of Independent Counsels, impeachment proceedings, police corruption, and undercover operations, and there will be an extensive look at how these highly public cases play out at trial.

Professors J. Cole and Weingarten

Not offered 1994–95
Public Education: Law and Policy Seminar

This seminar will focus on public schools as a possible site for law reform and social transformation. We will consider the history of public education and its legal regulation, with special emphasis on the manner in which law contributed to the current climate of public schools by the reform efforts in the 1960s and 1970s with respect to religion, race, and free speech. We will also review contemporary sources of legal regulation, including requirements for mainstreaming students with disabilities, litigation possibilities under Title IX and the equal protection clause with respect to tracking, gender equity in sports funding, sexual harassment, discrimination in the exercise of school discipline, and affirmative claims that minority students might have for particularized schools or curricula. The seminar will pay particular attention to the practical questions of lawyering in the public school context and to the consideration of the lawyer’s role with respect to social change more generally.

In addition to writing a paper, each student will be expected to participate in a collaborative group analyzing public schools from a social change perspective and making a class presentation of its recommendations. The groups will operate on the model of a public interest lawyers cooperative. Some fieldwork in schools may be conducted if students wish, but no fieldwork will be required for the course.

Professor Peller

Public Health Law: Communicable, Needle Borne, and Sexually Transmitted Diseases

This course is intended to provoke thought and legal and ethical debate over pressing public policy issues surrounding the major urban epidemics—principally AIDS, tuberculosis, and drug abuse. It will use these epidemics as a lens for viewing major issues in public health law, policy and ethics. First, the course will describe the epidemiology and science of the major communicable, needle-borne, and sexually transmitted diseases. Second, it will cover the public health strategy of case finding—testing and screening, reporting, and partner notification or contact tracing. Third, the course will examine the coercive power of the state in controlling disease epidemics including forced testing, criminalization, quarantine and isolation, and less restrictive, more creative alternatives. Fourth, the course will consider the legal and human rights of persons with infectious disease including confidentiality and antidiscrimination. Finally, the course will cover special populations including drug users, prisoners, and commercial sex workers.

Professor Costin

Public Interest Advocacy Seminar

This seminar concentrates on learning litigation skills, including analytical, writing, strategic, and oral advocacy skills. The course includes actual public interest cases and takes the students through all major stages of litigation, including drafting a complaint, conducting discovery, opposing a motion to dismiss, preparing a motion for summary judgment, negotiating settlements, appellate brief writing, and petitions for certiorari. The course concentrates primarily on motions practice (vs. trial practice). Students are required to prepare short writing assignments for most classes and, in addition, each student is required to write a major pleading during the semester. [Enrollment is limited to students in the Public Interest Law Scholars program.]

Professor Glitzenstein

Publishing Law Seminar

This seminar will expose students to the principal rules and regulations governing the mass print media. The course will provide students with the legal framework in which the information industry operates by examining the central legal problems and practices in book, magazine, and newspaper publishing. The seminar will use the problem method to illustrate the typical issues addressed by attorneys representing publishing clients. Students will be expected to draft memoranda and contracts on various issues and to participate in mock negotiation and counselling sessions. Although topics covered will include copyright and
publishing-related torts, such as defamation, no previous background in either subject area is required.

*Professor Esterow*

Race and American Law Seminar

Three Semester Hours

This seminar reviews the development of American law bearing on race and focuses on current and future policy issues in the area. In addition to standard legal materials, the readings consist of scholarship in history and sociology as well as short stories, speeches, and memoirs. A substantial research paper is required. [Recommended: Constitutional Law II.]

*Professor E. Patterson*

Race, Class, and Criminal Justice Seminar

Three Semester Hours

This seminar will examine the ways in which the law and practice of the criminal justice system fail to satisfy the implicit egalitarian commitment in our system of criminal justice, and in particular in criminal procedure. The seminar will address the following issues, among others: (1) the history of constitutional criminal procedure and its relation to racial justice concerns; (2) disparate sentencing in capital punishment; (3) constitutional doctrines requiring or not requiring the provision of information about constitutional rights to suspects (e.g., Miranda, consent searches) and their impact on race and class; (4) the federal sentencing guidelines and the problem of discretion in sentencing; (5) jury selection issues; (6) the right to appointed counsel and the impact of limits on fees for appointed counsel on that right; and (7) the use of criminal law to respond to racism, through criminal civil rights prosecutions and enhanced penalties for bias crimes. [Prerequisite: Constitutional Law II.]

*Professor D. Cole*

Real Estate Transactions

Two Semester Hours

This course deals with the basic elements of residential and commercial real estate transactions, including the sales contract, brokerage agreements, the formalities of transfer, the recording system, title insurance, and financing, and provides an introduction to commercial real estate development, including an overview of applicable tax considerations. The grade is based on class participation and a final examination.

*Professor Mark*

Regulating Politics: Election

and Campaign Finance Regulation

Three or Four Semester Hours

This course examines federal and state law regulating the conduct of elections and the financing of campaigns, two separable subjects with connecting principles and problems. Included are aspects of federal and state constitutional law on speech, association, and equal protection; state law on who gets to vote and who gets voted for; and particularly problems of apportionment, gerrymandering, affirmative districting under the Voting Rights Act, and party governance. With respect to campaign finance, we consider how much and what kinds of legal regulation are appropriate regarding parties, candidates, independents, political action committees, corporations, unions, and individuals; the appropriate role of the courts; and the myriad of current, lively proposals to revise campaign finance law.

The four-credit option is available to students who elect to participate in an electronic bulletin-board discussion of additional course readings. Each such student will read at least two additional books (or law journal symposia) and, at any time convenient to the student, type comments on the reading into a computer bulletin-board with terminals in our Library. Students in this extra part of the course will respond to all other students’ entries. [Students may not receive credit for more than one offering in the Regulating Politics series.]

*Professor Schotland*
Regulating Politics: Law of the Electoral Process Seminar  
Two Semester Hours

This seminar will introduce students to the essential legal framework of the American electoral process. Since the franchise is the right from which all others flow, the electoral process is both the source and product of a blend of rights: expression; association; procedural due process; and equal protection. Concerns with the way campaigns are run often manifest themselves as well intentioned regulations that nonetheless can bump up against these constitutional protections. Yet, while the Constitution provides the basic parameters, the role of the lawyer in today’s political arena is framed by a variety of disciplines and issues. This course will explore the law—and the role of lawyers—in today’s political process while focusing on: the role and nature of political parties; apportionment and redistricting; the right to vote; ballot access; money and politics; political communications; recounts and contests; and the nexus between the electoral and lobbying processes. [Prerequisite: Constitutional Law I or Democracy and Coercion; Recommended: Constitutional Law II. Students may not receive credit for more than one offering in the Regulating Politics series.]

Professors Ballentine and B. Ginsberg

Regulating Politics: Law of the Political Process  
Two Semester Hours

This course is designed to analyze in depth the various issues surrounding the American political system, e.g., voting rights, candidate selection, campaign financing, campaign broadcasting, and patronage rules. [Students may not receive credit for more than one offering in the Regulating Politics series.]

Professor Gomperz
Not offered 1994-95

Regulation of Medical Technology  
Two Semester Hours

This course explores the impact on the availability and cost of medical technology of the exclusionary rights granted by intellectual property protection; the Food, Drug, and Cosmetic Act; and the policies of third-party payers. We also discuss the implications that this regulatory structure has on the ability to achieve decreased costs and increased accessibility for technology-intensive medical care.

Professor Glover
Offered alternate years; not offered 1994-95

Remedies  
Two Semester Hours

This course explores general principles about and provides a basic survey of the law of remedies. It is designed to be useful to students and lawyers encountering a remedies problem in any context. The course reviews the procedural and substantive distinctions between types of injunctions (e.g., T.R.O.s, preliminary and permanent injunctions) and the prerequisites for injunctive relief. The course also deals with practical aspects and problems related to injunctions, including enforcement and drafting concerns. Other equitable remedies such as declaratory judgments, equitable restitution, and specific performance, plus equitable defenses are considered. On the “legal” side, the course addresses compensatory damages, including foreseeability and certainty issues as well as present value and inflation adjustments. Punitive damages are also addressed.

Professor Liss
Offered alternate years; not offered 1995-96

Retirement Income Policy  
Three Semester Hours

This course examines federal policy aimed at increasing the adequacy of savings for retirement and surveys the statutory requirements for private pension plans. The focus is on employer pension programs under ERISA (the Employee Retirement Income Security Act of 1974). The course also considers Social Security and proposals to encourage individual savings for retirement. A number of particularly pressing problems are examined, e.g., the respective
roles of Social Security, employer/provider pensions, and individual savings; the role of tax policy and federal regulation in ensuring that employer pension plans provide adequately for rank-and-file employees; and the measures to ensure that pension plans live up to their promises. These are rich problems for re-examining how Congress should legislate, what the effective limits of regulation are, and how law and economics mesh. [Recommended: Taxation I.]

**Retirement Income: Taxation & Regulation**

Two Semester Hours

This course is an introduction to arrangements designed to accumulate income for retirement purposes. It focuses on broad-based, tax qualified arrangements, although considerable attention is paid to individual retirement arrangements, "non-qualified" plans for certain highly compensated employees, and certain specialized types of plans, such as 401(k) and ESOPs. The focus of the course is to gain a basic understanding of the applicable Code and ERISA requirements, as well as the policy considerations underlying these rules. [Prerequisite: Taxation I.]

**Rights of the Disabled**

Two Semester Hours

This course considers the legal rights of disabled persons, with primary emphasis on the rights of the mentally retarded; the Baby Doe litigation; responses to AIDS; and issues of education, institutionalization, and equal access. Students examine state and federal statutes and regulations, constitutional theories, and ethical and moral arguments. [Strongly recommended: Constitutional Law II.]

**The Russian Legal System: Paths to Reform**

Two Semester Hours

This course examines contemporary Russian law as a system in transition, using three major areas of reform—constitutional law, criminal justice, and business law—to highlight the fundamental choices and influences informing the country's difficult progress toward an ordered legal society. Close attention will be paid to the social, political and economic context in which the law reform process is unfolding. Course materials will consist largely of primary course materials in translation, supplemented by comparative law materials from the Anglo-American and Continental civil law systems. Course requirements will be based on active and informed class discussions and a take-home final examination.

**The SEC and Contemporary Regulatory Problems Seminar**

Two Semester Hours

This seminar will study how the SEC has addressed (or failed to address) selected recent regulatory problems. These problems will be analyzed from a historical and legal perspective. Topics will be chosen from among the following: structure of the securities markets; insider trading; corporate governance; internationalization of the securities markets; and competition in the securities markets. [Prerequisite: Corporations and Securities Regulation or permission of the professors.]

**Securities Regulation**

Three Semester Hours

This course involves the study of the disclosure philosophy of the federal securities laws and the nature and regulation of the securities markets. The relevant statutes are the Securities Act of 1933 and the Securities Exchange Act of 1934. Among the specific topics covered are registration and exemptions under the 1933 Act and civil liabilities under both the 1933 and 1934 Acts. The class also studies the economics of disclosure and liability rules and the workings of an efficient market. [Prerequisite: Corporations.]
Securities Regulation Seminar: 
**Current Issues**

This seminar explores recent trends and developments in federal securities regulation. For example, in past semesters the topics discussed included internationalization of the securities markets, multinational tender offers, federal proxy system reform, civil RICO and securities transactions, Chinese walls, EEC securities disclosure rules, hybrid securities, and investment adviser regulation and insider trading. Each student selects a paper topic during the fall semester in individual consultation with the professor. There is one short organizational class meeting and no formal class sessions during the fall semester. The paper topics selected form the basis for the seminar discussions during the spring semester. [Limit: 12. Prerequisite: prior or concurrent enrollment in Securities Regulation. The professor’s permission is required.]

**Professor Haft**

**Not offered 1994-95**

Sentencing Seminar

This seminar probes the perspectives of the defense and prosecution lawyers and the judges in the sentencing process. Topics covered include the history of sentencing; theories of sentencing; the types of sentencing, including sentencing guidelines, victims’ rights, white-collar crime sentencing, and pre-sentence confiscation; the death penalty; post-conviction relief; availability and desirability of alternatives to incarceration guidelines; and plea agreements. Students present sentencing memoranda and sentencing arguments. [Recommended: Criminal Law.]

**Judge Frosh**

Sexual Orientation and the Law:

**Selected Topics in Civil Rights**

This course explores the relationship between sexual orientation and the law. The course is organized according to the life experience of lesbians, gay men, and bisexuals. The course considers how the legal system regulates: sexuality, particularly through sodomy laws; expressions of lesbian and gay identity (“coming out”); workplace issues; and personal and family relationships, including marriage, domestic partnerships, and parenting. The course draws on principles in various areas of law, including equal protection, privacy, First Amendment, employment discrimination, and family law. The legal readings are placed within a historical framework and are supplemented by fiction, psychology, sociology, feminist theory, oral history, and journalism.

**Professors Kuntz and Raben**

Sign Language for Lawyers

This beginning course in sign language offers 36 hours of instruction including signs for legal vocabulary, receptive and expressive readiness activities, vocabulary development in context, fingerspelling, and information about the deaf community. [Students who have taken this course in a prior year may take it again as a refresher, on a space-available basis. Limit: 20.]

**Mr. Roman**

Small Business Law Seminar

This seminar focuses on legal issues in small business associations, including governmental policy and regulatory matters. Topics include forming a small business, partnerships, franchising, joint ventures, government procurement policies and programs, commercial leases, employer-employee issues, and ethical considerations for the small business lawyer.

**Professor Bellamy**

Social Welfare Law and Policy Seminar

This seminar will focus on antipoverty policy issues that underlie the body of law in the area of social welfare. The class will begin with a look at the statutory framework and the published policy literature, including relevant demographic data. Students will then present their papers...
for class discussion and comment. Students’ papers will consider the antipoverty aspects of policy, including issues of both policy formation and implementation, concerning such problems as: employment; education; early childhood development; family support services; housing; neighborhood and community development; health care; disability; racial, ethnic, and gender discrimination; racial isolation and concentrated poverty; and income maintenance. Students can work in pairs if they wish to do so. Empirical work on current or recent social problems, policy formation processes, and/or implementation experience in particular communities is strongly encouraged.

Students are to sign up for the course by the end of fall add-drop, although additional students will be accepted at the beginning of the spring semester on a space-available basis. One meeting will occur in the fall to introduce the course and negotiate paper topics. Students will be expected to have a first draft ready early enough in the spring semester to allow all students to present their papers in class. If students plan summer work that might yield a fruitful paper, they should contact Professor Edelman before the summer to discuss their potential topic.

Professor Edelman

South African System Seminar

This seminar assumes that we need to acquire in-depth knowledge of South African history and society before attempting to study its legal system. For the first eight weeks, we will read historians, economists, and political scientists and emphasize the historical roots of the apartheid system. During the last six weeks we will examine the South African legal system, focusing on two specific areas of South African law—influx controls and citizenship. Students who enroll in this seminar should have an appetite for history and politics and should be prepared to read 200–300 pages a week.

Professor S. Cohen

Space Law Seminar

This seminar deals with topics such as liability for damages caused by space objects, registration of objects launched into outer space, exploration and use of outer space resources, rescue of astronauts, return of objects launched into outer space, commercial space operations, INTELSAT, direct broadcast satellites, remote sensing, and military uses of outer space.

[The professor’s permission is required.]

Professor Larsen

State and Local Taxation and Finance Seminar

This seminar explores the various aspects of the revenue-generating activities of state and local governments: taxation; licensing; user fees; and borrowing. The subject area includes such topics as the historical development of state and local taxation; state and federal constitutional requirements (foreign affairs, commerce, equality, uniformity); property, income, business, gross receipts, sales, and use taxes; operational problems (exemptions, assessments); other constitutional linkages (First Amendment, education); licensing; special assessments; intergovernmental transfers; borrowing (general and special revenue obligations); and the plethora of private-government arrangements affecting economic development. Students select their topics at the seminar’s first session from a list of topics prepared by the professor.

Professor D. McCarthy

Strategic Intelligence and Public Policy Seminar

This seminar explores the principal policy questions raised by the conduct of national security activities in our democratic society and examines how national policies and priorities are established and implemented. This seminar first examines what intelligence is and how it is used. It then explores competing claims: for example, protection of national security interests and individual rights and the extent of executive and legislative powers within the
separation of powers doctrine. It examines statutes such as the Foreign Intelligence Surveillance Act; the Classified Information Procedures Act; and Executive Order 12333, which regulates intelligence activities, as well as selected cases, to determine how Congress and the courts have resolved these competing interests. Professors Martin and Zirkle

Supreme Court Seminar

Three Semester Hours

This seminar examines the Supreme Court as an institution with emphasis on the ways in which the institutional forms and structures of the Court influence the law the Court makes. Topics studied include: appointments to the Court; the Court's jurisdiction and procedures for determining cases it will adjudicate; the internal deliberative process employed by the Justices; and the role of the advocates before the Court. Cases currently pending in the Supreme Court will be studied for illustrative purposes. [Limit: 18. Prerequisites: successful completion of Constitutional Law I and prior or concurrent enrollment in Constitutional Law II.]

Professor S. Bloch

Tax Accounting: The Time Value of Money

Two Semester Hours

In the past few years many new provisions have been added to the Internal Revenue Code intended to require taxpayers to explicitly account for interest income and expense reflecting "the time value of money." Several things can be said: the provisions do not reflect a consistent approach to the problem; they are complex, perhaps beyond the ability of the affected taxpayers; and they are essential to the maintenance of an income tax. Further action by Congress or Treasury seems inevitable. The course will examine what has been done, what has been proposed and will consider whether there is a better way to accommodate the conflicting concerns. [Prerequisite: Taxation I. Recommended: Taxation II.]

Professor Halperin

Taxation I

Four Semester Hours

This is an introductory course in federal income taxation which considers the principles and policies of the Internal Revenue Code regarding the taxation of individuals and businesses. Major topics include the definition of income, deductions and exclusions, assignment of income, and accounting. Emphasis is placed on the use of the Internal Revenue Code and administrative and judicial material. Professors S. Cohen, Ginsburg, Gustafson, Halperin, and Weidenbruch

Taxation II

Four Semester Hours

This course is a continuation of Taxation I. The course examines income tax aspects of the formation and liquidation of corporations and interim distributions to shareholders. It also concerns the sale of a business operated in corporate form. While the focus is on the traditional corporate form, it is contrasted with alternate forms of business operation—partnerships and subchapter S. [Prerequisite: Taxation I.] Professors Ginsburg, Schecter, and Weidenbruch

Tax Policy Seminar

Three Semester Hours

This seminar examines policy issues of taxation from the standpoint of equity, economic efficiency, and administrability. The seminar provides an overall look at major tax policy questions. In addition it provides an in-depth examination of one or more current issues such as the special treatment of capital gains. [Prerequisite: Taxation I.] Professor S. Cohen

Themes in American Legal and Jurisprudential History Seminar

Three Semester Hours

This seminar reviews the major contributions in the field of American legal history, focusing on interpretations of history and law from the founding to the 20th Century. Topics include the function of law in early colonial society, the role of common law in the 19th Century, and historical perspectives on crime, the family, feminism, and critical legal studies. Professor Zainaldin
Theoretical Issues in
Securities Market Regulation Seminar

In the past two decades, the secondary securities markets have experienced rapid and
dramatic changes. Traders have opened new markets and created new financial instruments.
Computers have changed how transactions are processed and reported and greatly reduced
trading costs. Trading volume has grown by an order of magnitude. Meanwhile, the markets
have acquired a distinctly international flavor as domestic investors have sought access to
foreign exchanges and foreign issuers have sought access to U.S. investors.

This seminar applies modern financial theory to examine such changes from a policy
perspective. In the first half of the course, students will select paper topics in consultation
with the professor while studying basic financial theory and the theory of market regulation.
The paper topics selected will form the basis for seminar discussion in the second half of the
course. [Prerequisites: Corporations and Securities Regulation.]

Professor Stout

Tort Law and Public Policy Seminar

This seminar focuses upon contemporary discontent with tort law, as manifested by
legislative efforts at both federal and state levels to reform tort doctrine. The crises affecting
product manufacturers and sellers, the medical profession, and the liability-insurance industry
are scrutinized, as well as proposals for alternative systems of compensation. Consideration is
given to the relative efficacy of the judicial and legislative processes for achieving the goals of
tort law. In addition, the theoretical underpinnings of tort law are reassessed in the light of the
current academic debate over tort theory.

Professor Willard

Torts II: Communicative Torts

This is an advanced torts course examining aspects of the legal protection afforded
personality and commercial interests. The course deals primarily with torts arising out of
communicative conduct, such as defamation, invasions of privacy, and product disparagement,
with emphasis on constitutional implications and limitations. The misappropriation of certain
intangible interests is also treated.

Professor Kendall

Trademarks and Unfair Competition Seminar

Dealing with both theoretical and practical problems, this seminar is addressed to persons
considering specializing in the field of trade identity law or in fields which interface with it.
The concept of trademark “use” and trademark right are examined critically in light of
modern advertising and marketing practices. The seminar also covers various aspects of the
federal trademark registration process, the more important issues in proceedings before the
Trademark Trial and Appeal Board, and trademark and unfair competition litigation in the
courts. [Recommended: Patent, Trademark, and Trade Secret Law.]

Professors Hovanic and Mathis

Trial Advocacy and Practice

This course is designed to give students in their final semester of law school an opportunity
to prepare and try a criminal or civil jury case in a courtroom setting and to understand,
through actual practice, the anatomy of a trial and the adversary system. Participants in the
program develop factual and legal theories based on their own investigations and the fact
patterns developed in part from cases actually tried in the courts. Upon completion of
pleading, discovery, and a pre-trial conference, counsel try their cases. Course grade evaluations
are based on pleadings, memoranda of law, pre-trial statements, requested jury instruc-
tions, and effectiveness as a trial advocate. Trials are held on Saturdays during the last weeks of
class and are video/audio tape-recorded to supplement the students’ knowledge. [Limit: 20.
Students may not receive credit for both this course and Civil Litigation Practice; Trial
Trial Practice

This course blends rigorous mock trial experiences with class discussion of trial techniques, strategy, and ethics. Students directly participate in a series of trial practice problems as witnesses and attorneys. Some sections use videotape as an aid to the learning process. Different instructors in this course emphasize different problems, including jury selection, motions and discovery practices, opening statements, direct and cross-examination, handling exhibits, expert testimony, and making and opposing objections. The course is designed especially for students who wish to obtain some trial experience but lack the time to enroll in a regular litigation clinic. Note: Some sections of this course may require extended classes or extra meetings outside of class to accommodate a mock trial. [Limit: 12. Students may not receive credit for both this course and Civil Litigation Practice; Trial Advocacy and Practice; Trial Practice: Emphasis on Tort Litigation; or any of the following clinics: Center for Applied Legal Studies; Criminal Justice; Juvenile Justice: Delinquency Division; Juvenile Justice: Family Poverty Division; Law Students in Court; or Sex Discrimination. Prerequisite: Evidence.]

Professors Asbill, Belcore, Blumenfeld, Fois, Hayes, Iscoe, Junkin, Kiersh, Lobo, McKenna, McNamara, Scheininger, Styles, Van Gelder, and Wright

Trial Practice Seminar: Working with Medical Experts

This seminar is designed to familiarize students with the role of medical experts in litigation. Strategies for the selection and use of medical experts as well as techniques for discovering the opinions of other party's experts will be presented. Particular emphasis will be given to the depositions of medical experts in civil litigation. Techniques for direct examination and cross-examination of expert witnesses will be reviewed. The course requires submission of a "B" paper which will be the primary basis for evaluation. [Students may not receive credit for both this course and any of the following clinics: Center for Applied Legal Studies; Criminal Justice; Juvenile Justice: Delinquency Division; Juvenile Justice: Family Poverty Division; Law Students in Court; or Sex Discrimination. Recommended: prior coursework and/or experience in U.S. trade law or policy. Students may not receive credit for both this course and Professor Diamond's section of International Law II.]

Professors Kiernan and Piorkowski

U.S. Trade Law and Policy Seminar

As the U.S. balance of trade has tipped in favor of foreign producers, more and more U.S. industries have turned to Washington for help. This seminar examines those U.S. laws designed to protect U.S. industries from imports and their relationship to relevant international law. The seminar concentrates heavily on those statutes designed to deal with importation of goods which are improperly subsidized by foreign governments, but papers can cover any topic dealing with U.S. trade law. Grading is based on class participation and a paper. [Recommended: prior coursework and/or experience in U.S. trade law or policy. Students may not receive credit for both this course and Professor Diamond's section of International Law II.]
Water Law Seminar

This seminar considers problems in the allocation of water supplies, interstate conflicts over water, reserved rights of the federal government, ground water management, water quality protection, and water conservation.

Professor Weiss

Not offered 1994-95

Supervised Research

The faculty has augmented the list of "A" seminar offerings by providing Supervised Research, which students may undertake under the supervision of a faculty member for two credits. Supervised Research provides a seminar-type experience to a student in those areas where there is no curricular offering or where a student wishes to explore a subject in greater depth than would be possible in an existing course or seminar.

The program of Supervised Research is designed to give a student benefits similar to those of an "A" seminar. The professor and student establish a calendar of substantial meetings that allows for the kind of interaction contemplated for "A" seminars. The student prepares a paper that meets all of the requirements for an "A" paper, including the intensive exchange of ideas through outline, draft, and final copy.

To be eligible for Supervised Research, a student must have a "C" average (6.0) and must ordinarily be sponsored by a full-time faculty member. If a student makes a good-faith effort to obtain sponsorship by a full-time member and is unable to do so, sponsorship by an adjunct faculty member may sometimes be approved. However, no adjunct faculty member may sponsor more than one student project per semester.

To apply for Supervised Research, a student completes the application form (available from the Office of the Registrar, Room 315) and submits it to the Office of the Registrar before the final day of registration (close of Add/Drop period). The application form requires that the student describe the topic for research; demonstrate why the topic would lead to an original paper satisfying the "A" legal writing requirement; show the sponsoring professor's agreement; indicate the scheduled meeting dates with the professor and the due dates for submission of the outline, first draft, and final draft; list the semester(s) in which the project is to be completed; and, if approval is sought for sponsorship by an adjunct faculty member, describe the student's efforts to obtain sponsorship by a full-time faculty member. After submission of the completed form, the Registrar will check to ensure that the student has the required "C" average and will then forward the form to the Legal Research, Writing, and Journals Committee for its decision on the application.

Because the Committee wants to ensure that the proposals will be successfully completed, it will be guided by the principles set out below in reviewing a student's proposal.

1. The Committee will be receptive to all proposals meeting the goals of Supervised Research and expects, within the limits of faculty resources, to approve most proposals.

2. Because the time demanded of the professor is substantial, the Committee expects that students will ordinarily seek sponsorship from full-time faculty. The Committee will aid students seeking such sponsors. When no full-time faculty member can serve as an effective sponsor, the Committee may approve a proposal with an adjunct faculty sponsor.

3. A student may not ordinarily undertake Supervised Research more than once. (Students proposing to take Supervised Research for a second time must disclose this to the Committee.) Similarly, Supervised Research will not be approved when the proposal repeats work for which credit has previously been granted in another course or for which the student has been compensated during employment. Approval for internships or externships cannot be granted.

4. Proposals may call for research to be completed in one semester or two; only two credits, however, can be awarded.

Two drafts of papers prepared for Supervised Research should be submitted to the Office of the Registrar, which will forward one to the sponsoring professor and one to the Legal
Research, Writing, and Journals Committee. The paper will be graded under the usual evaluation system by the sponsoring professor. It may also be reviewed by members of the Legal Research, Writing, and Journals Committee. Credit for the “A” legal writing requirement will be given for papers receiving a grade of C+, the minimum grade required for a paper written in an “A” seminar.

CLINICAL PROGRAMS

The Law Center offers two types of clinical programs for academic credit (both at the Juris Doctor level only). The first type consists of student practice involving actual client representation by students; the second consists of a range of other law related activities in which the students may engage. No client representation is involved.

Actual client representation clinics give the student the opportunity to appear in court or before an administrative tribunal pursuant to the Student Practice Rules of the D.C. Court of Appeals, D.C. Superior Court, the U.S. District Court and the U.S. Court of Appeals of the District of Columbia (as well as other federal appeals courts) and the practice rules of federal agencies. Two clinics involve practice before legislative bodies.

The D.C. Courts have created rules for participation in clinics that involve courtroom appearances. Students participating in court room clinics must have successfully completed legal studies totaling at least 41 credit hours including Evidence, Criminal Justice, and Civil Procedure. Curriculum B satisfies these subject matter requirements. In addition, the student must be certified by the Dean as being of good character and competent legal ability, and as being adequately trained to participate in cases or matters pending before the courts or administrative tribunals; be certified by the Admissions Committee of the District of Columbia Court of Appeals as eligible to engage in the limited practice of law authorized by the Student Practice Rule; be registered with the Unauthorized Practice of Law Committee of the District of Columbia Court of Appeals; and certify in writing that he/she has read and is familiar with the Rules of the D.C. Court of Appeals, including the Rules of Professional Conduct, which govern the practice of law in the District of Columbia. These limitations do not apply to students in clinics providing representation before federal agencies or legislative bodies.

Nine actual client representation programs are currently offered at Georgetown: Appellate Litigation, Center for Applied Legal Studies, Criminal Justice (D.C. and Maryland), Federal Legislation, Harrison Institute (Tenants and State Legislation), Institute for Public Representation, Juvenile Justice, Sex Discrimination, and Law Students in Court. Students seeking to enroll in a clinic open to second-year students must be in their second year of residence and must have maintained at least a 6.0 cumulative average. Second year night students may not delay taking a required course in order to take a clinic. A student may not be admitted to a clinic if he or she has a matter pending before the Committee on Professional Responsibility.

The other clinical programs emphasize participatory legal activities in schools and other institutions. Two clinics of the D.C. Street Law Project (High Schools and Corrections), offer substantial credit to students who do not directly represent individual clients, but perform various legal activities in a real-world, non-classroom setting.

The commitment to clinical education is well established at Georgetown. Clinical programs are costly and GULC spends a significant part of its budget on such programs. Because the clinics provide close supervision of client service, written work, and advocacy, the student-teacher ratio must be kept low. The number of spaces available is smaller than the number of students wishing to participate. The Law Center offers approximately 300 positions in clinical programs on a semester or year-long basis, but over 500 students usually apply. The Law Center estimates that 45% of its graduating full-time students have had some form of clinical experience. Evening (part-time) students normally have job responsibilities during the day.
that preclude the time commitment demanded by clinics. Nonetheless, arrangements can be
made and evening students are encouraged to apply. Additionally, summer school clinics give
preference to qualified night students. The Law Center is constantly studying methods for
developing new clinical experiences.

The Law Center enforces a stringent add-drop policy for clinics. Every student seeking to
withdraw from a clinical course must obtain permission from the professor who originally
admitted the student. After the end of April, such permission is not readily granted for clinics
beginning in the fall semester. After the second week of November, permission is not readily
granted for clinics beginning in the spring semester. Appeal of the decision concerning
withdrawal by the professor may be taken to the Associate Dean for Clinical Education, who
will permit withdrawal only in truly unusual circumstances. In the absence of permission, a
student failing to participate in the clinic to which he or she was admitted will receive a grade
of F for the appropriate number of credits. Strict enforcement of this policy is meant to protect
students who might otherwise be foreclosed from obtaining a clinic seat, clients who might
not be adequately served, clinic morale, and the Law Center's relationships with other
institutions.

Clinical selection, unlike other course selection, is based upon an application procedure,
which may include writing essays, meeting with groups, interviews, and a final acceptance
decision by each clinic's staff. Such activities are conducted during the spring semester and are
preceded by informational meetings at which the character, function, and requirements of the
respective clinics are explained.

Students who work on a part-time or full-time basis for the federal government cannot
participate in any proceeding in which the United States is a party or has a direct and
substantial interest. This prohibition would usually include cases handled by the Appellate
Litigation Clinic, the D.C. branches of the Criminal Justice Clinic, and the Institute for
Public Representation and the Federal Legislation Clinic. Similar rules apply to D.C.
government employees and cases in which D.C. has an interest. As a result, D.C. employees
cannot participate in the Juvenile Justice Clinic. Students so employed should consult with
the agency for which they work and the clinic in which they wish to enroll to determine if the
ban applies to them.

No student may obtain more than eighteen hours of clinical credits toward a Law Center
degree. Because of seat limitations, no student will normally be allowed to enroll in more than
one clinic over the course of his/her law school career, unless one of the clinics involved is
either Street Law: Corrections or Street Law: High Schools. Students planning to practice in
New York should note the New York Court of Appeals rule limiting J.D. clinical course hours
for New York bar applicants to twelve (12) hours. For purposes of counting these credits, New
York subtracts from the number of Law Center credits the number of hours per week that a
clinic meets as a class. For example, the Criminal Justice Clinic awards twelve credits, but
since it meets for four hours a week as a class throughout the year, only four of its credits count
toward New York's limit of twelve. The Office of the Registrar can supply the details of New
York bar requirements applicable to each particular clinic. Other jurisdictions may have similar
limitations.

In the absence of a showing of special hardship accepted by the Associate Dean for Clinical
Education, students taking two semester clinics may not obtain any credit unless they remain
in the clinic for the full academic year and complete all required work. Should any student be
permitted to withdraw prior to completing clinic requirements, the amount of credit received
for work the student has actually completed will be determined by the professor responsible
for assigning the student's grade. Credits for the year-long clinics are allocated in accordance
with a fixed formula set by the faculty on the basis of classroom seminars, skills training, and
field work. No additional credits will be awarded regardless of the amount of time or effort
involved in fulfilling clinic obligations.
If students have enrolled in Trial Advocacy and Practice, Trial Practice: Emphasis on Tort Litigation, Trial Practice: Working With Medical Experts, or any section of Trial Practice, they cannot also enroll for credit in the Center for Applied Legal Studies, Criminal Justice, Juvenile Justice, Law Students in Court, or Sex Discrimination Clinics because of the duplication in skills training, nor can students who take any one of these clinics enroll in any of those courses. Similarly, students cannot enroll in both the Appellate Litigation Clinic and the Appellate Practice Seminar.

Client Representation Programs

Appellate Litigation Clinic

This is a full-year clinical program open to third-year students that provides direct and intensive experience in litigating appellate cases in the United States Supreme Court, the federal circuit courts of appeals (primarily the D.C. and Fourth Circuits), the United States Court of Military Appeals, and the D.C. Court of Appeals (highest District court). Students have primary responsibility for the litigation of the clinic’s cases. This includes the writing of briefs and all relevant motions and appendices and the presentation of oral arguments, as applicable. The cases are handled under the close supervision of the clinic director who is an experienced appellate litigator and the teaching fellows who are both experienced attorneys. Students also participate in a simulated argument sponsored by the U.S. Department of Justice, in which they argue against Assistant U.S. Attorneys before panels including U.S. circuit judges. There is a weekly two-hour seminar on the appellate process. Eighteen students will participate. Evidence is recommended, but not required. Professor Goldblatt

Fellows Robin-Vergeer and Finn

Center for Applied Legal Studies

Student responsibility, in two independent but related senses, is the outstanding feature of the Center for Applied Legal Studies. First, students assume direct responsibility for all aspects of case management, including client interviewing and counseling; case evaluation, research, and preparation; negotiation with adversaries; and presentation of the entire oral and written case before a judicial or administrative tribunal. Second, students are responsible for their own learning. At CALS, each student is expected to define his or her independent learning objectives for the semester and to develop and implement a plan for pursuing those goals. The student/supervisor ratio is 4 to 1, and students engage in frequent, in-depth consultation with supervisors on case-related, pedagogical, and other types of issues. Supervisors in CALS regard their function as helping student to observe, understand, act, and create—not as telling students what to do. Cases are selected and assigned to afford students the opportunity to scrutinize every aspect of their case in great detail, analyzing each step with care and precision as it is occurring.

The experience in CALS is also designed to encourage intensive examination by each person enrolled in the program of his or her own transition from the role of student to the role of lawyer. This examination emphasizes analysis of the personal and interpersonal dimensions of practicing law; the emotions that lawyers encounter, experience, and must deal with in the course of working with clients, peers, supervisors, adversaries, adjudicators, and others; the process of formulating goals, expanding options, planning strategy, and making decisions in the context of ambiguity, urgency, and incomplete information; the interrelationship of strategic and ethical issues; and, generally speaking, techniques for enhancing professional self-consciousness and self-education.

The types of cases handled by CALS change from time to time. In recent years, students have worked on Social Security administrative hearings and on consumer protection litigation
on behalf of low-income consumers. Six to eight second-year and six to eight third-year students participate in the work of CALS each semester.

*Professors Koplow, Macklin, and Schrag*
*Fellows Davis and Stein*

**Criminal Justice Clinic**

**Twelve Semester Hours (year-long)**

The Criminal Justice Clinic is a full-year program providing students in their final year of law school with an opportunity for intensive study and actual experience in criminal practice.

There are two two-hour seminars weekly, on criminal law, criminal procedure, trial skills training, ethics, interviewing, and other aspects of client representation. The students also engage in the closely supervised practice of law. Caseloads are light and trial work is closely supervised by a professor and/or teaching fellows to maximize educational benefits. Most students spend both semesters representing defendants in non-jury and jury cases in the Superior Court in the District of Columbia. Ten students in the Maryland Division spend one semester as prosecutors in Annapolis County. These students spend the second semester defending clients in non-jury and jury trials in Montgomery and Prince Georges counties.

Throughout the year, students also provide legal counsel to prisoners in local detention and correctional centers and represent inmates at disciplinary and parole hearings.

This program is open to third-year students who have successfully completed Evidence, Criminal Law, and either Advanced Criminal Procedure, or Litigating Complex Criminal Cases, which may be waived by special arrangement. Participation: approximately 40 students.

*Professor Copacino and Visiting Professor Gardner*
*Prettyman Fellows Evans, Rosenberg, and Shaffer Stiller Fellow Smith*

**Federal Legislation Clinic**

**Six Semester Hours (spring)**

The Federal Legislation Clinic is a one semester clinic that provides students with the opportunity to work as “legislative lawyers” on actual pieces of legislation moving through Congress. As legislative lawyers, students research areas in a bill, develop solutions for dealing with substantive problems, draft proposed statutory language and report language, and work with coalitions.

The clients of the clinic are advocacy groups who represent individuals and organizations that do not have the resources to hire legislative lawyers. In spring of 1994, the Clinic’s first semester, the clinic focused on health and social services issues: AIDS care; privacy of medical records; and women’s health. Students are expected to devote a minimum of twenty-one hours to field work on their bill each week.

The clinic also offers two two-hour weekly seminars. One seminar deals with the federal legislative process and explores the intricacies of working with the House and the Senate. The second seminar employs a case rounds approach in which students present their work on a legislative initiative and develop skills in oral presentation and analysis.

Students are supervised by the Director and/or one Fellow. The Federal Legislation Clinic will have ten to twelve students when Congress is in session. The program is open to second and third-year students who have successfully completed GULC’s course in Legislation. This course requirement may be waived in special circumstances.

*Professor Feldblum*
*Fellow Foster*

**The Harrison Institute for Public Law**

**Ten Semester Hours (year-long)**

The Harrison Institute provides legal services that strengthen political and economic democracy. Since 1971, the Institute’s clinical program has represented citizen coalitions, housing cooperatives, community development corporations, government agencies, state and local legislatures, and nonprofit policy organizations. This year, the Institute offers two clinics, one on community housing and development, and one on state policy.
The community housing and development clinic represents multifamily housing clients and nonprofit corporations. Issues include tenant purchase, conversion from rental to coop or condo, remedy of substandard rental housing conditions, and development of facilities for child care and other human services. The curriculum covers substantive topics of group client relations, housing regulation, multifamily ownership, nonprofit governance, and financing programs for community development. The skill components include project planning, negotiations, and public presentations. The Institute encourages student applicants who can speak Spanish.

The state policy clinic represents the Center for Policy Alternatives, a nonprofit and nonpartisan center with networks of over 4,000 state-level legislators, administrators, and advocates. The clinic works on cutting-edge policy proposals for building a new economy that is inclusive, participatory, and environmentally sustainable. The policy agenda includes capital for community development, democracy and trade, environmentally sustainable development, telecommunications policy, and women's economic justice. The curriculum covers strategic planning, policy research, legislative drafting, and public presentation skills.

Harrison Institute clinics are open to both second and third-year students. Participation: 10 in community housing and development and 10 in state policy. Professors Stumberg, Newman, Hecht, and Hurson

Institute for Public Representation

The Institute for Public Representation is a public interest law center that provides legal representation to unrepresented groups and interests before administrative agencies, courts, and other decision-making bodies. The Institute is involved in a variety of issues: environmental protection (particularly problems in the D.C. area); communications law and policy (focusing on access and diversity in the media and the impact of new technologies); and civil rights (especially the rights of people with disabilities).

Students' assignments involve a wide range of advocacy tasks—drafting court pleadings and briefs; participation in strategy sessions; meeting with clients, other attorneys, and government personnel; and preparing administrative petitions and legislative testimony. Since many of the issues taken on involve novel legal questions, there is a good deal of policy debate, research, and collaborative work at the Institute, as well as consultation with other public interest groups.

The Institute provides a good chance for students to work closely with experienced lawyers on public interest law problems and to sharpen their lawyering skills. In particular, their writing will be closely edited and reviewed. It also gives students a chance to consider how their personal values relate to their professional careers. Students have a unique opportunity to get an overall familiarity with the public interest law community and clients served by public interest lawyers and to gain an understanding of how lawyers develop strategy and structure their advocacy efforts. Weekly seminars and other meetings of the staff and students provide an opportunity for analysis of the Institute's advocacy work and of the role of the attorney in formulating public policy.

The Institute is open to second and third-year students on a full-time basis for one semester and involves devoting four working days per week to clinical activities. Participation: 15–17 students each semester. Professors Babcock, Campbell, and Parker

Fellows Roemer, Stevens, and others
Juvenile Justice Clinic

Delinquency I. Fall only: Six Semester Hours
II. Fall and Spring: Ten Semester Hours
Family Poverty: Six Semester Hours (fall or spring)

The Delinquency division provides students with an opportunity for intensive study and actual litigation experience before the District of Columbia Superior Court, Family Division. Students in the delinquency division provide legal representation for children involved in criminal cases. Students in the Family Poverty division represent families before administrative agencies in cases involving AFDC, food stamps, and other kinds of benefits. Occasional court litigation may arise as well. Students will also assist families in obtaining services regarding problems unrelated to benefits.

Interviewing and negotiation techniques, legal research and writing, and the traditional in-court skills associated with litigation are developed in both divisions. Students are expected to take primary responsibility for their cases while supervised by experienced litigators. Case loads are flexible and individual attention is given to each student. Although the primary focus is on cases involving juveniles, the litigation skills developed in the Clinic are transferable to all areas of practice.

Students are also expected to participate in a two-hour seminar twice weekly which explores the substantive and procedural problems encountered in litigation. In the Delinquency division, the seminar also examines in depth the legal rights of juveniles in a variety of court experiences. In the Family Poverty division, the seminar also examines programs and policies relating to family poverty. In both seminars, materials are drawn from the behavioral sciences as well as from traditional legal sources. Simulated exercises using videotape are used to ensure that in-court performances are successful.

Two students will be selected for the Delinquency Fall-only program, while eight students will participate for the full year. Eight to ten students will be selected each semester for the Family Poverty Division.

The prerequisites for this Clinic are those required by the student practice rule.

Delinquency: Professor Holland
Family Poverty: Professor Mandelbaum

Law Students in Court

Law Students in Court (LSIC) is a civil litigation clinic offering students the opportunity to develop lawyering and advocacy skills through representation of clients in the Civil Division of the D.C. Superior Court. Most program cases involve representing tenants in the Landlord and Tenant Branch and plaintiffs or defendants in the Small Claims Branch; these are jury triable. Some program cases are regular Civil Division cases; related issues may involve matters and hearings before various administrative agencies (e.g., rent control and grievance hearings and benefits fair hearings, etc.).

Working with a clinical supervisor, students are responsible for all aspects of their cases from initial interview, investigation, research, and preparation of pleadings to motions practice and trial preparation.

Orientation is designed to give students a basic working knowledge of related substantive areas, court rules and procedures, and basic advocacy skills. A weekly two-hour seminar on Tuesday afternoons focuses on further developing skills in interviewing, negotiation, and courtroom advocacy.

A regular full day each week must be set aside as a regular “court day.” Students should expect to devote twenty hours each week to clinic work. Twenty-five students from Georgetown participate in LSIC each year; other students in this consortium of law schools program come from four other D.C. law schools.

Prerequisites for the clinic are those required by the D.C. Student Practice Rule.

Professor Hay and others
Sex Discrimination Clinic

This one-semester program provides students with the opportunity to represent victims of domestic violence seeking protection from abuse. Students litigate in D.C. Superior Court, bringing actions to obtain injunctive relief in the form of civil protection orders. These orders can provide victims with a broad spectrum of relief, including directing the abuser to cease assaulting, threatening, and harassing the victim; ordering the abuser to vacate the parties' residence; awarding custody of the parties' children, with visitation rights for the non-custodial parent; and child support. Students also have an opportunity to gain experience in criminal practice by bringing contempt actions against abusers who violate a client's civil protection order. Contempt actions are criminal in nature and carry a penalty of up to six months in jail and/or a fine.

In the twice weekly two-hour seminar, students study the substantive and procedural law relevant to their cases, including the local domestic violence statute, criminal law, family law, evidentiary principles, and procedural rules. The seminar also focuses on litigation skills exercises, including drafting complaints, conducting direct and cross examinations, and conducting negotiations.

Ten second or third-year students may participate in the fall semester; twelve students may participate in the spring semester. 

Professors Ross and Epstein
Fellow Levy

Other Clinical Programs

D.C. Street Law Project. The following two clinics are part of the D.C. Street Law Project:

Teaching Street Law: High School

Six Semester Hours (year-long)

Students teach a year-long course in practical law in D.C. high schools. Students devote three hours per week to teaching such subjects as criminal law and procedure, consumer, family, housing, and individual rights law. A city-wide mock trial competition culminates the course. A two-hour seminar is conducted each week and focuses on substantive law as well as communication methodology used in teaching. Among the lawyering skills emphasized are critical thinking, planning and preparation, and communication with lay persons. Participation: approximately 25 students.

Professor Roe
Fellow Ashbrook

Teaching Street Law: Corrections

Four Semester Hours (fall or spring)

This is a one semester course in which students teach for three hours each week in one of nine D.C. correctional institutions. The purpose of the course is to acquaint the inmates with practical law that will help them both inside the facility and when they are released. The curriculum consists of constitutional rights inside and outside prisons, parole and parole revocation, and selected topics of housing, consumer, and family law. A two-hour weekly seminar covers substantive law and teaching techniques. Law students develop critical thinking, planning and preparation, and a unique understanding of the systems of criminal justice and corrections. Participation: approximately 18 students.

Professor Roe
Fellow Lezin
THE INTERNATIONAL SUMMER PROGRAM
IN FLORENCE, ITALY

In the summer of 1988, the Law Center inaugurated an annual summer program for the study of international and comparative law. Held in Florence, Italy, the program aims to prepare its students for a world that is increasingly integrated politically, economically, socially, and culturally—and therefore, legally. Professors from the Law Center and from other major universities teach courses that are open to U.S. and European law students. Course demands are the same as for regular courses, and admission for the eighty seats is competitive, with priority given to Georgetown students.

The 1994-95 Director of the program is Professor Charles Abernathy. For further information, contact:

Mary Bilodeau Jackson
International Programs Administrator
Georgetown University Law Center
600 New Jersey Avenue, NW
Washington, DC 20001-2075
(202) 662-9319
(800) 346-6259
IV. THE LAW CENTER CURRICULUM: COURSE CLUSTER LISTING

To assist students in planning upperclass courses and graduate programs of study, all Law Center courses, seminars, and skills offerings are listed below according to general subject areas, with a general overview of each area. Upperclass J.D. students may enroll in any graduate course (except graduate seminars) subject to the credit limitations set out in the Academic Requirements section of this Bulletin. Graduate students may enroll in J.D. courses subject to the rules described in the Graduate Program requirements section of this Bulletin.

1. Commercial Law

Commercial Law deals with the operation of the marketplace, including both transactions between businesses and transactions involving consumers. The basic course is Commercial Law, which leads on to Bankruptcy and Creditors’ Rights and more specialized offerings. The recent rise of concern over protection of ultimate users of goods has led to offerings dealing with consumers, including the governmental role in consumerism. Students should also consider the offerings listed under the closely related area of Corporate Law.

J.D. Courses
Bankruptcy and Creditors’ Rights
Commercial Law
Commercial Law: Payment Systems
Commercial Law: Sales and Secured Credit Transactions
Commercial Law: Secured Transactions
Federal Regulation of Financial Institutions
Government Contracts
Professional Sports and the Law

J.D. Seminars
Advanced Bankruptcy Seminar
Computers, Technology, and the Law Seminar
Construction Contract Law Seminar
Drafting and Negotiating a Commercial Lease
Entertainment Law Seminar
Financial Institutions and Consumer Financial Services Seminar
Publishing Law Seminar
Small Business Law Seminar

J.D. Clinics
Harrison Institute

Graduate Courses
Customs Law
International Commercial Arbitration
International Commercial Transactions
Securities Activities of Banks and Insurance Companies

2. Constitutional Law and Government

This major field deals with the workings of government. The Constitution, as the foundation document of our government and its relationship to the populace, is a bedrock source of law. The first-year course Constitutional Law I studies the constitutional structure of the federal government within its three branches and the relation of the federal government to the states. Constitutional Law II studies the restrictions placed on the exercise of governmental power over the governed. Note that “Governmental Regulation” is treated as a distinct field of law.

J.D. Courses
Civil Rights
Communications Law
Constitutional Law: Critical Race Perspectives
Constitutional Law: Theories of Free Speech
Constitutional Law II: Individual Rights and Liberties
Disability Discrimination Law
Equal Employment Opportunity Law
Federal Courts and the Federal System
Government Contracts
Immigration and Refugee Law
Information Privacy Law
Legal Process and Interpretation
Legislation
Local Government Law
Maritime Law
Privacy in American Law
Regulating Politics: Election and Campaign Finance Regulation
Regulating Politics: Law of the Political Process
Rights of the Disabled
Sexual Orientation and the Law: Selected Topics in Civil Rights

J.D. Seminars
AIDS Law & Policy and Dispute Settlement Seminar
Advanced Evidence: Supreme Court and the Constitution Seminar
The American Indian and the Law Seminar
Capital Punishment and the Judicial Process Seminar
Church-State Law Seminar
Civil Rights Policy Seminar
Communications Law Seminar
Comparative Constitutional Law Seminar
Congressional Law and Procedure Seminar
Conservatism in Law and Politics in America Seminar
Constitutional Aspects of Foreign Affairs Seminar
Constitutional Values and the American Public School Seminar
Education Law and Policy Seminar
First Amendment Seminar: Who Owns Speech?—The First Amendment and Contests over Linguistic Space
Free Press Seminar
Gender and the Law Seminar
Gender and the Law in American History Seminar
Housing Law Seminar
Law and Aging Seminar
Law and Higher Education Seminar
Law, Public Education, and Equality of Opportunity Seminar
Law and Religion Seminar
Law, Religion and Social Change Seminar
Lawmaking and Statutory Interpretation Seminar
Legislative Drafting Seminar
Legislative Investigations Seminar
Poverty Law Advocacy Seminar
Public Education: Law and Policy Seminar
Race and American Law Seminar
Race, Class, and Criminal Justice Seminar
Regulating Politics: Law of the Electoral Process Seminar
Social Welfare Law and Policy Seminar
Strategic Intelligence and Public Policy Seminar
Supreme Court Seminar

J.D. Clinics
Federal Legislation Clinic
Harrison Institute
Institute for Public Representation
Sex Discrimination Clinic

Graduate Courses
Legal Constraints on the Foreign Affairs Power
National Security Law
Rights of Public Employees

3. Corporate Law and Securities Regulation

Corporations is both a basic course and a prerequisite to the advanced courses in the field, e.g., Corporate Finance. The field also encompasses governmental regulation of corporate structural financing activities, i.e., Securities Regulation. Business Planning offers an opportunity to mesh corporate and tax law. Governmental control of the business operations of corporations is covered by the closely related field of "Governmental Regulation." The field of "Commercial Law" is also highly relevant.

J.D. Courses
Accounting Concepts
Advanced Corporate Law
Corporate Finance
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Corporations
Federal Regulation of Financial Institutions
Securities Regulation

**J.D. Seminars**
Business Planning Seminar
Close Corporations Seminar
Comparative Corporate Law Seminar
Corporate Governance Seminar
Economic Justice Seminar
Negotiated Mergers and Acquisitions Seminar
SEC and Contemporary Regulatory Problems Seminar
Securities Regulation Seminar: Current Issues
Theoretical Issues in Securities Market Regulation Seminar

**J.D. Clinics**
Harrison Institute

**Graduate Courses and Seminars**
(A specialized Master of Laws program is offered in the field of Securities and Financial Regulation.)
Accounting for Securities Lawyers
Corporate Finance
Current Issues in Enforcement of the Federal Securities Laws
Disclosure Under the Federal Securities Laws
Economic Aspects of Securities Regulation
Federal Regulation of Financial Institutions
Fraud and Fiduciary Duties Under Federal Securities Laws
Global Securities Markets
Graduate Seminar: Current Issues in Securities Regulation
Professional Responsibility in Corporate & Securities Practice
Regulation of Commodity Futures Transactions
Regulation of Evolving Financial Instruments
Regulation of Investment Companies and Advisers
Regulation of Securities Professionals and the Securities Markets
SEC and Contemporary Regulatory Problems Seminar
Securities Activities of Banks and Insurance Companies
Securities & Financial Frauds
Small Business Financing and Venture Capital
Study of the RICO Statute
Takeovers, Mergers, and Acquisitions

**4. Criminal Law and Procedure**

In the first year, basic aspects of Criminal Procedure are covered. The upperclass Criminal Law course deals with the substantive elements of crimes, a required course in many law schools. Advanced Criminal Procedure leads on from the first-year course. The course Professional Responsibility and the Administration of Justice is intended particularly for those interested in the criminal law area.

**J.D. Courses**
Advanced Criminal Procedure
Criminal Law
International Criminal Law
Litigating Complex Criminal Cases
Professional Responsibility and the Administration of Justice

**J.D. Seminars**
- Capital Punishment and the Judicial Process Seminar
- Juveniles and the Courts Seminar
- Public Corruption Seminar
- Race, Class, and Criminal Justice Seminar
- Sentencing Seminar

**J.D. Clinics**
- Appellate Litigation Clinic
- Criminal Justice Clinic
- Juvenile Justice Clinic
- Street Law: Corrections

**Graduate Courses**
- International Criminal Law
- Study of the RICO Statute

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### 5. Environmental Law

Environmental Law, International Environmental Law, and Natural Resources Law are the basic courses in this curriculum cluster. After taking one or more of these courses, students can focus on specific environmental issues in the more specialized seminar offerings.

**J.D. Courses**
- Clean Air Act: Environmental Law Problems and Policies
- Emerging Role of the States in Environmental Law
- Environmental Law
- Hazardous Waste Policy and Practice
- International Environmental Law
- Land Use Law
- Natural Resources Law
- Oil and Gas Law

**J.D. Seminars**
- Advanced Environmental Law Seminar
- Energy and the Environment Seminar
- Energy Problems Seminar
- Environmental Conflicts Resolution Seminar
- Environmental Equity Seminar
- Environmental Practice Seminar
- International Environment and Trade Law Seminar
- Water Law Seminar

**J.D. Clinics**
- Harrison Institute
- Institute for Public Representation

**Graduate Courses**
- Oceans Law and Policy
6. Family Law and Estate Planning

This somewhat arbitrary grouping clusters around the family as a basic unit of American society in both its interpersonal and property aspects.

**J.D. Courses**
- Decedents' Estates
- Estate and Gift Taxation
- Family Law I: Marriage and Divorce
- Family Law II: Parent, Child, and the State

**J.D. Seminars**
- Estate Planning Seminar
- Family Law and Policy Seminar
- Gender and the Law in American History Seminar
- Gender and the Law Seminar
- Juveniles and the Courts Seminar
- Law and Aging Seminar

**J.D. Clinic**
- Juvenile Justice Clinic: Family Poverty Division

**Graduate Courses**
- Estate and Gift Taxation
- Graduate Seminar: Advanced Estate Planning
- Income Taxation of Trusts and Estates

7. Government Regulation

This burgeoning field has many facets. Antitrust deals with the major federal legislative effort to preserve the functioning of the free market, and leads on to a number of more specialized offerings with strong economic components. Administrative Law deals with the process by which government regulates in greater or lesser degree the operations of certain businesses. The more advanced offerings explore the process within the setting of a single commercial activity, such as aviation or banking. There is a close nexus between this field and parts of the fields of Corporate Law and Commercial Law (e.g., Securities Regulation and Consumer Law Seminar).

**J.D. Courses**
- Administrative Law
- Administrative Law and Regulatory Policy
- Advanced Antitrust
- Antitrust Economics and Law
- Antitrust Law
- Aviation Law
- Communications Law
- Economic Regulation
- Environmental Law
- Federal Regulation of Financial Institutions
- Food and Drug Law
- Government Contracts
- Hazardous Waste Policy and Practice
- Health Law and Policy
- Insurance Law
International Environmental Law
Local Government Law
Maritime Law
Natural Resources Law
Oil and Gas Law
Public Health Law: Communicable, Needle Borne, and Sexually Transmitted Diseases
Regulation of Medical Technology
Retirement Income Policy

J.D. Seminars
Antitrust and Health Care Seminar
Communications Law Seminar
Energy Problems Seminar
Financial Institutions and Consumer Financial Services Seminar
Health Law and the Regulatory State Seminar
Housing Law Seminar
Insurance Law: Public Issues Seminar
International Antitrust and U.S. Trade Law Seminar
Social Welfare Law and Policy Seminar
Space Law Seminar
State and Local Taxation and Finance Seminar
Water Law Seminar

J.D. Clinics
Center for Applied Legal Studies
Federal Legislation Clinic
Institute for Public Representation
Juvenile Justice Clinic: Family Poverty Division

Graduate Courses
International Telecommunications Regulation

8. Intellectual Property, Land Development, and Property Law

As a follow-up to the first year Property course, Land Finance and Real Estate Transactions focus upon the process of developing real estate for residential and commercial use. This field also includes the study of special forms of property: patents, copyrights, trade secrets, and trademarks. The closely related subject of the gratuitous transmission of property within families, which also builds upon the basic Property course, is listed under Family Law and Estate Planning.

J.D. Courses
Copyright Law
Drafting and Negotiating a Commercial Lease
Introduction to Intellectual Property Law
Land Finance
Land Use Law
Patent, Trademark, and Trade Secret Law
Real Estate Transactions

J.D. Seminars
Advanced Patent Law Seminar
Computers, Technology, and the Law Seminar
Publishing Law Seminar
Trademarks and Unfair Competition Seminar

Graduate Courses
Advanced Partnership and Real Estate Transactions
International Protection of Intellectual Property Rights
Tax Planning for Real Estate Transactions
Taxation of Intellectual Property

9. International and Comparative Legal Studies

This area addresses the laws—international and domestic—that regulate or otherwise influence the burgeoning international activity among countries, international institutions, individuals, and private entities. International Law I, the basic course, delves into the nature and sources of international law. International Law II provides an introduction to international business and economic law. Comparative Law surveys other major legal systems, helping one to understand our own system better. Beyond these basic introductory courses, the Law Center offers in its J.D. and Graduate Programs a wide selection of international and comparative law courses. These include courses on public and private international law and on the legal systems of various countries and regions.

J.D. Courses
Central Europe & NIS: Societies in Transition
Chinese Law
Comparative Law
Comparative Law: Latin America
Conflict of Laws: Choice of Law
European Union Law I
European Union Law II
Immigration and Refugee Law
International and Comparative Law on the Rights of Women
International Criminal Law
International Environmental Law
International Human Rights
International Law I
International Law II: Business and Economic Law
Japanese Legal System
Japan-U.S. Business Transactions
Legal Constraints on the Foreign Affairs Power
The Russian Legal System: Paths to Reform

J.D. Seminars
Comparative Corporate Law Seminar
Constitutional Aspects of Foreign Affairs Seminar
European Union Law II: Seminar in Business Law
Human Rights and Constitutional Reform in Eastern Europe: The Case of Czechoslovakia
International Dispute Resolution Seminar
International Environment and Trade Law Seminar
International Human Rights Protection and Litigation Seminar
International Human Rights Workshop
International Law Seminar: Modern Crises in State Sovereignty
International Law Seminar: Use of Force and Conflict Resolution
International Legal Problems in Civil Litigation Seminar
International Litigation in U.S. Courts Seminar
International Negotiations Seminar
International Tax Planning Seminar
Issues in Disarmament: Proliferation of Modern Weapons Seminar
Law and Development Seminar
South African System Seminar
Space Law Seminar
U.S. Trade Law and Policy Seminar

**Graduate Courses and Seminars**

*(A specialized Master of Laws program is offered in the field of International and Comparative Law.)*

Comparative Law: Latin America
Customs Law
European Union Law I
European Union Law II
European Union Law II: Seminar in Business Law
Graduate Seminar: Extraterritoriality
Graduate Seminar: International Law at the End of the Century
Graduate Seminar: International Monetary, Finance and Investment Problems
Graduate Seminar: Legal Issues in U.S. Trade Policy
Graduate Seminar: The GATT after the Uruguay Round
Graduate Seminar: U.S. Unfair Trade Practice Statutes
Immigration and Nationality Law
International Agreements
International Civil Litigation
International Commercial Arbitration
International Commercial Transactions
International Criminal Law
International Economics for Lawyers
International Environment and Trade Law Seminar
International Finance
International Human Rights Law
International Negotiations
International Organizations
International Peace and Security: Current Legal Problems
International Procurement Law and Policy Seminar
International Protection of Intellectual Property Rights
International Telecommunications Regulation
International Trade Law: Latin America
International Trade Law & Regulation
International Transportation Law Seminar
International Venturing and New Enterprise Development
Israeli Legal System
Japanese Legal System
Japan-U.S. Business Transactions
Korean Legal System
Law and Development Seminar
Legal Constraints on the Foreign Affairs Power
Legal Framework of U.S.-Japan Economic Relationship Seminar
Middle Eastern Legal Institutions and Islamic Law
National Security Law
Oceans Law and Policy
Structuring & Financing Foreign Investments
Structuring & Negotiating International Joint Ventures
Tax Aspects of International Reorganizations, Acquisitions and Dispositions
U.S. International Trade Agreements
U.S. Taxation of International Income I
U.S. Taxation of International Income II

10. International and National Security Law

In recent years, international and national security law has emerged as an increasingly important—and rapidly changing—focus of inquiry. The courses offered in this area are designed to expose the student in considerable detail to the constitutional alignment of U.S. foreign relations powers; to the operation of the national security bureaucracy; to the role of military power in the post-cold war world; and to specialized issues in global peace policy. These courses tend to change relatively frequently from year to year, to adapt the topics and materials to the dynamics of security policy, as world events continuously re-shape our understanding of the applicable law.

**J.D. Courses**
Legal Constraints on the Foreign Affairs Power

**J.D. Seminars**
Constitutional Aspects of Foreign Affairs Seminar
International Law Seminar: Modern Crises in State Sovereignty
International Law Seminar: Use of Force and Conflict Resolution
Issues in Disarmament: Proliferation of Modern Weapons Seminar
Strategic Intelligence and Public Policy Seminar

**Graduate Courses**
International Peace and Security: Current Legal Issues
Legal Constraints on the Foreign Affairs Power
National Security Law

11. Jurisprudence, Legal History, and Professional Responsibility

The proper role of law in a society, its philosophical foundations, and its development over the course of time have been subjects of serious study since at least Roman times. Law school provides a unique opportunity to reflect deeply on the nature of law and the role of lawyers. Such courses provide a coherent backdrop against which the more specific rules of law can be viewed and indeed provide a broad-based perspective for the lifetime of lawyering that lies ahead.

**J.D. Courses**
American Legal History
Anglo-American Legal History
Feminist Legal Theory
Government Ethics
Jurisprudence
Professional Responsibility
Professional Responsibility and the Administration of Justice
J.D. Seminars
Advance Legal Ethics Seminar
African-American Critical Thought Seminar
American Legal History Seminar: Concepts of Liberty and Speech in the Anglo-American Tradition
Canon Law Seminar
Conservatism in Law and Politics in America Seminar
Contemporary American Jurisprudence Seminar
English Legal History Seminar: The 18th Century
Feminist Legal Theory
Gender and the Law in American History Seminar
History of American Labor Law Seminar
Ideas in History Seminar: The Idea of Progress
Judaic Sources of American Law Seminar: A Comparative Study
Judicial Philosophy of the Supreme Court Seminar
Law, Conscience, and Nonviolence Seminar
Legal Process and Interpretation Seminar
Legal Profession Seminar
Professional Liability Seminar: Proof and Related Problems in Proceedings against Professionals
Themes in American Legal and Jurisprudential History Seminar

J.D. Clinics
Appellate Litigation Clinic
Center for Applied Legal Studies
Criminal Justice Clinic
Federal Legislation Clinic
Harrison Institute
Institute for Public Representation
Juvenile Justice Clinic
Law Students in Court
Sex Discrimination Clinic
Street Law Clinic: Corrections
Street Law Clinic: High Schools

Graduate Courses
Graduate Seminar: Labor Policy and History
Professional Responsibility in Corporate and Securities Practice
Professional Responsibility in Federal Tax Practice

12. Labor and Employment Law

Labor and Employment Law is the field of law that deals with the employment relationship. Labor Law, one of the basic courses, covers the organization of employees through unions and their dealings with corporate management, with special note of the increasing role of the government. Employment Law, another basic course, concerns itself with the regulation of working conditions, while Equal Employment Opportunity Law examines the legal imperatives mandating equal opportunity and treatment in the employment area. The Law Center's advanced labor courses in the Graduate Division are open to J.D. students.

J.D. Courses
Disability Discrimination Law
Employment Law
Equal Employment Opportunity Law
Rights of the Disabled

J.D. Seminars
History of American Labor Law Seminar
Labor Arbitration Seminar

Graduate Courses and Seminars
(A specialized Master of Laws program is offered in the field of Labor and Employment Law.)
Alternative Dispute Resolution in Labor and Employment Law
Collective Bargaining
Disability Discrimination Law
Employment Law
Equal Employment Opportunity Law
ERISA: The Fiduciary Provisions
ERISA: Participant Rights
ERISA: Plan Termination and Withdrawal Liability
Graduate Seminar: Labor Policy and History
Graduate Seminar: Pension Fund Management and Regulation of Fiduciaries
Immigration and Nationality Law
Internal Affairs of Unions
Labor Agreement Enforcement
Labor Arbitration
Labor Law and Relations in the Transportation Industry Seminar
Labor Relations in State and Local Government
Labor Relations in the Federal Government
Law of Occupational Safety and Health
Practice and Procedure Before the N.L.R.B.
Rights of Public Employees
Study of the RICO Statute
Termination of Employment Seminar

13. Law and Other Disciplines

It has been recognized for many years that the knowledge and techniques of other disciplines can provide useful, and at times powerful, insights into law and its practice. The Law Center is scheduling an increasing number of offerings in this area. This field is closely related to Jurisprudence and Legal History. Other interdisciplinary studies may be undertaken in the Graduate School of the University or in joint degree programs.

J.D. Courses
Economic Reasoning and the Law
Health Law and Policy
Law and Social Science

J.D. Seminars
Computers, Technology, and the Law Seminar
Films and the Law Seminar
Homelessness Seminar
Humanities and the Law Seminar
Ideas in History Seminar: The Idea of Progress
Law and Economics Workshop
Law and Higher Education Seminar
Law and Literature Seminar
Law and Psychiatry Seminar
Law and Religion Seminar
Law and Science Seminar
Law, Medicine, and Ethics Seminar
Law, Religion and Social Change Seminar
Legal Imagination Seminar
Medical Law Seminar

Graduate Courses
Economic Aspects of Securities Regulation
International Economics for Lawyers

14. Litigation and the Judicial Process

This field explores the skills most relevant to court-room lawyering.

J.D. Courses
Advanced Criminal Procedure
Advanced Legal Research
Conflict of Laws: Choice of Law
Evidence
Federal Courts and the Federal System
Federal Litigation
Litigating Complex Criminal Cases
Remedies

J.D. Seminars and Skills Offerings
Advanced Evidence: Supreme Court and the Constitution Seminar
Advanced Legal Writing Seminar
Advanced Litigation Seminar: Strategy and Advocacy
Appellate Practice Seminar
Causality in Law and Science Seminar
Civil Discovery Seminar
Civil Litigation Practice
Civil Litigation Seminar
Federal Sentencing Seminar: A Constitutional and Practical Critique of the Federal
Sentencing Guidelines, Mandatory Minimums and Federal Sentencing Theory
International Legal Problems in Civil Litigation Seminar
International Litigation in U.S. Courts Seminar
Legal Profession Seminar
Poverty Law Advocacy Seminar
Professional Liability Seminar: Proof and Related Problems in Proceedings against
Professionals
Trial Advocacy and Practice
Trial Practice
Trial Practice Seminar: Working with Medical Experts

J.D. Clinics
Appellate Litigation Clinic
Center for Applied Legal Studies
Criminal Justice Clinic
Harrison Institute
Institute for Public Representation
Juvenile Justice Clinic
Law Students in Court
Sex Discrimination Clinic
Street Law Clinic: Corrections
Street Law Clinic: High Schools

Graduate Courses
International Civil Litigation
Tax Practice and Procedure (Litigation)

15. Other Methods of Dispute Resolution

As society moves increasingly to consider dispute resolution mechanisms other than litigation, the subjects and skills embraced in this field will be of even more value.

J.D. Seminars and Skills Offerings
Alternative Dispute Resolution Seminar
Computers, Technology, and the Law Seminar
Environmental Conflicts Resolution Seminar
International Dispute Resolution Seminar
International Negotiations Seminar
Legislative Drafting Seminar
Mediation Seminar
Negotiated Mergers and Acquisitions Seminar
Negotiations and Drafting Seminar
Negotiations Seminar

Graduate Courses
Alternative Dispute Resolution in Labor and Employment Law
Collective Bargaining
International Commercial Arbitration
International Negotiations
Labor Arbitration

16. Public Interest Law

By virtue of their educational attainments and their license to practice, lawyers have a special obligation to serve a broad public. Many lawyers fulfill this duty by performing part-time services at little or no fee to clients who cannot afford to pay. Other lawyers make a more substantial commitment, some devoting their entire careers to providing legal services to poor people, to otherwise unrepresented or under-represented groups or interests, and to public causes of various types.

J.D. Courses
Administrative Law
Administrative Law and Regulatory Policy
Civil Rights
Constitutional Law: Theories of Free Speech
Constitutional Law II: Individual Rights and Liberties
Disability Discrimination Law
Environmental Law
Equal Employment Opportunity Law
Information Privacy Law
International and Comparative Law on the Rights of Women
International Environmental Law
International Human Rights
Local Government Law
Public Health Law: Communicable, Needle Borne, and Sexually Transmitted Diseases
Regulating Politics: Election and Campaign Finance Regulation
Rights of the Disabled
Sexual Orientation and the Law: Selected Topics in Civil Rights
Sign Language for Lawyers

**J.D. Seminars**
Advanced Environmental Law Seminar
AIDS Law & Policy and Dispute Settlement Seminar
Capital Punishment and the Judicial Process Seminar
Civil Litigation Seminar
Civil Rights Policy Seminar
Corporate Governance Seminar
Economic Justice Seminar
Energy and the Environment Seminar
Environmental Equity Seminar
Gender and the Law Seminar
Gender Bias and Federal Courts Seminar
Health Law and the Regulatory State Seminar
Homelessness Seminar
Housing Law Seminar
International Human Rights Protection and Litigation Seminar
International Human Rights Workshop
Issues in Disarmament: Proliferation of Modern Weapons Seminar
Juveniles and the Courts Seminar
Law and Aging Seminar
Law and Development Seminar
Poverty Law Advocacy Seminar
Public Interest Advocacy Seminar
Race, Class, and Criminal Justice Seminar
Social Welfare Law and Policy Seminar
Strategic Intelligence and Public Policy Seminar

**J.D. Clinics**
Appellate Litigation Clinic
Center for Applied Legal Studies
Criminal Justice Clinic
Federal Legislation Clinic
Harrison Institute
Institute for Public Representation
Juvenile Justice Clinic
Law Students in Court
Sex Discrimination Clinic
Street Law Clinic: Corrections
Street Law Clinic: High Schools

Graduate Courses
International Human Rights
Law and Development Seminar

17. Taxation

Tax I introduces the students to the fundamentals of the taxation of individuals; Tax II covers the fundamentals of corporate taxation. The remaining offerings provide opportunities for more detailed explorations into various areas of tax law and policy. The taxation of the passing of family wealth, including the integration of tax doctrine with that of wills and trusts, are listed under Family Law and Estate Planning. Business Planning, which involves the integration of tax and corporations, is listed under Corporate Law. More advanced courses are offered in the Graduate Program.

J.D. Courses
Estate and Gift Taxation
Retirement Income: Taxation and Regulation
Retirement Income Policy
Tax Accounting: The Time Value of Money
Taxation I
Taxation II

J.D. Seminars
Estate Planning Seminar
International Tax Planning Seminar
State and Local Taxation and Finance Seminar
Tax Policy Seminar

Graduate Courses and Seminars
(A specialized Master of Laws program is offered in the field of Taxation.)
Advanced Partnership and Real Estate Transactions
Advanced Pension Planning Seminar
Business Planning
Consolidated Returns: Principles and Planning
Corporate Income Tax Law I
Corporate Income Tax Law II
Corporate Income Tax Law III
Estate and Gift Taxation
Federal Taxation of Bankruptcy and Workouts
Financial Derivatives Taxation
Graduate Seminar: Advanced Corporate Taxation
Graduate Seminar: Advanced Estate Planning
Graduate Seminar: Comparative State and Federal Taxation
Graduate Seminar: International Taxation
Graduate Seminar: Recent Tax Legislative Developments
Graduate Seminar: Federal Tax Policy
Income Tax Accounting
Income Taxation of Trusts and Estates
Pensions & Other Deferred Compensation I
Pensions & Other Deferred Compensation II
The courses listed in this field build upon the basic first-year Torts course. Torts II completes the survey of the general area of non-contractual private liabilities with a study of so-called dignitary and business torts. The other offerings explore such liabilities in specific contexts, including growing governmental intervention in the area. Insurance deals with the process of shifting the risk of such non-contractual liabilities.

**J.D. Courses**
- Insurance Law
- Mass Torts
- Products Liability
- Torts II: Communicative Torts

**J.D. Seminars**
- Causality in Law and Science Seminar
- Insurance Law: Public Issues Seminar
- Professional Liability Seminar: Proof and Related Problems in Proceedings against Professionals
- Publishing Law Seminar
- Tort Law and Public Policy Seminar
In order to earn the degree of Juris Doctor, a student must satisfactorily complete the following academic requirements:

- 83 semester hours of academic credit; a minimum of 53 credits at Georgetown (including approved Georgetown Graduate courses);
- The required basic curriculum (see “Required Program of Study” section of this Bulletin);
- Two upperclass legal writing projects (part I, below);
- An upperclass course in Professional Responsibility (part II, below);
- The requisite period in residence at the Law Center (part III, below); and
- Minimum scholastic average (part IV, below).

No student will be permitted to register for additional semesters beyond the semester in which he/she has completed all degree requirements and been cleared for graduation by the Office of the Registrar.

Regardless of the completion of all course requirements, a degree can not be conferred until the student has a clear student account balance. In addition, transcripts, diplomas, bar forms, and other certificates will not be released if there is an outstanding student account balance.

In meeting the above requirements, students should be aware of the following academic regulations and policies of the Law Center.

I. The Upperclass Writing Requirement. Students are required to complete two upperclass writing projects prior to graduation. The “A” requirement involves preparation of a J.D. paper. The “B” requirement can be met in several ways.

The “A” Requirement: The “A” J.D. legal writing requirement is intended to provide students with the opportunity to refine research and writing skills learned in the first year, and to develop the skills necessary to undertake writing projects on their own following graduation from law school. Students choose topics, submit outlines, prepare drafts, and complete the final paper in consultation with faculty members teaching “A” seminars or supervising Supervised Research (see J.D. Courses of Instruction section in this Bulletin).

The J.D. “A” paper must show the student’s mastery of the in-depth research undertaken and demonstrate how the student has organized, clarified, or advanced this body of knowledge in resolving the issues raised by the paper. The technical requirements for this paper include: (1) use of legal forms of citation (when appropriate); (2) a length of 6,000 words, which is approximately twenty-five (25) typewritten pages using customary margins and excluding footnotes; (3) submission of an outline and first draft in accordance with the professor’s
schedule; and (4) submission of a revised final paper based on the professor's comments. All work must be that of the student in consultation with the professor or must be cited for attribution to others. All first drafts and final papers must be submitted to the professor through the Office of the Registrar. The final paper must receive a grade of at least C+ in order to meet the "A" legal writing paper requirement. Papers earning a passing grade, but less than C+, will earn only a "B" legal writing requirement.

The "B" Requirement: The "B" writing requirement may be satisfied in one of the following ways: (1) writing a substantial paper in a "B" seminar; (2) writing a substantial paper in a course that offers a "B" paper option; (3) satisfactorily completing the writing program in one of the various journals (students who pay by the credit hour will be charged for 2 credits of tuition at the time their Journal Writing Paper is posted to their transcript); (4) satisfactorily completing the work in a clinical program; (5) participating in certain moot court competitions conducted by the Moot Court Board; or (6) successfully completing the work of a Law Fellow in the Legal Research and Writing Course. For the first two options (the "B" seminar or course), the term "substantial paper" means that the paper must have a length of no less than 6,000 words, which is approximately twenty-five typewritten pages using customary margins and excluding footnotes. At the professor's discretion, "B" paper credit may be given for a series of papers or other written projects or exercises that represent a substantial effort equivalent to the effort involved in writing a single 6,000 word paper. The student is not required to submit an outline and first draft for the "B" paper, as is required for the "A" paper. Papers must be submitted to the professor through the Office of the Registrar.

The "A" and "B" requirements outlined above are minimums. Additional work may be required in courses offering "A" or "B" writing credit. Each semester the schedule of courses lists those offerings that may be taken to satisfy the "A" or "B" writing requirements. Students who wish to satisfy the "B" requirement outside regular course work should check with the offices (Moot Court Board, Law Fellows, etc.) involved. In addition, a student who completes a substantial piece of scholarship that is deemed publishable by his/her law journal will receive two hours of class credit (students who pay by the credit hour will be charged for 2 credits of tuition at the time their Journal Writing Paper is posted to their transcript) and a "B" writing credit, subject to a review by the Faculty Committee on Legal Research, Writing, and Journals. In order to receive the "B" credit, however, the law journal scholarship must meet both the substantive and technical requirements for the "A" paper, including length (25 pages using customary margins and excluding footnotes) and work worthy of a grade of at least C+. The faculty review will be to ensure that the scholarship complies with the "A" paper standards, and that it meets the faculty definition of a substantial piece of scholarship, that is, that the article address "a significant topic in depth and with vigor."

Provisions Applicable to Both "A" and "B" Requirements: Students may not submit one paper to satisfy the requirements in two seminars or writing projects without first securing the written approval of both professors and notifying the Registrar in writing. When permission is granted, the student will be required to write a paper of at least fifty pages and meet all other requirements for the seminar and will be expected to divulge the joint nature of the paper on the cover page of all submissions. A student may satisfy only "A" or "B" Legal Writing requirements for the joint paper, as appropriate, but may not fulfill both "A" and "B" legal writing credits for a joint paper. Each professor approving such a project will independently submit a final grade indicating his/her judgment of the paper as it pertains to his/her course and the final grades given for the two seminars need not be identical.

Two students may not submit one jointly written paper for credit without first securing the written approval of the professor and the written approval of the Associate Dean. The written approval must be submitted to the Registrar for the students' permanent records. Two students receiving approval to work together on a paper must submit a total of at least fifty pages or, for "B" seminars, the qualitative equivalent as explained above and meet all other
requirements for the seminar. The professor approving such a joint project will submit one grade which will be entered on each student’s transcript for the seminar.

II. Professional Responsibility Requirement. Each student must satisfactorily complete a two-credit upperclass course in “Professional Responsibility.” Courses currently offered that satisfy this requirement are Professional Responsibility and Professional Responsibility and the Administration of Justice. Students may not receive credit for both Professional Responsibility and Professional Responsibility and the Administration of Justice. Students may also satisfy the requirement by completing Professional Responsibility in Federal Tax Practice offered in the Graduate Program.

III. Residency Requirements. Regardless of the completion of all other degree requirements, the degree of Juris Doctor cannot be conferred until the student has completed the requisite period of study in residence as defined by the American Bar Association (ABA).

A. Day Division students must complete six full-time academic semesters in residence. In order to earn a full semester of residency, a Day Division student must enroll in a minimum of 12 class hours per week (12 semester credits) for the entire semester, and must pass a minimum of 10 such hours. A Day Division student who fails to meet either of these minimum requirements in any semester will earn proportional residence for that semester, and additional attendance at a summer session or during a seventh semester will be required before such student may graduate.

B. Evening Division students must complete the equivalent of eight academic semesters in residence. Evening Division students may satisfy this requirement in either of two ways:

1. Eight Academic Semesters: An Evening Division student who satisfies all other degree requirements may graduate upon the completion of eight academic semesters of study. During each semester, an Evening Division student must enroll in and earn credit for at least 8 class hours per week (8 semester credits). An Evening Division student who fails to meet these minimum requirements in any semester will earn proportional residence for that semester, and additional attendance at a summer session or during a ninth semester will be required before such a student may graduate.

2. Seven Academic Semesters and Summer Sessions: An Evening Division student who satisfies all other degree requirements may graduate upon the completion of seven academic semesters plus at least two eight-week summer sessions. During each academic semester, an Evening Division student must enroll in and pass at least 8 class hours per week (8 semester credits). During the two required eight-week summer sessions, an Evening Division student must enroll in and pass at least 8 class hours per week (4 semester credits). Students who attend summer programs of less than eight weeks duration earn proportional residence credit. Please check with the Registrar if you attend any summer program of less than eight weeks. Students should be careful to distinguish between residency and the total credits required for graduation. While two summer sessions of four credits each (eight hours) are necessary for residency under this option, a third summer session may be necessary to complete the 83 credit hours to earn the J.D. degree.

C. Applicable to Both Divisions: Residency requirements are sufficiently complex that a student should consult with the Registrar at any time the minimum credit hours for the applicable division are not completed during any academic period.

IV. Academic Evaluation and Attrition Standards.

A. Academic Evaluation System: The Law Center’s faculty awards the grades of A, A−, B+, B, B−, C+, C, C−, D and F. In the clinical programs, the graduate fellows also participate in the grading process. Each student’s grade average is computed at the end of each academic year in order to award academic honors and for the purpose of graduation/attrition. Each letter grade is assigned a numerical equivalent:
A student's cumulative average is computed by multiplying the numerical equivalent of each letter grade by the credit value of the course, adding the results together, then dividing the total thus obtained by the total number of credits. In computing a student's average, computations are carried to three decimal places. While the cumulative average is based upon all of a student's grades, the annual average is based only upon a student's grades for one academic year. In this definition the academic year begins with the summer term and ends with the following spring semester.

B. Academic Honors: The Law Center does not rank its students. The faculty has, however, authorized three separate academic honors for students with distinguished academic records.

1. Dean's List: J.D. students whose annual academic averages place them in the top one-third of their class at the Law Center will have their transcripts marked "Dean's List" for the appropriate academic year. All candidates for the degree of Juris Doctor at the Law Center are eligible for the Dean's List provided that such a student completed during the academic year at least 24 hours of credit at the Law Center if enrolled in the Day Division or 16 hours of credit at the Law Center if enrolled in the Evening Division. Students earning less than the minimum number of hours of credit are not eligible for the Dean's List in the academic year involved. Courses taken in the summer session or in the Graduate Program at the Law Center are included in the required minimum number of hours of credit. Courses taken at another school of the university or at another law school are excluded from the required minimum number of hours of credit. Academic averages are computed separately for each student class, as follows. For the first-year class, the Dean's List is calculated separately for each of the five first-year sections. The Dean's List for first-year students consists of those whose annual averages place them in the top one-third of their particular first-year section. The sections are not further subdivided on the basis of the "small section" to which a student belongs.

The upperclass Dean's List is calculated separately in two groups. The first group consists of students in their final year of law school; that is, third-year day students and fourth-year evening students. The second group consists of all other upperclass students; that is, second-year day students and second and third-year evening students. The Dean's List consists of those whose annual averages place them in the top one-third of their respective group. The Registrar will publish each academic year that grade point average which entitles a student in each group to inclusion on the Dean's List.

2. Diplomas with Honors: Students who meet the academic standards set by the faculty may be awarded the degree of Juris Doctor with honors and such student diplomas will be suitably marked cum laude, magna cum laude, or summa cum laude as the case may be. The degree cum laude is awarded to those students whose cumulative averages place them in the top one-third of those graduating, and the degree magna cum laude to the top 10%. The degree of Juris Doctor summa cum laude is the highest academic honor that the faculty can bestow upon a graduating student. There is no academic average which automatically entitles a student to that honor. Instead, the degree of Juris Doctor summa cum laude, is granted at the sole discretion
of the faculty. For the purposes of calculating students’ eligibility for degrees with honors, students graduating in October will be included with the class receiving their degrees the previous May. Those students who graduate in February will be included with the following May graduating class. Students who have earned a minimum of 71 hours of credit in courses taken at the Law Center are eligible for the degree of Juris Doctor with honors based on their Law Center grades. Students who transferred to Georgetown or who complete their final semester or year at another law school and who have earned less than 71 hours at the Law Center may be eligible. Those students should see the Registrar for details of the pertinent faculty policy.

3. Order of the Coif, Georgetown Chapter: The Order of the Coif was established in 1912 to recognize graduating students who achieved an exemplary average. Graduating students whose cumulative average place them in the top 10% of the class academically are elected to membership in the Order, the national law school honor society for the encouragement of scholarship and advancement of ethical standards in the legal profession.

C. Academic Attrition

1. Applicable Provisions
   a. All Students
      (1) In order to graduate, a student must satisfy the following academic requirements: He or she must obtain eighty-three hours of credit, must meet the residency requirement, must successfully complete every required course, must successfully fulfill every curriculum requirement and must achieve a cumulative grade average of 5.0 within the time frame outlined in (2) below. A transfer student must achieve the cumulative grade average of 5.0 in those courses the student takes at the Law Center.

      In calculating the student’s cumulative grade average, the Law Center will include the course hours in any course the student has failed, even when the student has successfully retaken the course.

      (2) Unless excused by operation of law, (i.e., military call-up, Americans with Disability Act, etc.), a full-time student must satisfy all graduation requirements within five consecutive calendar years; a part-time student, within six consecutive calendar years. A student who has completed three or more semesters in the full-time program shall be treated as a full-time student for purposes of establishing the maximum period to meet all degree requirements. If the student fails to satisfy the graduation requirements within the appropriate time period, he or she shall be dismissed with no possibility of graduating.

   b. First-Year Students:
      (1) A student must successfully complete every first-year required course (this includes those required courses taken in the second year by Evening Division students). A student must retake any first-year course in which he or she received a grade of F. That F grade and whatever grade the student receives upon retaking the course will both appear on the student’s transcript. The Registrar will include the grades and the hours for both times the student took the course in calculating the student’s cumulative grade average for purposes of honors, attrition, and graduation.

      (2) When a student has completed the first year with a cumulative average of less than 4.0, the student must retake any course in which he or she received a grade of D or F. As in (1), both the Ds and Fs the student first received and the grades he or she receives in retaking the course will appear on the student’s transcript and, together with the hours for the first and retaken courses, will be included in calculating the student’s cumulative average for purposes of honors, attrition and graduation. The student will receive hourly credit toward the requirement of obtaining eighty-three hours of credit only for the courses he or she successfully retakes.
If in retaking a course, a student receives a grade of D, the student has satisfied the requirement that he or she pass every required course; this student need not take the course again.

(3) A first-year student whose cumulative average is less than 4.0 but 2.5 or higher may elect a leave of absence from the Law Center for one calendar year before returning. In order to return, the student must file a request, in writing, with the Registrar, no later than August 1 for the following fall semester. If the student returns, he or she must satisfy the requirements stated in the preceding paragraphs.

(4) A first-year student whose cumulative average is less than 2.5 must take a leave of absence for at least one calendar year. In order to seek to return after a leave of one year, the student must file a petition, in writing, with the Registrar, no later than August 1 for the following fall semester. The petition will be considered by a Committee composed of the Associate Dean for the J.D. Program, the Registrar, and the Chair of the Appeals Committee. The student will be allowed to return only if the Committee, by majority vote, finds that it is probable that the student will attain a cumulative average of 4.0 by the end of the next academic year and satisfy all graduation requirements within the allotted time period. The Committee may allow the student to return subject to any conditions it chooses to impose. Petitions by students who have taken a leave of more than one year under the circumstances of this subsection will be governed by section D below, governing Provisions for Readmission of Dismissed Students.

c. Upperclass Students:

(1) A student no longer in his or her first calendar year at the Law Center and any transfer student will be dismissed from the rolls of the Law Center for academic insufficiency if at the end of any academic year he or she has a cumulative average of less than 4.0. For a transfer student, only those grades he or she received after enrolling at the Law Center will be counted. See section D, below, for Provisions for Readmission of Dismissed Students.

(2) A student who has a cumulative average of less than 5.1 at the end of any semester must meet with an Assistant Dean to discuss the requirements for graduation and ways for the student to improve his or her performance.

d. Summer Session Attendance. If a student is enrolled in a summer session when a failure to maintain the required minimum scholastic average or record is determined, that student may elect to withdraw from the summer session. If such a student has secured approval to attend the summer session at another law school, that school will be notified of the student's academic dismissal at the Law Center.

d. Provisions for Readmission of Dismissed Students: Students dismissed for defective scholarship may petition the Appeals Committee for readmission to the Law Center. Such readmission can be granted only if the Committee, by majority vote, finds that it is probable that the student will satisfy all graduation requirements within the allotted time period. The Committee may readmit the student subject to any conditions the Committee chooses to impose. In applying this test, the Committee may consider any factors its members believe are relevant, including the student’s apparent ability and desire to become a lawyer, the record of academic performance at the Law Center, and other circumstances that may have temporarily impeded the student’s performance.

With the exception of students who fail to complete all graduation requirements within the allotted time period, see C.1.a.(2) above, each time a student is dismissed, he or she may appeal to the Committee. If the Committee votes not to readmit the student, the student can appeal to the faculty only if at least one-third of those Committee members who voted cast votes to readmit the student. The student may seek Committee reconsideration, no more than once every six months, when he or she has new evidence indicating that he/she will successfully meet the graduation requirements.
The provisions for readmission outlined immediately above are applicable to upperclass students and to first-year students who, after failing to secure the required average of 4.0, fail to re-enroll during the prescribed time period.

V. Attendance, Examinations and Written Work.

A. Attendance and Participation: Regular and punctual attendance at all class sessions is required of each student. Student participation is expected in all courses. Academic credit will not be awarded and no student will be advanced, nor will his/her degree be conferred, if attendance or participation is unsatisfactory, even though the student may have passed all examinations successfully. A student who has not properly registered for a course may not seek admission to the final examination or receive any credit for participation in the course. A student who, even though registered for a course, has not regularly attended and participated may, at the professor's option, be excluded from the course or examination (with the same consequences as a voluntary failure to appear for a final examination) or receive a lowered grade in the course. The Law Center must be satisfied at all times of the serious purpose of each student. Any student will be promptly dropped from the rolls if it is found that the student is not giving proper time and attention to his/her studies.

B. Examinations: Written examinations are held at the end of the classwork in all courses unless otherwise indicated on the schedule of courses. Curricular offerings designated as "seminars" generally do not have examinations; instead, substantial written work is required. Clinical programs do not have written final examinations. Unless excused by the Registrar for extraordinary cause, all students must present themselves for examination in each course for which they are registered at the scheduled examination time. A student failing to present himself/herself for a required examination in any course must report to the Registrar as soon thereafter as possible. If the Registrar is satisfied that the absence is due to illness or other extraordinary cause, she/he may give permission for the student to take a deferred examination. The requirements of a student's employment will not be regarded as an "extraordinary cause." If the Registrar is not so satisfied, the student will receive a failing grade in the course. A student who presents himself/herself for examination in a course but fails to submit that examination for grading will receive a grade of F for that course unless the Dean determines otherwise. Unless excused by the Registrar, a student who does not submit all required work in any course for which the student is registered will receive a grade of F unless the student has withdrawn in accordance with the provisions governing course withdrawals.

No re-examination will be given in any course for the purpose of raising a grade obtained in a previous final examination in that course.

C. Written Work: Final papers in seminars and other courses permitting papers in lieu of, or in addition to, an examination are normally due on the last day of the examination period for the semester in which the seminar is held. By announcement at the beginning of the semester, a professor may advance or extend for up to 60 days the due date of all papers for the seminar (except in spring seminars for graduating students). All papers submitted for academic credit, including first drafts and final submissions of "A" or "B" legal writing papers, are to be submitted to the Office of the Registrar and not to the individual professor. Due dates for papers are as firm as the dates of examinations. Failure to submit a paper by the due date will bear the same consequences as failure to take an examination, unless excused by the Registrar or seminar professor. Adjunct faculty are not authorized to extend due dates in individual cases. A seminar or graduate paper submitted for grading may not be rewritten for the purpose of raising the grade in that paper.

D. Review Process for a Failing Grade: Any student who has received a failing grade on an examination or paper may request the Registrar to submit that examination or paper to another professor teaching in the field for evaluation. Students receiving a failing grade in a clinic may request a conference with the Associate Dean for Clinical Programs to discuss the
evaluation. The other professor or Associate Dean in the case of a clinical grade, serves merely in a consulting capacity. Final decision for the course grade rests with the professor conducting the course, but the course professor shall give due and appropriate consideration to the views of the consulting colleague. A request for such a second evaluation must be made by the student within the time period allowed for review of students' examinations and papers, but in no event beyond the end of the semester following that in which the course was offered.

E. Professional Responsibility: The faculty expects all students to exhibit high standards of academic and professional responsibility. For the rare case in which a student's conduct evidences fraud, deceit, dishonesty or an intent to obtain unfair advantage in applying to or while a student at the Law Center, the faculty has promulgated standards and procedures that govern the disposition of such cases. Those standards and procedures are set forth in the Student Disciplinary Code, printed in full in section XII (below).

VI. Withdrawals and Leaves of Absence.

A. Withdrawals from Individual Courses: A student may not withdraw from a required first-year course (including those required courses taken during the second year of study by Evening Division students) without permission of the Dean. A student may not withdraw from any course for which the permission of the professor was required for enrollment without the permission of that professor. A student may withdraw from any other course only during the first week of the semester in which that course commenced. Thereafter, a student may not withdraw from a course except with the permission of the Dean, which is given only in unusual circumstances. Rules regarding withdrawal from a clinic are set forth in the section on "Clinical Programs," in Chapter III, above.

B. Leaves of Absence and Withdrawal from the Law Center: Upperclass students in good standing may request a leave of absence from the Law Center. In general, students may retain credit for the work satisfactorily completed prior to withdrawal and be readmitted upon request without submitting to the usual admissions process if their leave of absence is approved in advance and they do not attend another law school while on leave without the prior written approval of the Dean. Circumstances surrounding the leave of absence may lead to a determination that the student must apply for readmission. Leaves of absence are rarely granted for longer than two academic semesters. Under the following circumstances, students will be dismissed from the rolls and must reapply through regular admissions channels for readmission to the Law Center: (a) students who have withdrawn from the Law Center during their first year without having satisfactorily completed all first-year courses and or examinations in those courses; (b) students who have been absent from the Law Center longer than their approved leave of absence; or (c) students who have withdrawn without having received approval for a leave of absence in advance. No credit will be given for academic credit earned by any student who has remained absent more than one year, except as approved by the Dean. (See time limitations for completion of legal studies described in Part IV, C. Academic Attrition, above.

VII. Summer Sessions.

Except as expressly modified in the Summer Session Bulletin, all academic regulations applicable during the regular academic year are applicable during summer sessions. Students in good standing at the Law Center may enroll in summer session courses at the Law Center and earn academic credit toward degree requirements. No full-time student may advance the date of graduation to less than three years by attendance at summer sessions. Law Center students desiring to attend summer sessions at another ABA or AALS approved law school for credit toward the Law Center degree must receive the Dean's permission in advance. Special rules apply for clinical courses taken at another law school. These rules are available from the Associate Dean for Clinical Programs. Such students should file a written request with the Registrar indicating the school they wish to attend and the course(s) they wish to take. A
minimum grade of C or its equivalent is required for transfer of any summer session work from another school toward the degree requirements at the Law Center. No more than six such credits may be so transferred. Note that all courses, credits, and grades undertaken at another law school will be displayed on the Law Center transcript whether or not transfer credit is actually granted. Such grades are not computed into the student’s average and do not count toward the minimum credit required to qualify for Dean’s List, graduation with honors, or attrition/graduation determination.

VIII. Courses in the Graduate Program of the Law Center.
Upperclass students may take courses or seminars in the Graduate Program of the Law Center. Grades for these courses and seminars are displayed on students’ transcripts and computed into students’ averages. Permission of the Dean is required to take a cumulative total in excess of six credits of Graduate Program offerings. Complete descriptions of Graduate Program offerings may be found in the Graduate Program section of this Bulletin.

IX. Courses in the Graduate School of the University.
Upperclass students, with the permission of the Dean of the Law Center and the Graduate School of the University, may take courses or seminars for a maximum of six credits in the Graduate School of the University. Course descriptions may be found in the catalog of the Graduate School. Note that all courses, credits and grades undertaken in the Graduate School of the University will be displayed on the student’s Law Center transcript whether or not transfer credit is actually granted. Such grades are not computed into the student’s average, do not count toward the minimum credit required to qualify for Dean’s List, graduation with honors, or attrition/graduation determination. Language classes may be taken on a space available basis, but will not be credited towards the J.D. degree. Full-time students may take language courses without additional charge. Evening students pay for all courses at the per credit hour rate.

X. Credit for Work Completed at Other Schools.
The Law Center will not grant credit for any course work completed prior to a student’s matriculation in a Juris Doctor program at an ABA or AALS approved law school. This includes law courses taken at law schools. (See Advanced Standing, Transfer Students, page 42). While enrolled at the Law Center, students may earn a limited number of credits at other ABA or AALS approved law schools during the summer (see VII, above). In extraordinary circumstances, a student may be granted permission to attend another ABA or AALS approved law school for his/her final semester or year of law school, while still receiving the Georgetown degree. In order for a Georgetown Juris Doctor degree to be awarded, a minimum of 53 credits must be earned at Georgetown (including approved Georgetown Graduate School courses). Permission to apply to another school must be obtained from the Dean prior to making such application. Permission will not be granted in the absence of a showing of compelling personal circumstances that require a student’s relocation. The Law Center reserves the right to designate the schools to which a student may apply, to approve the student’s selection of courses, and to limit the number of students to whom permission is granted. A grade of “C” or better in each course is required for a course undertaken at another law school to earn credit towards a Georgetown degree. Such grades do not compute into the student’s average and do not count toward the minimum credit required to qualify for Dean’s List or attrition/graduation determination. (See Part IV. B. Academic Honors, above, for information on graduation with honors.) Note that all courses, credits, and grades undertaken at another law school will be displayed on the student’s Law Center transcript whether or not transfer credit is actually granted. Under certain circumstances, credit for clinical programs will not transfer. Students contemplating taking a clinical course at another law school should consult the Associate Dean for Clinical Programs before enrolling in the course. Students visting at
another law school must carry private medical insurance, be covered by a student policy at the visited school, or carry Georgetown student health coverage. Additionally, students visiting away will be charged an administrative fee of $100 for each semester they visit at another school. Complete rules governing the transfer of credit from other law schools may be obtained from the Dean’s Office.

It is the student’s responsibility to make sure transcripts of grades and petitions for graduation are submitted to the Office of the Registrar in a timely fashion. Students who petition to visit at another ABA or AALS approved law school during their final year of study are cautioned that there may be difficulties in course selection and the timely submission of grades which may affect graduation clearance. Therefore, it is recommended that students complete the upperclass graduation requirements—“A” and “B” papers and Professional Responsibility—while at Georgetown. Students who receive approval to visit at another school must see the Registrar at the time approval to visit is granted in order that a degree audit may be completed, including a review of residence credit, to ensure they meet all degree requirements (see Academic Requirements and Policies). Students with an unpaid student account balance will not be approved to visit until their account is paid in full.

XI. Credit for Study Abroad Programs.

While enrolled at the Law Center, students may earn a limited number of credits at study abroad programs conducted by other ABA or AALS approved law schools. Absent compelling personal circumstances, students may earn no more than six credits from study abroad programs other than those sponsored by the Law Center. The Law Center does not give credit for clinical work done abroad. All work must be completed during the summer. Permission to apply to another school must be obtained from the Dean prior to making such application. The Law Center reserves the right to designate the schools to which a student may apply. Note that all courses, credits and grades undertaken at a study abroad program will be displayed on the student’s Law Center transcript whether or not transfer credit is actually granted. Such grades do not compute into the student’s average and do not count toward the minimum credit required to qualify for Dean’s List, graduation with honors, or attrition/graduation determination. A grade of C or better is required for a course taken at another law school to earn credit towards a Georgetown degree. Residence credit for summer programs should be determined in consultation with the Registrar (see Part III. Residency Requirements).

XII. Student Disciplinary Code.

Students at the Georgetown University Law Center must exhibit high standards of academic and professional responsibility. The Student Disciplinary Code, printed below in full, details the obligations of students, the jurisdiction of the Committee on Professional Responsibility, the procedures to be followed in determining whether a student has violated this Code and, if so, the sanctions to be imposed. This code covers a student’s conduct in a variety of situations, including a search for employment, as noted in section XIV. of this chapter.

STUDENT DISCIPLINARY CODE

Preamble

Students at the Georgetown University Law Center, as present and future members of a self-regulated profession, are required to conduct themselves with the highest degree of honesty, integrity and trustworthiness. Doubts about the propriety of particular conduct should be resolved in favor of avoiding even the appearance of impropriety. Each matriculating student is held to have notice of the high standard of conduct demanded by the Law Center. A student’s failure to satisfy this standard of conduct in connection with academic or nonaca-
demic activities subjects the student to sanctions under this disciplinary code. Jurisdiction is not limited to the territorial limits of the Law Center or to conduct which affects other members of the Law Center community. Allegations of minor misconduct are processed under the informal provisions of the code governing administrative violations. Allegations of more serious misconduct, involving a degree of moral offensiveness or untrustworthiness that may call into question a student's suitability for the practice of law, are processed under the more formal provisions of the code governing disciplinary violations. The code is administered by a student-faculty disciplinary committee that is guided in its interpretation and implementation by the code's overriding purpose of promoting among law students the highest degree of honesty, integrity and trustworthiness. If special circumstances so require, the Law Center may override the provisions of this code.

Part One: Substantive Violations

§101 Standard of Conduct. Without regard to motive, intentional student conduct that is dishonest, evidences lack of integrity or trustworthiness, or may unfairly impinge upon the rights or privileges of members of the Law Center Community is prohibited.1

§102 Administrative Violations. Prohibited conduct that does not evidence a serious lack of honesty, integrity or trustworthiness on the part of the student engaged in such conduct, constitutes an administrative violation, but does not constitute a disciplinary violation.

§103 Disciplinary Violations. Prohibited conduct that does evidence a serious lack of honesty, integrity or trustworthiness on the part of the student engaged in such conduct constitutes a disciplinary violation.

Part Two: Procedures

§201 General. Investigators and Prosecutors under this code shall be full-time faculty members, part-time faculty members, employees with law degrees, or graduate students in programs leading towards an LL.M. in Advocacy, appointed by the Dean on the basis of their

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1 The fact that conduct is negligent or motivated by a benign purpose does not preclude that conduct from being intentional, as long as the student intended the act upon which the charge is based. Unintentional acts that nevertheless result in unfairness do not come within the scope of this code but, rather, are handled by the Dean and the Law Center administration.

Nonexhaustive examples of prohibited conduct include: plagiarism (see Appendix), cheating or assisting another student to cheat in connection with an examination or assignment; unauthorized breach of anonymity in connection with a blind-graded examination; possession or use of unauthorized materials in connection with an examination or assignment; failure to follow the instructions given for an examination or assignment, such as unauthorized communication with other students, possession or use of unauthorized material, or failure to stop work at the prescribed time; receiving, providing, requesting or offering to provide unauthorized information concerning a deferred examination or assignment; unauthorized use of another student's work; unauthorized use of a student's own work for multiple purposes; unauthorized use, concealment or removal of library books or other University property; and neglect or abuse with respect to a clinical client.

Prohibited conduct also includes: misrepresentation in connection with an application for admission to the Law Center or for financial aid; misrepresentation in connection with a Law Center course, assignment, or competition; and misrepresentation on a transcript, or in connection with an application for employment or bar admission. Misrepresentation includes submitting a resume which lists journal membership without specifying a date of termination, if the student or graduate resigned or was suspended from the journal. The Code prohibits the use, transfer, possession and/or sale of illegal drugs on campus. In addition, conduct that may be independently illegal, for example, theft, destruction of or mutilation of property, assault, sexual harassment, and rape, is also prohibited by the code to the extent that it interferes with the rights and privileges of members of the Law Center community or it calls into question the student's suitability to the practice of law.

The code also prohibits unauthorized refusal to cooperate with the disciplinary committee; failure to maintain required confidentiality in connection with administrative or disciplinary proceedings; failure to comply with an administrative or disciplinary sanction; and attempting or conspiring to commit an act prohibited by the code. The examples are provided by way of illustration only. Whether or not particular conduct is prohibited is determined by the standard of conduct imposed under §101, not by whether it falls within the scope of the foregoing nonexhaustive examples.
experience and judgment. In a given academic year, the same individual shall not serve both as an Investigator and a Prosecutor. The chairperson shall be responsible for assigning cases to Investigators and Prosecutors, and for assigning students and faculty to hearing panels. The chairperson shall not ordinarily be assigned to hearing panels, but may participate in appeals and interlocutory rulings. Before completing their investigations, Investigators and Prosecutors shall give charged students an opportunity to respond to the charges pending against them. However, charged students shall not be compelled to speak to Investigators or Prosecutors, or to testify against themselves at disciplinary hearings, and no adverse inference shall be drawn from their failure to do so. Before discussing disciplinary charges with charged students, Investigators and Prosecutors shall advise charged students of the nature of the disciplinary charge, that they have a right to remain silent, that the statements they make can be used against them, and that students charged with disciplinary violations have a right to free representation by a faculty member or someone qualified to prosecute or investigate under this code. Hearing panels, which shall be composed of two faculty members and one student member of the disciplinary committee, are authorized to act by majority vote. Requirements for full disciplinary committee action can be satisfied by majority vote of a quorum, as defined by the disciplinary committee. Requirements for decanal action can be satisfied by a designee of the Dean.

§202 Charges. Allegations of student misconduct shall initially be filed with the Committee Chairperson who shall make a nonappealable determination of whether the charge should be processed as an administrative charge under §203 or referred to the Prosecutor for processing as a disciplinary charge under §204. An administrative violation shall not be escalated to a disciplinary violation solely because the charged student has engaged in similar administrative violations in the past.

§203 Administrative Charges. Administrative charges shall promptly be investigated by the Investigator who shall, after completing the investigation, adjudicate the charge, either through dismissal or through the imposition of a sanction authorized for administrative violations. The Investigator shall file with the Dean a written report explaining the disposition of each administrative charge, including dismissals. Neither administrative charges, sanctions nor reports to the Dean become part of the official record of the charged student, and they do not fall within the scope of outside requests for disciplinary information about particular students.

If the charges referred by the chairperson are determined after investigation to be serious enough to be treated as disciplinary charges, the Investigator shall refer the charges for prosecution under §204. The decision to refer charges shall not be appealable.

§204 Disciplinary Charges. Disciplinary charges shall be investigated by the Prosecutor, who shall, after completing the investigation, either dismiss the charge, present a proposed disposition agreed upon with the charged student to the hearing panel for approval, or prosecute the charge before a hearing panel. If at any time during the investigation the Prosecutor determines that the charge properly should be processed as an administrative violation, the Prosecutor shall refer the charge back to the Investigator for processing as an administrative violation. Such referral back shall be final and nonappealable.

(a) Dismissals. If the Prosecutor elects to dismiss a charge, the Prosecutor shall file with the Dean a brief written report outlining the nature of the charge and the reason for the dismissal.

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2 Faculty members who do not participate in other aspects of the disciplinary system are obligated to represent charged students at least once every five years if requested to do so. The Dean shall secure faculty representation for students who feel uncomfortable approaching faculty members directly.

3 The Law Center does not have complete control over what information will be called for by bar admissions committees and others outside the institution. The Law Center will, however, consistent with its obligation for candor, seek to prevent administrative violations from becoming a permanent stain on a student’s record.
(b) Proposed Disposition. If the Prosecutor and the charged student agree upon a disposition, the Prosecutor shall present the proposed disposition to the hearing panel assigned to adjudicate that charge, and the hearing panel may accept or reject the proposed disposition. In the absence of exceptional circumstances, resolution of a charge by proposed disposition is not appealable.

(c) Hearings. If the Prosecutor elects to prosecute a charge, the Prosecutor shall file a complaint and prosecute the charge before a hearing panel, which shall hold a formal, trial-type hearing. Rules of evidence shall not apply in such hearings, and procedural irregularities shall be considered only when they result in actual prejudice. The hearing panel shall either accept a proposed disposition, acquit the student of the charges specified in the complaint, or find the student guilty of an administrative or disciplinary violation and impose an appropriate sanction. The hearing panel may convict only upon clear and convincing evidence of a violation. The hearing panel shall prepare a written explanation of its disposition. In the absence of special circumstances, disciplinary convictions and proposed dispositions become part of a student's official record. Charges resolved by acquittal shall be removed from the charged student's official record.

Part Three: Appeals

§301 Administrative Appeals. Within five calendar days after the Investigator's disposition of an administrative charge, the charged student may petition the Dean for discretionary review of the Investigator's disposition. The Dean shall modify the Investigator's disposition only when some impropriety has tainted the disposition. If the Dean determines that additional procedures are warranted, the charge shall be remanded to an Investigator other than the Investigator who initially resolved the charge.

§302 Disciplinary Appeals. Within five calendar days after a hearing panel resolves a disciplinary charge, either party may appeal to the full disciplinary committee by filing a notice of appeal with the chairperson of the disciplinary committee. The Prosecutor may appeal solely on the ground that the sanction should be modified in order to secure uniformity with prior sanctions for similar offenses. The full committee is not authorized to increase the sanction in the absence of such an appeal by the Prosecutor. Appeals shall normally be decided on the basis of briefs filed in accordance with a briefing schedule prescribed by the committee, but the committee may schedule oral argument if it so desires. The committee shall modify a decision of the hearing panel only when an error of law, including gross insufficiency of the evidence, results in actual prejudice. In the absence of special circumstances, members of a hearing panel shall not participate in full committee review of that panel's decision. Within five calendar days after committee resolution of an appeal, the charged student may petition the Dean for discretionary review of the committee decision on the sole ground that some gross impropriety has tainted the proceedings. Such review should rarely be granted.

§303 Interlocutory Opinions. If a controlling issue of subject matter jurisdiction or jurisdiction over a person or the seriousness of an alleged offense arises, the chairperson, an Investigator, or a Prosecutor may seek an interlocutory opinion from the full committee if the issue is one where the correct result is debatable and the interests of justice require immediate direction from the full committee. If a student has been charged, the appeal shall be adversarial and the disposition binding upon future hearing panels, if any. If a student has not been charged, the appeal shall be ex parte and the decision shall not be binding upon future hearing panels if any are convened.

4 Charged students shall be accorded the basic components of procedural fairness, including a copy of the complaint, advance notice of the identities of adverse witnesses, the right to present relevant evidence, the right to cross-examine adverse witnesses, the right to forego a hearing by admitting guilt, the right to admit guilt but nevertheless appeal jurisdiction or sanction, the right to request a particular sanction, and the right to place in the record the student's own comment on committee action.
§304 Advisory Opinions. If a Prosecutor, Investigator, or the chairperson is uncertain whether charged conduct, if proven, constitutes a serious offense, he/she may ask for an advisory opinion from the full committee. The ex parte ruling shall control the charging process and the track determination.

Part Four: Sanctions

§401 General. Sanctions shall be imposed that are appropriate to the nature and severity of the violations to which they attach.\(^5\) Service to the Law Center community, such as uncompensated reshelfing work in the library or acting as a reader for handicapped students, is an authorized sanction, and combination of sanctions is also authorized.

(a) Administrative Sanctions. Any sanction that is no more serious than a one-half grade reduction or forty hours of community service is authorized for an administrative violation. Transcript notation is not authorized for administrative violations.

(b) Disciplinary Sanctions. Any appropriate sanction is authorized for a disciplinary violation. In addition to other sanctions that may be imposed, disciplinary officials shall, for each student convicted of a disciplinary violation, consider whether transcript notation is appropriate.

Part Five: Confidentiality and Reporting

§501 Confidentiality. Confidentiality shall be maintained with respect to all proceedings under this code, except that students charged with disciplinary violations have a right to a public hearing if they so desire.

§502 Central Reporting. Notwithstanding the requirement of confidentiality, convictions involving suspension or expulsion may, to the extent permitted by law, be reported to a central collection service such as the Law School Data Assembly Service for use by other schools.

§503 Publication. The disciplinary committee shall publicize, without identifying details, the results of its disciplinary proceedings. In addition, each year the disciplinary committee shall publish, in summary form and without identifying details, a report disclosing the number of cases handled during the previous year, and the nature and disposition of each case. Copies of reports and memoranda issued by the committee are available for inspection by students from the Office of the Registrar and the library.

Appendix: Plagiarism

Every law student must grasp the overriding importance of scrupulous honesty in the study and practice of law. In the presentation of written work, such honesty is the soul of academic integrity and, for the lawyer, at the heart of credible and effective assistance of counsel. The damage to reputation (and to a cause) which springs from deceit in the presentation of ideas will commonly prove both devastating and enduring. One becomes known as untruthful, or at least untrustworthy, and in either case careless of the rights of others. These are contingencies devoutly to be avoided.

This notion of deceit is not easily translated into an all-inclusive description of plagiarism. The Law Center, therefore, has not attempted a definition so meticulously crafted as to be worthy of inclusion in a criminal code. But surely some central propositions are declarable, and understandable, and no student can fail to be aware of the broad thrust of the notion that the work of others must never be claimed as one's own.

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\(^5\) A nonexhaustive list of authorized sanctions, in order of increasing severity includes: warning; reprimand; probation, with or without conditions such as counseling; additional work such as writing extra papers, or accumulating extra credits in order to graduate; grade or credit reduction; imposition of a failing grade; suspension with or without automatic reinstatement; expulsion; and withdrawal of a degree. Administrative and disciplinary officials are encouraged to formulate additional sanctions appropriate to particular violations. When authorized, transcript notation may be required to satisfy the Law Center's obligation of candor to those outside the Law Center community. Accordingly, transcript notation can accompany both mild and severe sanctions, or it can be imposed as a sanction in and of itself.
Here are several of those propositions. The use of another's work typically takes the form of either a direct quotation, where the other author's exact words are used, or a paraphrasing, where the true author's ideas or language are recast in the words of the borrower. Both these forms require that he or she who thus uses the work of another person give adequate credit to that person. Perhaps as important as the fact that the credit is given is the manner in which it is given. Where exact words are used, they must be designated as a quotation (quotation marks or indentation) and footnoted in the obligatory form, identifying source and precise page of location. Similar attribution is called for in the use of charts, tables, diagrams, and like presentations of rather more visual evidence, when originated by someone else. Paraphrasing too demands that the paraphraser candidly and fully account for the derivation of that which the paraphraser has reworded. As a general proposition, prolonged paraphrasing is to be discouraged, but when lengthy paraphrasing does occur the true source is not sufficiently cited when it is cited only at the end, and generally. The rule should rather be that each discreet subportion of the material thus used receive its own recognition, in quite precise form, including page citation.

Of course, matters of general knowledge, and terms so commonly employed as to have entered the public domain need not be footnoted, just as this brief essay does not footnote the widely recognized truths appearing in the foregoing lines. But we strongly agree that, in any case involving the slightest doubt, you will be better served to grant rather than to withhold recognition of your dependency on the work of another. Attritions that are arguably unnecessary in these marginal instances will at the very least direct the reader to material which could be useful, and so advance the possibility for learning.

Finally, note that plagiarism can be said to have occurred without any affirmative showing that the student's use of another's work was intentional. Intent is presumed in any disciplinary case where the source of the material is both plain and unattributed. It will be for the affected student to demonstrate that the copying or restatement was, in any such case, innocent.

Forewarned is forearmed (no citation needed).

XIII. Bar Admissions, Examinations and Reviews.

According to faculty policy, a student should not take a bar examination without permission of the Dean until completion of all law school courses. Any full-time student registering in a bar review course is advised that the total time allowed for outside work and a bar review course cannot exceed 20 hours per week. Any violation of the above rules may result in unfavorable action on an appeal from an academic deficiency. Most states have promulgated rules that govern eligibility to sit for the bar examination and to gain admission to the bar. In some states, a student is required to register with the bar examiners at the commencement of the study of law. Other common requirements pertain to required courses, minimum course loads and similar matters. Some states require completion of courses which are not required by the Law Center. Still others require the successful completion of the Multi-State Professional Responsibility examination prior to sitting for the bar examination. It is the student's responsibility to become familiar with the rules, including character and other qualifications, that pertain to the state where he/she plans to sit for the bar examination. Early investigation of these matters is important. The Office of the Registrar has information concerning the requirements for most states and will be happy to render what assistance it can. Questions should be resolved with the appropriate authorities in the particular jurisdiction.

XIV. Student Employment.

The program of instruction in the full-time division is a demanding one designed to command substantially all of the student's time during the academic year. Experience

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indicates that a student frequently cannot successfully carry a full-time course load if employed substantially in an outside job. Excessive employment is a frequent cause of disappointing academic performance and of academic failure. For these reasons, professional organizations, including accrediting agencies and the bars of many jurisdictions, require that a student enrolling in the full-time program be in a position to devote substantially all of his or her working hours to the study of law. The Law Center strongly urges first-year full-time students not to accept outside employment. All full-time students should carefully restrict their hours of employment and in no event may a full-time student exceed 20 hours of employment per week during the academic year. A student enrolled in the full-time program who is contemplating substantial employment should seriously consider requesting a transfer to the Evening (part-time) Division, which is structured for those who find it necessary to be substantially employed during their study at the Law Center. The Law Center will not grant extraordinary permission to a student in either the full-time or part-time programs to take a deferred examination, submit a late paper, or alter a course schedule on grounds of employment conflicts.

Students are expected to exhibit high standards of professional responsibility in all of their job-seeking activities. Students are cautioned to avoid even the appearance of impropriety in the preparation of their job resumes, letters and application forms. Misleading, inaccurate, or false information on these materials will be viewed as a violation of the Student Disciplinary Code presented under section XII in this chapter.

XV. Academic Records.

In compliance with federal law, the Law Center has implemented policies and procedures designed to preserve the confidentiality of a student’s academic records. Unless required by law to do so, the Law Center will not release a student’s record except with the student’s written permission. The policies governing release of a student’s academic records, and the circumstances under which such a record will be released without the student’s written permission, may be obtained from the Registrar.

XVI. Changes.

Requirements regarding admission, courses, graduation, degrees, tuition and fees, and other regulations affecting the student body are subject to change without prior notice.

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**Campus Security Act**

The Crime Awareness and Campus Security Act of 1990 requires that the University prepare information on current campus law enforcement policies, crime prevention programs, and campus security statistics. This information is available upon request from the Director of Public Safety, Georgetown University Law Center, 600 New Jersey Avenue, N.W. Room 125, Washington, D.C. 20001, (202) 662-9325.
VI. THE GRADUATE PROGRAM

The Graduate Program at Georgetown University Law Center offers several courses of study of interest to attorneys from the United States and around the world. Specialized Master of Laws degrees are offered in tax, securities and financial regulation, labor and employment law, and international and comparative law, under the guidance of a faculty of outstanding adjunct professors who have extensive experience in those fields, both as government lawyers and private practitioners. An exceptionally rich schedule of courses, specifically designed for graduate law students, is offered in each of these fields of study. In addition, a general LL.M. is offered for outstanding students who want to develop a curriculum tailored to their individual needs and interests. Attorneys trained in countries without an English common law tradition enroll in the LL.M. in Common Law Studies, a special program combining basic study of the U.S. legal system with course work tailored to the student’s interest. All degree students have access on a limited basis to the broad range of upper level J.D. courses offered by the Law Center. Students seeking an LL.M. in Advocacy should consult the section on Clinical Fellowships for all relevant information.

Taking advantage of its location in Washington, the Law Center draws its more than 150 graduate professors from leading national law firms, government agencies and international organizations such as the Securities and Exchange Commission, the Treasury Department, the Department of Justice, the State Department, the Department of Labor, and the World Bank.

The program of instruction is designed primarily for the attorney who seeks to further his or her legal education on a part-time basis in the evening, while pursuing a professional career in government, business, or private practice during the day. Full-time students are also welcome in all the graduate programs, and the Common Law Studies Degree for Foreign Attorneys is expressly designed to be completed in two semesters of full-time study.

Because the Graduate Program is designed primarily to meet the needs of the part-time student, most graduate courses are offered in the evening. Consequently, a student attempting to complete a program in one year needs to be flexible about course choices due to time conflicts between courses.

The Law Center’s Masters Programs are not designed to prepare students for admission to the ranks of the American legal profession. Accordingly, the Graduate Program will not guarantee enrollment in any course, graduate or J.D., which Bar authorities may require as a condition of eligibility to sit for a bar examination.

All of the services of the Law Center and University that are available to candidates for the Juris Doctor degree are also available to graduate students. Included are services such as...
Career Services, student health, and athletic facilities. See the appropriate sections of this Bulletin for a full description of these services. In addition, a number of Law Center student activities may be of interest to graduate students. These activities are described in detail in Chapter IX of this Bulletin.

ADMISSION

Applications will be considered for either the fall or the spring semester, or for the summer session. However, because a number of courses have been divided into fall and spring segments, students are encouraged to commence their studies in the fall semester. Summer matriculation is usually discouraged because of the limited course offerings.

Applications are acted upon only when they are complete, (i.e., all supporting documents have been received). Completed applications for the fall semester with all supporting documents should be received no later than the first day of May. Applications for the spring and summer terms should be received by the first day of November and April, respectively. Whenever possible, applications should be submitted well in advance of these deadline dates. [See the following section entitled “Foreign Students” for earlier application deadlines for students who earned their first degree in law outside the U.S.] Application forms are included in the Graduate Admission Brochure, a copy of which may be obtained by writing to the Admissions Office, Georgetown University Law Center, 600 New Jersey Ave., N.W., Washington, D.C. 20001-2075.

Acceptance into the Graduate Program will be conditional pending receipt of an official transcript from the Registrar of the applicant’s law school attesting to the applicant’s successful completion of the requirements for the Juris Doctor degree.

NOTE: Immunization Requirements. D.C. Law 3-20 requires that all students 26 years of age or younger on registration day must present evidence of immunity to measles, rubella (German measles), mumps, poliomyelitis, tetanus and diphtheria. Students will not be registered until a medically acceptable certification has been received.

Advanced Standing for Credits Earned at Other Institutions

Masters degree applicants who have recently completed some graduate work at another law school may apply for admission with advanced standing. Applicants seeking advanced standing should supplement their applications with a letter listing the specific courses for which they seek credit. All relevant circumstances will be considered in determining the extent, if any, to which credit will be awarded for such work. Advanced standing will not be granted for graduate work in excess of six credits and any credit given by way of advanced standing will be deducted from the number of credits that a student will be permitted to take at George Washington University under our Consortium agreement. Courses, credits, and grades taken at another law school and accepted for credit toward a Georgetown degree, while entered on the Georgetown transcript, will not be taken into account in the computation of a student’s grade average at Georgetown. The maximum period of study allowed for the degree will be reduced by one semester if four or more credits are awarded.

Advanced Standing for Credit Earned at Georgetown University Law Center

Recent Georgetown J.D. graduates may apply up to six hours of credit earned while a J.D. student toward an LL.M. degree, provided those hours were in excess of the 83 required for the J.D. degree. Courses and grades involved will remain part of the J.D. record; advanced standing credit for specific courses will be applied to the LL.M. and the courses will be entered on the transcript, but grades for those courses will not be included in the computation
of the LL.M. grade average. The maximum period of study allowed will be reduced by one semester for every four credits applied to the LL.M. under this provision. See below for courses completed in the Non-Degree program.

Dual Degrees

Students may apply to combine two of the specialized courses of study offered by the Graduate Program. If admitted to dual degree status, they must complete the required number of semester hours in each specialty and write a separate Graduate Paper in each area. One combined degree is awarded.

Second LL.M. Degrees

An applicant who previously has earned an LL.M. from Georgetown University Law Center may apply for admission for a second Master of Laws degree with advanced standing. Up to four elective credits may be granted by the Admissions Committee toward the second degree. Courses and grades involved will remain part of the record for the first LL.M., and grades for courses thus double-counted will not be included in the average computed for the second LL.M. Advanced standing will not be granted to students who have earned the LL.M. (Common Law Studies) or LL.M. (Advocacy) as their previous degree.

Foreign Students

Applicants from countries with an English common law tradition are eligible to apply for admission to any of the specialized degrees or the general LL.M. degree program.

Applicants who have completed the first degree in law in a country without an English common law legal tradition may apply only to the Master of Laws (Common Law Studies) program. Applications for the LL.M. (Common Law Studies) degree normally will be accepted only for the fall semester.

Accepted foreign applicants are expected to attend the three-week intensive course, “Orientation in the U.S. Legal System,” conducted at the University in cooperation with the International Law Institute in late July, prior to beginning their degree programs. The Orientation program is recommended, but not required, for students from common law countries.

Completed applications, with all supporting documentation as described above, must be received no later than the first day of April. The additional processing of foreign applications, and accepted applicants’ expected participation in the summer orientation program, require earlier deadlines for both applications and notifications.

In addition to submitting the application documents, any degree applicant whose native language is not English must attain a score of at least 600 on the Test of English as a Foreign Language (TOEFL) prior to consideration. A waiver of this requirement may be granted to those who have earned a B.A. and/or J.D. in the U.S.

The TOEFL Bulletin of Information and a registration form can be obtained in a number of cities outside the United States. Copies usually are available at American embassies and consulates, offices of the United States Information Service (USIS), United States educational commissions and foundations abroad, and bi-national centers. Students who are unable to obtain a TOEFL Bulletin and registration form locally should write for them well in advance of test dates to: Educational Testing Service, TOEFL Department, Rosedale Road, Princeton, New Jersey, U.S.A. 08541.

Foreign-trained attorneys should be aware that none of the Master of Laws programs are intended to serve as preparatory programs leading to the practice of law in the United States. Accordingly, the Graduate Program will not guarantee enrollment in any graduate or J.D.
course which Bar authorities may require as a condition of eligibility to sit for a bar examination.

Non-Degree Participation

An attorney who wishes to supplement his or her degree with additional courses in a particular field may apply for admission as a non-degree student. Such admission is generally limited to applicants holding an undergraduate law degree from an A.B.A. accredited law school or members of a Bar in the United States. Students accepted into the non-degree program are not candidates for a graduate degree. They may enroll in no more than four graduate courses and no more than two per semester. Such students must satisfy the same academic requirements and abide by the same regulations as are applicable in the case of candidates for a graduate degree. Non-degree students are not eligible to enroll in Juris Doctor level courses. This last restriction may be waived in the case of Georgetown law graduates.

In the event a student accepted into the non-degree program subsequently applies for and is accepted as a degree candidate, credit toward a graduate degree will be awarded for up to eight semester hours completed with a “C” or better during the two years immediately preceding the student's entry into the degree program. The period of study allowed for completion of the LL.M. will be reduced by one semester for every four hours of non-degree course work counted under this rule.

Under exceptional circumstances, a student may be admitted into the non-degree program without having earned a law degree. Such a student is not a candidate for a law degree from Georgetown, but may be permitted to enroll in a maximum of two graduate courses, for which no academic credit will be awarded.

DEGREE AND CERTIFICATE PROGRAMS

The Graduate Program offers a regular course of instruction leading to the following degrees:

- Master of Laws
- Master of Laws (Taxation)
- Master of Laws (International and Comparative Law)
- Master of Laws (Labor and Employment Law)
- Master of Laws (Securities and Financial Regulation)
- Master of Laws (Common Law Studies)

A non-degree Certificate of Study is offered in the field of Employee Benefits Law, and the Master of Laws (Advocacy) degree is awarded by the Clinical Fellowship Programs.

From time to time, exceptional students may be admitted for the purpose of earning a Doctor of Juridical Science (S.J.D.).

Candidates for the LL.M. degrees, except for Common Law Studies, must have graduated from an accredited college or university and from a law school which has been approved by the American Bar Association. Outstanding graduates of foreign law schools in common law countries may apply to the specialized or general LL.M programs if their educational backgrounds are comparable to those required of applicants from the United States.

Candidates for the LL.M. degrees must complete twenty-four semester hours of course work (twenty for the Common Law Studies degree), with a minimum weighted grade average of 6.00 in all courses taken at Georgetown, and in addition must submit a major paper of publishable quality in their field of study. (See “Graduate Paper Requirement,” below.)

Master of Laws. Applicants for the general Master of Laws degree must submit a proposed course of study for approval by the Admissions Committee. While approval does not
guarantee entry into any particular course or seminar, there is no limitation on the number of J.D. upper level courses that may be included in the approved program. LL.M. students may not enroll as students in the clinical program.

**Master of Laws (Taxation).** In addition to the requirements for all LL.M. degrees above, candidates for this degree must have successfully completed a basic law school course in federal individual income taxation prior to acceptance into this program. At least twenty of the required twenty-four semester hours of course work must be in the field of taxation; and the following courses must be satisfactorily completed prior to graduation: *Corporate Income Tax Law I, Income Tax Accounting,* and *Taxation of Property Transactiom.*

**Master of Laws (International and Comparative Law), Master of Laws (Labor and Employment Law) and Master of Laws (Securities Regulation).** In addition to the basic requirement for the LL.M. degree, completion of these degrees requires that at least sixteen of the required twenty-four semester hours of coursework must be in the field of specialization. Candidates for the degree of Masters of Laws (Labor and Employment Law) must have successfully completed a course in Labor Law prior to beginning the graduate program; candidates for the degree of Master of Laws (International and Comparative Law) must have successfully completed a course in Public International Law prior to beginning the graduate program; and candidates for the degree of Master of Laws (Securities and Financial Regulation) must have successfully completed a basic course in Securities Regulation prior to beginning the graduate program. At the discretion of the admissions committee, applicants for these degrees who have not completed the prerequisite course but who are otherwise qualified may be permitted to enroll in the necessary course at the Law Center. Credit for the prerequisite to admission in each of these specialties will count toward the 24 credits required for the degree but will count as elective rather than specialized credit.

**Master of Laws (Advocacy).** This degree is awarded to graduate fellows in clinical programs. The only persons eligible for this degree are those who have been awarded fellowships (described under the "Fellowship Programs" section of this chapter).

**Master of Laws (Common Law Studies).** This degree is available only to those students who completed the first degree in law in a country without an English common law tradition or with a mixed legal system. Candidates for this degree must complete an individually designed curriculum of twenty semester hours of course work (approved in advance in writing by the Foreign Student Advisor), with a minimum weighted grade average of 6.00 in all courses taken at Georgetown, and must submit a major paper of publishable quality. (See "Graduate Paper Requirement," below.) Two courses, totaling four semester hours, are required of all Common Law Studies students: *Judicial Process and The Common Law Heritage* and *Legal Research and Writing for Foreign Lawyers.* In addition, the two credit course *Introduction to U.S. Legal Methods* is required for those students who are unable to attend the Orientation in the U.S. Legal System prior to commencing LL.M. study. Candidates for the Common Law Studies degree normally devote full time to their studies.

**Dual Degrees.** Students may apply to earn a degree combining two of the specialized courses of study offered by the Graduate Program. If admitted to dual degree status, they must complete the required number of semester hours in each speciality and write a separate Graduate Paper in each area. One combined degree is awarded.

**Two Degrees.** Students who wish to complete two separate degrees may be permitted to do so under the provisions for earning a second LL.M. degree described in the above section on "Admissions." Four credits from one degree may be applied to the second degree under this option, resulting in a total of 44 credit hours required for both. See the Assistant Dean for the Graduate Program for details.
Certificate in Employee Benefits Law.

This Certificate is available to students admitted to the Taxation, Labor and Employment, or general LL.M. degree programs, or to attorneys admitted separately for the Certificate. A basic course in federal individual income taxation is prerequisite to commencing work on the Certificate. Candidates must complete five courses from the list of Employee Benefits offerings. *Pensions and Other Deferred Compensation I and II,* and *ERISA: The Fiduciary Provisions* are required. In addition, students must complete a research paper meeting the standards of the LL.M. "Graduate Paper" on a topic in Employee Benefits Law. A minimum grade of "C" must be attained in each course counted toward the Certificate requirement.

Applicants for the Employee Benefits Certificate should apply to the Law Center through the same process as for an LL.M. degree.

Doctor of Juridical Science.

Requirements for the S.J.D. degree are currently under revision. With the understanding that admission to the Doctoral Program is extremely rare, interested persons should contact the Assistant Dean and Director of Graduate Studies for details.

FELLOWSHIP PROGRAMS

The Law Center offers graduate clinical fellowships in connection with the following clinics: Appellate Litigation, Center for Applied Legal Studies, Criminal Justice, Federal Legislation, Harrison Institute, Institute for Public Representation, Street Law, and Juvenile Justice. Clinical fellows earn a Master of Laws in Advocacy. Some of their 24 credits are obtained in academic course work, including seminars relating to the subject matter of the particular clinic. The other part of their credits derives from participation in academically related clinical activities carefully supervised by the various institute and program directors. These activities, which include case reviews, conducting skills training sessions, performing skills for analysis by program directors and professors, litigating and handling a wide variety of legal matters, are designed to further the fellows' education as practicing attorneys and as clinical educators of student advocates. The Law Center believes that participation in these activities offers the most effective means for training clinical fellows. The mix of courses and clinical activities varies from fellowship to fellowship, according to the nature of the particular clinical program. Every clinical fellow is required to produce some substantial written work in a form satisfactory to the clinic director and the Associate Dean for Clinical Education. Tuition, fees, and a substantial stipend accompanies the fellowship.

Appellate Litigation Fellows. The Appellate Litigation Clinic offers two graduate fellowships, with one starting each year for LL.M. candidates interested in training as appellate advocates in the federal and D.C. courts. In addition to arguing at least two cases in the federal courts of appeal, the fellow works with students on cases pending in circuit courts of appeals and the U.S. Supreme Court. The fellow supervises student written work and oral preparation in order to enhance the student's learning process and to develop the fellow's own skills as a clinician and litigator. Fellows also participate in the weekly clinic seminar.

Applications may be obtained by writing to Professor Steven Goldblatt, Director, Appellate Litigation Program, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095 and should be submitted no later than December 15, 1994. At a minimum, candidates should have at least one year of relevant experience beyond J.D. degree (e.g., clerkship, government, or private practice).

Center for Applied Legal Studies Fellows. This program makes available two graduate fellowships for Master of Laws in Advocacy candidates interested in developing their skills as teachers in a clinical setting and as public interest lawyers.
The fellows arrive at the Law Center early in July and are placed at the Center for Applied Legal Studies. The first month of the program is devoted to a comprehensive and intensive study of seminar materials and relevant substantive law. They will share with the clinic's other supervisors the responsibility for handling legal, educational and other types of problems with the students. They will also share responsibility for planning and executing classroom instruction in the clinic. There will be opportunity for the fellows to participate directly in agency hearings, litigation or other legal proceedings, particularly during months when classes are not in session.

While virtually any type of background may provide valuable experience, CALS is primarily interested in candidates who expect to pursue careers in clinical legal education. Fellows will therefore be expected to write a substantial work of publishable legal scholarship during the fellowship period. The fellowship ends June 30 of the second year.

Resumes and a detailed written statement of interest should be submitted by December 1, 1994. The statement of interest should include reactions to Meltsner and Schrag, “Scenes from a Clinic,” 127 U. Pa.L. Rev. 1 (1978), as well as to “The Learning Contract in Legal Education,” 44 Md. L. Rev. 1047 (1985). Although the CALS pedagogy has evolved substantially since these articles were written, they still provide a useful, and perhaps provocative, picture of the origins of our teaching philosophy and methods. Materials should be directed to Professors David A. Koplow, Laura Macklin, and Philip G. Schrag, Directors, Center for Applied Legal Studies, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095.

Criminal Justice—E. Barrett Prettyman Fellows/Stuart Stiller Fellows. In 1960, the Graduate School established a pioneer legal internship program for recent graduates of law schools. The program combined expert instruction in the art of trial advocacy and participation in graduate studies with the actual representation of indigent clients in the courts of the District of Columbia.

Participants are awarded E. Barrett Prettyman Fellowships, established in January 1960 in honor of former Chief Judge E. Barrett Prettyman of the United States Court of Appeals for the District of Columbia Circuit. The Stuart Stiller Fellowship was established in 1980 and was named for a prominent attorney, lecturer, and graduate of the Law Center. The fellows are selected from law graduates throughout the country, contingent upon their admission to the District of Columbia Bar.

New fellows register at the Law Center during late August. The first 6 weeks of the program are devoted to a comprehensive study of criminal law, procedure, and rules of evidence of the District of Columbia. Thereafter, most fellows accept court appointments to defend clients in misdemeanor and felony cases in the D.C. Superior Court. One fellow accepts appointments in the suburban Maryland courts. The trial work will be closely supervised by the program's Deputy Director and a visiting professor from the D.C. Public Defender Service.

In the second year of the program, the fellows, while continuing to try their own cases, are expected to assume major responsibility for supervising third-year Georgetown students in the Law Center's clinical programs. Some of the fellows will become supervising attorneys in the Criminal Justice Clinic, an integrated program of seminar and student practice in misdemeanor cases and prison litigation in the District of Columbia or Maryland. One will supervise students in the Juvenile Justice Clinic, which involves student practice in juvenile delinquency cases.

The fellows also pursue a program of graduate study. The principal instruction device is the series of seminars, totaling seventy-five hours of instruction, conducted by the Criminal Justice Clinic faculty and consulting experts. The fellows are also required to take a series of courses and seminars, and they must prepare a joint paper of publishable quality as a prerequisite toward their Master of Laws degree.
The program ends in July of the second year. The degree of Master of Laws in Advocacy is awarded to fellows who have successfully completed the course of study. Fellows are required to spend all of their time in fulfillment of the requirements of the program.

Applications may be obtained by writing to the Director, Prettyman/Stiller Program, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095, and should be returned no later than December 1, 1994.

Federal Legislation Fellows. The Legislation Clinic offers two graduate fellowships for individuals interested in developing their skills as legislative drafters, negotiators, and supervisors. The goal of the Legislation Clinic is to provide a comprehensive education regarding the federal legislative process through active involvement in selected pieces of legislation.

The Legislation Clinic will select three to four pieces of federal legislation each Congress on which the fellows will work. Bills will be chosen for their capacity to offer clinic students and fellows the best opportunity to be directly involved in the research, development and passage of legislation.

Fellows will work directly on the selected pieces of legislation. This will include doing background research on bills, being involved in coalition work and meetings, and participating in negotiation sessions with Congressional staff and advocacy groups. Fellows will be required to write a paper on an issue of statutory construction or to compile a portfolio analyzing the progress of a piece of legislation.

Fellows will also be responsible for supervising J.D. students in the Federal Legislation Clinic, who will be organized in teams for each piece of legislation. Supervision will include directing students who will be doing background research, participating in coalition meetings, and participating in negotiation sessions.

The clinic seeks fellows who have a background in federal legislative work, but such background is not a prerequisite for the job. Fellows must have excellent organizational, communication, and writing skills. Prospective candidates should send a resume, law school transcript, writing sample, and a detailed statement of interest to Professor Chai Feldblum, Director, Federal Legislation Clinic, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095. Material should be received by December 1, 1994.

Harrison Institute for Public Law Fellows. The Harrison Institute provides legal services that strengthen political and economic democracy. Since 1971, the Institute's clinical program has represented citizen coalitions, housing cooperatives, community development corporations, government agencies, state and local legislatures, and nonprofit policy organizations. This year, the Institute offers two clinics, one on community housing and development, and one on state policy.

The community housing and development clinic represents multifamily housing clients and nonprofit corporations. Issues include tenant purchase, conversion from rental to coop or condo, remedy of substandard rental housing conditions, and development of facilities for child care and other human services. The curriculum covers substantive topics of group client relations, housing regulation, multifamily ownership, nonprofit governance, and financing programs for community development. The skill components include project planning, negotiations, and public presentations.

The state policy clinic represents the Center for Policy Alternatives, a nonprofit and nonpartisan center with networks of over 4,000 state-level legislators, administrators, and advocates. The clinic works on cutting-edge policy proposals for building a new economy that is inclusive, participatory, and environmentally sustainable. The policy agenda includes capital for community development, democracy and trade, environmentally sustainable development, telecommunications policy, and women's economic justice. The curriculum covers strategic planning, policy research, legislative drafting, and public presentation skills.
Fellows work primarily in the Institute’s clinical programs. They supervise law students, teach clinical seminars, directly serve Institute clients, and conduct policy research. Fellows are in residence year-round for their two-year appointment, after which they receive an LL.M. degree.

Interested persons should contact Robert Stumberg, Clinical Director, Harrison Institute for Public Law, 111 F Street, N.W., Suite 102, Washington, D.C. 20001-2095, no later than February 1, 1995.

Institute for Public Representation Fellows. The Institute for Public Representation is a public interest law center that provides legal representation to under-represented groups and interests before administrative agencies, courts, and other decision-making bodies. The Institute is involved in a wide range of issues focusing principally on environmental protection, communications law and policy, and civil rights.

Four graduate fellows, working in conjunction with the Institute’s three senior attorneys, and staff (which includes 17 second and third-year law students each semester), participate in administrative agency adjudicative and rule-making proceedings, draft legislation and legislative testimony, participate in weekly seminars, and engage in litigation on behalf of clients. The Law Center grants a Master of Laws in Advocacy to each fellow who successfully completes two years in the program.

Applications must be postmarked no later than November 15, 1994. For further information on application procedures, contact Professor Douglas L. Parker, Director, Institute for Public Representation, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095.

Street Law Fellows. In the Street Law High School and Corrections Clinics, law students teach high school students, prison inmates, and other nonlawyers about aspects of the law that affect their daily lives. Criminal law and prisoner’s rights, constitutional law, domestic relations, consumer law, landlord and tenant law, and torts are all part of the Street Law curriculum. The clinics place special emphasis on learner-centered, participatory teaching methodology and the development of law students’ lawyering skills.

The Street Law program offers two two-year fellowships (one in the Corrections and the other in the High Schools clinic beginning in alternate years) leading to an LL.M. degree. Fellows assist the clinic director in supervising law students, conducting weekly clinic seminars, and handling clinic administration.

Applications for the Street Law Corrections Clinic Fellowship for the 1994-96 school years may be obtained by writing to Professor Richard Roe, Clinic Director, Street Law Clinics, 111 F Street, N.W., Washington, D.C. 20001-2095, and should be submitted no later than December 5, 1994.

Women’s Law & Public Policy Fellows. The Women’s Law and Public Policy Fellowship Program also offers an opportunity for clinical training. Housed at the Law Center, the program offers eight or nine one-year fellowships for recent law graduates interested in working on women’s rights issues with public interest organizations or government agencies in Washington, D.C. Fellows have been placed in a variety of women’s rights groups, civil rights groups, and congressional offices.

One fellow each year is assigned to the Sex Discrimination Clinic at Georgetown. The fellow supervises students in litigation of domestic violence proceedings brought by battered women in the District of Columbia Superior Court. The fellow also litigates and actively participates in conducting the clinic’s seminar for second and third-year law students. The clinic’s fellowship commences on August 1 each year, while the other Women’s Law Fellows start on September 1.

The tasks undertaken by the Women’s Law Fellows vary according to the activities performed by the sponsoring organizations, but the exclusive focus of each fellow’s work must be on legal and policy issues relating to the advancement of women’s rights. All Women’s Law
Fellows attend regular seminars sponsored by the program and addressing current women’s rights issues. They are also encouraged to attend Law Center courses on gender and the law, feminist legal theory, and women’s legal history.

In contrast to the other Law Center clinical fellowships, this is a one-year program which does not lead to a degree. Applications may be obtained from the Women’s Law and Public Policy Fellowship Program and the Sex Discrimination Clinic at the Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001-2095. Completed applications must be submitted by November 5, 1994.

Graduate Fellowship Program for Future Law Professors

Through a separate program to encourage future law teachers, Georgetown offers one graduate fellowship each year to a recent graduate or practicing lawyer who wishes to enter the field of law teaching. The program lasts approximately eighteen months during which time the Law Teaching Fellow works closely with a single faculty mentor in order to observe and participate in teaching and completes a publishable scholarly article. Interested individuals should contact the Associate Dean for further information.

TUITION AND FEES

Masters degree candidates and non-degree students pay tuition at the rate of $690.00 per credit hour. Tuition for Consortium courses taken at George Washington University (see "The Consortium Program") will be charged at the regular Georgetown University Law Center rates.

Tuition and fees for the current semester are due and payable in full at the time of registration unless, in the case of an unforeseeable personal emergency, a tuition deferment has been obtained from the registrar. A $30.00 processing charge is applied to all tuition deferments and interest of one and a quarter percent per month is applied to any unpaid balance.

A $50.00 late registration fee will be charged to any student who has not completed all necessary arrangements, including financial matters, by the day of registration as shown on the academic calendar. Students who are provided the opportunity to register by mail, but who fail to do so, will be charged the $50.00 late registration fee at arena registration. Students who do participate in registration by mail may pay tuition at arena registration with no penalty. The late fees will not be waived unless the student has made timely application for a loan and has provided documentation of that fact to the Student Accounts Office.

Doctor of Juridical Science ............... $20,190.00 per year

Special fees not covered above are as follows:

- Application fee (non-refundable) ............... $60.00
- Deferment Processing fee .................. $30.00
- Late Registration fee ...................... $50.00
- Late Payment charge ........................ 1.25% per month
- Visitor Fee ................................... $100 per semester
- Transcript fee (per copy) .................... $2.00
- Yates recreational complex fee
  (voluntary for graduate students) ............... $156 per year
No deductions can be made for absence from classes. Students in arrears of tuition or fees will not be permitted to receive notice as to examination grades, diplomas or transcripts of record, and they will not be permitted to graduate or register for additional semesters.

By act of registration, students accept the responsibility for charges of the entire semester, subject only to the exceptions stated under “Examination and Withdrawal Policy.”

Although every effort will be made to contain costs and achieve economies, the Law Center specifically reserves the right to increase tuition and other fees without prior notice.

Graduate students may revise their course schedules after registration, subject to the same rules and fees as are applicable in the case of J.D. students.

Georgetown Monthly Payment Plan. Georgetown University offers a monthly payment plan. This plan enables a student to pay all or part of his or her yearly tuition in ten equal monthly installments. The plan is available to supplement other forms of financial aid such as loans or grants that may be available.

Participation is on an annual basis and is renewable each year at an annual fee. There are no other fees or interest charges.

Students should contact the Office of Student Accounts, (202) 687-7100 for further information. All arrangements must be in place by the start of the academic year.

FINANCIAL AID

Scholarships

Georgetown University does not offer general scholarship assistance to graduate students. As part of a two-year program funded by the Ford Foundation, two fellowships in international public law will be awarded to LL.M. (International and Comparative Law) students in 1994–95. Contact Molly Jackson, (202) 662-9319, in the International Programs Office for details.

Loan Programs

The Federal Stafford/Unsubsidized Federal Stafford Loan Program. The Federal Stafford Loan (Subsidized & Unsubsidized) program provides low-interest long-term loans to help meet educational expenses. It is the largest source of financial aid for GULC students. Eligible students may apply for a maximum of $18,500 in the Federal Stafford/Unsubsidized Federal Stafford Loan Program with an aggregate limit of $138,500. Based on a federally determined need-based formula, up to $8,500 of the maximum loan amount can be borrowed from the Federal Stafford Loan. The remainder may be borrowed in the Unsubsidized Federal Stafford Loan. Interest is not charged to the student while he/she is enrolled on the portion awarded in Federal Stafford Loan. However, interest will be charged to the student on the Unsubsidized Federal Stafford Loan portion and can either be paid by the student while in school or accrued and capitalized at repayment, which begins six months after graduation. The interest rate is a variable one set annually each June. Currently, the rate is 6.22% through June 30, 1994 with a maximum cap of 8.25%. These loans are disbursed in two installments, half at the beginning of each semester. All Federal Stafford/Unsubsidized Federal Stafford Loan applicants are required to complete the FAFSA. Applicants must be enrolled on at least a half-time (four credits) basis.

Federal Stafford Loan (Subsidized) eligibility is based on financial need. The Financial Aid Office determines financial need by taking the estimated student budget and subtracting from it the FAFSA-determined student contribution and other financial aid that the student has been awarded for the year.

Please Note: Applicants should be aware that federal aid rules require aid eligibility to be based on prior year taxable income. For the 1994–95 academic year, income earned in 1993
will be used to determine loan eligibility. As a result, in many cases, a sizeable contribution from income will be expected to be available to meet college expenses. Applicants should manage their finances accordingly with the knowledge that some part of their salaries will be computed as a resource to meet school expenses.

When applying for a Federal Stafford Loan (Subsidized & Unsubsidized), all applicants will be required to submit a copy of their federal income tax forms, a Student Loan Supplemental Information Sheet (available at the Financial Aid Office), and the loan application form. In addition, all Federal Stafford (Subsidized & Unsubsidized) borrowers must have a Financial Aid Transcript from each post-secondary institution that the student has attended (even if student received no aid) sent to the Law Center Financial Aid Office. The Law Center participates in the Law Access program offered by the Law School Admissions Council (LSAC). Applications may be obtained from the Financial Aid Office or Law Access, Box 7430, Wilmington, DE 19803-0430, or by calling 1-800-282-1550. As an alternative to the manual application, Law Access borrowers can complete the Law Access Electronic Loan application at any LEXIS-NEXIS computer workstation. By applying for your loan electronically, via a direct link with the mainframe Law Access computer, your application will be processed quickly. Contact the Financial Aid Office for additional instructions for the electronic application.

Students should submit the FAFSA to the federal processor by April 1 and the other Federal Stafford (Subsidized & Unsubsidized) application materials to the Financial Aid Office by May 27. By meeting these deadlines, the student will qualify for a 60-day extension for fall semester tuition covered by the amount of the loan check. Late fees will not be charged during the first 60 days after registration, should your loan check be delayed, if you met the due dates listed above. Loan forms should be submitted by November 1 for a spring semester tuition extension.

Borrowers who have defaulted on a student loan must meet certain criteria to qualify for a subsequent loan. You must submit a letter from the guarantor which states that you have made satisfactory arrangements to repay the defaulted loan. The Financial Aid Office will be unable to proceed to process your loan application until this information is received. Any payment arrangements must continue during your entire enrollment in law school without interruption and without being late. Additionally, the Law Center will not be able to extend a tuition deferment based on a Federal Stafford (Subsidized & Unsubsidized) loan application if the borrower has defaulted on any student loan.

The Federal Supplemental Loan for Students. The Federal Supplemental Loan for Students program (FSLS) has been merged into the Unsubsidized Federal Stafford Loan program, and will no longer exist as a separate program. No new Federal SLS loans can be made for a period of enrollment beginning on or after July 1, 1994. All conditions and benefits applicable to existing FSLS loans will continue for those loans.

Commercial Student Loans. Commercial student loans include Share/GradShare, GradExcel, Law Access, Law Loans, Option 4, and PEP loan programs. In addition to these, several states have developed student loan programs for their residents. Students who do not qualify for federal aid programs or those who need additional funding may apply for aid through these sources.

In general, these loans are based on the student’s assets, income, and credit history. The loans vary in interest rate, loan fees, and amount available to borrow. In all cases, interest is charged from the date of disbursement of the check, although certain programs allow accrual of the interest until after graduation. The amount borrowed from any one of these programs, when combined with other student aid, and student savings, cannot exceed the cost of the student expense budget.

Specifics about these loan programs and application materials are available upon request from the Financial Aid Office.
Basic Eligibility. To receive the federal and commercial loans, a student must:
(1) be a citizen or permanent resident of the U.S.;
(2) enroll on at least a half-time (four credits) basis;
(3) maintain "satisfactory academic progress"; and
(4) for the Federal Stafford, have financial need.

International students are not eligible to receive federal, loans, commercial loans, and
GULC aid (grants and loans). These students must have sufficient resources to pay for their
educational and living expenses for the entire duration of their program. The Law Center
Financial Aid Office will not be able to provide financial assistance to students who encounter
difficulty in fulfilling their financial obligations.

GRADUATE COURSES OF INSTRUCTION

The courses listed below are grouped according to the graduate degree sought. For a
listing of both graduate and J.D. courses by major subject areas see the section on the
Elective Program of Study in Chapter IV of this Bulletin entitled "The Law Center
Curriculum." Because of occasional curriculum changes and variations in faculty availability,
courses may be subject to modification or withdrawal.

Graduate Program courses are conducted primarily on weekday evenings and, occasionally,
Saturday mornings. A limited number of graduate courses may be offered during the day on
weekdays as well. Weekday evening courses begin at either 5:45 p.m. or 7:55 p.m. Juris Doctor
(J.D.) level courses are offered both day and evening on weekdays and Saturdays.

LL.M. students should note that they will not receive credit for a course that is substanc­
tially similar to any course completed toward the J.D. or other law degree. Students should
request approval from the Assistant Dean for the Graduate Program before enrolling in a
course which may duplicate earlier work.

Graduate Program Courses in American Law for Foreign Lawyers

The following courses are open to all graduate students who do not hold a law degree from a
U.S. school. Note that some are required for those students enrolled in the LL.M. (Common
Law Studies) program.

Introduction to U.S. Constitutional Law
Focuses on the role that the Supreme Court plays in the American system of government.
The course begins by examining America's 18th century written constitution, and moves
through highlights of the major constitutional cases and crises of the last 200 years. Particular
attention will be paid to the various balances of power struck between the federal government
and the states, among the three branches of the federal government and the people. Open to
all foreign graduate law students.
Professors Joyce and Lenhart

Introduction to U.S. Legal Methods
Introduces foreign graduate students to the common law and to the art of case analysis,
including analysis of the proceedings which took place in each case. Required for LL.M. (Com­
mon Law Studies) students who did not attend the summer orientation program; open to all
foreign graduate students.
Professor Wolff

Judicial Process and the Common Law Heritage
Examines American views on the nature of law and the function of the judge as lawmaker.
The course combines readings in judicial philosophy by eminent jurists and academicians with
analysis of key developments in torts and contract law. In addition, the course evaluates, from
a process-oriented perspective, selected judicial opinions construing federal statutes or
interpreting provisions of the U.S. Constitution. Required for all civil law-trained attorneys; open to all foreign graduate law students.  

**Professor Fisher**

**Legal Research and Writing for Foreign Lawyers**  
Two Semester Hours  
Introduces students to U.S. legal research resources and methods. Writing assignments will give students the opportunity to develop written analysis using the approaches, forms, and styles common in American law. The course will meet two hours weekly for the semester. Required for all civil law-trained attorneys; open to all foreign graduate law students.  
**Professors Dimopoulos, Duncan, Gibbons, Ramsfield, Steffes, and D. Cohen**

**Graduate Program Courses Offered for Clinical Fellowship Students**

**Clinical Skills Teaching Methodology**  
Two Semester Hours  
Prepares the Law Center's advocacy fellows to supervise third-year J.D. students in the field and to teach skills sessions in the Law Center's advocacy clinics. Such topics as pedagogical techniques, teaching goals and their implementation, utilization of audiovisual techniques, out-of-court and in-court supervision, and clinical evaluation are examined and refined. [The seminar is open only to advocacy fellows.]  
**Professors Copacino and Mlyniec**

**Criminal Trial Litigation**  
Two Semester Hours  
Treats the fundamentals of criminal trial advocacy. The technique utilized provides the student with basic and advanced instructional information but emphasizes the actual conduct of the exercises by the student in a mock courtroom setting with the use of videotape critique. The course covers all stages of a criminal proceeding: voir dire and jury selection, opening statement, preparation and examination of lay and expert witnesses, motions during trial, jury instructions and closing arguments. [This course is open only to advocacy fellows.]  
**Professors Lee, Kennedy, and Stern**

**Graduate Program Courses in the Field of Employee Benefits**

Students who have a special interest in employee benefits should note the following courses listed with the tax and labor law courses. A Certificate in employee benefits law is offered to students who complete the requirements described in Chapter VI.

**Listed under Labor and Employment Law**
- ERISA: Participant Rights
- ERISA: Plan Termination and Withdrawal Liability
- Pension Fund Management and Regulation of Fiduciaries

**Listed under Taxation Law**
- Advanced Pension Planning Seminar
- Pensions and Other Deferred Compensation I
- Pensions and Other Deferred Compensation II
- Tax Aspects of Employee Welfare Benefits
Graduate Program Courses in the Field of International and Comparative Law

Comparative Law: Latin America
Two Semester Hours
Introduces the student to comparative legal methods and to the law of Latin America. It begins with an introduction to the legal geography of the world and places Latin American Law in the main legal systems. It then explores the comparative method and the technical problems of comparison such as sources, language and legal terminology and classifications. The second part of the course is dedicated to studying Latin American law. The course concludes with the political and sociological role of law in Latin America—the relationship between law and society which will allow the student to understand the context in which law operates. (This course is also offered as part of the J.D. curriculum.) Professor MacLean

Customs Law
Two Semester Hours
This course will analyze the constitutional basis to collect Customs “duty;” the jurisdiction of the Customs Service, the Court of International Trade, and the United States Court of Appeals for the Federal Circuit; illustrative Customs cases, including constitutional and historical issues, classification and valuation of merchandise (including the treatment of scientific and technological developments); practice and procedures (including the use of expert witnesses and lexicographic evidence); current problems in the imposition and collection of duty under the Harmonized Tariff Schedule of the United States, and comparative Customs law issues and emerging problems in Europe, Asia, and other areas. Professor Malia

European Union Law I
Two Semester Hours
A. Studies the institutional or constitutional law of the European Union and deals with such matters as the history of the Union; the governing treaties; the relation between Union law and domestic Member States law; the public international law pertaining to the Union; the composition, organizational functions, and powers of the institutions; the decisionmaking processes in general (including the budget); the Union legislation and its effects; and the legal remedies and procedures. Where necessary, reference will be made to the substantive or economic law. (This course is also listed as part of the J.D. curriculum.) Professor Puder

B. Same as above, but with emphasis on comparison between European Union and United States legal institutions and procedures. [Recommended: completion of course in American Civil Procedure or its equivalent is highly recommended.] Professor Schmertz

European Union Law II
Two Semester Hours
Following the coverage begun in European Union Law I, this course continues with an in-depth study of the European Union's 1992 program to accelerate the pace of European economic integration, with a special focus on matters of commercial and business interest. Included are competition policy, company law taxation and technical standards harmonization; cross-sectoral developments in the areas of public procurement, social policy, commercial policy; and changes in particular business sectors such as financial services, transportation and telecommunications. [Prerequisite: European Union Law I.] Students may not receive credit for both this course and the European Union Law II: Seminar in Business Law. (This course is also listed as part of the J.D. curriculum.) Professor Mincke

European Union Law II:
Seminar in Business Law
Two Semester Hours
This alternative to the European Union Law II course builds on the concepts taught in European Union Law I while focusing primarily on business law issues such as banking, mergers and acquisitions, company law, the Social Charter, etc. The 1992 process has provided unprecedented business opportunities in the “unified market” for both European
and U.S. multinational companies. Those opportunities will be explored, as well as the policy considerations behind the various European Union initiatives. Students will be expected to prepare research papers and to present their research in class. [Prerequisite: European Union Law I. Limit 22.] (This course is also listed as part of the J.D. curriculum.)

Professor Powers

Graduate Seminar: Extraterritoriality

Four Semester Hours

Historically, customary international law has generally provided that a sovereign state has jurisdiction to prescribe and enforce the nation's law only within its territorial boundaries. Since World War II, however, the U.S. has often asserted an expansive view of the "extraterritorial reach of law," Classic examples of such reach are the application of U.S. export control laws to foreign subsidiaries of U.S. corporations, of U.S. antitrust law to activities abroad with intended "effects" on U.S. commerce, of U.S. economic sanctions against overseas branches of U.S. financial institutions, and of U.S. discovery rules of evidence abroad. These assertions of U.S. jurisdiction have occasionally resulted in severe conflicts with the laws or policies of another sovereign nation.

This seminar will examine the important legal issues surrounding this question, beginning with a review of the jurisdictional provisions of the Restatement of Law, Third of the American Law Institute on the "Foreign Relations of The United States." The remainder of the seminar will consist of presentation and discussion of graduate papers on related subjects prepared by the participants. [This seminar is limited to eight students who have completed at least eight credits in their LL.M. programs. Priority will be given to those in the LL.M. (International and Comparative Law) and (Common Law Studies) programs.]

Professor Robinson

Graduate Seminar: The GATT after the Uruguay Round

Four Semester Hours

Each student will write a paper about a different topic, will make a class presentation of the paper, and will be expected to critique the papers of at least two other students. Paper topics may include safeguards, subsidies, dumping, intellectual property, trade-related investment measures, any and all services, governance, dispute resolution, agriculture, textiles, procurement, etc. [Prerequisites: International Law I and eight hours of course work in international law, including either International Law II International Trade Law and Regulation. If space is available, however, first semester full-time students may take this course with permission of the professor. Limit 10.]

Professor Wallace

Not offered 1994–95

Graduate Seminar: International Law at the End of the Century

Four Semester Hours

This seminar is based on the U.N.’s declaration of the final decade of the 1900s as the "Decade of International Law." Each student will prepare and present a substantial paper to the seminar. Students may choose from a range of topics on the state and development of international law as we enter the next century. [Prerequisite: basic course in International Law and eight hours of course work in the International Law program. Limit 12.]

Professor Dalton

Graduate Seminar: International Monetary, Finance and Investment Problems

Four Semester Hours

Each student will write a paper about a different topic, will make a class presentation of the paper, and will be expected to critique the papers of at least two other students. Paper topics may include the (i) IMF and any other monetary law topics (e.g., conditionality, ECO and other European topics); (ii) loans, loan agreements, debt rescheduling, letter of credit or other finance devices; (iii) investment laws, agreements (e.g., joint ventures), investment disputes
and their settlement (e.g., compensation standards, governing law, forum selection). Topics may concern any part of the world, whether developed, developing, central and eastern Europe, the former Soviet Union or otherwise. The scope of each paper is to be agreed upon with the professor. Papers may be at a policy or transaction level. [Prerequisites: International Law I and eight hours of course work in international law. If space is available, first semester full-time students may take this course with permission of the professor. Recommended: International Law II, International Finance, or International Economics for Lawyers. Limit 10.]

**Professor Wallace**

Graduate Seminar: Legal Issues in U.S. Trade Policy

Four Semester Hours

Considers issues of U.S. and international law that are pertinent to U.S. trade policy and our trading relationships. Each student will write and present a research paper on a topic agreed upon with the professor. Topics may relate to legal issues arising in the context of particular U.S. trading relationships or commitments such as, compliance with GATT obligations, implementation of the Canada-U.S. Free Trade Agreement or the North American Free Trade Agreement, evaluation of proposed trade remedies aimed at relations with Japan, or the adaptation of U.S. unfair trade practice law to deal with the phenomenon of economics in transition from nonmarket to market systems. Alternatively, the topic may be framed in terms of a perceived issue that has arisen in connection with the formulation or enforcement of a given trade law, e.g., the antidumping law, the countervailing duty law, Section 301 of the Trade Act of 1974, “escape clause” proceedings, export controls, etc. [Prerequisite: Completion of at least eight hours of course work in the LLM (International and Comparative Law) degree program, although first semester full-time students with background in the field may apply to take the course on a space-available basis with permission of the professor. Recommended: Basic course in International Trade Law or in International Law. Limit 10.]

**Professor Joelson**

Graduate Seminar: U.S. Unfair Trade Practice Statutes

Four Semester Hours

Examines the U.S. trade laws that provide remedies in response to unfair trade practices of foreign companies or governments. The seminar will focus on U.S. antidumping laws, countervailing duty laws and Section 301 of the Trade Act of 1974, which provides remedies against “unreasonable or unjustifiable” practices of foreign governments adversely affecting U.S. commerce. Students will prepare and present their graduate papers to the class. [Prerequisite: At least eight hours in the International and Comparative Law LLM program, including International Trade Law and Regulation. Recommended: International Law I. Limited to 10 students.] Students may not receive credit for both this course and the U.S. Protective Trade Statutes Seminar (J.D. Division).

**Professors Coffield and Greenwald**

Not offered 1994-95

Immigration and Nationality Law

Two Semester Hours

Deals with the rights of aliens and citizens, the administrative structure and powers of the government agencies concerned with immigration and citizenship, temporary and permanent entries, Labor Department certifications, visa preferences and exemptions, powers and procedures of U.S. consuls, refugees and asylum, entry requirements and procedure, deportation grounds and procedures, discretionary relief to avert deportation or exclusion, obligations and liabilities of employers, judicial review, acquisition of U.S. citizenship at birth, naturalization and denaturalization, expatriation and determination of claims to United States citizenship.

**Professor Bryant**
International Agreements

Two Semester Hours

Analyzes the rules set out in the Vienna Convention on the Law of Treaties and U.S. constitutional law of treaties and executive agreements. Cases and materials on the conclusion of international agreements, their validity and effect, interpretation and application, relation to domestic law, and modification and termination are examined. U.S. law issues include the historical development of constitutional law on international agreements, the effect of treaties and executive agreements in domestic law, the choice of treaty or executive agreements, the role of Congress and the Executive Branch in the process of international agreement making and termination, and recent developments bearing on treaty practice. Basic U.S. procedures on agreement making, both Congressional and Executive, are reviewed. [Recommended: International Law I.]

Professor Dalton

International Civil Litigation

Two Semester Hours

Undertakes an in-depth study of litigation in U.S. courts in cases involving foreign parties or transactions. Among other things, we will study personal jurisdiction over foreigners; forum non conveniens and other forum selection issues; the service of process outside the United States, including by letters rogatory and the Hague Service Convention; the discovery of evidence located outside the United States, including direct discovery under U.S. rules and evidence taking under the Hague Evidence Convention; foreign sovereign immunity; the extraterritorial application of U.S. laws, including the antitrust and securities laws; the Act of State doctrine; and the enforcement of foreign judgments. The objective of the course is to familiarize students with the special procedural and substantive issues that arise in international cases. Students may not receive credit both for this course and International Problems in Civil Litigation (J.D. Division) or the International Litigation Seminar (J.D. Division).

Professors Cheston and Dubinsky

International Commercial Arbitration

Two Semester Hours

Examines United States, foreign, and international law and practice relating to international commercial arbitration, including the U.S. Arbitration Act, selected foreign statutes, New York Convention on the Recognition and Enforcement of Arbitral Awards, the ICSID Convention, and the arbitration rules of the International Chamber of Commerce (ICC), the United Nations Commission on International Trade Law (UNCITRAL), and the American Arbitration Association (AAA). The course focuses on the procedural law applicable to and the practical aspects of arbitration. Covers such topics as drafting the arbitration clause, selecting the situs, conducting arbitration, and enforcing awards, with particular attention to judicial oversight of arbitration, choice of law, arbitrability of subject matter, provisional remedies, and special problems of arbitration with foreign states and government agencies. [Prerequisite: International Law I. Recommended: International Commercial Transactions.]

Professor Clodfelter

International Commercial Transactions

Two Semester Hours

Examines the legal framework of the export or international sales transaction and focuses on the private law aspects of international commercial transactions. The course deals with the usual trade terms (F.O.B., C.I.F., etc.) employed in such transactions, and with the ancillary contracts of carriage (sea, air, etc.), insurance and finance (documentary letters of credit) underlying them. It also considers other main types of international commercial transactions, including direct investment, franchise, license, transfer of technology and “know-how.” Conflict of laws, settlement of disputes through arbitration and force majeure provisions, among others, will be reviewed. Standard documents and forms of contract currently in use are studied. [Prerequisite: International Law. Strongly recommended: Conflict of Laws and Commercial Law. Limited to 40 students.]
International Criminal Law  
Two Semester Hours

Examines selected issues and problems involving the application of criminal law to international activities and across national boundaries. Particular attention is paid to analysis of domestic and international law applicable to the question of jurisdiction over criminal activities at the international level, in the context of activities such as money laundering, commercial and securities fraud, and computer crime, including the reach of Constitutional protections to investigations and law enforcement activities overseas. The course covers both the procedural aspects of international cooperation in criminal matters (including extradition, prisoner transfer, mutual legal assistance, recognition of foreign penal judgments) as well as the developing substantive international law (e.g., war crimes, crimes against humanity, terrorism, genocide, torture, and narcotics trafficking). [Recommended: International Law I or Conflict of Laws.] Students may not receive credit both for this course and the International Criminal Law Seminar (J.D. Division).

Professor Stewart

International Economics for Lawyers  
Two Semester Hours

Introduces economic theories of international transactions. Topics will include both classical theories and contemporary rationales for national and multilateral regulation of international trade, investment, and foreign exchange transactions. Grades will reflect problem sets, a mid-term exam and a final exam. [Prerequisite: at least one semester of basic economics or permission of the professor.]

Professor Hansen

International Environment and Trade Law Seminar  
Three Semester Hours

Explores the relationship between environment and trade issues and will address jurisprudential questions such as the interaction of international and national legal systems, disputes settlement, and institutional roles. [Recommended: basic course in public international law and coursework in environmental or international economic law.] (This course is also listed in the J.D. curriculum.)

Professor Weiss

International Finance  
Two Semester Hours

Surveys the international monetary system. Included are a systematic overview from a U.S. perspective of: the functions and values of money; exchange rates, currency practices and exchange restrictions; techniques for hedging of foreign exchange risks, including the use of forward exchange contracts and currency futures, options and swaps; domestic and international banking; international trade finance; international capital markets and loan documentation; and payment, clearing and settlement systems. [Prerequisite: International Law I. Recommended: Conflict of Laws. Limit 50.]

Professor Asser

International Human Rights Law  
Two Semester Hours

Examines international human rights law from philosophical, historical, comparative, and pragmatic perspectives. The principal focus will be on implementation and enforcement of human rights norms in the practice of states. The course examines the development of the substantive law of human rights (including basic international instruments and customary international law), international and regional systems of enforcement, and the growing role of human rights in international relations. U.S. laws and practice affecting international human rights will form a major model of analysis. [Recommended: International Law I.] Students may not receive credit for both this course and International Human Rights (J.D. Division).

Professors Stewart and Diller
International Negotiations Seminar

Two Semester Hours
Examines the concept and technique of international negotiations, including substantive aspects of international agreements. During a portion of class time, the seminar will divide into teams for simulated negotiations, including transnational negotiations between private commercial parties and with governments. [Prerequisite: International Law I. Limited to 20 students.]

Professors Frank and Greenberg

International Organizations

Two Semester Hours
Analyzes fundamental legal issues confronting key international organizations, particularly the United Nations. Emphasis is on the legal status of international organizations, privileges and immunities, membership and participation, dispute settlement methods, enforcement techniques, and functional operations. Historical and contemporary materials on the processes involved in international organizations and their future development are examined. [Prerequisite: International Law I.]

Professor Scheffer

International Peace and Security:
Current Legal Problems

Two Semester Hours
Provides the student with an understanding of the domestic and international legal framework which forms the basis for U.S. foreign policy and national security decisions relating to the maintenance of international peace and security, strategic deterrence, and the exercise of individual and collective self-defense. The course examines a number of contemporary problems illustrating the legal aspects of U.S. involvement in armed conflict, including the effects of the War Powers Resolution, the United Nations Charter, customary principles of international law, and the U.S. Constitution. Other topics covered may include international security aspects of international peace keeping and humanitarian assistance, as well as arms control and disarmament. [Recommended: International Law I.]

Professor McNeil

International Peace and Security:
International Procurement Law

Two Semester Hours
Deals with a range of practice and policy problems with respect to the public procurement of goods and services, including development of procurement systems in central and eastern Europe and the former Soviet Union, issues surrounding the GATT procurement code and NAFTA, problems of corruption and tied procurement as considered by the development assistance committee (DAC) of the OECD, and contract and procurement law models developed by the United Nations Commission for International Trade Law (UNCITRAL). The seminar will look at different procurement regulations and methods and bidding and contract forms. Students will be expected to prepare research papers on topics agreed upon with the professor, and to present their research in class. [Limit 22.]

Professor Wallace

International Protection of
Intellectual Property Rights

Two Semester Hours
Deals with the nature and source of the international protection of intellectual property rights. The course analyzes relevant United States law, especially Section 337 of the Tariff Act of 1930, the Omnibus Trade and Competitiveness Act of 1988 Special 301. The course covers multilateral treaties and international organizations, particularly the World Intellectual Property Organization, UNCTAD, and the GATT. It reviews the Paris Convention for the Protection of Industrial Property, the Berne Convention for the Protection of Literary and Artistic Works, the Madrid Agreement, and the GATT and NAFTA.

The course considers Section 337 and its interrelationship with other trade laws in detail. The course will also study the new intellectual property codes contained in NAFTA and the TRIPS agreement in the GATT, as well as the U.S. implementing legislation of the Uruguay Round of the GATT. Finally, the course will discuss the current conflict between the
developing world and the industrial world concerning intellectual property. [Prerequisite: International Law I.]

**International Telecommunications Regulation**

Reviews the legal, economic, and technological underpinnings of international telecommunications. It presents a survey of international telecommunications law and relevant international organizations. It also covers key nations' domestic laws that govern firms providing international telecommunications services. Specific focus is on the challenge that relaxation of international regulatory controls presents to established international legal and regulatory systems. [Recommended: International Law I.]  

*Professor Dinan*

**International Trade Law: Latin America**

Explores the political, economic and social factors of trade and investment in Latin America. Because trade is on the front line of international relations, business people and traders are usually ahead of politicians, lawyers, and social scientists in searching for new ways of international understanding. Recent events have placed lawyers at the threshold of a new era of legal techniques at a time when the Latin American economy offers many promises for the next decade. The course will examine the trade laws and other elements that affect, directly or indirectly, how Latin American trade law works and is applied in practice. Emphasis is put on international sales, financing, and investment.  

*Professor MacLean*

**International Trade Law and Regulation**

Examines the trade policy of the United States, the domestic laws and regulations affecting international trade, and the relationship of the General Agreement on Tariffs and Trade and other international agreements to U.S. law and practice. Considers, in detail, the antidumping, countervailing duty, escape clause (Section 201) and other import relief laws and regulations of the United States, and the implementation of these laws and regulations by the executive department and the federal administrative agencies. Examines the statutory remedies, particularly Section 301, that are available to attack restrictions on U.S. exports of goods, capital and services, and failure to protect intellectual property. Evaluates the role of Congress in setting trade policy and overseeing administration of the trade laws. Analyzes the GATT articles and codes and the international procedures for trade dispute resolution. Considers international trade negotiations such as the Uruguay Round and bilateral agreements, including the U.S.-Canada and U.S.-Mexico free trade agreements. Reviews the regulation of exports and international financial transactions as a means of achieving economic, diplomatic, and strategic domestic policy objectives.  

*Professor Verrill*

**International Transportation Law Seminar**

Covers the laws, treaties, and agreements that govern: (1) the provision of international air services and commercial ocean shipping and (2) the liability of carriers (air, water, surface) to their customers (passengers, shippers). The course covers both transnational and U.S. domestic laws, and includes the role and impact of insurance. Bilateral and multilateral arrangements in air law (landing rights, fares, security) and the emerging international system in maritime law (competitive access) are explored, with emphasis on policy issues currently pending before U.S. Government decision makers. In addition, attention is given to the related issues of marine pollution liability and efforts (domestic and international) to insure against and provide compensation for pollution damage. [Recommended: Conflict of Laws and International Law I. Limited to 20 students.]  

*Professors Dean and Mendelsohn*
International Venturing and New Enterprise Development

Two Semester Hours

Explores the legal and policy aspects of the venture capital process with emphasis on small and medium-sized enterprises in less-developed economies. The course will trace the evolution of the U.S. venture capital industry, examining in particular the current increased interest in international transactions. It will examine the legal and business structure of venture capital transactions and agreements, considerations in finding appropriate sources of capital, syndication of deals and the effect of exit strategies. A review of the U.S. tax, securities, corporate, and intellectual property law considerations in venture capital transactions will serve as the basis for examining the effects of other legal systems on the prospects for venture investing. Students will be encouraged to look specifically at the laws of selected countries in Eastern and Central Europe, Asia, Africa, and Latin America. Students will, as a member of a team, prepare and present papers for discussion by the seminar. [Recommended: Corporations and Securities Regulation and Taxation I or Small Business Financing and Venture Capital. The course is limited to 24 students: 16 Law and 8 M.B.A.]

Professors Feigen and Stevenson

Israeli Legal System

Two Semester Hours

Introduces the American student to the Israeli legal system both through the study of current legal material and through jurisprudential, philosophical, and historical background. The course will begin with a brief history of the State of Israel, proceed to explain its system of government, and then deal with specific issues of contemporary Israeli law. Throughout the course, several general themes will be stressed, focusing mainly on the common and civil sources of Israeli law, constitutional law without a written constitution, the influence of Jewish traditional sources on the law, and the relationship between politics and law in Israel. The course is intended to familiarize the comparative law student with a foreign legal system and provide the business-minded lawyer with an opportunity to understand the business laws of Israel and its legal system in general. [Recommended: International Law.]

Professors Matias and Strum

Japan-U.S. Business Transactions

Two Semester Hours

Doing business in Japan has many distinctive features, some of which may also be found to some degree in other East Asian contexts. This seminar uses a fairly typical joint venture manufacturing agreement between U.S. and Japanese firms as a vehicle for introducing various aspects of Japanese law and business practice. Substantial attention will be given to the negotiation process and to means of dealing with disputes. Emphasis will be placed on ways of bridging differences in legal culture and business styles. [Strongly recommended: International Law II or equivalent.] (This course is also listed as part of the J.D. curriculum.)

Professor Green

Japanese Legal System

Two Semester Hours

Introduces Japanese law as a social institution, an instrument of state intervention, and an issue in U.S.-Japanese relations. The course considers the role of law in Japan, beginning with historical roots of criminal and civil law, legal reform in the post-war Occupation, the Constitution, and the administrative role of the state. A main theme of the course is economic regulation and the role of the state in the economy, including antitrust, foreign trade regulation, industrial policy, problems of foreign investment, and U.S.-Japan trade and business transactions. Other topics may include labor law, environmental law, criminal law, securities regulation, financial market liberalization, and dispute resolution. (This course is also listed as part of the J.D. curriculum.)

Professor Lepon

Offered alternate years
Law and Development Seminar Two Semester Hours
Introduces students to key legal issues in economic development. This seminar will first explore selected underlying conceptual issues regarding the relationship of law and economic change and development, and will introduce the legal structure for the provision of international development assistance including legal instruments used by key multilateral development finance institutions for providing assistance. With this conceptual and institutional background, the seminar will then discuss legal issues in specific illustrative areas such as private sector development; the reform of investment, trade and financial sector laws; public enterprise reform and privatization; and environmental protection and social and human rights issues. The seminar will conclude with a review of the role of the legal profession, the reform of legal institutions and the provision of legal technical assistance. The seminar will include case studies from selected developing countries and legal documents used in development projects. Performance will be evaluated based on a research paper (about 25 pages) on a relevant topic, as well as class participation.
Professor Gopal

Legal Constraints on the Foreign Affairs Power Two Semester Hours
The course will examine the powers of the President, the Congress, and the courts in making U.S. foreign policy. In particular, it will look at what role Congress and the courts can and should play in U.S. foreign relations. Special emphasis will be placed on human rights, the use of force, and emergency powers. The course will consider whether traditional divisions of responsibility are changing as multilateral foreign policy initiatives become more common. [Prerequisite: basic Constitutional Law.] (This course is also listed as part of the J.D. curriculum.) Students may not receive credit for this class and International Security Law (J.D. Division).
Professor J. O'Brien

Legal Framework of the U.S.-Japan Economic Relationship Seminar Two Semester Hours
Provides an introduction to the U.S.-Japan economic relationship through an examination of the trade and industrial challenges posed by Japan and U.S. responses to those challenges over the past two decades. Major topics include Japanese industrial policy and the bilateral disputes and negotiations that have affected trade and investment patterns between the two countries. The materials drawn upon include the works of economists and political economists as well as treaties and international agreements, legislative materials, judicial decisions and law journal articles. Students will be encouraged to consider the policy choices that the United States has made and that face it in the future. [Recommended: prior coursework in international trade law.] (This course is also listed as part of the J.D. curriculum.)
Professor C. Green
Not offered 1994–95

Middle Eastern Legal Institutions and Islamic Law Seminar Two Semester Hours
Studies the origins and sources of Islamic law along with Islamic legal theory as elaborated by the various schools of jurisprudence. Practical application of that theory is examined in the law of family, inheritance and wills, obligations, property, and penal law. Islamic law of nations and constitutional theory is also considered, as is the movement for reform and secularization, and the role of Islamic law in contemporary Middle Eastern legal systems. [Recommended: Comparative Law.]
Professor T.B.A.
Not offered 1994–95
National Security Law

Provides a basic introduction to the national and international law of conflict management and security. Issues to be examined include the origins of war; the standards for distinguishing permissible coercion; the institutions and procedures for collective security and community management of conflict; the laws of war for regulating the conduct of hostilities; the rules and structures for the control of armaments; the standards and procedures for fixing criminal responsibility for the commission of crimes against peace, war crimes or crimes against humanity; laws concerning intelligence and counterintelligence; the structure and constitutional aspects of the U.S. system for authorizing the use of the armed forces abroad including the operational command system; national laws concerning arms transfers and military assistance, security aspects of trade technology transfer, and strategic and critical material programs. The course will also examine recent conflicts, and will explore measures for the control of terrorism. [Prerequisite: International Law I.]

Professor Moore

Summer Session

Oceans Law and Policy

Examines the law and policy of oceans management, including foreign relations and domestic oceans issues. Special attention is given to the law of the sea negotiations and the emerging legal order of the oceans, including zones of marine jurisdiction and deep seabed mining. The course also examines issues in naval and merchant marine policy, coastal zone management and development of the outer continental shelf. It will also examine the U.S. economic zone proclamation and overall national oceans strategies in light of entry into force of the United Nations Convention on the Law of the Sea. [Prerequisite: International Law I.]

Professor Moore

Russian Legal System

This course examines contemporary Russian law as a system in transition, using three major areas of reform—constitutional law, criminal justice, and business law—to highlight the fundamental choices and influences informing the country's difficult progress toward an ordered legal society. Close attention will be paid to the social, political and economic context in which the law reform process is unfolding. Course materials will consist largely of primary course materials in translation, supplemented by comparative law materials from the Anglo-American and Continental civil law systems. Course requirements will be based on active and informed class discussions and a take-home final examination.

Professors Davis and Russell-Einhorn

Structuring and Financing Foreign Investments Seminar

Examines legal and financial aspects of foreign investment projects, especially in developing countries. Each transaction is examined from the perspective of the investor, lender and the host country. Legal issues related to the structuring of the foreign investment, the arrangement of the private and public financing and construction of a project are considered. A close analysis of the material adopted from actual transactions is employed where possible. [Prerequisites: International Law I and International Commercial Transactions or background in international business or financial transactions. Recommended: International Finance, Conflicts of Law.]

Professors Cameron and Hornbostel; Khairallah, Nurick and Wiss; O'Sullivan
Structuring and Negotiating International Joint Ventures

Two Semester Hours

Surveys and analyzes the legal problems of international joint ventures in various countries around the world, with a particular, though not exclusive, focus on the United States. Legal issues presented by joint ventures in both free market as well as centrally planned economies will be analyzed, including contractual, corporate, antitrust, tax, export control, Foreign Corrupt Practices Act, licensing, and technological issues. Selected international joint venture transactions, both hypothetical and actual, will be used to illustrate the problems confronting businesses and their legal advisors. [Prerequisite: International Law I. Recommended: Antitrust, Taxation I, and Corporations.]

Professors Burt and Dobkin

Tax Aspects of International Reorganizations, Acquisitions and Dispositions

See Course description with listing of Tax courses.

U.S. International Trade Agreements

Two Semester Hours

Examines the General Agreement on Tariffs and Trade (GATT) and other selected major U.S. trade agreements, with an emphasis on the economic, policy and legal aspects of: (1) the GATT and the structure of the international trading system; (2) the U.S./Canada Free Trade Agreement and the North American Free Trade Agreement; and (3) specific sectoral agreements. The class will focus on the interface between public international law and domestic law, examining the general regime of international trade law codified in the GATT and bilateral, trilateral and sector specific trade agreements and how they are incorporated in domestic U.S. trade law governing private international commercial transactions. [Prerequisites: International Law I, and International Trade Law and Regulation or International Law II. Limit 45.]

Professors Coffield

Offered Alternate Years

U.S. Taxation of International Income I

See course description with listing of Tax courses.

U.S. Taxation of International Income II

See course description with listing of Tax courses.

J.D. Courses in the Field of International and Comparative Law

Descriptions of the following courses appear in the alphabetical listing of J.D. electives in this Bulletin.

Aviation Law
Central Europe and the N.I.S.: Societies in Transition
Chinese Law
Comparative Constitutional Law
Comparative Corporate Law
Comparative Law
Conflicts of Law: Choice of Law (International Focus)
Constitutional Aspects of Foreign Affairs Seminar
Immigration and Refugee Law
International and Comparative Law on the Rights of Women Seminar
International Antitrust & U.S. Trade Law Seminar
International Criminal Law
International Environmental Law
International Human Rights
International Human Rights Protection and Litigation Seminar
International Human Rights Workshop
International Law I
International Law II
International Law Seminar: Use of Force
International Legal Problems in Civil Litigation Seminar
International Litigation in U.S. Courts Seminar
International Negotiations Seminar
International Tax Planning Seminar
Issues in Disarmament: Proliferation of Modern Weapons Systems Seminar
Law and Development Seminar
Maritime Law
South African System Seminar
Space Law Seminar
Strategic Intelligence and Public Policy Seminar
U.S. Trade Law and Policy Seminar

Graduate Program Courses in the Field of Labor and Employment Law

Alternative Dispute Resolution in Labor and Employment Law

*Two Semester Hours*

Analyzes the range of dispute resolution methods used in labor and employment relationships, including negotiation, mediation, arbitration, collective bargaining, and labor-management committees. This course will also focus on newer forms of workplace relationships such as co-determination, conciliation, informal consultation and information sharing. The course will address union and non-union settings, the public sector, industry, specific approaches, statutory and common law causes of action, EEOC, ADA, ADEA, LMRA, employment-at-will, etc. Students will be evaluated based on participation in class exercises and a paper.

*Professors Javits and Vaughn*

Offered alternate years
Not offered 1994-1995

Collective Bargaining

*Two Semester Hours*

Emphasis on the development of collective bargaining contracts, and on the collective bargaining process itself, including mediation and arbitration as methods of resolving impasses. The development of negotiation and drafting skills are principal goals of the course. Illustrative materials will be drawn from both the public and the private sectors. [Prerequisite: Labor Law. Limit 20.]

*Professors Chatilovicz and Cohen*

Not offered 1994-95

Disability Discrimination Law

*Three Semester Hours*

This course deals with federal laws prohibiting discrimination against persons with physical and mental disabilities. The course explores in detail the Americans with Disabilities Act (ADA) and other federal disability statutes and regulations that protect persons with disabilities from discrimination in governmental activities, employment, public accommodations, and housing. The student will explore the rights and responsibilities arising from disability law in such areas as the exercise of state powers, the operation of industry, the impact on the health care system, and in everyday life. The student will study the wide breadth and significance of the concept of “disability” and its application to the major social and legal institutions in the United States. Disability law protects not only persons with discrete physical and mental disabilities, but also persons with serious illnesses or diseases.
Disability law will be presented within the rich legal traditions of civil rights and antidiscrimination legislation in other realms. (This course is also listed as part of the J.D. curriculum.)

Professor Costin
Not offered 1994-95

Employment Law

This course surveys the fundamental law regulating the relationship between employers and their employees, in large part “torts and contracts in the workplace.” Among the subjects covered are: legal protection of employees against wrongful discharge, invasion of privacy (searches, interrogations, drug-testing, etc.) and abusive treatment (sexual harassment and other forms of outrageous conduct); the legal duties owed by employees to their employers (loyalty, non-disclosure of trade secrets, covenants not to compete, etc.); the respective interests of employers and employees in employee inventions and literary works; the employer’s duty to provide a safe workplace (Occupational Safety and Health Act); compensation of employees injured on the job (Workman’s Compensation); and legal assurance of adequate compensation (Fair Labor Standards Act and ERISA). This course does not cover, except tangentially, questions of unionization (see Labor Law) and employment discrimination (see Equal Employment Opportunity Law). (This course is also listed as part of the J.D. curriculum.)

Professor Karniat

Equal Employment Opportunity Law

This course explores the legal mandates for equal employment opportunity in relation to race, sex, national origin, religion, age, and disability. The focus is principally upon Title VII of the Civil Rights Act of 1964 and also includes the Equal Pay Act, the Age Discrimination Act, the Americans with Disabilities Act, Executive Order 11246 (non-discrimination by employers who are government contractors), and the Fourteenth Amendment. The course draws upon the rigorous legal analysis of court decisions, statutes, guidelines, and regulations that undergird important and often controversial public policy issues, such as quotas and comparable worth. The course also examines the prospect for legal prohibition of discrimination based on sexual orientation. (This course is also offered as part of the J.D. curriculum.)

Professor William

ERISA: The Fiduciary Provisions

Examines in detail the workings of the fiduciary provisions of Title I of ERISA with respect to employee benefit plan structure, administration and investments. The course also will examine how the fiduciary provisions of ERISA impact on the major entities (banks, insurance companies, broker-dealers and mutual funds) in the employee benefit plan industry. The course will complement the material covered in ERISA: Participant Rights but completion of that course is not a prerequisite for this course. Students who complete both courses, however, will have received a comprehensive overview of Title I of ERISA. [Prerequisite: Pensions and Other Deferred Compensation I or II, prior experience in pension law or permission from the instructor.]

Professor Schmidt

ERISA: Participant Rights

Considers a number of issues under Title I of ERISA and related statutes regarding the administration of employee benefit plans and the rights of plan participants. Topics will include ERISA coverage, the relationship between state and federal regulation of employee benefit plans, obligations of employee benefit plan sponsors and administrators, including reporting and disclosure obligations, the impact of civil rights legislation on employee benefits, limitations on assignment and alienation of benefits, and the civil and criminal sanctions for violations of the substantive requirements of ERISA. The course will complement the material covered in ERISA: The Fiduciary Provisions, but completion of that course is
not a prerequisite for this course. Students who complete both courses, however, will have received a comprehensive overview of Title I of ERISA. [Recommended: Pensions and Deferred Compensation I.]

Professor Shore

ERISA: Plan Termination and Withdrawal Liability
Two Semester Hours
Covers the termination of defined benefit pension plans and the withdrawal of employers from multi-employer (Taft-Hartley) plans. The course will focus on the provisions of Title IV of the Employee Retirement Income Security Act of 1974 (ERISA), including pending legislation. Issues covered will include the transfer or termination of plans in a corporate merger or acquisition; liability of the employer on termination or withdrawal; the effect of termination or withdrawal on plan participants; fiduciary considerations in plan terminations; and the interplay of bankruptcy and plan termination rules. [Prerequisite: Pensions and Other Deferred Compensation I or equivalent experience.]

Professors Beyer and Goldowits

Graduate Seminar: Labor Policy and History
Four Semester Hours
Provides an interdisciplinary examination of the legal relationships among employers, workers, unions, and the state. Consideration will be given to recent scholarly works criticizing, from both the Right and the Left, the basic premises of the labor relations system that has developed under the National Labor Relations Act. Reform proposals advanced by the U.S. Department of labor, and another advanced by liberal proponents of collective bargaining will also be discussed. A number of sessions will be devoted to understanding the legal structure of American labor relations from historical and comparative perspectives. Finally, several discrete themes, such as race relations and union governance, will be taken up in separate sessions. Throughout the seminar, each student will work on a substantial paper addressed to a particular aspect of labor relations law. The students’ work will be discussed in class from time to time, and in individual meetings with the seminar leader. At the end of the term, each student will present the results of their work to the class, and lead a discussion on the topic addressed in their paper. [Prerequisites: Labor Law and successful completion of at least eight hours of work toward the LL.M. (Labor and Employment Law). Limit 14.]

Professor Leibig
Not offered 1994-95

Graduate Seminar: Pension FundManagement and the Regulation of Fiduciaries
Four Semester Hours
Reviews the policies and practices controlling the management of pension funds assets under ERISA, state and local fiduciary regulation and common law; the rise of corporate and professional trustees; the codification of common law trust principles; the erosion of traditional trusts by regulation; the prudence principle; ERISA Sections 404(a) and 406-408; prohibited transactions; the regulation of self dealing; and social/alternative investing. Techniques for selecting money managers and trustees, setting investment guidelines, and drafting trust agreements are reviewed. Individual projects will examine specific problems such as negative restrictions on investments, the establishment, enforcement and legality of non-interest rate based investment criteria; community development models; and mandating asset goals through structural planning. Throughout the seminar, each student will work on a substantial research paper. The students’ work will be discussed in class and in individual meetings with the professor. At the end of the term, students will present the results of their work to the class and lead a discussion on the topic addressed in their paper. [Prerequisites: successful completion of at least eight hours of graduate course work in Taxation or Labor and Employment Law, including at least one course in employee benefits, ERISA, or related law. Limit 14.]

Professor Leibig
Not offered 1994-95
Immigration and Nationality Law

See course description with listing of International and Comparative Law courses, above.

Internal Affairs of Unions

Focuses upon the labor union as a social and political institution with primary emphasis given to the rights and duties of unions and their members under the Landrum-Griffin Act. Union constitutions, the democratic rights of union members, the conduct of internal elections, the fiduciary obligation of union officers, union discipline, and the imposition of trusteeships are among the subjects to be examined. This course will also cover enforcement of those statutes forming the “criminal labor law” that regulates unions both internally and in labor relations. The statutes include criminal provisions in the Landrum-Griffin, Taft-Hartley and Hobbs Acts, as well as ERISA criminal provisions affecting labor trustees. [Recommended: Labor Law.]

Professors Elbar and Witen

Labor Agreement Enforcement

Covers Section 301 of the Labor-Management Relations Act of 1947, as amended, and the important recent judicial decisions interpreting that provision. Consideration also is given to the judicial enforcement of arbitration awards; injunctions enforcing no-strike clauses and the effect of the Norris-LaGuardia Act; judicial and National Labor Relations Board deference to arbitration awards; the relationship between the judicial enforcement of collective bargaining agreements and unfair labor practices; and the judicial enforcement of rights of individuals contained in the bargaining agreement. [Prerequisite: Labor Law.]

Professor Aronin

Labor Arbitration

Covers the major problem areas in labor arbitration today. The course explores the origin and development of labor arbitration; what constitutes a grievance; the grievance procedure; selecting an arbitrator; arbitrability of the grievance; arbitration procedures and techniques; the growth and development of substantive arbitration rules; custom and past practices; management rights; and seniority, discharge, and discipline. [Prerequisite: Labor Law.]

Professors Javits and Vaughn

Offered alternate years

Labor Law and Labor Relations in the Transportation Industry

Presents an overview of labor law and labor relations in the airline and railroad industries including: history, economics, legal scheme and trends in labor relations. This seminar includes mock collective bargaining and arbitration exercises which are representative of the emphasis on alternative dispute resolution in these industries. [Prerequisite: Labor Law.]

Professors Javits and Vaughn

Not offered 1994-95

Labor Relations in the Federal Government

Considers the development of a federal government employee labor relations program. The course examines practice and procedures before FLRA, with major emphasis on key third-party decisions, including those involving representation matters, unfair labor practices, the scope of negotiations and the arbitrators’ authority. The course also examines court decisions and the possible future direction of employee labor relations in the federal sector. [Prerequisite: Labor Law.]

Professor Reuben

The Law of Occupational Safety & Health

Highlights current legal developments under the Occupational Safety and Health Act (OSHA). The course focuses on employee rights and employer obligations, the Secretary of Labor’s standard-setting authority for occupational safety and health hazards, court review of
standards, the procedure for enforcing standards, decisions of the Occupational Safety and
Health Review Commission and court review of these decisions, inspection warrants and
discrimination suits. This course will also cover worker’s compensation law. [Recommended:
Administrative Law and Labor Law.]

Professors Justh and Sapper

Practice and Procedure Before the
National Labor Relations Board

Two Semester Hours

Covers all important aspects of the detailed procedures of the Board. Unfair labor practices
are examined from the filing of the initial charge in the Regional Director’s Office to the final
enforcement in the U.S. Court of Appeals. Procedure in representation cases is explored and
the importance of informal procedures is stressed. The substantive law is also examined,
especially from the standpoint of tactics. [Prerequisite: Labor Law.]

Professors Mooney and Gibson

Rights of Public Employees

Two Semester Hours

Examines the major legal principles, statutes and regulations governing public employment
at the federal, state and local levels. Among the topics covered are the relationship between
public employment and first amendment rights, equal employment opportunity in the public
sector, procedural due process rights of public employees, personal liability of employees for
their actions and the official immunity doctrine, the rights of whistleblowers, the rights of
aliens to public employment, and the substantive ground for public employee discipline and
findings of unsuitability. [Recommended: Labor Law.]

Professor S. Shapiro

Study of the RICO Statute

Two Semester Hours

Examines the use of the Racketeer Influenced and Corrupt Organizations (RICO) statute
in commercial litigation and government prosecutions. Originally enacted to combat the
infiltration of organized crime into legitimate business, the statute’s broadly worded provi­sions
have made their impact on ordinary commercial disputes as “private attorney generals”
use RICO’s civil provisions to obtain enhanced remedies (treble damages plus attorney fees).
The seminar examines in civil and criminal cases the components of “racketeering activity,”
enterprise coverage, procedural levers, and forfeitures under RICO. This seminar is especially
suited to commercial and labor lawyers seeking to understand client liabilities under RICO.
[Prerequisite: Criminal Law. Recommended: Internal Affairs of Unions and Securities
Regulation.]

Professor Elbaor

Termination of Employment Seminar

Two Semester Hours

Explores legal issues raised by employment termination, traditional concepts of the
employment contract, related tort and contract theories, the decline of employment-at-will,
and statutory and policy protections against discharge. The drafting of employment contracts,
employee benefit issues, procedural and representational guidelines are discussed. Students
are requested to concentrate on one or two problems in the area is required and are responsible
for a class presentation as well as an exam. Students may elect to take an exam or write their
graduate paper in this seminar. [No prerequisites: NLRA and EEO law are only treated
peripherally so as to avoid overlap with other courses.]

Professor Leibig

J.D. Courses in the Field of Labor and Employment Law

Descriptions of the following courses appear in the alphabetical listing of J.D. electives in
this Bulletin.

AIDS Law and Policy and Dispute Resolution Seminar
Entertainment Law Seminar
Immigration and Refugee Law
Accounting for Securities Lawyers

 Gives the student an understanding of financial statements and the underlying accounting concepts used in the preparation of such statements. Problems will be considered from the standpoint of companies subject to SEC requirements. Current corporate annual reports will be discussed and analyzed to give the student an insight into the quality of reported earnings, the financial stability of the company, and the effect of the use of various alternative accounting methods. Particular attention will be paid to current issues raised by the SEC and to the latest pronouncements of the FASB, AICPA and SEC. The course will relate the accounting matters to various aspects of a securities lawyer’s practice, including items covered in agreements for acquisitions, loans, stock purchases and underwritings. [Prerequisite: Securities Regulation or comparable work experience. This course is not appropriate for students with significant accounting backgrounds.]

Professors Lavery and McKay

Corporate Finance

 The valuation of the firm as a whole from the perspective of modern financial theory is the initial focus of this course and pervades the subject matter studied. Debtholder claims to participation in that value, contractually based and otherwise, are closely examined, both in the solvent and insolvency contexts. Bankruptcy reorganization is taken up only from a theoretical standpoint. Preferred stock questions are considered briefly. The theoretical and practical questions bearing on how the choice of debt-equity mix affects firm value are examined. The role of the investment-dividend decision on firm value is analyzed. Stock dividends and stock repurchases are given some attention. Freeze-out mergers will be intensively scrutinized. As time permits, recent tender offer developments will be discussed. The course strives for a reasonable balance between doctrine and economic theory. [Prerequisite: Corporations.] (This course is also listed as part of the J.D. curriculum.)

Professor Bradley

Current Issues in Enforcement of the Federal Securities Law

 Provides an overview of the Commission’s enforcement powers and procedures, and in-depth consideration of emerging legal issues and strategic considerations involved at every major stage of Commission enforcement actions. Particular attention will be given to issues raised as a result of the Commission’s authority under the Insider Trading Securities Fraud Enforcement Act of 1988 and the Securities Enforcement Remedies and Penny Stock Reform Act of 1990, as well as by recent judicial decisions affecting both problems of proof in securities law actions and legal theories available to the Commission. The goals of the course are to explore the interplay between various legal, policy and pragmatic considerations which affect Commission enforcement efforts and to sharpen the analytical skills necessary to anticipate and effectively deal with enforcement actions. [Prerequisite: Securities Regulation.]

Professor Hiler

Graduate Program Courses in the Field of Securities and Financial Regulation

Accounting for Securities Lawyers  Two Semester Hours

Graduate Program Courses in the Field of Securities and Financial Regulation

Corporate Finance  Three Semester Hours

Current Issues in Enforcement of the Federal Securities Law  Two Semester Hours
Disclosure Under the Federal Securities Laws

Examines the disclosure requirements under the Securities Act of 1933 and the Securities Exchange Act of 1934. Specific SEC requirements for filing and disseminating information are addressed, particularly the integrated disclosure system, but time is also spent on case law development and disclosure in connection with anti-fraud requirements. Disclosure is discussed in the context of registered public offerings, tender offers and other business combinations, proxy soliciting material, international transactions, going private transactions, offerings exempt from registration, the furnishing of information for the trading markets, and professional responsibility. Consideration is given to the problems of determining materiality, traditional and evolving concepts of furnishing forward-looking information, and the use and abuse of inside information. [Prerequisite: Securities Regulation.]

Professors Osheroff and Dye

Economic Aspects of Securities Regulation

Examines how financial economics can be used to analyze issues in securities law. The first half of the course describes the theory of finance and consists of two parts: (1) an analysis of modern portfolio theory and the efficient market hypothesis; and (2) a description of basic valuation models in finance, including the capital asset pricing model and option pricing models (e.g., Black-Scholes). The second half of the course examines practical applications of financial theory in securities law, including the measurement of materiality and damages in securities litigation, and an economic analysis of policy issues, including mandated disclosure, mergers and acquisitions, and insider trading. [Prerequisite: Securities Regulation.]

Professor J. Davis

Federal Regulation of Financial Institutions

A. This is a two-hour lecture and discussion course covering federal regulation of banking and thrift organizations. The course examines the different roles that financial institutions serve in meeting the needs of investors and depositors. We examine the structure and function of government regulatory efforts. We explore the policy questions arising from recent efforts to end the historical separation between investment banking and commercial banking. This survey course includes consideration of new financial institution activities, such as sales of mutual funds, annuities and other investment products. Grades in this course are determined by the final examination. [Recommended: prior or concurrent enrollment in Antitrust Law, Administrative Law, and Corporations.] (This course is also offered as part of the J.D. curriculum.)

Professors Collins and Whiting

B. A three hour lecture and discussion course covering federal regulation of banks, investment companies, and other financial intermediaries. This course examines the different roles that financial institutions serve in meeting the needs of investors and depositors. We will examine the structure and function of government regulatory efforts. We will explore the policy questions arising from efforts to end the historical separation between investment banking and commercial banking. This survey course will consider the professional liability of lawyers representing financial institutions and the role of technology in shaping new financial products and government efforts to regulate these innovations. Grades in this course will be determined by the final examination. [Note: There are no prerequisites for this course.] (This course is also offered as part of the J.D. curriculum.)

Professor Jordan
Fraud and Fiduciary Duties Under the Federal Securities Laws

Explores the fiduciary obligations and fraud proscriptions imposed upon participants in the securities markets, such as underwriters, broker-dealers, investment advisers, corporate directors, corporate insiders, tender offerors and persons improperly privy to non-public, material, corporate information. The changing standards of fraud under the federal securities laws will be reviewed together with the civil liabilities for fraud at the behest of both the government and private litigants. Existing and developing state remedies will be contrasted with federal rights and duties. [Prerequisite: Securities Regulation.]

Professor DeTore

Global Securities Markets

Explores the growth of the international securities markets and the repercussions of this growth for U.S. securities regulation. It examines the rise of the Eurobond and Euro-Equity primary markets, the development of international secondary trading markets, creation of market linkages, and growth in global broker-dealer operations. It considers the effect of these developments on national securities regulatory schemes, recent adaptations to these developments, and the conduct of international market oversight and enforcement, including the extra-territorial reach of the Securities Acts and the S.E.C. rules. [Prerequisite: Securities Regulation.]

Professor Lopez

Graduate Seminar: Current Issues in Securities Law

Explores recent trends and developments in federal securities regulation. Examples for the 1993–94 year were significant accounting and financial disclosure issues; insider trading; legislative developments; and regulation of the securities activities of banks and other financial institutions. The students will select paper topics in consultation with the professors. [Prerequisite: Securities Regulation and completion of at least eight hours of course work in the LL.M.(Securities) program. Limit 12.]

Professors Parker and Riesenberg

Professional Responsibility in Corporate and Securities Practice

Reviews the professional role, responsibilities, and liability of attorneys engaged primarily in business transactions, with emphasis on the corporate and securities fields. Special attention will be given to those situations where counsel will be facilitating or assisting in the completion of such transactions. The course will concentrate on an examination of particular situations that have raised issues concerning the imposition on attorneys of personal liability (civil and criminal), of professional discipline and of disqualification in litigation, together with a review of new developments and trends in this changing field. [Prerequisite: Securities Regulation.]

Professors Morvillo and Sonde

Regulation of Commodity Futures Transactions

Futures regulation has changed dramatically in recent years, prompted by FBI sting operations and by fraud cases at Chicago and New York exchanges, disruptions such as the 1987 stock crash, and the emergence of off-exchange “derivatives.” This course examines today’s futures and related markets in financial and tangible commodities, the roles of the Commodity Futures Trading Commission, commodity exchanges, floor traders and brokers, clearinghouses, commodity pools and “wirehouse” brokerage firms, and the growing links with securities, banking, and other sectors. It looks at protections against fraud and manipulation, issues involving regulatory coordination, and the impact of new trading technologies and cross-border transactions. [Prerequisite: Securities Regulation.]
Regulation of Evolving Financial Instruments

Two Semester Hours

In recent years, the financial markets have witnessed a virtual explosion in the development of new financial instruments and products called derivatives. This course will address the regulatory issues arising from the evolution of these instruments under existing laws and regulations. Specifically, the course will provide an overview of the applicable regulatory schemes, particularly those established by the Securities and Exchange Commission and the Commodity Futures Trading Commission, as well as banking authorities. The course will also examine a number of instruments and products and the regulatory conflicts and problems raised by their development, offer, and sale by financial institutions. Finally, the course will review the ongoing debates over federal regulatory policies toward derivatives. [Prerequisite: Securities Regulation.]

Professor Young

Regulation of Investment Companies and Advisers

Two Semester Hours

Covers the federal regulation of mutual funds, other investment companies, and investment advisers. The course will include an extensive examination of the Investment Company Act and the Investment Advisers Act and an overview of the other applicable federal securities laws. Compares investment company regulation with regulation of pension funds and bank common trust funds. Topics for discussion will include registration and advertising, self-dealing transactions, internationalization and the entry of banks into securities activities. [Prerequisite: Securities Regulation.]

Professor Harmon

Regulation of Securities Professionals and the Securities Markets

Two Semester Hours

Covers the SEC's regulation of the securities trading markets and broker-dealers under the Securities Exchange Act of 1934. The course will focus on the operation and regulation of securities trading, SEC fraud concepts, as well as specialized SEC rules which regulate the marketing and trading practices of securities professionals in connection with the distribution and trading of securities. The course also will survey trading systems and mechanisms on the exchanges and in the over-the-counter markets, competitive and regulatory issues, the margin and financial responsibility requirements applicable to broker-dealers. Issues relating to the entry of banks and other financial institutions into the securities business will be examined. [Prerequisite: Securities Regulation.]

Professors Kallman and Ramsey

The SEC and Contemporary Regulatory Problems Seminar

Two Semester Hours

Will study how the SEC has addressed (or failed to address) selected recent regulatory problems. These problems will be analyzed from both a historical and legal perspective. Topics will be chosen from among the following: structure of the securities markets; the convergence of banking and securities law; derivative securities; insider trading; corporate governance; internationalization of the securities markets; and competition in the securities markets. A paper on one of the selected topics will be required in lieu of an exam. [Prerequisite: Corporations and Securities Regulation or the permission of the professors.] (This course is also listed as part of the J.D. curriculum.)

Professors Bauman and Ketchum

Securities Activities of Banks and Insurance Companies

Two Semester Hours

Banks, insurance companies, and mutual funds increasingly are interacting in each other's traditional product areas. Banks and insurance companies have become major providers of mutual funds, annuities, and related investment products. In addition, banks have become important outlets for insurance sales, while mutual funds and insurance companies have begun to offer bank-like products. These cross-industry activities raise complex legal issues
that straddle traditional areas of legal practice. This course will focus on the securities laws and, to a lesser extent, the banking and insurance laws that apply to the financial markets where banks, insurance companies, and mutual funds increasingly are participating as partners and competitors.

**Securities and Financial Frauds**

Two Semester Hours

An in-depth study of 12 celebrated securities/financial frauds in the last two decades. These cases will illustrate the legal and strategic considerations involved in investigatory, civil, administrative, and criminal aspects of each particular case. The exposure of corporate officers and directors, promoters, accountants, lawyers, and investment bankers in dealing concurrently or sequentially with the SEC, IRS, DOJ, grand juries, and private parties seeking damages, will be analyzed from the perspective of the private practitioner as well as the public prosecutor. [Prerequisite: Securities Regulation.]

**Small Business Financing and Venture Capital**

Two Semester Hours

Focuses on the legal and business aspects of small business financing from the public policy and private sector viewpoints. Legal emphasis is on the areas of securities, tax, venture capital investments, and structuring legal relationships in entrepreneurial companies. The course examines federal and state registration requirements for small offerings and exempt transactions, including the provisions of Regulation D. It also examines SBICs and venture capital companies. The course also deals with the legal and business aspects of the entrepreneurial life cycle and development of business plans. Students will be asked to develop a “first venture analysis” based on an original business idea. The course will review changes in the regulatory environment for small firms and their impact on capital raising ability. An entrepreneurial viewpoint will be presented throughout this non-traditional law course. Evaluation will be based upon a final examination, written work submitted during the semester, and voluntary participation in class presentations. [Recommended: Securities Regulation.]

**Study of the RICO Statute**

See course description with listing of Labor and Employment Law courses, above.

**Takeovers, Mergers and Acquisitions**

Two Semester Hours

Deals primarily with the securities law aspects of tender offers and negotiated acquisitions for corporate control. It examines the characteristics of a tender offer, the federal disclosure requirements, the substantive regulation and the anti-fraud strictures of tender offers, and public and private enforcement of the law. The use of proxy contests to seek control is also examined. Overlapping federal and state law provisions are studied. The strategic and tactical considerations, focusing on the roles of lawyers, are examined. [Prerequisite: Securities Regulation.]

**J.D. Courses in Securities Regulation and Related Fields**

Descriptions of the following courses appear in the alphabetical listing of J.D. electives in this Bulletin.

- Business Planning Seminar
- Close Corporation Seminar
- Comparative Corporate Law
- Corporate Governance Seminar
- Current Issues in Corporate Theory Seminar
- Economic Regulation Seminar
Advanced Partnership and Real Estate Transactions  
Two Semester Hours

The course will focus on the advanced skills necessary for an attorney involved in a typical real estate development project. Students will analyze the financial and tax aspects of partnership investments in real estate for the developer and investor "clients" and will draft actual documents, including partnership agreements. Topics will include allocations of tax benefits, exit strategies and loan workouts. Class participation and short written assignments will be required. [Prerequisite: Taxation I. Recommended: Partnership Taxation. Limit 24.]

Professors Crnkovich and Stevens

Advanced Pension Planning Seminar  
Two Semester Hours

The seminar will focus on problems associated with the implementation, operation, and termination of tax-qualified plans. Students will build on knowledge gained from previous ERISA and tax courses. Issues reviewed will be those facing the lawyer who will be advising clients maintaining or planning to maintain pension plans. Students will be expected to draft a pension plan and the related documents necessary to have the plan qualified by the Internal Revenue Service. A goal of the course will be the development of skills related to problem solving crossing several disciplines. [Prerequisite: Pensions and Other Deferred Compensation I or permission of the professor to enroll based on prior experience in pension law. Prior completion of Pensions and Other Deferred Compensation II is also recommended. Limit 20.]

Professor Laro

Business Planning  
Two Semester Hours

Combines advanced work in federal taxation and business organizations and is designed to acquaint students with a range of transactions frequently encountered by lawyers representing business clients. The course encompasses an intensive analysis of selected sections of the Internal Revenue Code and regulations thereunder. Topics covered will include the taxable and non-taxable acquisitions and the division and liquidation of corporate businesses. Class participation is a vital aspect of the course, which is taught using the problem method. [Prerequisites: Taxation I and Corporate Income Tax Law I. Recommended: Corporate Income Tax Law II, Taxation of Partnerships. Limit 24.]

Professor Trier

Consolidated Returns: Principles and Planning  
Two Semester Hours

Studies the law and regulations governing consolidated federal income tax returns of affiliated groups of corporations. This course is highly recommended for students who intend to practice corporate tax law. Since emphasis is placed on consolidated return principles that affect corporate tax planning, there are no actual consolidated returns prepared in the course but, through the case study approach, the course will cover the following subjects: eligibility to file consolidated returns; the rules in the regulations for computation of consolidated tax liability and for computation of various types of income, deductions and credits; treatment of business transactions within the group; treatment of dividends and other distributions within the group; adjustments to the basis of stock of members of the group and the potential consequences of the adjustments; and treatment of earnings and profits accounts. The consequences of filing consolidated returns in specific situations are considered as each topic
is covered. [Prerequisites: Taxation I and Corporate Income Tax Law I. Co-requisite: Corporate Income Tax Law II.] 

**Corporate Income Tax Law I**

Two Semester Hours

Examines the federal income tax effects of certain basic transactions involving corporations and their shareholders. Principal subjects covered include corporate formation and capital structure, distributions to shareholders, redemptions and liquidations. Major emphasis is upon Internal Revenue Code Sections 301-362 and related Treasury Regulations. [Prerequisite: Taxation I. Recommended: Corporate Law.] 

**Corporate Income Tax Law II**

Two Semester Hours

Continues the study of provisions of the federal income tax laws especially applicable to corporations and their shareholders. Detailed study is given to corporate reorganizations under Subchapter C, including acquisitions, divisive reorganizations and recapitalization, the treatment of boot, the basis provisions, the assumption of liabilities, and related matters. Consideration is also given to carryovers of corporate tax attributes, including restrictions applicable to loss corporations, and Section 367, relating to foreign corporations. [Prerequisites: Taxation I and Corporate Income Tax Law I.] 

**Corporate Income Tax Law III**

Two Semester Hours

Examines advanced concepts of corporate tax law in the context of taxable mergers, acquisitions and leveraged buyouts, and asset purchases. The course covers all aspects of taxable transactions including Section 338; debt, equity and OID issues which arise in transactions; transactions involving S corps; net operating losses and Section 382; earnings and profits; and acquisitive transactions involving partnerships and other forms of business entities. The Alternative Minimum Tax is discussed in the context of these transactions. [Prerequisites: Taxation I and Corporate Income Tax Law I. Recommended: Corporate Income Tax Law II.] 

**ERISA: The Fiduciary Provisions**

See course description with listing of Labor and Employment Law courses.

**ERISA: Participant Rights**

See course description with listing of Labor and Employment Law courses.

**ERISA: Plan Termination and Withdrawal Liability**

See course description with listing of Labor and Employment Law courses.

**Estate and Gift Taxation**

Two Semester Hours

This course is an introduction to estate planning. It describes and analyzes federal estate and gift tax code provisions, regulations, and case law. Some consideration of the practical impact of estate and gift taxes on personal and business planning is included. [Recommended: Taxation I.] (This course is also listed as part of the J.D. curriculum.)

**Federal Taxation of Bankruptcy and Workouts**

Two Semester Hours

(Formerly: Taxation of Bankrupt and Insolvent Taxpayers)

Provides a basic background in tax issues that arise under the bankruptcy code. The course will emphasize the treatment of tax claims in bankruptcy and the litigation of tax liabilities in bankruptcy court. Additionally, the course will cover the tax consequences that can flow from transactions while a case is pending under Title 11 or when a taxpayer engages in an insolvency workout. This includes discharge of indebtedness, carryover of net operating losses, and
corporate reorganizations in bankruptcy cases. The focus is on Chapter 11 proceedings and corporate debtors. However, there will be some discussion of the tax effects on individuals and partnerships. [Prerequisite: Taxation I. Recommended: Bankruptcy and Creditors’ Rights; Corp. Income Tax I, and Tax Practice and Procedure (Litigation).] *Professors Crouch and Fogg*

**Financial Derivatives Taxation**

Two Semester Hours

Examines at an advanced level the income tax issues associated with the taxation of financial products found in the modern emerging securities markets. The course will involve discussion of products resulting from the unbundling of traditional securities, such as stocks and bonds, into their separate components and the marketing of those separate components; the recombination of unbundled pieces of traditional security interests into new financial products; products, such as swaps, caps, collars, and floors, which allow the hedging of, or speculation in, the risks associated with commodity prices, interest rates, and currency exchange rates; and other products backed by the value of specific assets or types of assets, such as GNMA mortgage backed securities. Class participation is expected. [Prerequisite: Taxation I.]

*Professors Bedell and Cubeta*

**Graduate Seminar: Advanced Corporate Tax Policy**

Four Semester Hours

Focuses on the policy and practice aspects of current issues in corporate taxation. Each student will write, and present in seminar, a paper of publishable quality dealing with a current issue affecting our corporate tax system. Papers will be developed on a tutorial basis, and outlines and drafts will be submitted to the professor prior to presentation of a paper to the seminar. The paper topics will be matters of current interest in which there are unresolved policy questions, and can range from the “option” rule under Section 382 to the emerging concept of capitalization of corporate expenditures suggested by the Supreme Court in *Indepaco*. Emphasis will be placed on developing a coherent policy which can guide the resolution of the issues confronting the corporate tax system. Students may be asked to attend hearings on proposed Treasury Regulations and legislation, and, where appropriate, seminar papers will be submitted for the record in such hearings. Experts, policy makers, and leading practitioners on selected subjects will be invited to visit the seminar and take part in the discussion of student papers. All students will be expected to actively participate in seminar discussions. [Prerequisites: Taxation I and at least 8 hours of graduate tax course work including Corporate Income Tax Law I. Limited to 12 students.] *Professor Fant*

**Graduate Seminar: Advanced Estate Planning**

Four Semester Hours

Examines, at an advanced level, the tax and non-tax problems involved in the transmission of property by inter-vivos gift and testamentary transfer, with detailed emphasis upon the income, estate and gift tax consequences of the various forms of transfer. Students will prepare and present Graduate Papers of publishable quality. [Prerequisites: Taxation I, Estate and Gift Taxation, Decedents’ Estates, Income Taxation of Trusts and Estates, and completion of at least eight hours of graduate tax course work. Strongly Recommended: Taxation of Partnerships, at least one course in corporate income tax law, and experience or prior course work in the planning area. Limit 10–14.] *Professors Beckwith, Harrison*

**Graduate Seminar: Comparative State and Federal Taxation**

Four Semester Hours

Considers issues arising under a comparative analysis of U.S tax laws. The focus of the seminar is on the states’ taxing systems, with comparisons being drawn between state taxation and federal taxation, and among the different taxing schemes in the various states. The seminar explores issues arising out of the states’ conformity and nonconformity with the federal income tax laws, and issues arising out of the nonuniformity among the various states’
taxing schemes. [Prerequisites: Taxation I and completion of at least 8 hours of graduate tax course work.] (Limited to 10 students.) Professors Tatarowicz and Walker

Graduate Seminar: Federal Tax Policy

Introduces the basic concepts underlying federal tax policy such as horizontal equity, progressivity, economic neutrality, and administrability of the tax laws. These concepts will then be used in analyzing certain features of the current tax system such as capital gains, cost recovery systems, and specified personal income tax deductions. The seminar will also consider the concept of a "tax expenditure budget" and will provide an overview of the tax legislative process. Students will prepare their "Graduate Papers" for the seminar. They will be expected to select a paper topic promptly, to submit drafts, make presentations to the class, and comment on the presentations of others throughout the semester. [Prerequisites: Taxation I and at least eight hours of graduate tax course work. Limit 12.] Professor Clark

Graduate Seminar: International Taxation

Focuses on the policy and practice aspects of current issues in cross-border taxation. Each student will be required to prepare and present a paper of publishable quality and take part in seminar discussions. Topics may cover both inbound and outbound issues, and could cover such items as joint ventures, multi-country acquisitions, currency transactions, recent legislative proposals, and transfer pricing. [Prerequisites: One international tax course and completion of at least 8 hours of graduate tax course work. Limited 12.] Professor Levine

Graduate Seminar: Pension Fund Management and Regulation of Fiduciaries

See course description with listing of Labor and Employment Law courses.

Graduate Seminar: Recent Tax Legislative Developments

Focuses on recent legislative developments. The seminar will emphasize the Revenue Reconciliation Act of 1993. There will also be reference to the Tax Reform Act of 1986, the Omnibus Budget Reconciliation Acts of 1987 and 1989, the Technical and Miscellaneous Revenue Act of 1988, and the Revenue Reconciliation Act of 1990, and any major pending tax legislation. Tax legislative procedures are also discussed. Students are expected to select a paper topic promptly, to submit drafts, to make presentations to the class, and to comment on the presentations of others throughout the semester. [Prerequisites: Taxation I and completion of at least 8 hours of graduate tax course work. Limit 14.] Professor Colvin

Income Tax Accounting

Covers a major area of tax planning involving the timing of income and deductions under Subchapter E of the Internal Revenue Code. The course examines a broad range of subjects related to accounting methods and periods, such as requests to change methods, inventories (including costing, valuation, and the LIFO method), principles of income recognition, prepaid income, claim of right, cash equivalency and constructive receipt, special methods involving long-term contracts, depreciation, timing of deductions, estimated expenses, prepaid expenses, expense versus capitalization, and conformity between tax and financial accounting. These problem areas are analyzed both from a technical viewpoint and from a tax policy perspective. [Prerequisite: Taxation I, but a knowledge of financial accounting is not necessary for this course.] Professors Blaine, Keyes

Income Taxation of Trusts and Estates

Covers the principal federal income tax rules applicable to trusts and estates, including grantor trusts, complex trusts, accumulation trusts, and "income in respect of a decedent." The use of problems for illustrative purposes, planning points, and other practical considerations are emphasized in the course. [Prerequisite: Taxation I.] Professor B. Shapiro
Pensions and Other Deferred Compensation I  
**Two Semester Hours**

Explores the structures, operation and requirements for establishing and maintaining tax-qualified pensions, profit-sharing and stock bonus plans under Section 401(a) of the Internal Revenue Code. Provides an overview of 401(k) plans and other specialized types of qualified plans. The course focuses on the appropriate provisions of the Internal Revenue Code, the Regulations, and Revenue Rulings. [Prerequisite: Taxation I.]

Professors Oppenheimer, Petschek and Marks

Pensions and Other Deferred Compensation II  
**Two Semester Hours**

Continues the study of qualified plans, examining the tax consequences to employers, employee participants and beneficiaries, and the deductibility of employer contributions. The course explores individual retirement plans as well as nonqualified plans, restricted property, deferred compensation techniques, and other executive compensation arrangements. [Prerequisite: Taxation I. Recommended: Pensions and Other Deferred Compensation I.]

Professors Capuano and Sherman

Professional Responsibility in Federal Tax Practice  
**Two Semester Hours**

Examines the ethical questions that are likely to confront an attorney in private and public federal tax practice. The course will focus on the guidelines provided by the American Bar Association and the Internal Revenue Service for professional responsibility. Particular emphasis will be placed on the role of the attorney as advisor and advocate in tax planning, return preparation, client representation before the Internal Revenue Service, and in tax litigation. [Prerequisite: Taxation I.]

Professors Elgin, Mulroney

State and Local Taxation  
**Two Semester Hours**

Reviews the major fundamentals of the principal forms of state and local taxation. Corporate franchise and income taxation (including problems of apportionment and allocation), sales and use and various other state and local taxes are analyzed. Federal constitutional and statutory restrictions on state taxation of interstate businesses are also reviewed. Current developments and problems areas are emphasized. [Prerequisite: Taxation I.]

Professors Evans and Swails

Tax Accounting: The Time Value of Money  
**Two Semester Hours**

In the past few years many new provisions have been added to the Internal Revenue Code intended to require taxpayers to explicitly account for interest income and expense reflecting "the time value of money." Several things can be said: the provisions do not reflect a consistent approach to the problem; they are complex, perhaps beyond the ability of the affected taxpayers; and they are essential to the maintenance of an income tax. Further action by Congress or Treasury seems inevitable. The course will examine what has been done, what has been proposed and will consider whether there is a better way to accommodate the conflicting concerns. [Prerequisite: Taxation I. Recommended: Taxation II.] (This course is also listed as part of the J.D. curriculum.)

Professor Halperin

Tax Aspects of Employee Welfare Benefits  
**Two Semester Hours**

Focuses primarily on those provisions of the Internal Revenue Code designed to affect the delivery and funding of employee welfare benefits. It will concentrate particularly on those provisions requiring that employer plans provide continuation of health care, those governing employer-provided health and other welfare benefits, and the vehicles through which those benefits are funded. The course will include an overview of health care delivery systems and of labor and other laws regulating employer-provided medical and other welfare benefits. Specific topics to be covered include COBRA health care continuation, cafeteria plans,
nondiscrimination rules, VEBAs, statutory fringe benefits, and retiree medical benefits. [Prerequisite: Taxation I.]

**Professor Thrasher**

**Tax Aspects of International Reorganizations, Acquisitions and Dispositions**

Examines the U.S. tax implications of various cross-border taxable and non-taxable mergers, acquisitions and dispositions of domestic and foreign corporations. Such analysis will require an application of the corporate reorganization and liquidation provisions (subchapter C), the foreign reorganization provisions of sections 367 and 1491, the qualified stock purchase provisions of section 338, and the related party sales rules of section 304. Students will evaluate the ongoing effect of these transactions (e.g., any effect on the computation of the foreign tax credit on the earnings and profits of the target company). Finally, where relevant, students will review and evaluate the adequacy of the tax matters provision of a sales contract in addressing the U.S. tax issues. [Prerequisites: Corporate Income Taxation I & II. Recommended: U.S. Taxation of International Income II.]

**Professor Sparagna**

**Tax Planning for Real Estate Transactions**

Examines the effect of federal income taxes on the real estate market and real estate transactions; sales (including installment sales) and exchanges of real estate interests; the choice of various entities for the ownership and development of real estate; the impact of taxes on the landlord and tenant; the tax impact of creative financing techniques, such as the sale-leaseback; depreciation, amortization, and obsolescence; basis (including at-risk) and basis adjustments; passive activity loss limitations; and the tax consequences of foreclosures, bankruptcies, and work-outs. [Prerequisite: Taxation I.]

**Professors Gottlieb and Tucker**

**Tax Policy Seminar**

This seminar examines policy issues of taxation from the standpoint of equity, economic efficiency, and administrability. The seminar provides an overall look at major tax policy questions. In addition it provides an in-depth examination of one or more current issues such as the special treatment of capital gains. [Prerequisite: Taxation I.] (This course is also listed as part of the J.D. curriculum.)

**Professor S. Cohen**

**Tax Practice and Procedure (Administrative Practice)**

Examines the formulation of federal tax legislation and administration of the Internal Revenue Code, including requests for letter rulings, technical advice, closing agreements, preparation and filing of returns, audit procedures, administrative appeals, deficiencies, assessments, jeopardy assessments, termination of the taxable year, penalties, and the statute of limitations. Preparation of various documents is required. [Prerequisite: Taxation I.]

**Professors Helzer, Scott and Baucum**

**Tax Practice and Procedure (Litigation)**

Studies jurisdictional and procedural problems and considerations arising in the litigation of federal tax cases before the U.S. Tax Court, District Court, and the Court of Federal Claims. Practical problems of choice of forum, pleadings, discovery, and tax trial practice are surveyed. Also considered are criminal tax investigations and prosecutions, civil collection, levy and distraint, and the tax lien and its priorities. Government attorneys are utilized as guest lecturers on some of the subject matter. [Prerequisite: Taxation I.]

**Professors Curtin and Fridkin, Carney, Kafka and Fridkin**
Tax Treatment of Charities and Other Nonprofit Organizations  
Two Semester Hours

Studies the treatment of charities and other nonprofit organizations, including private foundations, churches, hospitals, trade associations, social clubs, and political organizations under the federal income tax law. Among the topics covered are the characteristics of the various classes of exempt organizations, the legislative policies underlying their exemption from tax, problems associated with qualification for and retention of exemption, joint ventures, the unrelated business income tax including corporate sponsorship, the declaratory judgment remedy, implications of racial discrimination and the treatment of lobbying expenditures. [Prerequisite: Taxation I.]

Professor Sanders

Taxation of Financial Institutions and Products  
Two Semester Hours

Examines the taxation of commercial banks, thrift institutions, regulated investment companies, real estate investment trusts, property and casualty insurance companies, and life insurance companies. The course analyzes the applicable special tax provisions in light of the economic function and operation of those institutions. Additionally, the course examines the taxation of financial products, such as mutual fund and REIT shares, annuities and life insurance, and considers alternatives to insurance products, such as self-insurance, captive insurance companies, and risk retention groups. Consideration is given to why financial institutions are treated differently from other taxpayers and to differences in the treatment accorded to the various types of financial institutions and products. [Prerequisite: Taxation I.]

Professor Johnson

Taxation of Intellectual Property  
Two Semester Hours

Examines the tax treatment applicable to the development, purchase, sale, and licensing of intellectual properties such as patents, trade secrets, trademarks, trade names, copyrights and computer software. Specific areas of interest include computer software, research and development, the research credit, valuation of intellectual properties, and international licensing. Includes a brief explanation of patents, trade secrets, trademarks, and copyrights for those not familiar with those properties. [Prerequisite: Taxation I. Recommended: Taxation of Property Transactions.]

Professor Petry

Taxation of Partnerships  
Two Semester Hours

Examines in-depth the provisions of Subchapter K of the Internal Revenue Code and the regulations thereunder. Attention is given to the tax problems arising upon the formation, operation and liquidation of a partnership, including the consequences of acquisitions of partnership interests, compensating the service partner, distributions by the partnership to partners, the optional adjustment to basis of partnership property, and the transfer of partnership interests. Other matters considered include identifying when a partnership exists and when a partnership will be taxed as a corporation. [Prerequisite: Taxation I.]

Professors Charyl, McCarty and Zewits

Taxation of Property Transactions  
Two Semester Hours

Explores the federal income tax consequences arising from sales, exchanges, and other dispositions of property. Principal issues considered include determination of the taxable event; ascertainment of the amount realized; ascertainment of adjusted basis; limitations on the allowability of losses, including the at-risk and passive activity loss provisions; and the relevance of the capital/ordinary gain or loss distinction. The course includes an analysis of certain major non-recognition provisions, including like-kind exchanges and involuntary conversions and replacements. The course also includes an examination of the taxation of
deferred payment sales, including the effect of taxpayer’s method of accounting and the availability and operation of the installment method. [Prerequisite: Taxation I.]

Professors Colson, Hicks

**Taxation of S Corporations**

Two Semester Hours

Examines the taxation of S corporations and their shareholders under Subchapter S of the Internal Revenue Code. Areas explored include eligibility requirements, elections, revocations and terminations, corporate level taxes, distributions, corporate-shareholder agreements, loss utilization, compensation planning, and state and local tax considerations. S corporation acquisition transactions (taxable and nontaxable) are featured. Business considerations and practical tax planning opportunities, as well as choice of entity fundamentals, are highlighted throughout the course. [Prerequisites: Taxation I and Corporate Income Tax Law I. Recommended: Taxation of Partnerships and Corporate Income Tax Law II.]

Professors Charnas and Starr

**U.S. Taxation of International Income I**

Two Semester Hours

Concentrates on the U.S. taxation of foreign persons and foreign investments in the United States. The course covers the U.S. taxation of nonresident aliens and foreign corporations, the source rules, expense allocation rules, the principles and application of U.S. tax treaties, special rules governing foreign investment in U.S. real estate and other business, the U.S. activities of foreign governments, and tax planning possibilities involved in the foregoing. [Prerequisite: Taxation I.] Students may not receive credit for the International Tax Planning Seminar (J.D. Division) and this course.

Professor Mintz

**U.S. Taxation of International Income II**

Two Semester Hours

Concentrates on the U.S. taxation of U.S. persons and businesses earning income outside of the United States. The course examines, in depth, U.S. taxation of the international operations of U.S. multinational corporations. It covers Sections 367 and 1491, the Foreign Tax Credit provisions, Subpart F and the Foreign Personal Holding Company provisions, foreign currency considerations, and strategic tax planning. The course also includes consideration of the taxation of expatriates, calculations of earnings and profits, Foreign Sales Corporations, Possessions Corporations, international boycotts, illegal payments, and foreign trusts. [Prerequisite: Taxation I. Recommended: Corporate Taxation II or other tax course in corporate reorganizations. U.S. Taxation of International Income I is designed to complement this course, but is not a prerequisite.] Students may not receive credit for both the International Tax Planning Seminar (J.D. Division) and this course. Professors McCarty and Swenson

**J.D. Courses in the Field of Taxation**

Descriptions of the following courses appear in the alphabetical listing of J.D. electives in this Bulletin.

- Business Planning Seminar
- Estate Planning Seminar
- International Tax Planning Seminar
- Retirement Income Policy
- State and Local Tax and Finance Seminar
- Tax Policy Seminar
- Taxation I*
- Taxation II

*This course may not be applied to the LLM (Taxation) degree
VII. GRADUATE PROGRAM ACADEMIC REQUIREMENTS AND POLICIES

All Master of Laws degrees require 24 semester hours of credit, except for the degree in Common Law Studies, which requires 20 semester hours. See the descriptions of the separate degree programs in Chapter VI of this Bulletin for details on required courses and credits within each specialization. Academic policies and requirements for LL.M. (Advocacy) degrees are described in the section on Graduate Fellowships.

Required Graduate Paper

In addition to completing the required semester hours of course work, candidates for any Masters degree must submit a paper of publishable quality in their major field of study. The paper must receive a grade of C or better in order to satisfy this requirement. The Graduate Paper may be completed either (1) without additional credit, in connection with a course or seminar in which a student is enrolled or that he or she has previously completed, in addition to the regular requirements of the course; (2) in fulfillment of the requirements of a four-credit “Graduate Seminar,” described below; or (3) as the final work product of an approved program of supervised research, described below, for which the student receives two hours of credit.

A student in a seminar may undertake to write a single paper that will satisfy both the seminar requirement and the Graduate Paper requirement. The scope, content, and length of such a paper must meet all requirements for the Graduate Paper, as well as those of the seminar. The professor’s written approval for this extended paper must be submitted to the Registrar.

The Graduate Paper must be approximately forty pages in length. Further requirements are set forth in a separate memorandum available at the Office of the Registrar. Each student should secure a copy of this memorandum at the time of enrollment.

If a student chooses the first option above for completing the paper, the student must register his or her choice with the Office of the Registrar. This should be done during the first three weeks of the semester during which the student intends to write the paper. In some cases it has been necessary to limit the number of papers being written for a given professor in one semester. The student must have the topic of the paper approved by the professor. Papers ordinarily are written in Graduate level courses; Juris Doctor level courses may be selected, however, with the approval of the Assistant Dean for the Graduate Program. Candidates for the Master of Laws (Common Law Studies) degree may elect any course in which they are enrolled, with the permission of the professor teaching the course.
Papers must be submitted no later than the date assigned by the professor or appearing on the academic calendar for the graduating students. The faculty member supervising the paper may set the due date up to 60 days after the end of examinations, except that in a student's final semester the paper must be submitted by the date appearing on the academic calendar for graduating students. Extensions of the due date up to the 60-day maximum may be granted to non-graduating students by the Office of the Registrar, with the concurrence of the professor, for good cause shown.

Papers are to be submitted to the Office of the Registrar, not to the professor. Students are advised to make copies of all papers submitted since they become part of the records of the University and will not be returned.

No LL.M. student will be permitted to graduate who has not submitted the required paper or who does not receive a C or better for that paper (C+ in a Graduate Seminar). A student shall not offer any work, or part thereof, prepared, submitted or used for any other purpose (such as, by way of example, work prepared for journal, clinic, law firm, government agency or other organization) except upon receipt of written permission, after full disclosure, from the professor to whom the work is offered and from the Assistant Dean for the Graduate Program.

**Graduate Seminars**

Graduate Seminars are designed to give graduate students the opportunity to complete an extensive research and writing project that will satisfy their Graduate Paper requirement while exposing their research and ideas to others doing similar work. Each seminar usually will meet for two hours per week, but will carry four credits because of the more extensive workload involved. Professors teaching these seminars will provide extensive consultation on each student's paper. They will carefully critique a complete draft which must subsequently be re-written. Seminar meetings will be structured so that most of them are primarily devoted to the presentation and analysis of student papers. In short, the Graduate Seminars are for students who wish to commit substantial time to extensive research in their field of specialization and to learn from other students engaged in similar work.

To be eligible to take a Graduate Seminar, a student must be enrolled in the specialized LL.M. program in which the seminar is offered, must have completed eight credits within that area of specialization, and must satisfy any other prerequisites established by the professor.

A single, four-credit grade will be entered by the professor for each student's entire seminar performance. To satisfy the Graduate Paper requirement, however, the student must complete a paper that, standing alone, is worthy of a grade of C+ or better. The paper grade will be entered on the student's transcript but will not be included in computation of the grade point average.

Students who have not satisfied the Graduate Paper requirement will be given preference in enrollment. A student may enroll in only one Graduate Seminar during her/his course of study at Georgetown.

**Supervised Research**

Graduate students may pursue a topic of academic interest under the guidance of a member of the faculty to produce a paper of publishable quality. A student who wishes to undertake such supervised research must identify a faculty member willing to sponsor and supervise that research. The student and the supervising professor execute a form describing the research project. Forms are available in the Office of the Registrar and in the Office of the Assistant Dean for the Graduate Program.

The student should submit the form, along with the research proposal and schedule of meetings, to the Assistant Dean no later than the final day of registration as indicated on the academic calendar for the semester. The Assistant Dean will review the proposal and accept or decline to accept it. Generally, only one such paper may be written for academic credit.
The program may extend over either one or two semesters, subject to the approval of the Assistant Dean for the Graduate Program. The student and faculty member will arrange their own schedule, but it is expected that they will meet on a regular basis. Minimum requirements for the paper are the same as those for the Graduate Paper, with the additional requirement that the student submit an outline and complete first draft to the faculty supervisor for review and comment. The final draft of the paper must be submitted to the professor through the Office of the Registrar by the date set on the academic calendar, unless an earlier due date is set by the supervising professor. Except for students in their last semester, extensions of the due date up to a maximum of 60 days may be allowed, by the Registrar with the concurrence of the professor.

The paper will be graded under the usual academic evaluation system by the professor for whom it is written. It may also be reviewed by members of the Graduate Studies Committee. If the paper receives a grade of C or better, the student will be awarded two hours of credit and will be deemed to have satisfied the Graduate Paper requirement.

The Consortium Program

Under a Consortium agreement between Georgetown University and George Washington University, Georgetown students enrolled in Master of Laws degree programs may enroll for credit in a maximum of six credit hours of course work in the Graduate School of Public Law of George Washington University. Priority for enrollment is given to students of the institution offering the course.

Arrangements for enrollment in Consortium courses should be made during the arena registration or add/drop period at Georgetown University Law Center. The permission of the Law Center's Registrar is necessary, and may be secured by completing a Consortium application form in the Office of the Registrar. Georgetown students will be charged for consortium courses at Georgetown University Law Center rates.

Grades achieved in courses taken at George Washington University under the Consortium program will be entered upon a student's Georgetown transcript but will not be taken into account in the computation of the student's grade average.

Except for Consortium courses, graduate students will not be awarded credit for course work completed at any other school without the express prior written approval of the Assistant Dean for the Graduate Program.

Limitation on J.D. Level Courses

Except for those in the general LL.M. and Common Law Studies programs, students may earn no more than 10 credits in J.D. level courses toward the LL.M. degree. This restriction may be waived on an individual basis upon request to the Assistant Dean for the Graduate Program. General LL.M. students may enroll in those J.D. courses listed on their approved program of study, on a space-available basis. Common Law Studies students may take any J.D. courses, except first-year required courses, subject to space availability and final approval of the Foreign Student Coordinator.

Limitations on Hours of Credit

No student may enroll for more than thirteen semester hours of course work in any semester without the prior written approval of the Assistant Dean for the Graduate Program. Students who are employed full-time may not enroll for more than eight semester hours of credit in any semester. Deviations from these limitations will be approved only under exceptional circumstances, such as an impending relocation to another geographical area.

Period of Study

The degree program generally must be completed within three years. A dual degree program should be completed within four years. However, for good cause shown and with the express written approval of the Assistant Dean for the Graduate Program, these maximum
terms may be extended by two years. Where advanced standing or credit for non-degree course work has been granted, the maximum period of study allowed will be reduced by one semester for each four hours granted.

**Duplication of Courses**

LL.M. students will not receive credit toward the degree for a course that is substantially similar to any course completed by the student as part of the requirements for the J.D. or other law degree.

**Examination and Withdrawal Policy**

Written examinations are held at the end of class work in all courses unless otherwise indicated in the schedule of classes. Seminars generally do not have examinations, but require substantial written work. Unless excused by the Registrar, all students must present themselves for examinations in each course for which they are registered during the regular examination period in order to receive credit for such course. No re-examination will be given in any course for the purpose of raising a grade obtained therein on a prior examination.

A graduate student may voluntarily withdraw from any course at any time prior to the examination. A student desiring to withdraw from any course or from the Law Center must submit a withdrawal request in writing to the Office of the Registrar. Notification to any other person or in any form other than in writing is not effective as official notice of desire to withdraw.

If a student properly withdraws from a course or from the Law Center under the foregoing rules, refunds of tuition will be calculated, from the date the Registrar receives written notification, according to the following percentages for the fall or spring semester:

* Prior to the start of classes ............... 100%
* 1st or 2nd week ................................ 80%
* 3rd or 4th week .................................. 50%
* 5th or 6th week .................................. 25%

*Refunds for degree candidates who have federal financial aid and who withdraw during their first semester of enrollment are governed by the Higher Education Amendments Act of 1992. Refund schedules are available from the Registrar and Financial Aid Director.

Weeks will be computed from the first day of class as shown on the Academic Calendar. No reduction in tuition will be given for student’s absence from class.

Refunds of tuition in the case of withdrawal by students enrolled in the summer session will be in accordance with the schedule printed in the Summer Session Bulletin.

Students may wish to consider purchase of a Tuition Refund Insurance Plan which insures against loss of tuition for students who withdraw from the Law Center due to a covered illness. Information on the insurance plan may be obtained from the Registrar.

**Withdrawal for Failure to Register**

A student who either fails to register or to obtain an approved leave of absence, regardless of the reason for that failure, will be withdrawn from the rolls of the Law Center by the Registrar. This action will be noted on the student’s transcript. Such a student may not register for a subsequent semester without the approval of the Assistant Dean for the Graduate Program. Permission to re-enroll will not be granted unless the degree can be completed within the maximum period of study allowed.

**Grading**

Final grades are given on a letter system: A, A−, B+, B, B−, C+, C, C−, D and F.

All graduate students are expected to attend classes regularly. Failure to attend a course regularly is grounds for receiving a grade of F in that course. Regular attendance and participation in classroom discussions may be considered by the professor in determining a student’s final grade in any course.
A minimum weighted grade average of 6.00 in all courses and seminars taken is required each semester a student is enrolled. For this purpose each letter is assigned a numerical equivalent, as follows:

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<tr>
<th>Letter</th>
<th>Numerical Equivalent</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>B+</td>
<td>10</td>
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<td>B</td>
<td>9</td>
</tr>
<tr>
<td>B-</td>
<td>8</td>
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<td>C</td>
<td>6</td>
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<td>C-</td>
<td>5</td>
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The paper submitted in satisfaction of the Graduate Paper requirement will be graded separately from the course or seminar in which it was submitted. The grade for the paper will be posted on the student's transcript but will not be included in the determination of the student's academic average unless it was written as supervised research for credit.

If a student repeats a failed course, both grades will be entered on the student's transcript and will be included for the purpose of determining the academic average of the student.

Any student accumulating three failures will be dismissed for defective scholarship.

Any LL.M. student who fails to achieve a 6.0 cumulative average at the end of any semester will be placed on academic probation. If the student's cumulative average remains below 6.0 after the next semester in residence (at least four credits of course work), he or she will be dismissed for defective scholarship.

Seminar Papers

Two-credit seminars in the LL.M. program are expected to require a substantial research paper or series of shorter papers totalling approximately 25 pages of text. Papers submitted in lieu of an exam in a course (permitted only when announced in the schedule of courses) must also meet this minimum standard. J.D. students may earn "B" writing credit in these seminars.

Academic Honors

Masters students with outstanding academic records will receive their degrees with the notation with distinction. In order to earn the degree with distinction a student must have achieved a final cumulative average of 10.25 in courses taken at the Law Center. Grades earned on courses taken through the Consortium at George Washington University, or transferred from any other law school, while displayed on the Law Center transcript, will be excluded from the computation of this average. Distinction will be granted only where a student has completed a minimum of 18 semester hours of course work at the Law Center.

The Thomas Bradbury Chetwood, S.J. Prizes.

A plaque is awarded to the students who both graduate with distinction and have the best academic records for that year in course work leading to the degree of Master of Laws (Taxation), Master of Laws (International and Comparative Law), Master of Laws (Labor and Employment Law), Master of Laws (Securities Regulation), and Master of Laws (Common Law Studies). At the discretion of the Dean, a prize may be awarded for outstanding work in an approved general Master of Laws program. Founded by the Law Center Class of 1928, the prizes are given in honor of Reverend Thomas B. Chetwood, S.J., a former Regent of the Law Center.

Professional Responsibility

The faculty expects all students to conduct themselves with the highest degree of honesty, integrity and trustworthiness. For the rare case in which a student's conduct is dishonest or evidences a lack of integrity or trustworthiness or may unfairly impinge upon the rights or privileges of members of the Law Center community, the faculty has promulgated standards and procedures that govern the disposition of such cases. Those standards and procedures are set forth in the Student Disciplinary Code, a copy of which is printed in this Bulletin.
VIII. FACILITIES AND SERVICES

The Law Center's size and multiplicity of purpose have led to its development as a center of varied educational components. Large lecture halls combine with classrooms and small seminar rooms to provide a variety of settings for course work and conference activities.

The Philip A. Hart Moot Court Auditorium occupies the heart of McDonough Hall. Conference activities frequently occupy small classrooms, seminar rooms and the student lounge. The Center is also suitable for large conferences, film series, lectures, musical events and the Moot Court competitions for which Georgetown is so well known. To the north of McDonough Hall, the Edward Bennett Williams Library provides state of the art research and study facilities. To the south, the Bernard and Sarah Gewirz Student Center provides residential and recreational facilities.

In addition to these facilities on the New Jersey Avenue campus, students, faculty, and alumni/ae have access to a variety of facilities and services on the main campus.

ATHLETIC FACILITIES

The Gewirz Fitness Center provides a variety of cardiovascular and strengthening equipment for students. Complete with locker rooms, the Cardiovascular Room includes Life Steps, StairMasters, a Concept II Rowing Machine, a cross-country ski machine, a recumbent bicycle, an upper body ergometer, treadmills, and stationary bicycles. The Weight Room contains Cybex strength training stations and free weight equipment. In addition, classes will be held regularly in the Aerobic Exercise Room which features aerobic flooring, a stretching bar, and mirrored walls. J.D. students may join the Fitness Center free of membership dues.

Members of the Law Center community also have the opportunity to make use of the Yates Field House on the main campus. J.D. students are automatically granted membership privileges. Others may join. This facility includes indoor and outdoor tennis courts, four squash courts, four racquetball/handball courts, an eight-lane swimming pool, a separate diving pool, an outdoor sun deck, volleyball, basketball, badminton, 200-meter indoor jogging track, weight training equipment, dance/exercise room, 2,000 lockers, lounge and concession area, and men's and women's saunas. Kehoe football field, on the roof, has an astroturf surface and synthetic 400-meter all-weather track. Law Center students may take the GUTS (Georgetown University Transportation Society) bus to Yates.

In addition to opportunities for individual sports, an intramural athletic program is conducted throughout the year by the Athletic Department. Law students may form teams and participate in programs which take place in the Yates Field House. Yates also offers a range
of leisure and recreation courses, from tennis and swimming lessons to aerobic dancing and yoga. Information on intramural and recreation programs is available from the Student Affairs Office at the Law Center, telephone number (202) 662-9292.

**AUDIO-VISUAL SERVICES**

The Audio-Visual Department provides a full range of facilities and equipment that include multi-camera videotaping, portable voice amplification, audiotaping and playback, slide projection with remote control and sound synchronization, 16mm film projection, closed-circuit telecasting into classrooms and seminar rooms, projection of transparencies, opaque materials and filmstrips. Students, faculty, and others making use of Law Center facilities may arrange for audio-visual services by contacting the department.

**OFFICE OF CAREER SERVICES**

The Office of Career Services is headed by an Assistant Dean and staffed with professional career counselors. In addition to full-service counselors, one counselor serves the specialized needs of students interested in public interest/public service careers, while another counselor specializes in working with minority and graduate students.

Office hours during the academic year are 9:00 a.m. to 7:00 p.m., Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday. Professional counselors are available by appointment and on a walk-in basis. Evening students may speak to a counselor to arrange an appointment outside of the standard office hours.

Within its emphasis on counseling, the office attempts to focus on the long-range career planning and placement needs of individual students and alumni/ae. In addition to extensive counseling services, the office offers group instruction in the areas of resume preparation, interviewing techniques, and job-seeking strategies; interview training through mock practice sessions, workshops, and videotaping; and general job market orientation through programs and panels on different types of law practice and opportunities available in the legal profession.

Aside from a large fall on-campus interview program, the Georgetown Regional Interview Program (GRIP) arranges off-campus interviews in New York, San Francisco, and Los Angeles. Each spring Georgetown Law Center and the George Washington University National Law Center join forces to sponsor a Small Firm and a Public Interest Job Fair. A minority clerkship program, which places second and third-year students in area law firms, to work as law clerks, is administered through the Office of Career Services. These specialized programs are supplemented daily with job openings from law firms, government agencies, and other legal employers. The office provides information on part-time, full-time, summer, temporary, and permanent employment. In addition, the JOBS program provides third year students with print outs of current opportunities which match their interests.

A career reference library of books, periodicals and audiotapes is maintained for use by all students and alumni/ae. Paving The Way, a career planning and job-seeking guide, is available for currently enrolled students. Supplements to Paving The Way include Career Planning for the Evening Student and The LL.M. Candidate in the Job Market.

Three biweekly newsletters are produced by the office. Career Connections keeps students updated about opportunities, deadlines, new resources, and programs while the alumni newsletter, Career Services, provides actual job listings. Public Interest Pages provides information and job listings pertaining to public interest law.

J.D. graduates accept employment in a variety of practice areas and geographic locations which include: 68% private practice; 16% judicial clerkship; 9% government; 4% business and corporations; 2.5% public interest; and 4% in non-legal or in positions for which type is unknown. Of those graduates reporting employment, 44% remained in Washington, D.C.,
approximately 20% relocated to the New York/New Jersey area, and the balance went to 35 states.

The reported annual salaries for the J.D. graduates ranged from $20,000 to $91,000. The overall median salary was $65,000. However, median salaries varied significantly depending on the type of practice selected.

Individuals interested in career planning information should contact the Office of Career Services located on the third floor.

CONTINUING LEGAL EDUCATION

This division provides post-graduate seminars on diverse legal topics in response to the need for continuing education of attorneys. In 1993, the courses offered included Federal Enforcement Against Corporations; Commercial Lease Negotiations; U.S. International Trade Laws; Section 1983 Litigation; Representing Tax-Exempt Organizations; Trial Advocacy Skills; Institute on State and Local Taxation; Advanced Environmental Law; Advanced Estate Planning; and Advanced Bankruptcy. These courses are designed to provide supplemental training in skills not addressed by undergraduate legal education, as well as to provide current information on rapidly evolving areas of the law. They are accredited by 39 states which mandate continuing legal education as a requirement of bar membership.

For more information, contact the Office of Continuing Legal Education, Georgetown University Law Center, 777 N. Capitol Street, N.E., Washington, D.C. 20002, (202) 408-0990.

HEALTH SERVICE

The Georgetown University Student Health Service offers primary medical care for acute and chronic illness and injury on an outpatient basis to all registered students. The staff consists of a team of health professionals, including physicians, psychiatrists, medical and psychiatric residents, registered nurses, nurse practitioners, and other support personnel who provide a variety of medical services and first aid in the diagnosis and treatment of illness. The cost of lab fees, x-ray studies, specialty consultations beyond the scope of the Student Health Service, as well as hospitalization, is to be assumed by the student or may be covered by the student’s health insurance benefits.

Georgetown University requires all students registered for nine or more credit hours in any semester to carry adequate medical insurance coverage throughout the academic term. Students may secure private health insurance, or elect to be covered under a plan purchased for students by the Office of Student Health.

Information on the University sponsored student health insurance plan is mailed to students prior to the start of the academic year. Students must provide Student Health with timely, adequate proof of private coverage or they will be enrolled in the University sponsored plan and the charges posted to their student account.

Complete details on the University’s student health insurance coverage may be obtained by calling (202) 687-4883.

INFORMATION SYSTEMS TECHNOLOGY COMPUTER SERVICES

Members of the Law Center community have access to three computer labs located in the Edward Bennett Williams Law Library. Lab facilities are equipped with IBM and Apple MacIntosh computers as well as laser printers. Student assistants are available most lab hours to assist with questions and problems. Training is available for computer-assisted legal research via Westlaw and LEXIS; WordPerfect training is also available for word processing.
For electronic mail and file transfer, the Bulletin Board System is available to students, faculty, and staff. CD-ROM services provide accessibility to a range of data bases. Those services include: ProQuest, containing full text and image of selected periodicals; Congressional Masterfile, InfoTrac, and internationally related CD data. Westlaw and LEXIS are available free to students to access from either the library or their home PC's.

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs serves as liaison between students and administrators and as a center of information pertaining to Georgetown University and the Washington metropolitan area. As part of the Law Center community, the Office of Student Affairs works to provide students with an education in its fullest sense. This education should exist in an atmosphere which is challenging, provocative, supportive, and satisfying. Moreover, it is best gained when it includes a diversity of experience, heritage, belief, and orientation. It is with these principles in mind that the Office offers students opportunities and services including leadership, volunteerism, public interest, personal advising, holistic programming, and student organization advising. Specifically, the Office organizes student activities, coordinates room reservations, advises clubs and organizations, and oversees the orientation programs, peer advisors, and commencement.

INSTITUTES

The Georgetown Law Center is more than a law school. It is a center of legal scholarship and a catalyst for legal action and community involvement. Law students and legal scholars are presented with an opportunity to focus on the legislative, administrative, and judicial processes uniquely observable in Washington. In the nation's capital, as nowhere else, it is possible to work and participate in the ferment of legislative, regulatory, and judicial re-examination and reform which characterize the legal activity of the nineties. The Institutes of the Law Center, through scholarship, research, and direct involvement, are engaged in a part of that process. (For more detailed information on the Institutes and their Fellowship programs, see the Graduate Program section of this Bulletin.)

The Harrison Institute for Public Law, founded in May 1978, provides the legal services necessary for grass-roots participatory democracy in state and local legislatures, regulatory agencies, and community development organizations. The Institute's founder and director is Jason Newman.

The Institute has recently worked with a variety of clients, including citizen planning and housing coalitions, tenant associations, self-help housing and commercial cooperatives, advisory neighborhood commissions, community development corporations, a utility regulatory commission, and county governments. The program includes non-clinical as well as clinical advocacy and policy research. Areas of program emphasis are citizen participation in local administrative law (e.g., zoning, licenses and permits, historic preservation), tenant participation in private-sector housing regulation and ownership, local economic self-reliance, energy conservation policy, and state or local government authority and legislative drafting.

The Institute of Criminal Law and Procedure, under the directorship of Professor Samuel Dash, was one of three pioneer research centers created in 1965 under major grants from the Ford Foundation to engage in empirical studies of the criminal justice system. The research projects of the Institute have included arrest and interrogation procedures; role of defense lawyers; rehabilitation of offenders; competency to stand trial; crime laboratory technology; preventive detention; the preliminary hearing; and evaluation studies of pretrial release and federal grant programs. With grants from the Justice Department and foundations,
the Institute has engaged in nationwide studies of plea bargaining, police-prosecutor relationships, recidivist sentencing laws, victim assistance programs, and use of computers in police reporting procedures.

The Institute for Public Representation is a public interest law firm and clinical education program established at Georgetown University Law Center in 1971. Since the Institute’s founding, its attorneys and law students have acted as counsel for groups and individuals who are unable to obtain effective legal representation on matters that have a significant impact on issues of broad public importance. The Institute has represented clients concerned with civil rights and civil liberties, communications policy, environmental protection, the rights of persons with disabilities, immigration policy, administrative procedure, freedom of information, education, access to the courts, and other issues. The professional staff of the Institute includes three senior attorneys who are members of the Georgetown Law Center faculty and four graduate fellows in addition to the Georgetown law students.

The Institute is involved in a large number of diverse projects in the courts, administrative agencies, and the Congress. Recent projects have involved the access of persons with disabilities to commercial air transportation, protection of employment rights of persons with disabilities and racial minorities, regulation of children's television, regulation of cable television and new telecommunications technologies, the right to political asylum under the immigration laws, and privacy and other First Amendment issues. Since the fall of 1991, the Institute has worked extensively on issues of environmental justice, and has represented clients concerned with environmental problems in low income and minority communities in the District of Columbia.

The National Institute For Citizen Education Through Law (NICEL), founded in 1975, grew out of Georgetown Law Center's Street Law clinic in which law students teach practical law courses in high schools and prisons. The Institute’s mission is to promote increased opportunities for citizens to learn about the law and the American legal system.

NICEL staff have developed programs and materials that are used in a variety of educational settings throughout the country. The Street Law text, now in its fourth edition and the nation’s best-selling high school law book, is used in every state. In recent years, NICEL staff have adapted its U.S. programs for use in other countries wishing to increase their citizens’ understanding of law and the legal process.

The Institute is under the guidance of an advisory committee comprised of prominent citizens from the fields of law, education, and public affairs. Past chairs of the committee have included two former American Bar Association presidents.

THE LAW ALUMNI ASSOCIATION

The Georgetown University Law Alumni Association exists to facilitate interaction among the Law Center, its current students, and its graduates—the law alumni of Georgetown. Students of the Law Center become members of the Association upon their graduation.

The active Law Alumni Association continually seeks to foster strong bonds among Law Center faculty, administration, alumni, and current students. While at the Law Center, students may interact with alumni in a variety of ways including first-year oral arguments and through the Wednesday Forum series, sponsored by the Career Services Office, in which alumni return to the Law Center to discuss legal career options with students. Throughout the year, the Association provides services, programs, and events, including Reunion Weekend, for alumni, faculty and students. These programs, services and events are provided at both the local and regional levels.
Alumni are encouraged to become involved in the life of the Association through service on one of the regional law affairs committees or by encouraging fellow Law Center graduates living in their city to give to the Law Alumni Annual Fund.

Inquiries and suggestions regarding Association programs may be communicated to the Director, Law Alumni Affairs at (202) 662-9507.

LAW LIBRARY

The Edward Bennett Williams Law Library opened in January 1989. With views of the U.S. Capitol, the five-story building holds a collection of nearly 700,000 volumes and contains reported decisions of all federal and state courts and federal administrative organizations, federal and state statutory material, subscriptions to approximately 7,500 legal serial title, and a growing collection of treatises and texts.

Special collections include a rapidly expanding collection of micro-texts, including all Congressional publications, records and briefs of the U.S. Supreme Court, United Nations documents, and a collection of legislative histories of many significant acts. Special emphasis is given to developing research collections in constitutional and administrative law, environmental law, public international and comparative law, law and economics, corporate securities, and law and medicine. Basic materials for research in English and Canadian statutory, decisional and administrative law are also maintained. The Library makes extensive use of both CD-ROM and online computer services, and houses 55 terminals for direct student access to the LEXIS and Westlaw systems of computer-assisted legal research. Personal computers are available for student use.

The full-time staff of sixty-five includes twenty professional librarians, six of whom have law degrees. Valuable assistance is provided by sixty part-time staff members, most of whom are students at the Law Center. The new building has 1,270 seats available for student use, including lounges, group study rooms, and private carrels for students with disabilities. Photocopy machines are available on every floor.

Publications such as the Library Guide and free handouts on the use of law books are prepared annually. The Library Guide contains both information and rules on library use. Specialized bibliographies and research guides are also prepared from time to time by the library staff.

Students of the Law Center may also use the Lauinger Memorial Library—located on the main campus of Georgetown University—which contains approximately 1,157,000 volumes of books and bound journals and 618,000 items in microform. Finally, students have access to the general collection of the Library of Congress, the largest library in the world, as well as to its law division, which contains more than one million volumes.

SPIRITUAL LIFE

Georgetown’s religious heritage is a cherished part of its distinctive quality. In keeping with its respect for all faiths, the Law Center welcomes students of all religious beliefs and does not proselytize. To complement the professional instruction offered at the Law Center, the Campus Ministry members are available to help with human problems and to facilitate the development of the student as a total person.

Chaplains of various faiths are available at the Law Center for consultation with any student desiring their services, and members of the entire Campus Ministry team of the University are available as needs require. There are also two Chaplins in Residence at the Gewirz Student Center. During the school year, Mass is offered regularly in the Law Center Chapel. The chapel is available to other religious groups for worship, and is open to all for reflection, quiet, and prayer.
TRANSPORTATION AND PARKING

Located in downtown Washington, the Law Center is accessible by public transportation from most parts of the metropolitan area. The building is located midway between Union Station and Judiciary Square on the Metrorail Red Line and is near stops on several Metrobus lines. In the evening, the Law Center offers free shuttle service to the Metro station.

Students who drive cars to the Law Center will find that there is very little underground parking in the area. The Law Center provides a limited number of spaces for student parking in our garage. These spaces are available on a first-come, first-served basis. Parking is also available in commercial lots near the building.

Some students have found bicycles and motorcycles to be the answer to downtown parking problems. The Law Center provides bike racks and requires that all bicycles be registered. Students are reminded to make adequate provisions for the security of their cars, bicycles, and motorcycles, as the Law Center assumes no responsibility for their protection.

The Georgetown University Transportation Society (GUTS) bus service was inaugurated in 1974, and provides inexpensive shuttle service for the students, faculty, and staff of Georgetown University. Currently, the service has three main routes: Alban-Ward Circle; Arlington Loop; and Law Center-Main Campus. Tickets and route schedules are available at the Law Center Office of Student Services as well as on the main campus. Also, charters are run for members of the Georgetown community. The Society's telephone number is (202) 625-3165.
IX. STUDENT ACTIVITIES

Georgetown University Law Center, committed to the Jesuit principle that education must take into account the “whole person” and that opportunities for learning are provided both inside and outside the classroom, supports those aspects of student development that take place outside the classroom by providing a wide range of activities to broaden and enhance the lives of its law students. Extracurricular activities that can strengthen each student’s personal and professional interests include weekly receptions for faculty and students, law journals, moot court teams, and dozens of student organizations.

A variety of publications provide students with valuable experience in research, writing, and editing. First-year students are encouraged to compete to join one of the many journals at the Law Center. Georgetown Law Weekly, the student newspaper, encourages participation from writers, reporters, editors, or photographers. In addition, moot court skills may be explored through both national team competitions against other law schools and intramural competitions in which Law Center students compete against each other. Student organizations sponsor an array of activities from lectures, symposia, and community service projects to social events.

Students may use the Gewirz Fitness Center which provides a large selection of cardiovascular and strengthening equipment. Numerous health promotion offerings consist of weight management courses, yoga, nutrition seminars, stress and time-management classes as well as self-help groups. Georgetown also supports a Peer Advisor Program in which upperclass law students guide small groups through their first year of study.

Although most activities revolve around the Law Center’s Capitol Hill campus, many additional opportunities are available at Georgetown’s main campus. Law Students may use Yates Field House, a multi-level athletic complex, and attend a variety of entertainment events including lectures, concerts, theatrical productions, movies, exhibitions or championship basketball.

PUBLICATIONS

The Georgetown Law Journal

Founded in 1912 and issued seven times annually, the Georgetown Law Journal is edited and published by students selected for membership on the basis of superior academic performance and demonstrated writing ability. Recognized as one of the nation’s finest journals, the Journal publishes articles, commentary, and book reviews by scholars and practitioners in addition to student notes and comments on a wide range of legal topics. The Journal also
publishes an annual review of federal criminal procedure. *Journal* membership, one of the highest honors a student can attain, provides an opportunity to improve legal research and writing skills, to make significant contributions to legal scholarship, and to develop valuable editing skills while working with noted legal scholars. The *Law Journal* encourages faculty, students, and Law Center graduates to submit publishable works, and to provide ideas, criticism, and suggestions.

**American Criminal Law Review**

*ACLR* is published by the Georgetown University Law Center. The *Review* provides timely treatment of significant developments in the fields of criminal and constitutional law and features articles by leading legal scholars and student staff members. In addition to having considerable circulation among legal periodicals, the *ACLR* is considered the most influential publication in its field. The *Review* is edited by students at the Law Center. Membership on the *ACLR* is one of the most challenging and rewarding experiences available to Georgetown students. Members develop legal research and writing skills by preparing notes and comments concerning recent developments in the field of criminal law and procedure. Members are selected on the basis of their outstanding academic abilities and writing skills.

**The Forum on Fighting Poverty in America**

The newest journal at Georgetown Law Center, is the first and only legal journal initiated to examine the problems of and solutions to poverty in America. The *Forum* approaches poverty from a holistic perspective. In an effort to promote a more informed discussion and analysis of poverty issues, it publishes analytical articles from faculty, practitioners, and students on current poverty issues and essays from other academic disciplines such as economics and medicine. These essays are combined with interviews and writings provided by individuals living in poverty. Journal members are selected on the basis of their demonstrated writing ability and interest in the area of poverty law.

**The Georgetown Immigration Law Journal**

The *Georgetown Immigration Law Journal* is the only student-edited law journal in the country devoted solely to the rapidly growing area of immigration law. Issued four times a year, *GILJ* features scholarly articles that analyze recent cases, legislation, and executive activity. *GILJ* also contains comprehensive reports of important immigration developments in the executive, judicial, and legislative branches of the government, as well as in the international arena. The student editorial board and staff edit all lead articles and research, write, and edit all student notes and comments. Members are selected on the basis of their demonstrated legal writing ability and interest in the area of immigration law.

**The Georgetown International Environmental Law Review**

The *Georgetown International Environmental Law Review* provides a legal forum for timely and original analysis of emerging international environmental issues. The *Review* offers critical discussions of diverse topics including the impact of international trade on the global environment, hazardous waste exportation, conservation of biological diversity, and economic development. Additionally, the *Review* includes two special features: “Legislative Action,” describing recent legislative efforts relating to environmental issues in the United States and abroad; and “Foreign Publications,” identifying recently published environmental literature from around the world.

**Law & Policy in International Business**

*LPiB*, the international journal of the Law Center, seeks to explore the complex relationship between politics and economics in the field of international law and its impact on transnational business. *Law & Policy* has an extensive world-wide readership and is one of the most prestigious and well-respected journals in the field. Issued four times a year, *Law & Policy*
publishes lead articles, student notes and comments, and book reviews on recent developments in international trade, banking, finance, energy, labor, and intellectual property law. Selection of the staff is based on high academic distinction and demonstrated legal writing ability.

**Georgetown Journal of Legal Ethics**

*GILE* is the nation’s only quarterly law review devoted to the issues of legal ethics and professional responsibility. *GILE* was created to provide the legal profession with a much needed forum for critical reflection and dialogue on the increasingly difficult and important questions lawyers face in all areas of practice. *GILE* features articles, essays, and book reviews by leading legal scholars and practitioners as well as student notes and comments. *GILE* hosts symposia and publishes issues in areas of special interest in legal ethics, including judicial ethics and gender discrimination. Most recently *GILE* published a comprehensive survey of the state of legal ethics on the 10th anniversary of the adoption of the *Model Rules of Professional Conduct*.

**The Tax Lawyer**

This journal is the official publication of the Section of Taxation of the American Bar Association. With a circulation of over 30,000, *The Tax Lawyer* has the largest readership of any student-edited legal journal in the country. *The Tax Lawyer* publishes four issues a year. Included are lead articles by highly regarded practitioners and academicians, notes and comments by students on recent developments in the field of taxation and the tax consequences of developments in virtually all areas of law. The summer issue is devoted to recent developments and trends in various areas of tax law. The student editorial board and staff are responsible for editing all lead articles and for researching, writing and editing the “Notes and Comments” section of the journal. Staff members are selected on the basis of academic distinction and demonstrated writing ability.

**The Law Weekly**

With a circulation of over 1,000 copies per week, the *Law Weekly* serves the Georgetown University Law Center community by providing insightful coverage of student affairs, administrative policy making, and legal topics of timely interest. The paper publishes approximately 25 issues each year. The *Law Weekly* is entirely student run.

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**MOOT COURT**

The Moot Court Program. Membership in the Moot Court Program provides the opportunity to hone legal research and writing skills, give oral arguments before jurists, scholars, and practitioners, and represent Georgetown in competition against other law schools at the national level. Students are selected to join the Program on the basis of their superior writing ability and oral advocacy skills as demonstrated in various qualifier competitions held during the school year.

Barristers’ Council. The Barristers’ Council is the governing body of the Moot Court Program. The membership of the Council includes the Executive Director, four Associate Directors and the Coaches of the various teams. The Council is responsible for the administration of both interschool and intraschool competitions as well as all other Moot Court activities.

Competition Teams. Georgetown moot court teams compete nationally, arguing a variety of substantive legal topics. Team members are chosen in qualifying competitions held during the year. All team members are members of the Moot Court Program. Currently the Program fields the following teams:
The Cardozo Entertainment Law Team provides advocates with the opportunity to argue issues in the vital and constantly evolving area of entertainment and communications law. Yeshiva University's Cardozo Law School sponsors this national appellate advocacy competition in New York City in the spring of each year.

The Craven Constitutional Law Team competes in a highly regarded national competition at the University of North Carolina (Chapel Hill) in late February. The competition involves current issues in constitutional law. The three member team competes against teams from over thirty schools around the nation.

The Criminal Trial Team is hosted by the National Association of Criminal Defense Lawyers. Each year the host of the competition invites about 12 teams to compete. Georgetown has been invited each year and the 1992–93 team placed third in the competition. The team consists of at least four advocates. The topic involves federal criminal law and is based on the Federal Rules of Criminal Procedure and Evidence.

The Criminal Justice Trial Advocacy Team competes in a nationwide competition hosted by the Marshall School of Law, Chicago, IL. The team is composed of four advocates. The competition deals with current issues of criminal law.

The Douglass Civil Rights Moot Court Team competes in the Frederick Douglass Moot Court Competition which is sponsored by the Black Law Students Association (BLSA). Georgetown fields two teams composed of two advocates each. Participants must be eligible for membership in BLSA. The competition chooses current topics in the field of statutory civil rights law. Georgetown's team has won the regional and national championships the last four out of five years.

The Jessup International Law Moot Court Team competes in the Phillip C. Jessup International Law Moot Court Competition which is the largest moot court competition in the world. The Jessup competition consists of an international regional competition, and a world final competition in which the top ranking U.S. team competes against the top ranking international team. Last year, Georgetown's Jessup team won the regional championship and was a semifinalist in the world competition.

The National Moot Court Team is composed of upperclass students who finished first in the Beaudry and Leahy competitions. The team competes in the prestigious National Moot Court competition, sponsored by the Young Lawyers' Committee of the Bar Association of the City of New York, which is the largest domestic law moot court competition in the country. This competition consists of both a regional and national competition. Last year, Georgetown won the regional championships and placed third at the national competition.

The National Security Law Team competes in the National Security Law Competition held at the George Washington University National Law Center. The competition deals with critical issues of national import, including the conflicting roles of the three branches of government in the area of national security and war powers. In 1992–93, the first year Georgetown entered, the team won the national championship.

The National Trial Advocacy Team competes in a nationwide competition sponsored by the Texas Young Lawyers' Association and the American Bar Association. The topic alternates each year between civil and criminal law. Advocates conduct a complete trial from pre-trial motions to closing arguments. The emphasis is on trial preparation, presentation, and overall speaking skills in an adversarial setting. Georgetown fields two teams. The teams compete in a regional competition. The top two teams from each region advance to the national finals held in Texas.
The Tulane Sports Law Team competes in the interesting area of sports law. The competition tackles issues concerning college athletes as well as representational issues involving professional athletes. The Tulane Team has the unrivaled pleasure of traveling to Tulane Law School in New Orleans during Mardi Gras.

Georgetown Law Center Intraschool Competitions. The Barristers’ Council sponsors two intraschool appellate competitions and one intraschool trial competition. The benches that judge these competitions traditionally include distinguished jurists from the U.S. Court of Appeals for the D.C. Circuit, the Federal District Court and the appellate and trial courts of the District of Columbia, as well as distinguished practitioners. These competitions are the vehicles for becoming a member of the Moot Court Program. The competitions are:

The Beaudry Cup Moot Court Competition is held in the spring and is open to all first-year students at the Law Center. The Competition was established in 1952 in honor of Robert J. Beaudry, who distinguished himself by virtue of his outstanding enthusiasm, scholarship, and ability in oral argument, and who was killed in a tragic accident in the spring of his first year. The ten semi-finalists are invited to join the Moot Court Program. The name of the winner is inscribed on the Beaudry Cup and on the plaque on display outside the Hart Moot Courtroom.

The Leahy Moot Court Qualifier is open to all upperclass students at the Law Center and is held in the fall of the academic year. The competition is named in memory of William E. Leahy, a Law Center alumnus and an outstanding advocate. The name of the winner is inscribed on the Leahy Cup and on the Roll of Best Advocates on permanent display outside the Hart Moot Courtroom. Approximately twenty upperclass students from the competition are invited to join the Moot Court Program.

The Trial Advocacy Competition was began in 1991 to give students at the Law Center an opportunity to gain trial experience. The competition involves motions, opening and closing arguments, cross examinations as well as full trial in the later rounds. The Trial Competition is used to select members for the trial teams.

ORGANIZATIONS

La Alianza del Derecho

La Alianza del Derecho, the Alliance of Law, provides a forum for discussion of important contemporary issues affecting the Hispanic community, is committed to enhancing the legal and cultural education of its members, and to fostering an awareness and appreciation of the diversity among respective Latino cultures. The organization seeks to provide greater unity among all Hispanic and Native American communities.

American Bar Association-Law Student Division (ABA-LSD)

The goal of the Georgetown Chapter of the ABA-LSD is to facilitate the exchange of information between the Law Center community and the ABA. The organization seeks to implement this goal by developing personal and professional skills required by the profession through involvement with local bar associations, the promotion of professional responsibility and public service, and sponsoring speakers. Additionally, the organization sends representatives to circuit and national meetings and assists in the development of policies and procedures for the legal education system. All ABA-LSD members belong to the national organization and receive two national publications, ABA Journal and The Student Lawyer.
American Inns of Court

Based roughly on the English Inns of Court system for training litigators, participation in the American Inns of Court is designed to improve the trial and advocacy skills and increase the professionalism of the participants. Under the active leadership of distinguished judges and experienced attorneys, a group of less experienced attorneys and qualified third-year law students engage in mock trials and appellate arguments, receive critical evaluations, and discuss trial and appellate skills. A pupilage system is used: a law student works with a less experienced attorney; the two of them work with a senior attorney; and two of these teams are supervised by a judge. The Inn meets one evening a month. The pupilage teams meet to observe one another and prepare demonstrations to be presented to the Inn.

Amnesty International (AI), GULC Campus Chapter

AI is a worldwide movement that works impartially for the release of prisoners of conscience: men and women detained anywhere for their beliefs, color, ethnic origin, sex, religion, or language, provided they have neither used nor advocated violence. The organization attempts to increase awareness of human rights violations, especially threats to lawyers and judges in countries where abuses are widespread, universally opposes torture and the death penalty, and advocates fair and prompt trials for all political prisoners. Georgetown was the first law school in the United States to establish a chapter of the Nobel prize-winning human rights organization.

Arab American Law Students Association (AALSA)

The purpose of this organization is to address legal, political, and social issues related to the Arab World and the significance of these issues in the United States. AALSA activities include presentations by legal and academic professionals on current events and the issues of ethnic stereotypes. They also encourage involvement in the Immigration and Political Asylum Workshop.

Asian Pacific American Law Students Association (APALSA)

APALSA was formed to advocate and promote the needs, interests, and aspirations of Asian Pacific American students. The Association seeks to help its members develop a deeper awareness of both the opportunities and problems for the Asian Pacific American attorney while providing academic, cultural, and social support to its members as well as the Law Center community.

The organization is an active participant in the National Asian Pacific American Law Students Association, and maintains a close working relationship with the Asian Pacific American Bar Association of the Washington, D.C., area. APALSA encourages the recruitment of Asian Pacific Americans and welcomes inquiries from prospective students.

Association of Cuban American Law Students (ACALS)

ACALS was founded to provide a forum in which the unique cultural and political perspective of Cuban Americans could be recognized and encourages students who wish to expand their knowledge of this heritage to join.

Association of Trial Lawyers of America (ATLA)

ATLA, the world's largest trial bar, sponsors student chapters in over 30 law schools, through which students can develop their trial skills. The organization is committed to fostering a safer, more just society and champions injury prevention and fair treatment for injured persons. Student members have access to courses and workshops in trial advocacy, videotapes of trial techniques, free admission to seminars, and subscriptions to ATLA publications, including TRIAL magazine. The Georgetown student chapter also brings distinguished members of the bar and bench to speak and sponsors an Annual National Student Trial Advocacy Competition, as well as events with local ATLA affiliates.
Bisexual, Lesbian and Gay Association (BiLAGA)

BiLAGA is a diverse group of students and faculty who have joined together to address social and legal issues affecting gays and lesbians. BiLAGA's membership is gay, straight, and bisexual and includes a range of people—from those who are just coming out to dedicated political activists.

This organization sponsors particular projects aimed at improving life at the Law Center, advancing the participation of gays and lesbians in the legal profession, and fostering greater awareness of legal issues concerning gays and lesbians in the larger community. BiLAGA also provides an informal network of social support and information. It is actively involved with the National Lesbian & Gay Law Association, attends their biannual Lavender Law Conferences, and works closely with the Gay and Lesbian Attorneys of Washington which sponsors a popular mentor program.

Black Law Students Association (BLSA)

BLSA, founded in 1967 by students at Howard, New York University, and Columbia law schools to supplement the legal and cultural education of black law students, currently has chapters at more than 120 law schools. Georgetown's BLSA chapter, with over 230 students, is involved in: academic enhancement activities such as outlining workshops and tutorial sessions for first-year students; recruitment and placement projects, with the Black Law Alumni Council (BLAC), to improve job opportunities; the Adopt-A-School program and voter registration drives, designed to improve the black community's access to the law; and cultural events, like the annual Kwanza celebration. The local chapter maintains close relations with the National Conference of Black Lawyers, the National Bar Association, the National Association of Black Women Attorneys, and BLAC.

Charles Carroll Irish-American Law Students Association

The Irish-American Law Students Association promotes a better understanding of the Irish cultural and political heritage by sponsoring speakers and cultural events through which interested persons can learn about past and present Irish concerns.

Christian Legal Society (CLS/GULC)

CLS is an interdenominational group that meets to discuss issues common to their shared faith and experiences as prospective lawyers, as well as Bible study, fellowship, and prayer. In addition, seminars and speakers are scheduled on topics of interest to the community-at-large, particularly on how to apply Christian faith to the practice of law. Members of the group have also been active in planning and participating in regional meetings and retreats with CLS chapters from other area law schools. All members of the Law Center community are welcome.

Communications Law Forum

The Communications Law Forum gathers and disseminates information on recent developments in communications law, presents speakers, and organizes events and outings to introduce students to the institutions and organizations in Washington, D.C., that help shape law in this field. The Forum also encourages the growth of the Law Center's communications law curriculum and maintains contact with the Federal Communications Bar Association.

Environmental Law Forum (ELF)

ELF serves the Law Center community as a source of information on current issues in environmental law and as a liaison with Washington environmental policymakers. It sponsors a speakers program in environmental law and is active in the National Association of Environmental Law Societies. Additionally, ELF strives to have a positive impact on the community by participating in tree plantings, promoting recycling, hiking with inner city children, and
providing legal advice to non-profit environmental organizations. For recreation, members 
take trips to local areas of scenic and natural interest.

Equal Justice Foundation (EJF)
EJF promotes public service law and the private practice of law in the public interest. Its 
principal activity is raising subsidies for and administering a student-funded fellowship 
program which provides financial assistance for student summer internships in public interest 
organizations. Each year EJF sponsors a series of jobs forums focusing on public interest law 
careers and hosts a variety of speakers. EJF has encouraged the creation and implementation 
of Georgetown's public interest loan forgiveness program.

The Federalist Society
The Federalist Society for Law and Public Policy Studies is an organization of conservative 
and libertarian law students, faculty members, and lawyers. Each year, the Federalist Society 
hosts a national symposium on a timely issue of importance to the legal community such as 
federalism, judicial activism, the first amendment, and unenumerated constitutional rights. 
The Society also holds a series of local panel discussions featuring prominent judges, law 
professors, government officials, and practitioners.

Federalist Society members receive a free subscription to The Harvard Journal of Law and 

Foreign Lawyers at Georgetown (FLAG)
FLAG promotes international legal and cultural understanding, by a comparative law 
approach, through social, academic, and professional interaction between members of the 
association, the Georgetown community, and law schools in the United States and abroad. 
FLAG hosts social and political events such as speeches by renowned legal figures, round-
table discussions, and trips.

Georgetown Association for Spouses and Friends of Law Students
The Association provides support to students and their friends and family members 
through activities which give students and their significant others a break from the pressures 
of law school and allow family and friends to understand and participate in the student's 
educational experience.

Georgetown Disability Rights Association (GORA)
GORA is an advocacy group for the rights and concerns of people with disabilities, a forum 
for the discussion of disability issues, and a vehicle for educating the community about people 
with disabilities. Its activities include assisting with ADA implementation surveys, distribut-
ing information, helping to make the Law Center campus and the D.C. community more 
accessible through the ADA busters program, and sponsoring speakers.

Georgetown Gilbert & Sullivan Society (GG&SS)
GG&SS entertains the Law Center with performances of Broadway musicals and small 
dramatic plays. Each year the Society performs a broadway musical in the fall, a dramatic 
production in the winter, and a Gilbert & Sullivan operetta in the spring. Each production is a 
collective effort by students, faculty, alumni, employees, friends, and family. No theatrical 
experience is necessary and all students who audition are cast in the production.

GG&SS organizes extensive social activities such as happy hours, dinners, and outings to 
local theatrical productions. Essential qualifications for membership include enthusiasm and a 
desire to have fun amid the sometimes tedious experience of law school.

Georgetown Jewish Law Students Association (JLSA)
JLSA attempts to provide a sense of community for Jewish students by actively pursuing 
the cultural, political, religious, social, historical, and ethical interests of the Georgetown
Jewish community. JLSA hosts speakers, informs students of area activities, provides basic services for students at Jewish holidays, and coordinates social events with other Washington area law schools. A centerpiece of the JLSA calendar has been its Shabbat dinners, providing social cohesion within a religious milieu.

Georgetown Law Democrats (GLD)

GLD's goal is to foster the exchange of ideas and encourage political debate. It also works for the election of Democratic candidates on the local, state, and federal level through voter education and registration. GLD sponsors non-election related events as well, including community service projects and speakers.

Georgetown Law Students for Life

Law Students for Life was established to give voice to the belief that the first and fundamental right of all humans is the right to life. The organization focuses primarily on the rights of unborn children, as well as the newborn, the elderly, and disabled persons.

The group has a diverse membership, consisting of women, men, liberals, conservatives, religious, and non-religious students. In an effort to educate students about current pro-life issues and make them aware of the ways in which they can participate in the right-to-life movement, the organization hosts speakers from political, legal, and social fields; distributes literature; and encourages its members to attend pro-life events.

Georgetown Outreach (GO)

GO is a community service center that matches students who wish to volunteer with opportunities for public service in the Washington, D.C., area and acts as a catalyst and coordinator for other Law Center groups, including each first-year section, who participate in volunteer projects. Highlights of other GO annual events are Volunteer Day (fall and spring), winter clothing drive, collection of Christmas presents for the needy, and Homelessness Awareness Week.

Georgetown Space Law Group

The Space Law Group was formed to address the legal implications of the commercialization, exploration, and militarization of outer space. The Group sponsors lectures by individuals in private practice, business, and government on current developments in space law.

Georgetown Sports and Entertainment Law Society

The Sports and Entertainment Law Society seeks to provide information to prospective lawyers in this newly emerging field. The Society has sponsored a number of speakers as well as seminars and conferences, all intended to introduce career possibilities to interested law students.

Georgetown Television Network (GTV)

GTV is a student association dedicated to fostering community service and professional legal development through the use of cable and broadcast television by producing video programs on a variety of legal issues for cable television stations. GTV sponsors a limited number of students for training in SVHS video production, editing, and studio crew assignments.

German American Law Society

The German American Law Society promotes international legal and cultural interest and understanding by organizing speeches, round-table discussions, German language instruction, German-speaking meetings, and social events. It also serves as a source of information on international summer programs as well as graduate study and internships in Germany.
James Brown Scott Society of International Law (ILS)

The International Law Society, named after the prominent international lawyer and co-founder of the American Society of International Law, seeks to increase interest in, and understanding of, comparative and international law practice by sponsoring speakers and panel discussions on timely international issues and arranging opportunities for social interaction with members of Washington's international legal community.

Korean American Law Student Alliance (KALSA)

KALSA seeks to enhance the diversity of the Law Center and to foster a deeper understanding and awareness of the Korean-American community by exposing the Law Center community to Korean culture through social activities as well as lectures and panel discussions addressing issues affecting the Korean and Korean-American community. It provides for Korean-American camaraderie, friendship, and mutual assistance, especially by providing a welcome atmosphere for first-year students.

Legal Fraternities

Law students at Georgetown are offered added intellectual stimulation, an opportunity to meet members of the Bar, and the chance for social relaxation with their classmates and professors through the several law fraternities.

Delta Theta Phi

Delta Theta Phi, with chapters throughout the world, has six active alumni/ae associations and seven student chapters in the D.C. area including Georgetown's E.D. White Senate which provide members the opportunity to meet with students in other law schools and with professionals already in the active practice of law. The fraternity also maintains its own job placement program and offers limited financial assistance to qualified members. Membership is open to all students in good standing and induction ceremonies occur each fall and spring.

Phi Alpha Delta (PAD)

The William Howard Taft chapter is the oldest and largest legal fraternity at Georgetown. The first law fraternity to admit women, PAD seeks to unite students and teachers with members of the bench and bar. This international organization, open to all students, offers social and professional programs, student loans, job placement assistance, insurance programs, a quarterly publication, conventions, conferences, scholarships, minority fellowships, and lifetime friendships.

Dedicated to the ideals of community service, the Taft chapter sponsors an annual blood drive, speakers on timely topics, and seminars for first-year students, and received the Freedom Foundation's award for its work in juvenile justice and law-related education. The highlight of the chapter's year is the annual Congressional-Judicial Reception, sponsored by the Washington alumni chapter, at which lawmakers, judges, attorneys, and students gather.

Phi Delta Phi

The James Brown Scott Inn, Georgetown's chapter of this international legal fraternity, is named after the prominent international lawyer and professor. More judges, presidents, governors, senators, congressmen, cabinet members, ambassadors, and law school deans come from Phi Delta Phi, the oldest and largest legal fraternity. The Scott Inn offers presentations by prominent lawyers and jurists, as well as student loan programs; life, medical and professional liability insurance; and essay contests.
Moral Hazard

Moral Hazard is an a cappella singing group consisting of Law Center students. It performs a contemporary repertoire and appears at various events at the law Center as well as in the Washington, D.C., area.

National Lawyers Guild

The Guild, founded by lawyers active in drafting and administering New Deal legislation, maintains a longstanding interest in labor struggles and undertakes innovative projects in housing, military law, immigration, human rights, affirmative action, and foreign affairs. Although its members represent various political viewpoints, the Guild is unified in recognizing the need for fundamental change in the U.S. political and economic systems and in its support for struggles against racism, sexism, and homophobia.

At Georgetown the Guild works to provide a sense of community, to improve the quality of life for first-year law students, to promote alternative forms of legal practice, and to provide legal support for progressive political struggles. The organization co-sponsors forums to expose law students to various perspectives on current legal issues.

Poverty Law Forum

The Poverty Law Forum was created to provide a focus on poverty law and policy issues. The group hosts symposia and speakers on topics such as homelessness, children’s welfare, and housing.

Professional Edge

The Professional Edge, modeled after a program started in New York for high school juniors, is designed to provide career and educational opportunities to D.C. youth. The students attend career seminars focusing on such topics as resume preparation, filling out job and college applications, and interviewing skills. They also visit local business and government agencies to observe business operations and discuss career opportunities with professionals working in the field.

Republican National Lawyers Association (RNLA)

The Law Center’s RNLA chapter was formed to provide a forum for the rational discourse of Republican ideals and to provide a framework through which Republican members of the Law Center community can participate in the political process. Members work with the national, state, and local branches of the Republican Party to support the legal initiatives of those organizations and to secure the election of Republicans to public office. RNLA also sponsors speakers, debates, and activities designed to address timely issues.

REvolution

REvolution provides a forum for Critical Race and Critical Feminist Legal Scholarship through discussion groups, readings, and lectures. It seeks to effectuate change within the Law Center and the legal arena by exploring issues related to race, gender, and sexuality.

Society of Law, Health, and Bioethics

The Society of Law, Health, and Bioethics provides a forum for students and faculty who share an interest in law, medicine, science, health care, and ethical issues. The Society brings various speakers to campus to discuss issues, such as a comprehensive national health care plan and the policy implications of the human genome project. Additionally, the organization has begun projects in community outreach and career planning.

South Asian Law Students Association (SALSA)

SALSA seeks to cultivate greater understanding of South Asia through cultural activities and speakers, to foster a sense of community and pride among South Asian students, and to examine the unique position and problems of South Asian-American communities.
Student Bar Association (SBA)

The SBA is the student government of the Law Center and all students are voting members who elect the officers and delegates annually. Through these representatives, the SBA is responsible for developing student services, articulating student concerns, organizing co-curricular and extracurricular activities, and funding student organizations. As a member of the ABA Law Student Division, it has been the recipient of numerous national awards for its innovative placement programs, community activities, and student services.

Law Center students take an active part in Law Center decision-making through the SBA’s participation on approximately 15 student-faculty committees that develop curriculum, formulate the Law Center budget, and set the school’s long- and short-term policies and goals. Students serve on all committees in either a full-voting or advisory capacity.

Student Intellectual Property Law Association (SIPLA)

SIPLA dedicates itself to education and networking by providing regular programs that explore various aspects of intellectual property law, including patent, copyright, trademark, trade secret, and related antitrust law issues. It fosters and encourages an attitude of professional competence, and focuses upon the relationship of the intellectual property lawyer to the American legal structure.

St. Thomas More Society

The St. Thomas More Society is an organization of students devoted to integrating the Catholic faith into daily life by learning from the teachings and traditions of the Church. Members desire for their careers as law students and as lawyers to be marked by the ideal of a vocation of service and love of neighbor. At the Law Center, similar ideals are encouraged through information, speakers, prayers, and service events.

UHURU Fine Arts Ensemble

UHURU is a cultural organization which focuses on activities that relate to the cultures of peoples of African descent. It seeks to provide a medium by which students, faculty, staff, and alumni are able to bring artistic events to the Law Center community.

Women in Law as a Second Career

This organization serves the needs and interests of Law Center women pursuing law as a second career by focusing on career strategies while seeking to integrate the practice of law with prior work experience, personal commitments, and family responsibilities. Members offer advice, mutual support, and assistance at informal meetings on such topics as exam-taking techniques, course selection, interviewing, and gender-related issues.

An annual student-alumnae brunch brings together students and practicing attorneys. In conjunction with the Office of Career Services, the group sponsors panel discussions in which women attorneys offer insight into issues of concern to women with emphasis on the practice of law. In addition, the alumnae of this group present a student with an annual scholarship.

Women’s Legal Alliance (WLA)

The Women’s Legal Alliance, a feminist organization reflecting a diverse membership, is concerned with promoting the status of, and providing support for, women. It offers a variety of programs dealing with a range of issues including sexual harassment, violence against women, employment discrimination, reproductive rights, sexual autonomy, career and family issues, and racism and sexism in the classroom. It sponsors workshops and social, educational, and cultural outings; supports feminist causes; and assists students who attend the National Women and the Law Conference.
PEER ADVISORS

Peer Advisors are second, third, and fourth-year students who assist first-year students in their adjustment to law school. Beginning law school is a time of both great excitement and great stress. Peer Advisors provide guidance, support, and opportunities for first years to connect with the entire Georgetown community and the city. While a volunteer position, the Peer Advisor role is a very important one.

OPPORTUNITIES ON GEORGETOWN’S MAIN CAMPUS

Although most activities revolve around the Law Center’s Capitol Hill campus, many additional opportunities are available at the Georgetown University main campus. Yates Field House, a multi-level athletic complex, houses basketball courts, boxing and weight rooms, squash courts, tennis courts, a swimming pool, and a sauna which are open to law students. Law students also may attend symposia, lectures, concerts, theatrical productions, exhibitions, or athletic events. A listing of these activities is available to law students on a regular basis.
Appendix A

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LEGAL RESEARCH AND WRITING INSTRUCTORS
Diana R. Donahoe, B.A., J.D., Instructor of Law
Susan Hankin Denise, B.A., J.D., Instructor of Law
Christopher Fuller, B.S., J.D., Instructor of Law
Craig Hoffman, B.A., Ph.D., J.D., Instructor of Law
Kristen Konrad Robbins, B.A., J.D., Instructor of Law

J.D. PROGRAM ADJUNCT FACULTY
W. Shepherdson Abell, A.B., Boston College; M.P.A., Harvard; J.D., Georgetown. Professional Responsibility
Roger Adelman, A.B., Dartmouth; LL.B. University of Pennsylvania. Evidence
Henry W. Asbill, A.B., Princeton; J.D., Georgetown. Trial Practice
Dorann Banks, B.A., University of California; J.D., Yale. Federal Sentencing Seminar
Judith Barnett, B.S., University of Michigan; J.D., Georgetown. Professional Responsibility (not teaching 1994–95)
Kenneth C. Bass, III, A.B., Duke University; LL.B., Yale. *Appellate Practice Seminar*

Alfred F. Belcuore, B.A., University of Notre Dame; J.D., Georgetown. *Trial Practice*

Everett Bellamy, B.S., M.S., University of Wisconsin; J.D., Cleveland State University. *Small Business Law Seminar*

Jeffrey P. Bialos, A.B., Cornell; M.P.P., Harvard; J.D., University of Chicago. *Central Europe and NTS: Societies in Transition*

David O. Bickart, A.B., Harvard; J.D., New York University. *Administrative Law*

John G. Bickerman, B.S., M.S., Cornell; J.D., Georgetown. *Alternative Dispute Resolution Seminar*

Mark J. Biros, A.B., Princeton; J.D., Georgetown. *Advanced Criminal Procedure*


Jeffrey Blumenfeld, A.B., Brown; J.D., University of Pennsylvania. *Trial Practice, Communications Law*

James F. Bowe, Jr., B.A., Williams College; J.D., Northwestern. *Oil and Gas Law*

Stephen L. Braga, B.A., Fairfield University; J.D., Georgetown. *Professional Responsibility*

Douglas M. Bregman, B.A., Colgate University; J.D., Georgetown. *Drafting and Negotiating a Commercial Lease*

Noel A Brennan, B.A., Marywood College; M.A., George Washington University; J.D., Georgetown. *Professional Responsibility*

John L. Burke, B.A., Fairfield University; J.D., Georgetown. *Professional Responsibility (not teaching 1994-95)*


William A. Butler, B.A., Stanford; J.D., Yale; Ph.D., Harvard. *Advanced Environmental Law Seminar, Natural Resources Law*

Antonio J. Califa, B.A., University of Texas at Austin; J.D., Yale. *Legislation*

Joseph A. Carabillo, B.A., William Paterson College; J.D., Seton Hall University; LL.M., New York University. *Insurance Law*

William F. Causey, B.A., American University; J.D., University of Maryland. *Civil Litigation Practice*


Emilio W. Cividanes, B.A., Haverford College; J.D., University of Pennsylvania. *Information Privacy Law*

Barry E. Cohen, B.S., University of Illinois; J.D., Northwestern; LL.M., London School of Economics and Political Science. *Professional Responsibility*

James M. Cole, B.A., University of Colorado; J.D., Hastings (University of California, San Francisco). *Public Corruption Seminar, Professional Responsibility (not teaching 1994–95)*


Paul J. Connors, B.A., Holy Cross; M.D., University of Maryland; J.D., George Washington University. *Medical Law Seminar*

Alan S. Cooper, B.A., J.D., Vanderbilt. *Introduction to Intellectual Property Law*

Cathy A. Costantino, B.A., M.S.W., Catholic University; J.D., University of California at Berkeley Boalt Hall School of Law. *Negotiations Seminar*

Kenneth W. Cowgill, B.S., University of Maryland; J.D., Georgetown. *Trial Practice (not teaching 1994–95)*

A. Blair Crownover, A.B., Princeton; LL.B., University of Michigan. *Legislative Drafting Seminar*


Scott S. Dahl, B.A., J.D., University of Texas. *Professional Responsibility*
Mark D. Davis, B.A., M.A., J.D., Brigham Young. Russian Legal System: Paths to Reform

John F. Dealy, B.S., Fordham College; LL.B., New York University. Negotiated Mergers and Acquisitions, Business Planning Seminar

Pascale De Boeck, J.D., Universite Libre de Bruxelles; J.D., Stetson University. International Negotiations Seminar

Lyle Denniston, B.A., University of Nebraska; M.A., Georgetown. Legal Process and Interpretation (not teaching 1994-95)

Frances A. Dubrowski, J.D., University of Pennsylvania. Environmental Practice Seminar

Robert A. Dufek, B.A., University of Wisconsin; J.D., Georgetown Labor Law

David Epstein, A.B., J.D., Harvard. Professional Responsibility


John M. Facciola, A.B., College of the Holy Cross; J.D., Georgetown Law Center. Trial Advocacy and Practice

Kenneth R. Feinberg, B.A., University of Massachusetts; J.D., New York University. Criminal Law, Mass Torts

Nancy Firestone, B.A., Washington University; J.D., University of Missouri. Environmental Law, Environmental Practice Seminar


Andrew Fois, B.A., Georgetown; M.A., University of Essex; J.D., Georgetown. Trial Practice

Joel M. Freed, B.A., B.S.M.E., Lehigh University; J.D., Georgetown. Patent, Trademark and Trade Secret Law

Rabbi Barry Freundel, B.A., Yeshiva College; B.S., Erna Michael College of Hebraic Studies; M.S., Bernard Revel Graduate School. Judaic Sources of American Law Seminar

Michael S. Frisch, B.A., Case Western Reserve University; J.D. Georgetown. Professional Responsibility

The Honorable Stanley B. Frosh, B.S., J.D., Northwestern. Sentencing Seminar

Russell A. Gaudreau, B.A., University of Massachusetts; J.D., Suffolk University; LL.M., New York University. Retirement Income: Taxation and Regulation (not teaching 1994-95)

Elizabeth S. Gere, B.A., Denison University; J.D., George Washington University. Civil Litigation Practice

June M. Gertig, B.A., Harvard; J.D., University of Wisconsin. Negotiated Mergers & Acquisitions


Stuart M. Goldberg, B.A., University of Virginia; J.D., Harvard. Professional Responsibility

Anne Tierney Goldstein, A.B., Princeton; J.D., Harvard. International and Comparative Law on the Rights of Women

John S. Gomperts, A.B., University of California, Berkeley; J.D., Georgetown. Regulating Politics: Law of the Political Process (not teaching 1994-95)

The Honorable Allan H. Goodman, B.S., Georgetown; J.D., University of Toledo. Construction Contract Law Seminar (not teaching 1994-95)

Beth Green, B.A., Bryn Mawr; J.D., Harvard. Negotiations Seminar

Donald H. Green, B.A., Syracuse University; LL.B., Harvard. Civil Litigation Practice

Ronald L. Grudziecki, B.S., University of Maryland; J.D., Georgetown. Advanced Patent Law Seminar (not teaching 1994-95)
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<tr>
<td>Timothy A. Harr, B.A., Princeton; J.D., University of Virginia.</td>
<td>International Negotiations Seminar</td>
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<tr>
<td>John C. Hayes, B.A., Williams College; J.D., George Washington University.</td>
<td>Trial Practice</td>
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<tr>
<td>Bennett L. Hecht, B.S., University of Maryland; J.D., Georgetown.</td>
<td>Accounting Concepts</td>
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<td>Alan W. Houseman, B.A., Oberlin; J.D., New York University.</td>
<td>Poverty Law Advocacy Seminar (not teaching 1994-95)</td>
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<td>George A. Hovanec, Jr., B.A., Lehigh University; J.D., Georgetown.</td>
<td>Trademarks and Unfair Competition Seminar</td>
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<tr>
<td>Craig Iscoe, B.A., University of Texas; J.D., Stanford; LL.M., Georgetown.</td>
<td>Trial Practice</td>
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<tr>
<td>Francesco Isgro, B.A., Union College; J.D., Antioch; LL.M., Georgetown.</td>
<td>Immigration and Refugee Law</td>
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<td>Samuel S. Jackson, Jr., A.B., Princeton; J.D., University of North Carolina.</td>
<td>Negotiations and Drafting Seminar</td>
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<tr>
<td>Stephen C. Jones, B.A., University of California at Davis; J.D., Hastings (University of California, San Francisco).</td>
<td>Emerging Role of the States in Environmental Law (not teaching 1994-95)</td>
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<td>Kenneth Jost, A.B., Harvard; J.D., Georgetown.</td>
<td>Free Press Seminar (not teaching 1994-95)</td>
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<td>Timothy D. Junkin, B.A., University of Maryland; J.D., Georgetown.</td>
<td>Trial Practice</td>
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<td>Thomas F. Kaufman, B.S., State University of New York at Buffalo; J.D., Georgetown.</td>
<td>Land Finance</td>
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<td>David E. Kendall, B.A., Wabash College; M.A., Oxford University; J.D., Yale.</td>
<td>Torts II</td>
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<td>David Kiernan, B.A., M.D., J.D., Duke University.</td>
<td>Trial Practice Seminar: Working with Medical Experts</td>
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<td>Steven R. Kiersh, B.A., Boston University; J.D., Antioch.</td>
<td>Trial Practice</td>
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<tr>
<td>Darcy Kirk, B.A., Vassar; M.S., M.BA., Simmons College; J.D., Boston College.</td>
<td>Advanced Legal Research</td>
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<td>Clifford Kirsch, B.S., Cornell; J.D., Hofstra.</td>
<td>Securities Regulation</td>
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<td>Paul Yoshio Kiyonaga, B.A., University of North Carolina at Chapel Hill; J.D., Harvard.</td>
<td>Films and the Law Seminar</td>
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<td>Thomas J. Knox, B.A., Middlebury College; J.D., University of Michigan.</td>
<td>Business Planning Seminar</td>
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<tr>
<td>Marcia Kuntz, B.A., Princeton; M.A., University of Chicago, Division of Social Sciences; J.D., University of Chicago.</td>
<td>Sexual Orientation and the Law: Selected Problems in Civil Rights</td>
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<td>Christopher Landau, A.B., J.D., Harvard.</td>
<td>Administrative Law</td>
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<tr>
<td>Paul B. Larsen, A.B., Wilmington College; LL.B., University of Cincinnati; LL.M., New York University and McGill University, Montreal.</td>
<td>Space Law Seminar, Aviation Law</td>
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<tr>
<td>Kenneth A. Lazarus, B.A., University of Dayton; J.D., Notre Dame; LL.M., George Washington University.</td>
<td>Constitutional Aspects of Foreign Affairs Seminar</td>
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<td>Lee Levine, B.A., M.A., University of Pennsylvania; J.D., Yale.</td>
<td>Free Press Seminar</td>
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<tr>
<td>Mark S. Levinstein, B.A., University of Virginia; J.D., Harvard.</td>
<td>Professional Sports and the Law</td>
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<tr>
<td>Eric L. Lewis, A.B., Princeton; M.Phil., Faculty of Law, Institute of Criminology, University of Cambridge; J.D., Yale.</td>
<td>Criminal Law (not teaching 1994-95)</td>
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<td>Michael K. Lewis, A.B., Dartmouth; J.D., Georgetown.</td>
<td>Mediation Seminar, Negotiations Seminar</td>
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<td>Lee Sarah Liberman, B.A., Yale; J.D., University of Chicago.</td>
<td>Conservation in Law and Politics in America Seminar</td>
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<td>Jeffrey F. Liss, B.A., M.A., J.D., University of Michigan.</td>
<td>Remedies</td>
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<td>Cynthia Lobo, B.A., J.D., University of Wisconsin.</td>
<td>Trial Practice</td>
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</table>
Margaret C. Love, B.A., Sarah Lawrence College; M.A., University of Pennsylvania; J.D., Yale. Government Ethics (not teaching 1994-95)
Abbe David Lowell, B.A., J.D., Columbia. Litigating Complex Criminal Cases
Gerald A. Mafia, B.S., St. Peter's College; J.D., LL.M., Georgetown. Maritime Law
Regina G. Maloney, B.A., University of Pennsylvania; J.D., Georgetown. Advanced Criminal Procedure
Alan S. Mark, B.A., New York University; J.D., American University; LL.M., George Washington University. Real Estate Transactions
Kate Martin, B.A., Pomona College; J.D., University of Virginia. Strategic Intelligence and Public Policy Seminar
William L. Mathis, B.S., Spring Hill College; honorary doctorate, Wheeling College. Professional Responsibility
Colman McCarthy, B.S., Spring Hill College; honorary doctorate, Wheeling College. Law, Conscience, and Nonviolence Seminar
C. Dean McGrath, B.A., Duke University; J.D., University of Nebraska. Constitutional Aspects of Foreign Affairs Seminar
The Honorable J. James McKenna, B.A., Seton Hall University; LL.B., Georgetown. Trial Practice
Robert M. McNamara, Jr., B.A., Mount Carmel College; A.B., John Carroll University; J.D., Georgetown. Trial Practice
Juan E. Méndez, J.D., Universidad Católica Stella Maris, Mar del Plata, Argentina; Certificate, Washington College of Law, American University. International Human Rights Protection and Litigation Seminar
Glenn H. Miller, B.A., University of Iowa; M.D., University of Chicago. Law and Psychiatry Seminar
John T. Miller, A.B., Clark University; J.D., Georgetown; Docteur en Droit, University of Geneva, Switzerland. Energy Problems Seminar (not teaching 1994-95)
Samuel C. Miller, B.S., Rensselaer Polytechnic Institute; J.D., Georgetown. Patent, Trademark and Trade Secret Law
Neal D. Mollen, B.S., Virginia Commonwealth University; J.D., University of Richmond. Labor Law
The Honorable Andrew G.T. Moore, II, B.B.A., J.D., Tulane. Corporate Governance Seminar
Robert E. Morin, B.A., University of Massachusetts; J.D., Catholic University. Capital Punishment and the Judicial Process Seminar, Evidence
Lewis A. Noonberg, B.A., Dartmouth; J.D., University of Maryland. Antitrust and Health Care Seminar
David P. Novello, Dartmouth; J.D., Columbia. Clean Air Act: Environmental Law Problems and Policies
The Honorable Louis F. Oberdorfer, A.B., Dartmouth; LL.B., Yale. Federal Sentencing Seminar
David W. Ogden, B.A., University of Pennsylvania; J.D., Harvard. Constitutional Law: Theories of Free Speech
James P. O'Sullivan, A.B., John Carroll University; Ph.D., University of Connecticut; J.D., Georgetown. Professional Responsibility


Joseph D. Piorkowski, B.A., Hofstra University; D.O., Philadelphia College of Osteopathic Medicine; J.D., Georgetown; M.P.H., Johns Hopkins. Trial Practice Seminar: Working with Medical Experts

Joseph M. Potenza, B.S.E.E., Hofstra University; D.O., Philadelphia College of Osteopathic Medicine; J.D., Georgetown; M.P.H., Johns Hopkins. Trial Practice Seminar: Working with Medical Experts

Robert Raben, B.S.E., Wharton School of Finance and Commerce; J.D., New York University. Professional Responsibility, Sexual Orientation and the Law: Selected Problems in Civil Rights

Richard A. Ratner, B.A., University of Chicago; M.D., University of Pennsylvania. Law and Psychiatry Seminar


Jeffrey D. Robinson, B.A., Lafayette College; J.D., Yale. Criminal Law (not teaching 1994–95)

Marc Rotenberg, A.B., Harvard; J.D., Stanford. Information Privacy Law (not teaching 1994–95)

Leonard S. Rubenstein, B.A., Wesleyan University; M.A., J.D., Harvard. Professional Responsibility (Public Interest Law Scholars Program)


Charles P. Sabatino, A.B., Cornell; J.D., Georgetown. Law and Aging Seminar

David N. Saperstein, B.A., Cornell; M.H.L., Hebrew Union College; J.D., American University. Church-State Law Seminar, Judaic Sources of American Law Seminar

Paul A. Schecter, J.D., New York University; LL.M., Georgetown. Taxation II

Michael G. Scheininger, B.A., Franklin and Marshall College; J.D., University of Pennsylvania. Trial Practice

Lois J. Schiffer, A.B., Radcliffe; J.D., Harvard. Environmental Law

Michael A. Schlesinger, B.S., Lehigh University; J.D., Boston University; LL.M., Georgetown. Business Planning Seminar


Michael J. Shea, B.S., Manhattan College; Rensselaer Polytechnic Institute; J.D., Georgetown. Introduction to Intellectual Property Law

Owen J. Shean, B.A., J.D., University of Virginia. Construction Contract Law Seminar (not teaching 1994–95)

Diane M. Shust, B.A., M.S., University of Pennsylvania; J.D., Georgetown. Juveniles and the Courts Seminar (not teaching 1994–95)

The Honorable Laurence H. Silberman, A.B., Dartmouth; LL.B., Harvard. Administrative Law

David C. Simmons, B.A., Howard University; J.D., Georgetown. Civil Discovery Seminar

Linda R. Singer, B.A., Radcliffe; J.D., George Washington University. Mediation Seminar, Negotiations Seminar

The Honorable Loren A. Smith, B.A., J.D., Northwestern. Federal Litigation

Debra L. Soltis, B.A., Duquesne University; J.D., Georgetown. Films and the Law Seminar

Jacob A. Stein, B.A., LL.B., George Washington University. Professional Liability Seminar

Robert E. Stein, B.A., Brandeis; LL.B., Columbia; Diploma, Hague Academy of International Law. AIDS Law & Policy and Dispute Settlement Seminar

Sharon Styles, B.A., Tufts University; J.D., Georgetown. Trial Practice


Elizabeth G. Taylor, B.A., University of North Carolina; M.A., Yale Divinity School; J.D., University of Virginia. Criminal Law

Charles Tiefer, B.A., Columbia; J.D., Harvard. *Congressional Law and Procedure Seminar*

Daniel E. Toomey, A.B., St. Peter's College; J.D., Georgetown. *Construction Contract Law Seminar (not teaching 1994-95)*

Carl L. Vacketta, B.S., Commerce University of Illinois; J.D., University of Illinois. *Government Contracts*

Marlana R. Valdez, B.S., J.D., University of Texas. *Family Law I*

Barbara Van Gelder, B.A., Boston University; J.D., Emory. *Trial Practice*

Greta C. Van Susteren, B.A., University of Wisconsin; J.D., LL.M., Georgetown. *Civil Discovery Seminar*

Donald B. Verrilli, B.A., Yale; J.D., Columbia. *Constitutional Law: Theories of Free Speech*

Jos M. Vivanco, J.D., University of Chile, Santiago; J.D., University of Salamanca, Spain; LL.M., Harvard. *International Human Rights Protection and Litigation Seminar*

David C. Vladeck, B.A., New York University; J.D., Columbia; LL.M., Georgetown. *Civil Litigation Seminar*

J. Brent Walker, B.A., University of Florida; M.A., University of Florida; J.D., Stetson University; M.Div., Southern Baptist Theological Seminary. *Church-State Law Seminar*

Reid H. Weingarten, B.S., Cornell; J.D., Dickinson. *Public Corruption Seminar (not teaching 1994-95)*


Richard M. Whiting, B.A., State University of N.Y. at Binghamton; J.D., Boston College; Graduate, Stonier School of Banking, Rutgers University. *Federal Regulation of Financial Institutions*


David W. Wilmot, B.A., University of Arkansas; J.D., Georgetown. *Civil Rights*

Steven A. Winkelman, B.S., University of Pennsylvania; J.D., LL.M., Georgetown. *Estate Planning Seminar*

John Wolff, LL.D., University of Heidelberg, Germany; LL.M., Columbia. *Comparative Law*

Jay Kelly Wright, A.B., Dartmouth; J.D., M.P.P., Harvard. *Trial Practice*

Donna L. Wulkan, B.A., University of Pittsburgh; M.A., Georgetown; J.D., Antioch. *Rights of the Disabled*

Jamil S. Zainaldin, B.A., M.A., University of Virginia; Ph.D., University of Chicago. *Themes in American Legal History Seminar*

James G. Zimmerly, A.B., Gannon University; M.D., J.D., University of Maryland; M.P.H., Johns Hopkins. *Medical Law Seminar*

James W. Zirkle, B.S., Carson-Newman College; J.D., University of Tennessee; LL.M., Yale. *Strategic Intelligence and Public Policy Seminar*

**CLINICAL ADJUNCT FACULTY ROSTER**

Lee Arbetman, B.A., Grinnell; J.D., George Washington. *Street Law Clinic*

Nan Aron, B.A., Oberlin; J.D., Case Western. *Institute for Public Representation*

Carol J. Bettencourt, B.A., Simons Rock College; J.D., Stanford. *Law Students in Court Clinic*

Dr. Patricia J. Berenthal B.A., Missouri; J.D., Oklahoma. *Center for Applied Legal Studies*

Richard Carter, B.A., Pace; J.D., George Washington. *Law Students in Court Clinic*

Dr. Charles R. Filson, B.A., Rutgers; M.A., Ph.D., George Washington, *Center for Applied Legal Studies*

Gerald I. Fisher, B.A., William and Mary; J.D., Catholic. *Law Students in Court Clinic*

Ann Marie Hay, B.A., J.D., Georgetown. *Law Students in Court Clinic*
Appendix A

Bennett Hecht, B.S., Maryland; J.D., Georgetown. Harrison Institute
Mark Herzog, B.S., Florida; J.D., George Washington. Law Students in Court Clinic
John A. Hurson, B.A., J.D., Georgetown. Harrison Institute
Mary Kennedy, B.A., J.D., N.Y.U. Criminal Justice Clinic
James Kohn, B.A., Michigan; J.D. Georgetown. Law Students in Court Clinic
Milton C. Lee, B.A., American; J.D., Catholic. Criminal Justice Clinic
Ronald Minionis, B.A., Amherst; J.D., Virginia. Law Students in Court Clinic
Nathan A. Neal, B.A., George Washington; J.D., Howard. Law Students in Court Clinic
Jason Newman, B.A., Boston; J.D., Georgetown. Harrison Institute
Edward O'Brien, B.A., Virginia; J.D., Georgetown. Street Law Clinic
John E. Scheuermann, B.A., St. Michael's; J.D., Georgetown. Harrison Institute
John Stern, B.A., J.D., N.Y.U. Criminal Justice Clinic
Allan Wolf, B.A., Lehigh; J.D., Georgetown. Criminal Justice Clinic
Thomas Zeno, A.B., Xavier; J.D., Georgetown. Criminal Justice Clinic
Judith Zimmer, B.A., Ohio State; J.D., Cleveland State. Street Law Clinic

GRADUATE PROGRAM ADJUNCT FACULTY

Kathleen Q. Abernathy, B.S., Marquette University; J.D., Catholic University. International Telecommunications Regulation (not teaching 1994-95)
Louis Aronin, B.A., Brooklyn College; LL.B., University of Baltimore. Labor Agreement Enforcement
Tobias M. C. Asser, LL.M., University of Leyden, The Netherlands; Ph.D., Cambridge. International Finance
Dan G. Baucum, B.B.A., J.D., Southern Methodist University; LL.M.(Taxation), New York University. Tax Practice and Procedure (Administrative) (summer session)
Edward J. Beckwith, B.S., Pennsylvania State University; J.D., LL.M.(Taxation), Georgetown. Graduate Seminar: Advanced Estate Planning
Dennis P. Bedell, A.B., Harvard; J.D., University of Michigan. Financial Derivatives Taxation
William G. Beyer, B.S., George Mason University; J.D., LL.M.(Taxation), Georgetown. ERISA: Plan Termination and Withdrawal Liability
Robert L. Bolle, A.B., University of Michigan; J.D., Wayne State University; LL.M.(Taxation), New York University. Small Business Financing and Venture Capital
Ann Lake Bryant, B.A., Colby College; J.D., Catholic University. Immigration and Nationality Law
Jeffrey A. Burt, B.A., Princeton University; J.D., M.A., Yale. Structuring and Negotiating International Joint Ventures
Duncan H. Cameron, B.A., Harvard College; LL.B., Ph.D., Columbia. Structuring and Financing Foreign Investments
Christopher Capuano, B.S., Wake Forest University; J.D., The Catholic University; LL.M.(Taxation), Certificate in Employee Benefits Law, Georgetown. Pensions and Other Deferred Compensation II
Robert T. Carney, B.A., Northwestern; J.D., Georgetown. Tax Practice and Procedure (Litigation)
Douglas W. Charnas, A.B., Ohio University; J.D., Case Western Reserve University; LL.M.(Taxation), Georgetown. Taxation of S Corporations
Sheila C. Cheston, B.A., Dartmouth; J.D., Columbia. International Civil Litigation
James D. Clark, B.A., Brigham Young; M.A., (hons.), Oxford; J.D., University of Virginia. Graduate Seminar: Federal Tax Policy
Appendix A


U.S. International Trade Agreements; Graduate Seminar: U.S. Unfair Trade Practice Statutes
Debbi M. Cohen, B.A., Washington University; J.D., Vanderbilt. Legal Research and Writing for Foreign Lawyers
Earl M. Colson, B.S., Syracuse; J.D., Harvard. Taxation of Property Transactions
The Honorable John O. Colvin, A.B., University of Missouri; J.D., L.L.M. (Taxation), Georgetown. Graduate Seminar: Recent Tax Legislative Developments
Robert J. Crnkovich, B.S., J.D., Marquette; LL.M. (Taxation), Georgetown. Advanced Partnership and Real Estate Transactions

Nelson F. Crouch, B.S., University of Pennsylvania; J.D., Washington College of Law, American University. Federal Taxation of Bankruptcy and Workouts
David B. Cubeta, B.A., Colgate University; J.D., Albany Law School. Financial Derivatives Taxation

David J. Curtis, B.A., J.D., St. Louis University. Tax Practice and Procedure (Litigation)
James L. Dahlberg, B.A., Cornell University; J.D., Boston College; L.L.M. (Taxation), Georgetown. Corporate Income Tax Law I
Robert E. Dalton, A.B., Holy Cross; LL.B., Columbia. International Agreements; Graduate Seminar: International Law at the End of the Century

Warren L. Dean, B.A., J.D., University of Maryland; L.L.M. (Taxation), Georgetown. International Transportation Law Seminar
Stephen M. DeTore, B.A., Northeastern University; J.D., Suffolk University. Fraud and Fiduciary Duties under the Federal Securities Laws
Janelle Marie Diller, B.A., Wheaton College; M.A., Syracuse University; J.D., Georgetown. International Human Rights Law

Arthur Dimopoulos, B.F.A., Catholic University; J.D., Southwestern University; L.L.M. (International and Comparative Law), Georgetown. Legal Research and Writing for Foreign Lawyers
Donald R. Dinan, B.S., Wharton School, University of Pennsylvania; J.D., Georgetown; L.L.M., London School of Economics. International Protection of Intellectual Property Rights
Catherine T. Dixon, B.S., J.D., Creighton University. Takeovers, Mergers, and Acquisitions
James A. Dobkin, B.Ch.E., Polytechnic University; J.D., New York University; L.L.M., Georgetown. Structuring and Negotiating International Joint Ventures
Paul R. Dubinsky, B.A., Yale; J.D., Harvard; L.L.M., Katholieke Universiteit, Belgium. International Civil Litigation

Thomasina P. Duncan, A.B., Brown; J.D., University of Pennsylvania. Legal Research and Writing for Foreign Lawyers
Michael C. Durst, B.A., Williams College; M.S., MIT; J.D., University of California/Berkeley; L.L.M., Harvard. Corporate Income Tax Law II
Alan L. Dye, B.A., Emory University; J.D., University of Georgia. Disclosure Under the Federal Securities Laws (not teaching 1994–95)

David W. Elbaor, A.B., University of Illinois; J.D., University of Virginia. Study of the RICO Statute
Evelyn Elgin, B.A., Wellesley; J.D., University of Virginia; L.L.M. (Taxation), New York University. Professional Responsibility in Federal Tax Practice (summer session)
John N. Erlenborn, B.A., University of Chicago; J.D., Loyola University of Chicago. Graduate Seminar: Employee Benefits Law
Marianne Evans, B.B.S.(Accounting), J.D., Oklahoma City University; LL.M.(Taxation), Georgetown; C.P.A. State and Local Taxation

Lester G. Fant, B.A., Vanderbilt University; LL.B., Harvard. Graduate Seminar: Advanced Corporate Taxation

Wendell M. Faria, B.B.A., City University of New York; J.D., University of California/Berkeley. Securities Activities of Banks and Insurance Companies (summer session)

Jerry Feigen, B.A., Brooklyn College. International Venturing and New Enterprise Development

Burton Finkelstein, B.B.A., City College of New York; LL.B., University of Pennsylvania. Securities & Financial Frauds

T. Keith Fogg, B.A., LL.M., William and Mary, J.D., University of Richmond. Federal Taxation of Bankruptcy and Workouts

Glenda A. Fowler, B.A., Emory University; M.S.L.S., University of North Carolina; J.D., Georgetown. Estate and Gift Taxation


Jerome H. Fridkin, B.S., University of Pennsylvania; J.D., Temple; LL.M.(Taxation), Georgetown. Tax Practice and Procedure (Litigation)

Kathleen G. Gallagher, B.A., Manhattanville College; J.D., Suffolk University; LL.M., Georgetown. Small Business Financing and Venture Capital

Mary Anne Gibbons, B.A., Mundelein; M.A., Northwestern; J.D., Catholic University. Legal Research and Writing for Foreign Lawyers

Richard W. Gibson, A.B., Fordham University; J.D., Catholic University. Practice and Procedure before the NLRB

Israel Goldowitz, B.A., Boston University; J.D., George Washington. ERISA: Plan Termination and Withdrawal Liability

Mohan G. Gopal, LL.B., Delhi University, India; LL.M., S.J.D., Harvard. International Commercial Transactions; Law and Development Seminar


Carl J. Green, A.B., Harvard; University of Hong Kong (Harvard University Travelling Fellow); J.D., Yale. Japan-U.S. Business Transactions; Legal Framework of the U.S.-Japan Economic Relationship


Joseph P. Griffin, B.A., University of Virginia; J.D., University; Diploma in Law, Oxford University. European Union Law II: Seminar in Business Law


Thomas S. Harman, B.A., Duke; J.D., University of Virginia; LL.M., Georgetown. Regulation of Investment Companies and Advisers


Harold J. Heltzer, B.A., City College of New York; LL.B., New York University; LL.M.(Taxation), Georgetown. Tax Practice and Procedure (Administrative Practice)

Harry J. Hicks, B.A., William and Mary; J.D., University of Virginia; LL.M.(Taxation), New York University. Taxation of Property Transactions


Peter A. Hornbostel, B.A., Brown; J.D., Columbia. *Structuring and Financing Foreign Investments*

Mark René Joelson, A.B., J.D., Harvard College; School; Diploma in Law, Oxford University. *Graduate Seminar: Legal Issues in U.S. Trade Policy*

Joshua M. Javits, B.A., Yale; J.D., Georgetown. *Alternative Dispute Resolution in Employment and Labor Law; Labor Arbitration*

J. Walker Johnson, B.A., Cornell; J.D., University of Kansas; LL.M.(Taxation), Georgetown. *Taxation of Financial Institutions and Products*

Anne Joyce, B.A., Yale; J.D., Harvard. *Introduction to U.S. Constitutional Law*

Bruce Justh, B.S., University of Pittsburgh; M.S., J.D., Northeastern. *The Law of Occupational Safety and Health*

Alan Kaden, B.S., University of Pennsylvania; J.D., Columbia. *Corporate Income Tax Law II*

Gerald A. Kafka, B.S., Wheeling Jesuit College; J.D., University of Cincinnati; LL.M.(Taxation), Georgetown. *Tax Practice and Procedure (Litigation)*

Jonathan Kallman, B.A., Brandeis University; J.D., Benjamin N. Cardozo School of Law. *Regulation of Securities Professionals and the Securities Markets*

Richard G. Ketchum, B.A., Tufts; J.D., New York University. *The SEC and Contemporary Regulatory Problems*

Kevin M. Keyes, B.S., Bowling Green State University; J.D., Case Western Reserve University; CPA. *Income Tax Accounting*

Daoud L. Khairallah, Licence en Droit, Lebanese University; M.C.L., LL.M., S.J.D., University of Michigan. *Structuring and Financing Foreign Investments*

Clifford E. Kirsch, B.S., Cornell; J.D., Hofstra. *Securities Activities of Banks and Insurance Companies (summer session)*

John J. Klusaritz, B.S., Lehigh; J.D., Harvard. *Corporate Income Tax III*

The Honorable David Laro, B.A., University of Michigan J.D., University of Illinois; LL.M.(Taxation), New York University. *Advanced Pension Planning Seminar*

Robert Lavery, M.B.A., University of Michigan; CPA. *Accounting for Securities Lawyers*

Michael T. Leibig, B.A., Georgetown; J.D., University of Virginia. *Labor Relations in State and Local Government; Termination of Employment Seminar*

Benedict M. Lenhart, B.A., University of Michigan; J.D., Harvard. *Introduction to U.S. Constitutional Law*

Jeffrey M. Lepon, A.B., J.D., Harvard. *Japanese Legal System*

Howard J. Levine, B.A., Hunter College, CUNY; J.D., State University of New York/Buffalo; LL.M.(Taxation), Georgetown. *Graduate Seminar: International Taxation*

Eugene A. Lopez, B.A., Cathedral College Seminary; J.D., St. John’s University. *Global Securities Markets*


Gerald A. Malia, B.S., St. Peter’s College; J.D., LL.M., Georgetown. *Customs Law*

Nancy J. Marks, B.A., Boston State College; J.D., Suffolk University. *Pensions and Other Deferred Compensation I*

Carol M. Mates, A.B., Bamard College; J.D., Columbia. *International Commercial Transactions*

Arthur F. Mathews, A.B., Union; LL.B., J.D., Albany; LL.M., Georgetown. *Securities and Financial Frauds*

Shavit Matias, LL.B., Tel-Aviv University; LL.M., Georgetown. *Israeli Legal System*

Philip A. McCarty, B.S., University of Colorado; J.D., University of Denver; LL.M., New York University. *Income Tax Accounting; Taxation of Partnerships; U.S. Taxation of International Income II*
Timothy E. McKay, B.S., Utah State University; in progress: Chartered Financial Analyst, Institute of Chartered Financial Analysts. *Accounting for Securities Lawyers*


Allan I. Mendelsohn, Diploma, Sorbonne; LL.B., University of Illinois; LL.M., Harvard. *International Transportation Law Seminar*

Robert S. Mintz, B.A., University of Colorado; J.D., American University; LL.M. (Taxation), New York University. *U.S. Taxation of International Income I*

John R. Mooney, B.A., College of William & Mary; J.D., Catholic University. *Practice & Procedure before the NLRB*


Allan I. Mendelsohn, Diploma, Sorbonne; LL.B., University of Illinois; LL.M., Harvard. *International Transportation Law Seminar*

Robert S. Mintz, B.A., University of Colorado; J.D., American University; LL.M. (Taxation), New York University. *U.S. Taxation of International Income I*

John R. Mooney, B.A., College of William & Mary; J.D., Catholic University. *Practice & Procedure before the NLRB*


Richard J. Morvillo, A.B., Colgate; J.D., Fordham. *Professional Responsibility in Corporate and Securities Practice*

Michael Mulroney, B.S.C., State University of Iowa; J.D., Harvard. *Professional Responsibility in Federal Tax Practice*

Edward R. Neaher, Jr., B.A., Williams College; J.D., Cornell. *International Commercial Transactions*

Lester Nurick, B.S.S., City College of New York; LL.B., Brooklyn Law School. *Structuring and Financing Foreign Investments*

James C. O'Brien, B.A., Macalester College; M.A., University of Pittsburgh; J.D., Yale. *Legal Constraints on the Foreign Affairs Power*

Frank J. O'Connell, B.B.A., Notre Dame; J.D., Georgetown. *Corporate Income Tax Law I*

James T. O'Hara, B.S., Kings College; LL.B., Catholic University; LL.M., Georgetown. *Corporate Income Tax Law II*

William T. Onorato, B.A., Cornell; LL.B., University of Pennsylvania; Ph.D., Cambridge. *International Commercial Transactions*

Mary Oppenheimer, A.B., Oberlin; M.A., University of Michigan; J.D., University of San Francisco. *Pensions and Other Deferred Compensation I (summer session)*


Robert C. O'Sullivan, B.A., Boston College; J.D., Harvard; M.A., Georgetown. *Structuring and Financing Foreign Investments (summer session)*

Phillip D. Parker, A.B., Kenyon College; J.D., University of Virginia. *Graduate Seminar: Current Issues in Securities Regulation*


Evelyn A. Petschek, A.B., Smith College; J.D., LL.M. (Taxation), New York University. *Pensions and Other Deferred Compensation I*


Markus G. Puder, First and Second Examinations in Law, Ludwig-Maximilians Universitaet, Munich; LL.M. (Common Law Studies), Georgetown. *European Union Law I*

John M. Ramsay, B.A., University of Texas; J.D., University of Michigan. *Regulation of Securities Professionals and the Securities Markets*


Thomas L. Riesenberg, B.A., Oberlin; J.D., New York University. *Graduate Seminar: Current Issues in Securities Regulation*

Davis R. Robinson, B.A., Yale; LL.B., Harvard. *Graduate Seminar: Extraterritoriality*

Robert M. Rosen, B.B.A., City College of New York; LL.B., Brooklyn; LL.M., New York University; CPA. *Consolidated Returns: Principles and Planning*
Marc Rosenblum, A.B., M.A., Hunter College/CUNY; Ph.D., University of Minnesota; J.D., Georgetown. *Equal Employment Opportunity Law (summer session)*

Michael I. Sanders, B.S., LL.B., New York University; LL.M., Georgetown; CPA. *Tax Treatment of Charities and Other Nonprofit Organizations*

Arthur G. Sapper, B.A., State University of New York (Buffalo); J.D., Georgetown. *The Law of Occupational Safety and Health*

Paul A. Schecter, B.S., Wilkes College; J.D., New York University; LL.M.(Taxation), Georgetown. *Corporate Income Tax Law II*

David J. Scheffer, A.B., Harvard; B.A., Honour School of Jurisprudence, Oxford; LL.M.(ICL), Georgetown. *International Organisations*

William A. Schmidt, B.A., J.D., University of Virginia; LL.M.(Taxation) Georgetown. *ERISA: The Fiduciary Provisions; ERISA: Participant Rights*

Peter K. Scott, B.A., J.D., University of Tulsa; LL.M.(Taxation), Georgetown. *Tax Practice and Procedure (Administrative) (summer session)*

Bernard M. Shapiro, B.A., Washington & Lee; J.D., LL.M.(Taxation), Georgetown. *Income Taxation of Trusts and Estates*

Sandra H. Shapiro, B.A., J.D., University of Minnesota. *Rights of Public Employees*

Stephen H. Sherman, B.S., Drexel University; J.D., The Dickinson School of Law; LL.M.(Taxation), Georgetown. *Pensions and Other Deferred Compensation II*

Linda K. Shore, B.A., Boston University; J.D., University of Michigan; LL.M.(Labor Law), Georgetown. *ERISA: Participant Rights*

Theodore Sonde, B.A., City College of New York; LL.B., New York University; LL.M., Georgetown. *Professional Responsibility in Corporate and Securities Practice*

Giovanna T. Sparagna, B.A., Richard Stockton State College of New Jersey; J.D., Syracuse University; LL.M.(Taxation), Georgetown. *Tax Aspects of International Reorganizations, Acquisitions and Dispositions*

Samuel P. Starr, B.S., Pennsylvania State University; J.D., University of Virginia; LL.M.(Taxation), Georgetown. *Taxation of S Corporations*

Larry R. Steffes, B.A., Marquette; J.D., University of Wisconsin. *Legal Research and Writing for Foreign Lawyers*

Herbert F. Stevens, S.B., MIT; J.D., Catholic University; LL.M., Georgetown. *Advanced Partnership and Real Estate Transactions*

Russell B. Stevenson, B.M.E., Cornell; J.D., Harvard. *International Venturing and New Enterprise Development*

David P. Stewart, B.A., Princeton; M.A., J.D., Yale; LL.M., New York University. *International Human Rights Law; International Criminal Law*

Jonathan Strum, B.A., Hamilton College; J.D., Cardozo School of Law; LL.M., Georgetown. *Israeli Legal System*

J. Edward Swails, B.A., Winona State University; MBA, University of Wisconsin; J.D., University of Michigan. *State and Local Taxation*

C. David Swenson, B.A., J.D., University of Mississippi; LL.M.(Taxation), Georgetown. *U.S. Taxation of International Income II*

Philip M. Tatarowicz, B.A., Illinois Benedictine College; J.D., Northern Illinois University; LL.M.(Taxation), Georgetown; CPA. *Graduate Seminar: Comparative State and Federal Taxation*


Dana L. Trier, B.A., Indiana University; J.D., University of Michigan. *Business Planning*


M. David Vaughn, B.A., J.D., University of Michigan. *Alternative Dispute Resolution in Employment and Labor Law; Labor Arbitration*
Charles Owen Verrill, A.B., Tufts; J.D., Duke. *International Trade Law and Regulation*
Jean A. Walker, B.A., American University; J.D., Howard University. *Graduate Seminar: Comparative State and Federal Taxation*
Linda M. Wellstein, B.A., Marquette; J.D., Georgetown. *International Telecommunications Regulation*
Marcia A. Wiss, B.S.F.S., J.D., Georgetown. *Structuring and Financing Foreign Investments*
Gary Witlen, B.S., Cornell; J.D., Georgetown. *Internal Affairs of Unions*
John Wolff, LL.D., University of Heidelberg; LL.M., Columbia. *Introduction to U.S. Legal Methods*
Mark D. Young, B.A., Tufts; J.D., Georgetown. *Regulation of Evolving Financial Instruments*
H. Karl Zeswitz, B.S., Pennsylvania State University; J.D., Dickinson; LL.M., Georgetown. *Corporate Income Tax Law I; Taxation of Partnerships; Income Tax Accounting*
APPENDIX B

SCHOLARSHIPS

Alumni Scholarship—Established by the Washington Club endowment, and awarded to students from the Washington metro area.

Arnold & Porter Scholarship—Established by Arnold & Porter, to be awarded to a second year law student from a disadvantaged background who has shown potential for academic achievement.

Andrew Hull Baker Scholarships—Established by the late Daniel W. Baker, LL.B., '92, LL.M., '93, a former United States district attorney and professor at the Law Center.

Baker & McKenzie Scholarship Fund—Established by the law firm of Baker & McKenzie to assist a minority law student with financial aid.

Rudolph B. and Suevia Nordlinger Behrend Scholarship—Established by Amy Behrend Goldstein and Ruth Behrend Small in memory of their beloved parents. Rudolph B. Behrend was an outstanding graduate and the valedictorian of the Class of 1897 and the Class of 1898.

Caryl S. Bernstein Scholarship—Established by Caryl S. Berrsntein, L'67, distinguished and loyal alumnae.

James Blower Memorial Scholarship—Established in memory of her husband James Blower, L'49 by his wife Betty.

The Theodore Cogswell Scholarship—Established in memory of Theodore Cogswell, L '16, by Elaine Ward Cogswell.

Lester Cohen Memorial Scholarship—Established by the law firm of Hogan & Hartson in memory of Lester Cohen, L'35 to be awarded to a third-year law student with outstanding scholastic achievement studying communication law.

The Paul Connolly Memorial Scholarship Fund—Established by colleagues and friends of the late Paul Connolly, a Washington, D.C. attorney and alumnus, LL.B., '48, LL.M., '52.

Michael J. Cuddy and Karen M. Cuddy Scholarship Fund—Established by Michael J. Cuddy, L'64, distinguished alumnus, and his wife Karen.

Nancy Reisinger Donovan Memorial Fund—Established in memory of the late Nancy Jean Donovan by her husband Daniel J. Donovan, L '68, family and friends; partially funded by matching grants from the General Foods Corporation.

Exxon Scholarship—Established by the Exxon Company, U.S.A., to be awarded to outstanding minority students at Georgetown University Law Center.
Bryan and Eleanor Farrell Scholarship—Established in 1990 in memory of Bryan, L'31 and Eleanor Farrell for the benefit of law students who have demonstrated financial need.

The Camile Simone Fegyveresi Scholarship—Established by her husband Thomas B. Fegyveresi, F'66.


James T. Finlen Scholarship Fund—Established by Jim Finlen, L '28, for the purpose of maintaining and educating needy students in the law school.

Walter Gutmann Scholarship—Established in 1993 by the estate of Walter Gutmann, L'42.

The Harnisch Family Scholarship—Established by the family of William O'C Hamisch, L'65, a distinguished lawyer and alumnus.

The John B. Hayward Scholarship—Established by the IBM Corporation in honor of the late John B. Hayward in recognition of the 50 years of distinguished service and his contribution to the patent policies of the Corporation.


Thomas V. and Mary B. Heyman Scholarship—Established by Thomas V. Heyman, L'62, distinguished and loyal alumnus and his wife Mary.

Frank J. Hogan Memorial Scholarship—Established by the firm of Hogan & Hartson and friends in memory of Frank J. Hogan.

Benjamin and Lillian Holstein Memorial Scholarship—Established by the Benjamin, L'36, and Lillian Holstein Estate.

Joseph A. Hoskins Scholarship Fund—Established by the family and colleagues of the late Joseph A. Hoskins, LL.B. '37, L.L.M. '39, a Kansas City, Missouri attorney.

Hunton & Williams Scholarship—Established by the law firm of Hunton & Williams.

The C. Keefe Hurley Scholarship—Established by C. Keefe Hurley, a Boston attorney and alumnus, LL.B. '34, J.D. '35.

Todd W. Johnson Scholarship Fund—Established by the late Todd W. Johnson, LL.B. '19, an attorney from California.

Edmund L. Jones Memorial Scholarship—Established by the firm of Hogan & Hartson to be awarded to a Georgetown University undergraduate who participated in collegiate sports.

Henry Kaiser Memorial Lecture and Scholarship Fund—Established by the family and friends of the late Henry Kaiser, to honor his contributions to labor law and the betterment of working people. The scholarship will be awarded to an outstanding law student studying labor relations.

The John F. Lanigan Scholarship—Established by the late John F. Lanigan, LL.B., '22.

Linda Hyatt Lauve Scholarship—Established by her mother Grace Hyatt in memory of Linda Hyatt Lauve, a member of the Class of 1989, whose untimely death in her third year was a great loss to her family, her children and the legal profession. Lauve scholars will be chosen on the basis of need, and will be students who exemplify Linda's commitment to using her talents to serve the needs of others.

Robert D. L'Heureux Memorial Scholarship Fund—Established by the National Cable Television Association and friends of the late Robert D. L'Heureux, LL.B., '40, L.L.M., '42, an attorney with the Federal Communications Commission.

Ralph B. Long Memorial Scholarship—Established in memory of Ralph B. Long, L'67, by his friends, family and former colleagues in the firm of Metzger, Shadyac & Schwarz.

The Eugene P. McCahill Scholarship Fund—Established by the James, L’60, and Catherine Denny Foundation in honor of Eugene P. McCahill, C’21, G’22, H’55.


The Daniel J. Piliero II Memorial Scholarship Fund—Established in memory of Daniel J. Piliero II, a Washington, D.C. attorney, committed parent and dear friend to Georgetown University, by his wife, Joyce, children, relatives, friends and colleagues to honor his memory.

The Daniel J. Sammon Scholarship Fund—Established in memory of her husband Daniel Sammon, L’60, by Juanita Sammon.

Thomas F. Schlafly Scholarship Fund—Established by Thomas F. Schlafly, C’70, L’77, distinguished alumri, to be awarded to financially needy law students.

The Schuyler Scholarship—Established by Jean H. and William E. Schuyler, Jr., L’40, a distinguished patent attorney.

Donald E. Schwartz Memorial Scholarship Fund—Established in memory of the late Georgetown University Law Center professor Donald E. Schwartz, by his family and friends, in recognition of his contributions to the development of corporate and securities law and to legal education.


Jonathan Sobeloff Memorial Scholarship Fund—Established by Mr. and Mrs. Isidore Sobeloff and family in memory of the late Georgetown University Law Center professor Jonathan Sobeloff, who taught at the Law Center from 1966 to 1979.

C.V. Starr Scholarship Fund—Established by the Starr Foundation in honor of its founder, the late C.V. Starr.

Howard E. Steinberg Scholarship—Established in 1993 by Howard Steinberg, L’69, a distinguished and loyal alumnus.

Jan A. Stransky Memorial Scholarship—Established by the family and friends of Jan A. Stransky, a member of the class of 1989 who died in his first year of law school. Reflecting Jan’s spirit of commitment to public and community service, the Stransky Scholarship is awarded to students participating in the Public Interest Law Scholars Program.

John F. and Noreen C. Sweeney Scholarship—Established in 1991 by John F., L’73, and Noreen C. Sweeney for outstanding students from Washington, D.C.

Davis and Maurine Weir Memorial Scholarship—Established by the Estate of Davis and Maurine S. Weir.

LOANS

Bernie R. Burrus Memorial Loan Fund—Established in memory of Professor Bernie R. Burrus.

Harry C. Cox Loan—Established by the Estate of Irma C. Cox in memory of her husband Harry C. Cox, L’12.

The Dean’s Loan Fund (The Law Center Loan Fund II)—Established by an alumnus and benefactor as a supplement to The Law Center Loan Fund.

The DeCrane Loans—Established by Mr. and Mrs. Alfred DeCrane, L’59.

The Ralph J. Gilbert Loan Fund—Established by Ralph Gilbert, L'57, a retired partner from Baker & McKenzie in Chicago, to honor the memory of Philip A. Ryan, his teacher, partner and friend.

The George Arthur Ginsberg Loan—Established in 1993 by Mattie L. Ginsberg in memory of her husband, George A. Ginsberg, L'24.

John J. Held and Yvonne J. Held Loan Fund—Established by John J. Held, L'60, distinguished alumnus, and his wife, Yvonne, to be awarded, with preference, to an outstanding married law student and more particularly, residing in the states of Illinois, Indiana, Kentucky or Ohio.

George Link, Jr. Foundation Loans—Established by the George Link, Jr. Foundation of New York.


The Kuro Murase Loan Fund—Established by Jiro Murase, L'58, in memory of his father and by Saturo Murase, L'83, in memory of his grandfather.

Edward M. Ricci and the Honorable Mary E. Lupo Loan Fund—Established in 1992 by Edward M. Ricci, L’73 and the Honorable Mary E. Lupo, L’74, to support those students dedicated to serving the public interest.


William and Rebecca Sachs Loan—Established by Sidney S. Sachs, L'41, in memory of his parents.

The Joseph E. and Madeline M. Sheehy Student Loan Fund—Established by Mrs. Sheehy and the late Mr. Sheehy, LLB. '24, an attorney and official with the Federal Trade Commission and a member of the adjunct faculty of the Law Center from 1959 to 1969.

PRIZES AND AWARDS

American Bar Association-Bureau of National Affairs Award for Excellence in the Study of Labor and Employment Law. This award is designated to the top student of each section of Labor and Employment Law. In recognition of their academic excellence, each student will receive from the cosponsors a certificate and a choice of one of eight Section of Labor and Employment Law books published by The Bureau of National Affairs.

American Bar Association Section of Urban, State, and Local Government Law Certificate of Recognition. This award is designated to the top student of each section of Land Use and Local Government Law. Each student will receive from the American Bar Association a personalized award certificate in recognition of their academic achievement.

American Jurisprudence Award. The Lawyers Co-operative Publishing Company, in recognition of outstanding scholastic achievement, awards a certificate to the highest ranking student from each class section of designated courses. In addition, an American Jurisprudence credit voucher worth $100 towards the purchase of any publication of The Lawyers Co-operative Publishing Company will be awarded to the student with the best academic performance in each Trial Practice section, the editor-in-chief of each law journal, and every member of Moot Court.

Arent, Fox, Kintner, Plotkin & Kahn Award. Established by the Washington, D.C. law firm of Arent, Fox, Kintner, Plotkin & Kahn. Each participating law school is eligible to nominate up to three candidates for each year's awards, which will be made by a committee appointed by the President of the District of Columbia Bar from among the members of the Board of Governors of that Bar.
The Beaudry Cup. The Beaudry Cup appellate advocacy competition was established in 1952 to honor the best advocates of the first-year class. It is named in honor of Robert J. Beaudry, who distinguished himself by virtue of his outstanding enthusiasm, scholarship and ability in oral argument, and who was killed in a tragic accident in the spring of his first year. Each year, the name of the winner of the Competition is inscribed on the Beaudry Cup, on permanent display in the trophy case outside the Hart Moot Courtroom. In addition, a faculty prize of $500 is distributed among the competition finalists.

BNA Law Student Award. A certificate and one-year subscription to the U.S. Law Week or the BNA Civil Trial Manual are awarded annually to the graduating student who has made the most satisfactory scholastic progress during his or her last year in law school.

The Nathan Burkan Memorial Competition. This competition was established by the American Society of Composers, Authors and Publishers in memory of Nathan Burkan. An award of $500 is made each year to the student submitting the best thesis, in the judgment of the Dean, on an assigned subject in the field of copyright law and the paper is placed in a national competition for an award of $3,000. The second place award is $200.

The Jeffrey Crandall Award. A prize of $100 will be awarded annually to the third-year student who best exemplifies the ideals and commitment of the late Jeffrey Crandall, whose involvement in Legal Aid and personal dedication to his fellow man inspired the establishment of the fund in his name.

The Dean Hugh J. Fegan Memorial Prize. A prize of $100 is awarded annually to the student in the Day Division with the best overall academic record at the conclusion of the first year. The award is given in memory of Dean Fegan, who devoted nearly half a century to the Law School. His guiding presence from 1911 to 1943 greatly enhanced Georgetown's development during these critical years.

Michael Feldman Advocacy Award. This is an award given by vote of the students in the Criminal Justice Clinic to the outstanding advocate in the clinic.

Georgetown Club of Metropolitan Washington, D.C. Award. The Georgetown Club of Metropolitan Washington, D.C. annually awards a gift to the graduating J.D. student from the Metropolitan Washington, D.C. area with the best overall academic performance.

Alan J. Goldstein Memorial Award. An annual cash award to the Maryland Criminal Justice Clinic student who best demonstrates the qualities Alan Goldstein tried to instill in his students: the use of intelligence, creativity, and resourcefulness in defending criminal clients and a dedication to criminal law, fair play, and justice.

Greenfield Trial Practice Award. Two $1000 awards to help defray the cost of student loans are given to students in the Criminal Justice Clinic; one to a student who has accepted a job as a prosecutor and one to a student who has accepted a job as a public defender.

The Nelson T. Hartson Memorial Award. This annual scholarship award, in the amount of $2,000, is made to a graduating Georgetown University Law Center student in the Juris Doctor program on the basis of scholastic achievement, economic need, or a combination of the two factors. The scholarship is used for graduate study in a degree program permitting concentration of a majority of the graduate student's hours in the field of tax law at any accredited institution selected by the recipient. The graduate study may be undertaken on either a full-time or part-time basis.

The fund to support the Award was donated in 1977 by the law firm of Hogan and Hartson as a memorial to its distinguished founding partner, Nelson T. Hartson, Esquire. Mr. Hartson served as the senior partner of the firm for 47 years and was for a time an Adjunct Professor of Taxation at the Law Center.

The International Academy of Trial Lawyers' Award. Each year a plaque is awarded to trial clinic students excelling in the art of advocacy. One graduating senior from each of the advocacy clinical programs is selected by the Dean upon the recommendation of the faculty supervisors for the clinics.
Edmund L. Jones Memorial Award. Established by the Washington, D.C. law firm of Hogan & Hartson in memory of the late Edmund L. Jones, LL.B. '16, a senior partner of the firm.

The Juvenile Justice Clinic Public Service Award. This cash award, provided by the alumni of the Juvenile Justice Clinic to help defray the cost of student loans, is given each year to a graduating clinic student who has accepted a job providing service to the community.

The Kappa Beta Pi Prize. A cash award is made annually to the student with the highest academic average upon the completion of the first year.

The Milton A. Kaufman Prize. The Milton A. Kaufman Prize of $100 is offered annually to the student who does the best work for the year on the Georgetown Law Journal. The late Milton A. Kaufman of the District of Columbia Bar was graduated from the Law Center in the class of 1913.

The Charles A. Keigwin Award. Each year a plaque is awarded to the student in the Evening Division with the best overall academic record at the conclusion of the first year. The prize honors the memory of Charles Keigwin, a distinguished professor at the Law School for over 20 years.

John F. Kennedy Labor Law Award. In memory of John F. Kennedy, President of the United States, January 20, 1961 to November 22, 1963, a fund has been created by Jacob Kossman in the amount of $3,000. The income from this fund will be used to award an annual prize of $200 to the graduating senior who has achieved the best overall performance in the course of Labor Law.

An additional sum has been given by Mr. Kossman for the creation and annual award of a plaque to accompany the John F. Kennedy Labor Law Award.

The Leahy Prize Argument. Each year, the best Moot Court advocates in the Law Center are honored in the Leahy Prize Argument, open to all upperclass students. The Argument is named in memory of William E. Leahy, a Law Center alumnus and an outstanding advocate. The name of the winner of the Argument is inscribed on the Leahy Cup and on the Roll of Best Advocates on permanent display outside the Hart Moot Courtroom. In addition, an $800 faculty prize is distributed among the finalists in the competition.

The Francis E. Lucey, S.J. Award. The graduating student who has earned the highest academic average for his or her law school career will receive a plaque, awarded in honor of Rev. Francis E. Lucey, Regent of the Law School for 30 years. Father Lucey guided the school during the difficult years of the Depression and World War II and lived to see Georgetown's emergence as the important national law school which it is today.

James John McTigue Essay Award. Each year the Dean selects a group of seminars eligible to compete for this award. A certificate and a cash prize of $200 is made annually to the author of the best seminar paper for each designated seminar.

The George Brent Mickum III Prize. The family, colleagues and friends of George Brent Mickum II, C'49, L'52, have established this prize to honor the memory of George Mickum, a former member of the firm of Steptoe and Johnson. The prize of $3,000 is awarded annually to the student with the best overall academic record at the conclusion of the first year.

The Saint Thomas More Award. An award consisting of a framed certificate will be given to the top three graduating note authors for their outstanding work on the Georgetown Journal of Legal Ethics and their names will be added to a plaque in the Georgetown Journal of Legal Ethics office.

The John M. Olin Prize in Law and Economics. This prize is awarded annually to the student who writes the best paper in the workshop comprising part of the John M. Olin Program in Law and Economics of the Georgetown University Law Center.

Vincent G. Panati Memorial Award. From proceeds of a fund created by the friends of the late Vincent G. Panati, LL.B., 1934, former first Assistant District Attorney for Philadel-
phia and former Secretary of Revenue for the Commonwealth of Pennsylvania, a prize of $200 is awarded each year to the student in the Day or Evening Division achieving the best combined scholastic record in the courses in Criminal Justice.

Research Institute of America, Inc. Tax Publishing Division Student Award. This award is presented to the student achieving the best scholastic performance in each section of Tax I and Tax II. The student receives a personalized plaque and a letter of congratulations along with a one year subscription to the Current Guide to United States Taxes.

The Leon Robbin Patent Award. From proceeds of a fund created by Leon Robbin, LL.B., 1922, a gold medallion will be awarded annually to the graduating student who does the best work in the field of patent law at the Law Center.

The Sewall Key Prize. The Sewall Key Prize of $200 has been established by friends of the late Sewall Key, LL.B., Georgetown 1920, former Special Assistant to the Attorney General, Tax Division, Department of Justice. The prize is awarded annually to the graduating senior who does the best work in the field of taxation at the Law Center.

Shell Oil Corporation Scholars. A $2,000 scholarship to be awarded to three graduating students in the Juris Doctor program with outstanding records in courses in Taxation for the purpose of enrolling in the Master of Laws' in Taxation program at the Law Center.

The Tamm Memorial Award. A prize of $200 and a plaque are awarded annually as a prize for the best student writing on the *Georgetown Law Journal*. The award fund was created in memory of the Honorable Edward Allen Tamm by Chief Justice and Mrs. Warren Burger.

The Washington Law Reporter Prize. Established by the Washington Law Reporter Company, the Prizes consist of one-year subscriptions to the *Washington Law Reporter*. Awards are made annually to one student whose efforts during the preceding six months have most contributed to the success of the Student Bar Association. Selection is made by the Dean upon recommendation of the President of the Student Bar Association.

West Publishing Company Corpus Juris Secundum Award for Scholastic Excellence. A personalized plaque is presented to those first year students receiving the highest grade in each section of Civil Procedure, Contracts, Criminal Justice, Property, and Torts.

West Publishing Company Outstanding Scholastic Achievement Book Award. Each year the West Publishing Company awards a certificate and two volume book set from the Practitioner Treatise Series to the first, second, third, and fourth year law student who achieves the best scholastic record in his/her class.
FALL 1994

July 25  Fall Tuition due in full for all entering J.D. students.
August 17 Registration and Financial Aid Transactions: Entering J.D. evening students.
18 Registration and Financial Aid Transactions: First-year full-time J.D. students.
19 Orientation for entering evening J.D. students.
   Fall tuition for upperclass J.D. and Graduate students due by mail*
20 Orientation for entering full-time J.D. students.
   Registration: New Graduate students, J.D. visitors, and Transfer students
   Late Registration: Continuing students who did not register by mail ($50 late fee).
21 Financial Aid Transactions: All Graduate and upperclass J.D. students
   SBA Picnic and Welcoming Assembly for First-year J.D. students.
22 Classes Begin.
   First day to ADD/DROP a course
   Late Registration: ($70 late fee)
26 Last Day to ADD/DROP a course.
   (Sat. classes: see Registrar)
   Last Chance Lottery: Reconfirm course requests.

September 5 LABOR DAY HOLIDAY: No classes meet.
10-11 FACULTY RETREAT: No classes meet.
October 23-26 THANKSGIVING HOLIDAY: No classes meet.
November 5 Last Day of Classes.
6-7 Reading Period.
18-22 Final Exams.
22 All papers due unless other due date set by the professor.

SPRING 1995

January 5 Deferred Exams from Fall 1994.
6 Spring tuition due by mail for all students.*
9 Classes Begin.
   First day to ADD/DROP a course.
   Late Registration: ($70 late fee).
13 Last Day to ADD/DROP a course.
   (Sat. classes: see Registrar).
   Last Chance Lottery: Reconfirm course requests
16 MARTIN LUTHER KING HOLIDAY: No classes meet.
February 1 Mid-Year Diploma Presentation Ceremony
20 PRESIDENTS' DAY HOLIDAY: No classes meet.
21 Monday classes meet instead of Tuesday classes.
March 5-12 SPRING BREAK: No classes meet (same as Main Campus)
April 14-16 EASTER BREAK: No classes meet.
26 Friday classes meet instead of Wednesday classes.
27 Last Day of Classes,
   Saturday classes meet in the evening; no Thursday classes meet.
April/May 28-1 Snow Make Up and Reading Period.
   2-17 Final Exams.
   1 May Graduates—Papers due unless an earlier due date set by the professor.
   17 All Other papers due unless other due date set by the professor.
   29 Commencement

SUMMER 1995

May 31—August 1

* Tuition payments must be mailed in time to be received in the Office of Student Accounts by this date or payment
must be made in person at Arena Registration.
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