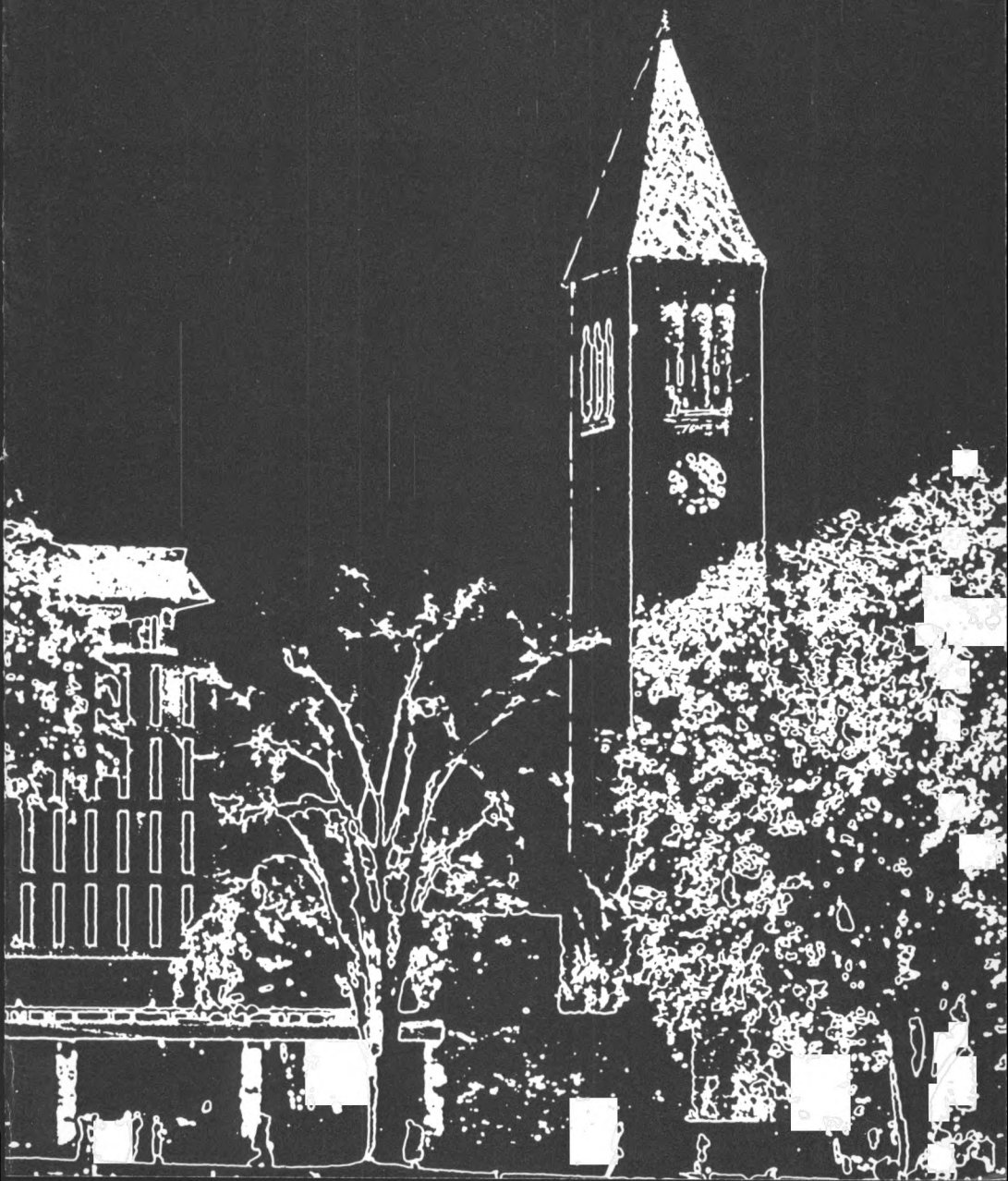


**Cornell
University
Announcements**

**Law
School**



Cornell University

Law School

1981–82

Cornell University Announcements (USPS 132–860)

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Cornell Law School

1981-82 Calendar

Fall Term

Orientation for new students
Fall term instruction begins, 8:15 a.m.*
Registration, 8:00-11:30 a.m.,
1:00-4:30 p.m.
Labor Day (University holiday)
Fall recess begins:
Instruction suspended, 1:10 p.m.
Instruction resumed, 8:45 a.m.
Thanksgiving recess begins:
Instruction suspended, 5:25 p.m.
Instruction resumed, 8:15 a.m.
Fall term instruction ends, 5:25 p.m.
Reading period begins
Final examinations begin
Final examinations end

Tuesday, August 25
Wednesday, August 26

Monday, August 31
Monday, September 7

Saturday, October 17
Thursday, October 22

Wednesday, November 25
Monday, November 30
Wednesday, December 9
Thursday, December 10
Friday, December 11
Wednesday, December 23

January Intersession

(required for first-year students; elective for upperclass students)

Instruction begins
Instruction ends

Monday, January 4
Friday, January 22

Spring Term

Spring term instruction begins, 8:45 a.m.
Registration, 8:00-11:30 a.m.,
1:00-4:30 p.m.
Spring recess begins:
Instruction suspended, 1:10 p.m.
Instruction resumed, 8:45 a.m.
Spring term instruction ends, 5:25 p.m.
Reading period begins
Final examinations begin
Final examinations end
Law School Convocation
Commencement Day

Monday, January 25

Monday, January 25

Saturday, March 27
Monday, April 5
Friday, May 7
Saturday, May 8
Tuesday, May 11
Saturday, May 22
Saturday, May 22
Sunday, May 30

The dates in this calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University has scheduled classes on religious holidays. It is the intent of the University that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

The Law School calendar differs in a number of ways from the University academic calendar. Please consult *Introducing Cornell* for details.

*Wednesday, August 26, the first day of Law School classes, will have a Monday class schedule, because there will be no classes on Labor Day.

Announcements

Contents

2	1981-82 Calendar
5	Law School
7	Admission
9	Finances
10	The Curriculum
13	Specialized and Combined Degree Programs
15	Evaluation of Work
16	Graduate Program
18	Law School Activities
20	Placement Service
20	Living at Cornell
23	Description of Courses
23	First-Year Courses
23	Second-Year Electives
24	Second- and Third-Year Electives
28	Problem Courses and Seminars
32	Nonprofessional Courses
32	Scholarships and Prizes
35	Lectureships
39	Register
39	University Administration
39	Law School Faculty and Staff
40	Law School Advisory Council
43	Index

The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



Cornell University

Law School

Since its founding in 1887, the Cornell Law School has exemplified the ideal stated by President Andrew D. White in anticipation of the school's establishment: "Our aim should be to keep its instruction strong, its standards high and so to send out, not swarms of hastily prepared pettifoggers, but a fair number of well-trained, large-minded, morally based *lawyers* in the best sense, who, as they gain experience, may be classed as *jurists* and become a blessing to the country, at the bar, on the bench, and in various public bodies."

The primary purpose of the school is to prepare lawyers who will render the highest quality of professional service to their clients, who are interested in, and capable of, furthering legal progress and reform, and who are prepared to fulfill the vital role of the lawyer as a community leader and a protector of ordered liberty. Five principal elements are necessary to accomplish this stated purpose: a talented and dedicated faculty, a highly qualified student body, a broadly diversified and well-structured curriculum, excellent physical facilities, and a strong relationship with an outstanding university.

Faculty and Curriculum

The Cornell Law School faculty is an unusually talented group of men and women dedicated to the education of future lawyers. Through research, publication, and above all teaching, the Law School faculty sets and maintains the highest possible ethical and academic standards for itself and for its students. To this end, the faculty has designed a curriculum that accomplishes several major goals. Prominent among these is supplying the student with a working knowledge of the existing legal system, its principles and its doctrines. Clients cannot be served effectively or liberties preserved by lawyers lacking such knowledge, and the law cannot be improved by attorneys having only a vague and fragmentary knowledge of current legal institutions.

The curriculum is, of course, designed to accomplish other goals as well. Students are trained in legal reasoning and become aware of both the virtues and the defects of the existing legal order. They are reminded of economic, political, and social values that compete for recognition and implementation through law. They are prepared to counsel wisely and

to reason impartially and soundly concerning current public issues. Above all, students are continually reminded of the ethical responsibility of the lawyer and the necessity for the highest personal and professional standards.

To further these ends, emphasis in the curriculum is placed on the origin of legal doctrines and rules, the factors that influence change, the social purpose and significance of legal principles, and the role played by law as a rational method for resolving disputes. Recognizing the complexity and diversity of modern society and its corresponding legal order, the faculty continues to modify and expand the curriculum to keep pace with current developments. Welfare law, environmental law, energy law, and many other areas are included in the Law School curriculum, providing the student with a wide range of course offerings to suit particular needs and interests. Relationships with other disciplines, especially the social sciences and humanities, are developed and encouraged.

Experience has demonstrated that the best legal training is not gained from study devoted primarily to the decisions and statutes of any single state. Such specific training in law school is not required to enable the student to qualify for admission to the bars of the various states. The Cornell Law School provides a broad training in the methods and spirit of the law, supplemented by guidance in the examination of local peculiarities. Such training results in a more effective lawyer than can be produced by instruction of narrower scope.

Students

The Law School students are men and women who represent a wide range of interests, skills, abilities, and accomplishments. They come from every state and from every conceivable type of undergraduate institution. There is currently a total enrollment of about 515 students, representing most states and about 150 colleges. About 34 percent of the students are women, and 10 percent are minority students.

Applicants present credentials that represent a variety of test scores, undergraduate records and major fields, extracurricular activities, work experiences, and special circumstances. Increasing numbers of students have been involved in some kind of academic or nonacademic activity between

graduation from college and entrance into law school. Some students have even had successful careers in other fields of endeavor but have decided to pursue a legal education. As a result, the ages and experiences of the students vary significantly. This diversity provides an exciting environment for the exchange of ideas and opinions—an invaluable aid in the process of legal education.

Facilities

The Law School is situated on the campus of Cornell University in Ithaca, New York, one of the most beautiful college campuses in the United States. Although on campus, the school is self-contained, having its own classrooms, library, dormitory, and dining hall.

Myron Taylor Hall, which contains classrooms, the Law Library, and faculty offices, furnishes splendid facilities for studying law and doing legal research and beautiful surroundings in which to work. Provision for the comfort and convenience of students includes carrels in the library stacks for quiet study, rooms for student organizations and activities, student lounges, and a squash court.

Hughes Hall, a residence center for unmarried students, is adjacent to Myron Taylor Hall. The Hughes Hall cafeteria serves the Law School and is open to all members of the Cornell community. Hughes Hall was named in honor of Chief Justice Charles Evans Hughes, a member of the Law School faculty from 1891 to 1895.

The University

The Law School benefits from its association with the research and instructional facilities of a major university. There are an increasing number of inter- and cross-disciplinary programs and courses in which the school plays a role. In addition, the school participates in joint degree programs with a number of other divisions within Cornell University. These programs are described on pages 13–15 of this Announcement.

The cultural and intellectual life of the University community is large and varied. Cornell University, with a total student population on the Ithaca campus of about 16,700, provides excellent opportunities for participation in and enjoyment of art, athletics, cinema, music, and theater, and its activities are supplemented by those at other nearby colleges.

Location

The Law School benefits from its location in Ithaca, a city of about 29,000 in the Finger Lakes region of New York State, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. The University is bounded on two sides by gorges and waterfalls; open countryside, state parks, and year-round recreational facilities are only minutes away. Excellent sailing, swimming, skiing, hiking, and other outdoor activities are available.

Ithaca is one hour by airplane and five hours by car from New York City, and other major metropolitan

areas are easily accessible. Direct commercial flights connect Ithaca with New York City, Chicago, Pittsburgh, Washington, D.C., and other cities.

Size

The Cornell Law School, with an enrollment of about 515 students, is medium-sized among American law schools. The school is large enough to offer a wide and varied curriculum but small enough to provide a human scale that avoids impersonality. The full-time faculty, permanent members plus visitors, currently numbers twenty-eight, producing an excellent student-faculty ratio. In addition, several part-time teachers offer courses in specialized areas. The size of the school is conducive to close relationships among students, faculty, and administration. Numerous social activities involve nearly all members of the Law School community, and there is a strong feeling of collegiality.

First-year classes are currently sectioned so that each student has one class in a major subject with an enrollment of less than thirty. Other first-year classes vary in size, but most contain about eighty students. Legal writing classes for first-year students are usually taught in sections of seventeen students each. Second- and third-year classes vary in size, but many enroll between twenty-five and fifty students. Seminars and other courses involving research and writing on particular legal problems are ordinarily restricted to sixteen students each.

Faculty Advisers

Each student is assigned a member of the faculty who serves as a personal adviser throughout the three years of law school. All students may call on members of the faculty at any time in their offices for discussion and assistance in connection with problems arising in their programs of study.

Law Library

The Cornell Law Library, one of the finest in the country, contains more than 335,000 volumes arranged to give students direct access to the books. Its collection of the statutes and court decisions of the United States and Commonwealth countries is outstanding. In addition, the library has excellent collections of legal periodicals, treatises, and encyclopedias and research tools for locating information in them. The collection of records and briefs filed on appeal in the United States Supreme Court, the Second and Washington, D.C., Circuit Courts of Appeal, and the New York State Court of Appeals provide useful information for the researcher. The materials on international and foreign law provide an excellent research collection. LEXIS, a computer-based system for legal research, is available to students for on-line use.

The library staff of twenty full-time employees under the direction of the law librarian provides invaluable aid to the students. The University library system, which contains more than 4,250,000 volumes, is one of the major collections in the world and is readily accessible to law students.

Admission

Admission to the Cornell Law School is highly selective; about 3,800 applications for admission were received for the 175 places in the class admitted in the fall of 1981.

Many factors enter into an admission decision. The admission committee considers evidence of an applicant's intellectual ability, motivation, and character. Selection among highly qualified applicants is exceedingly difficult. The undergraduate transcript, faculty appraisals, the applicant's personal statement, and the Law School Admission Test (LSAT) score assist in measuring an applicant's aptitude. The Law School wants a diverse, interesting, and highly motivated student body. Thus the admission committee may give considerable weight to work experience, minority status, and other special circumstances brought to its attention. These factors are especially important for applicants whose grade point averages and LSAT scores are not fully competitive.

The class that registered in the fall of 1980 had a median LSAT score of about 685 and a grade point average of about 3.65.

Interviews with the director of admissions are not usually held for evaluative purposes. If an applicant wants more information about the program after reading this Announcement, a visit to the school may be useful. Accepted applicants are urged to visit the school.

The Law School accepts beginning students only on a full-time basis and only in the fall. The school reserves the right at any time to modify its rules and procedures with respect to admission, continuation in school, or graduation.

Equal Opportunity Policy

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

Prelaw Studies

The Cornell Law School does not prescribe a prelaw course of study. Law touches nearly every phase of human activity, and consequently there is practically no subject that can be considered of no value to the lawyer. Prelaw students should, however, be guided by certain principles when selecting college courses.

1. *Pursue personal intellectual interests.* Interest begets scholarship, and students derive the greatest benefit from studies that stimulate their interest.

2. *Attempt to acquire or develop precision of thought.* The lawyer must be able to express thoughts clearly and cogently, in both speech and writing. Courses in English literature and composition and in public speaking may serve this purpose. Logic and mathematics develop exactness of thought. Also meriting attention are economics, history, government, and sociology, because of their close relation to law and their influence on its development; ethics, because of its kinship to guiding legal principles; and philosophy, because of the influence of philosophic reasoning on legal reasoning and jurisprudence. Psychology helps the lawyer understand human nature and mental behavior. Some knowledge of the principles of accounting and of the sciences, such as chemistry, physics, and biology, will prove of practical value to the lawyer in general practice.

3. *Study cultural subjects.* Although a broad liberal arts education may have no direct bearing on law or a legal career, it will expand students' interests, help cultivate a wider appreciation of literature, art, and music, and make better-educated and well-rounded persons.

4. *Consider the utility of certain subjects to specialized legal careers.* For some a broad scientific background—for example, in agriculture, chemistry, physics, or engineering—when coupled with training in law, may furnish qualifications necessary for specialized work with the government, for counseling certain types of businesses, or for a career as a patent lawyer. A business or accounting background may be helpful for a person who wants to specialize in corporate or tax practice.

For additional information see the 1981–82 *Prelaw Handbook*, prepared by the Law School Admission Council and the Association of American Law Schools. This book includes material on law, lawyers, prelaw preparation, application to law schools, and study of law and contains specific information on most American law schools. It may be obtained at college bookstores or ordered from LSAT/LSDAS, Box 2000, Newtown, Pennsylvania 18940.

Summer Prelaw Program

Since 1976 the Cornell Law School, in conjunction with the Cornell University Summer Session, has offered a prelaw program for undergraduate college students interested in learning about legal education. The classes are taught by members of the Cornell Law School faculty. In the past, offerings have included such subjects as the adversarial process, family law, criminal law, environmental law, and property law. More information about the Prelaw Program may be obtained by writing to the Assistant Director, Prelaw Program, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853.

Requirements

The Law School usually requires an applicant for admission to the course of study leading to the Doctor of Law (J.D.) degree to have an approved degree before registration. An approved degree is

(1) any baccalaureate or higher degree with specialization in the liberal arts and sciences granted by a regionally accredited institution, or (2) any baccalaureate or higher degree with specialization in a professional field granted by a regionally accredited institution and involving at least forty-five semester credit hours in the liberal arts and sciences. The New York State Court of Appeals has interpreted *study in the liberal arts and sciences* to include courses "which have teaching objectives primarily requiring for their fulfillment, judgment and understanding based on content, concepts, fundamental theory, and history of a subject." Such study includes courses in the humanities, languages, literature, social sciences, mathematics, and biological and physical sciences.

A small number of highly qualified applicants may be admitted to the Law School after only three years of undergraduate education. The requirements for admission under these circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. Any arrangements regarding the awarding of a bachelor's degree must be made with the applicant's undergraduate institution.

The Law School may admit a limited number of highly qualified undergraduates registered in the College of Arts and Sciences at Cornell University if at the time of entry they will have completed 105 of the 120 credits required for the A.B. degree, including ninety-two credits in the College of Arts and Sciences.

Law School Admission Test

The Cornell Law School belongs to the Law School Admission Council, which oversees the development and administration of the LSAT and of some other services such as the Law School Data Assembly Service and the *Prelaw Handbook*. Because the LSAT is designed to measure aptitude rather than knowledge in a subject area, no special preparation is necessary. It is given on certain specified dates during the year at test centers throughout the country and at some overseas centers. The test is required of all applicants for admission to the Law School. The test score is used to supplement the college record, recommendations, and other factors that determine admission. Applicants should write to LSAT/LSDAS, Box 2000, Newtown, Pennsylvania 18940, requesting an application form and the *Law School Admission Bulletin*.

Registration with LSDAS

Each applicant must register with the Law School Data Assembly Service by completing and mailing the registration form supplied with the *Law School Admission Bulletin*. A transcript from each college or university attended should be sent to LSDAS, Box 2000, Newtown, Pennsylvania 18940.

LSAT/LSDAS reports will be produced only for applicants who submit the law school application matching form with their application to Cornell Law School. Therefore the Cornell Law School admissions

office can only process applications accompanied by a law school application matching form, found in each applicant's LSAT/LSDAS registration packet. Because the Law School Admissions Service cannot produce an LSAT or LSDAS report for Cornell without this form, the admissions office will return to the applicant any application received without it.

Regular applicants accepted by the Law School will be asked to submit directly to the school a final transcript, showing the awarding of a bachelor's degree.

Health Requirements

Students accepted for admission will be required to provide health histories on forms supplied by the University. The student is responsible for fulfilling this requirement, which may be met at the time of registration.

The Department of University Health Services strongly recommends that all graduate students have immunization against tetanus before entering the University. Initial and booster tetanus toxoid immunization shots are, however, available for a nominal charge at the Gannett Health Center.

Application and Registration Fee

The Admissions Office, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853, will, upon request, furnish an application for admission. All applicants for admission as candidates for a degree must fill out this form. Payment of a nonrefundable \$35 application and processing fee in the form of a check or money order payable to Cornell University must accompany each application.

Applicants are urged to complete their applications before January 1. All applications completed after February 1 are considered late. Admission decisions are made on a rolling basis. Every effort is made to notify applicants of a decision as soon as possible, but the admission process often extends until June. It is not unusual for an applicant who filed in the fall to be notified of a decision in late spring.

To secure a place in the class, each applicant accepted for admission must pay a \$150 registration fee after receiving notice of acceptance. Of this amount, \$50 is the nonrefundable University registration fee. The remaining \$100 is credited toward the first tuition bill. If plans change and the student decides not to attend Cornell Law School and notifies the admissions office by June 15, a \$100 refund is issued. If the notification is received by July 15, a \$75 refund is made.

Registration with Bar Authorities

The rules of certain states (not New York) require notification of the intent to begin study of law or registration with the bar admission authorities when the study of law is begun. After deciding to study law, the student should obtain instructions from the proper authorities (usually the state board of bar examiners or the clerk of the court of highest jurisdiction) in the state in which the student intends to practice. Failure to comply with such instructions may substantially

delay admission to the bar. For current bar requirements, applicants should consult *Law School and Bar Admission Requirements: A Review of Legal Education in the United States*, published annually by the American Bar Association.

Advanced Standing for Transfer Students

A student who has satisfied the entrance requirements for regular students, has successfully completed one year of law study in an approved law school, and is in good standing at that school may, at the discretion of the faculty, be admitted to advanced standing on the conditions that the faculty may prescribe. Usually only a small number of transfer students with exceptional academic records are admitted each year. In recent years there have been spaces for five to ten transfer students in each second-year class, but the exact number of available spaces is not known until late summer.

The admission committee is interested primarily in the applicant's performance and class rank during the first year of law school. Accepted transfer applicants have almost always ranked in the top 10 percent of their class during the first year of law school. The committee does not make a final decision until it receives an official transcript showing first-year law school grades, a letter from the dean's office of the present law school indicating that the student is in good academic standing, a similar letter from the dean's office at any school from which the student received a degree, an LSDAS report, and at least two letters of recommendation from professors. At least one of the two faculty appraisals must be from a law professor, preferably one with whom the student has had close academic contact.

The Cornell Law School will grant transfer students no more than thirty credit hours of advanced standing toward their J.D. degree. Transfer students may be awarded fewer than thirty credit hours of advanced standing, depending on the correspondence between first-year courses at Cornell and the transfer applicant's current law school. Details on specific cases may be obtained by corresponding with Nan Colvin, Registrar, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853.

The Cornell Law School financial aid office does not normally award scholarship assistance to transfer students for their first year at the school. All aid is in the form of loans. The transfer student is eligible for both scholarship and loan assistance during the second year at Cornell.

Special Students

Applicants who could fulfill the entrance requirements for admission but do not want to be degree candidates may, at the discretion of the faculty, be admitted as special students to work in the fields they choose. Applicants who have not completed the required amount of prelaw study, but whose maturity and experience indicate that they could pursue the study of law successfully, may, in exceptional cases

and at the discretion of the faculty, be admitted as special students, not degree candidates.

In many states, law study pursued by a student who is not a degree candidate may not be counted toward fulfillment of the requirements for admission to the bar examination.

Finances

The normal expenses for a single student, including tuition, fees, room, board, books, and incidentals, but not including travel and the registration deposit, are about \$12,600 for one academic year. A total of about \$14,985 should be projected for a married student without children. Married students with one child should anticipate expenses of about \$16,485 for nine months. These figures are the maximum expenses allowable in computing need for financial aid applicants. The table below is a guide to expenses:

	Single	Married
Tuition and fees (new students)*	\$7,250	\$7,250
Room and meals	3,130	5,130
Books and supplies	450	450
Clothing, laundry, cleaning, personal allowance, and incidentals	1,770	2,155
	\$12,600	\$14,985

*Tuition and fees for continuing students are \$7,000.

Tuition and Fees

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Tuition. The tuition for entering J.D. candidates and special students registered in the Law School in the academic year 1981–82 is \$7,250 for the academic year.

Application fee. Payment of a nonrefundable \$35 application and processing fee in the form of a check or money order payable to Cornell University must accompany each application for admission.

Registration fee. To secure a place in the class, each applicant accepted for admission must pay a \$150 registration fee after receiving notice of acceptance. Of this amount, \$50 is the nonrefundable University registration fee. The remaining \$100 is credited toward the first tuition bill. If plans change and the student decides not to attend the Cornell Law School and notifies the admissions office by June 15, a \$100 refund is issued. If the notification is received by July 15, a \$75 refund is made.

Special fees. Matriculated students who register late in any term must pay a graduated late-registration fee as follows: three weeks, \$30; four weeks, \$40; five weeks, \$50; six weeks, \$60; more than six weeks, \$60 plus \$25 for each week beyond six weeks. *Courses of Study* lists optional fees for meal plans, recreational activities, parking, and so on, and also includes such information as the penalties charged for replacing a lost ID card or for writing a bad check.

Financial Aid

The school has a comprehensive financial aid program designed to help students who demonstrate significant need. The school tries to meet the financial need of all students but cannot guarantee that it will be able to do so.

Except in extraordinary cases, applications for financial aid from entering students must be received by the admissions office by February 28. Applications for financial aid from currently enrolled students must, except in unusual cases, be received by February 15. Financial assistance is awarded for a year at a time only, and new applications are required each year. The amount and form of the award may vary from year to year on the basis of financial need and available funds. There is no guarantee that a student receiving a scholarship one year will receive a scholarship the next year. However, every effort is made not to reduce the award to a student whose financial circumstances remain the same.

All scholarship aid is awarded in conjunction with state-guaranteed student loan programs. When such loans are insufficient or unavailable, Cornell University loan funds or college work-study funds, or both, are used, if available. The Law School does not generally recognize a student's financial independence from parents or spouse in calculating need. Transfer students are not eligible for grants during the first year at Cornell.

A student who is not eligible for Law School scholarships or University loans may nevertheless be eligible for a federally subsidized, state-guaranteed loan provided for by the Middle Income Student Assistance Act of 1978. Interested students should contact their local banks for details.

First-year applicants for financial assistance must register with the Graduate and Professional School Financial Aid Service (GAPSFAS). A registration form for this service may be found in the *Law School Admission Bulletin* or may be obtained by writing to GAPSFAS, Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The form should be sent to GAPSFAS, where it will be analyzed, duplicated, and sent to each law school designated on the registration form. The Law School must receive the information from GAPSFAS by February 28. Students who are currently enrolled may obtain applications in the school's admissions office.

Employment during the Academic Year

The study of law, especially in the first year, demands so much time and energy that it is usually not advisable for a student to try to earn a large proportion of the expenses incurred during the academic year. A number of upperclass students have found interesting and remunerative part-time employment at the Law School, on the Cornell campus, and in Ithaca.

Requests for further information about employment should be directed to the Office of Student Employment, Cornell University, 203 Day Hall, Ithaca, New York 14853.

The Curriculum

Candidates for the degree of Doctor of Law (J.D.) must satisfactorily complete ninety-six weeks of law study and eighty-four semester credit hours. Seventy-two of these must be in professional law subjects. Subject in each case to the approval of the dean of students, courses related to legal training taught by members of the University faculty outside the Law School may be taken.

All first-year courses are required courses. After the first year there are only two specific course requirements. The first is the writing requirement, described in detail on pages 11–13. The second is a requirement that all students take a course covering professional responsibility. For the class of 1982 that requirement was met in Civil Procedure. For the class of 1983 and those to follow, an upperclass course in professional responsibility must be taken. Four courses offered during 1981–82 qualify: *Lawyers and Clients*, *Practice Ethics*, *Law Practice Dynamics*, and *Professional Responsibility*. During the second and third years students may not register for fewer than twelve hours or more than sixteen hours in any one term, or for fewer than twenty-seven hours in any one academic year. Exceptions to these course requirements need the consent of the dean of students.

First-Year Courses

	<i>Credit Hours</i>
<i>Fall</i>	
Civil Procedure	3
Constitutional Law or Criminal Justice	4
Contracts	3
Practice Training I	1
Torts	4
<i>Spring</i>	
Civil Procedure	3
Contracts	2
Criminal Justice or Constitutional Law	4
Practice Training II	2
Property	4

During the first year each student is required to take Practice Training I during the fall term and Practice Training II during the spring term. These courses are described on page 23. Satisfactory completion of Practice Training I is a prerequisite to graduation.

Upperclass Courses

With the exception of the professional responsibility component and the writing requirement described below, there are no required courses after the first year. Certain courses, however, are ordinarily taken in the second year. To reflect these considerations, courses are identified as "second-year electives" or as "second- and third-year electives." Students who want to take the courses listed as "second-year electives" are advised to do so during the second year because it is frequently impossible to avoid conflicts with major courses commonly taken in the third year. A number of heavily elected courses (such

as Conflict of Laws and Federal Income Taxation) are normally offered each term, providing students greater flexibility in arranging their programs.

Second-Year Electives

<i>Fall</i>	<i>Credit Hours</i>
Agency and Partnership	2
Commercial Law	3
Enterprise Organization	4
Federal Income Taxation	4
Process of Property Transmission	4
<i>Spring</i>	
Accounting for Lawyers	3
Corporations	4
Evidence	3
Federal Income Taxation	4
Trusts and Estates I	3

Courses that are heavily elected by third-year students and are likely to be scheduled in conflict with the second-year electives listed above include Conflict of Laws, Criminal Procedure, Debtor-Creditor Law, Federal Courts, and Trial Advocacy.

Second- and Third-Year Electives

<i>Fall</i>	<i>Credit Hours</i>
Admiralty	2
American Legal History	3
Antitrust Law	3
Civil Rights	3
Comparative Law	3
Conflict of Laws	3
Criminal Procedure: From Indictment to Sentence	2
Estate and Gift Taxation	3
Labor Law	3
Land Financing	3
Land-Use Planning	3
Law and Medicine	2
Lawyer as a Negotiator	3
Lawyers and Clients	3
Local Government	3
Regulated Industries	3
Trial Advocacy	3
<i>Spring</i>	
Administrative Law	3
Conflict of Laws	3
Criminal Procedure: Investigation	3
Debtor-Creditor Law	4
Environmental Law	3
Family Law	3
Federal Courts	4
International Law	3
Law Practice Dynamics	3
Law, Society, and Morality	3
Legislation	3
Professional Responsibility	3
Securities Regulation	3
Taxation of Corporations and Shareholders	3
Taxation of Partnership Income	2
The International Economic Order	3

Trial Advocacy	3
Unfair Trade Practices	3

Problem Courses and Seminars

<i>Fall</i>	<i>Credit Hours</i>
Corporate Practice	3
Equal Protection Seminar	3
Jurisprudence of Felix Frankfurter and Hugo Black	3
Law and Social Change in Early Modern England	3
Legal Aid I*	4
Legal Aid II*†	4
Legal Process	3
Nonprofit Institutions	3
Postconviction Proceedings	3
Practice Ethics	3
Prisoners' Legal Services Clinic*	4
Science, Technology, and Law	3

<i>Spring</i>	
Advanced Antitrust Law and Policy	3
Advanced Civil Procedure	3
Advanced Labor Law	3
Children's Rights	3
Civil Rights	3
Comparative Labor Law	3
Constitutional Criminal Procedure	3
Contemporary Legal Theory	3
Copyright, Trademark, and Patent Law	3
Courts and Politics	3
Estate Planning	3
International Energy Law—Selected Problems	3
Juvenile Justice	3
Labor Arbitration Seminar	3
Legal Aid I*	4
Legal Aid II*†	4
Legislative Process	3
Prisoners' Legal Services Clinic*	4
Remedies	3
Sex Equality Seminar	3

*These courses fulfill the second writing requirement only; all other problem courses and seminars satisfy either of two requirements (see below for a discussion of the writing requirement).

†This course runs throughout the year and must be elected in both semesters.

Writing Requirement

Before graduation every student must satisfy a writing requirement by taking (1) a problem course or seminar of three credit hours that contains a substantial writing component (exceptions are noted below and in the course descriptions of several seminars) and (2) an additional writing course, either (a) another problem course or seminar (whether of two or three credit hours), or (b) two credit hours of supervised writing. Satisfactory completion of Legal Aid I or II, Prisoners' Legal Services Clinic, election to the editorial board of the *Cornell Law Review* or of the *Cornell International Law Journal*, or submission of satisfactory briefs in at least two upperclass Moot Court competitions satisfies the second, but not the first, writing requirement.



Problem courses and seminars. Problem courses and seminars provide more extensive instruction to small groups of students and help develop lawyer skills, especially legal writing. The problem-course method of instruction permits exploration of difficult issues in a field of law through the analysis of a series of problems. Students prepare memoranda of law, legal instruments, drafts of corrective legislation, and other written materials, and present them for discussion and criticism. Seminars, on the other hand, require extensive reading and discussion in a field of law, and the preparation by each student of one or more research papers.

In a three-hour problem course or seminar the student is expected to produce high-quality legal writing, requiring substantial effort. The form, nature, and length of the written work may be highly variable, but its preparation involves extensive faculty supervision, criticism, review, and, when appropriate, rewriting. Attention is given to structure, rhetoric, and English composition as well as to legal analysis and expression.

Supervised writing program. Second- and third-year students may do supervised research and write on topics of their choice for academic credit. This work is done during the academic year under the supervision of a faculty member.

Arrangements for such work are made by the student with a faculty member who agrees to supervise the student's work. In determining whether to supervise a student, a faculty member may require the student to submit a detailed outline of the proposed paper, as well as a summary of previous writing on the subject or other appropriate information. Normally a faculty member requires, as a prerequisite for a student's writing in a particular area, completion of the basic course or courses in that area.

A student who is accepted for this program is expected to submit outlines and drafts to the faculty member for review and discussion on a regular basis. The standard for grading is a law review article (or another appropriate standard in the case of written work not in article form). Students may earn one, two, or, in exceptional situations, three credit hours for supervised written work. The amount of credit is determined by the supervising instructor at the outset of the project, based on its difficulty and magnitude. Projects for two or three credit hours may be carried for part of the total credit in each term over an entire academic year and satisfy a portion of the writing requirement.

Work that has been done in another context, such as a summer job, *Law Review*, *International Law Journal*, or legal aid may not be used to meet the written work requirement; however, a paper that represents a substantial further development of work done in one of these contexts may be used.

An alternative kind of work under this program is teaching assistance in connection with the first-year, small-section writing exercises. During the course of a semester, the student devises two or three writing assignments (with the instructor's collaboration) and evaluates, comments on, and edits the papers of the

first-year students in the section. Arrangements for such work are made by the student with a small-section instructor who agrees to take on an assistant, and there can be only one such student assistant for each small section. The regulations set forth in the preceding paragraphs describing the Supervised Writing Program otherwise apply, except that the one or two credit hours for such teaching assistance are graded on a satisfactory/unsatisfactory basis and may be in addition to the one or two credit hours for supervised written work allowed above.

Courses in Other Divisions

In addition to courses listed in the Law School curriculum, graduate-level courses relevant to legal careers are offered in other colleges and schools in the University. All University courses are listed or described in *Courses of Study*.

Except in unusual circumstances, students may not elect courses outside the Law School during the first year. Students who have satisfactorily completed the first year may take courses related to their Law School program in other divisions of the University. Permission must be obtained from the office of the dean of students. Credit for any such course may be granted whenever, in the opinion of the dean of students, such a course is appropriately related to the student's law degree program. Grades on such work are not included in merit point computations.

A student electing a course outside the Law School for credit or otherwise must also register for at least ten credit hours in the Law School each term. Regardless of the number of courses elected outside the Law School, a student must earn seventy-two semester credit hours in professional law subjects.

Specialized and Combined Degree Programs

J.D. with Specialization in International Legal Affairs

At the beginning of their second year of law study qualified students are permitted to elect to become candidates for the degree of J.D. with specialization in international legal affairs. The specialized program offers about ten courses in international law, comparative law, international economic law, and related fields. Students may also choose to pursue instruction in related fields, such as international politics, economics, and administration, in other divisions of the University.

Students are admitted to the international program on the basis of demonstrated competence in law study during their first year; reasonable language qualifications; and special interest, previous study, or practical experience in international affairs.

To receive the degree of J.D. with specialization in international legal affairs, candidates must satisfactorily complete eighty-nine credit hours of study, including courses in international law,

comparative law, conflict of laws, and international business transactions. The required credit hours may include informal work in or outside the Law School in the international field. Flexibility is maintained in order to take account of unusual circumstances for individual students. Program requirements may be fulfilled in part by work on the *Cornell International Law Journal*.

The program is for those who want to be better equipped to deal with the international aspects of private practice or government service and with businesses having an international scope. It is also attractive to those who seek a more informed understanding of world problems.

J.D. and M.B.A., M.P.A., or M.P.S.(H.H.S.A.)

The faculties of the Law School and of the Graduate School of Business and Public Administration at Cornell offer a program for combining law school education with training in either business, hospital and health service, or public administration. The student works in the two fields concurrently, receiving two degrees in four rather than the normal five years.

Applicants must apply to and be accepted by both schools. The work of the first year is entirely in the Graduate School of Business and Public Administration; the second year is devoted entirely to the Law School program for beginning law students. The third year is divided between the two schools, and the requirements for the award of the M.B.A., M.P.A., or M.P.S.(H.H.S.A.) are completed by the end of that year. The fourth year, devoted entirely to Law School studies, qualifies the student for the J.D. degree. It is possible to reverse the order of the first two years of the program.

The combined program involves no substantial sacrifice of training in law. The satisfactory completion of eighty-one credit hours of courses in the Law School are required of students in the combined program rather than the eighty-four credit hours required of students in the regular law program.

Applicants interested in pursuing this program may obtain further information by writing to the Director of Admissions, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853, or to the Director of Admissions, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

J.D. and M.I.L.R.

The New York State School of Industrial and Labor Relations at Cornell University offers a two-semester program leading to the Master of Industrial and Labor Relations (M.I.L.R.) degree for outstanding law school graduates. Both recent graduates and those working in the field of law are eligible for admission.

The M.I.L.R. program provides general coverage of industrial and labor relations and is particularly suitable for individuals having little prior course work in the field. The M.I.L.R. program is normally completed in four semesters. Thus law graduates

who enter the special program have the advantage of completing what is normally a two-year program in one year.

An applicant must be a graduate of a school of law and meet the normal requirements for admission to the School of Industrial and Labor Relations. An entering candidate deficient in preparation in the social sciences would be advised to do makeup work before entry.

Further information may be obtained from the Graduate Office, New York State School of Industrial and Labor Relations, Cornell University, 157 Ives Hall, Ithaca, New York 14853.

J.D. and M.R.P.

This program enables law students to earn both a J.D. degree and a Master of Regional Planning (M.R.P.) degree in four years. Students who successfully complete their first year in the Law School may then elect one course each semester in the College of Architecture, Art, and Planning. Students who continue to maintain the quality of their work in the Law School and who demonstrate an aptitude for planning are, at the end of the second year, guaranteed a place in the Department of City and Regional Planning. Upon successfully completing the requirements for a J.D. degree, these students spend a fourth year at the College of Architecture, Art, and Planning to complete the requirements for an M.R.P. degree.

Students are required to take certain Law School courses that have a direct bearing on planning. The proper sequence of introductory planning courses is announced each year. These requirements are fixed by a faculty committee representing both the Law School and the Department of City and Regional Planning. Only three credit hours a semester will be granted toward the J.D. degree for any course taken in the College of Architecture, Art, and Planning.

J.D. and Ph.D. or M.A. in Philosophy

This program is of special interest to students who want to concentrate in jurisprudence or legal philosophy. It enables students to coordinate their studies toward the J.D. degree and a graduate degree in philosophy, completing both degrees a year sooner than would otherwise be possible. This coordination is possible because a candidate for a J.D. degree may take a limited amount of course work outside the Law School in each of the four terms in the second and third years. Joint-degree students devote these electives to courses in philosophy. When appropriate, other Law School courses may also count toward a graduate degree in philosophy. While the Ph.D. program would normally take four years (twelve courses in two years plus two years for the doctoral dissertation) and the M.A. program would normally last two years (six courses in one year plus a year for the master's thesis), a joint program of studies leading to the J.D. and Ph.D. degrees lasts six, instead of seven years, and one leading to the J.D. and M.A. degrees lasts four rather than five years, without sacrifice of training in either field.

A student in the program may begin law study in the first year or after a year of course work in philosophy. Once law study is begun, it is continued until completion of the J.D. degree.

A student who devotes the first three years to law study takes one course in philosophy during each of the upperclass terms. After completing the J.D. degree, the student begins full-time study of philosophy. By this time a student pursuing a master's degree has completed all (or nearly all) required course work and devotes the fall term of the fourth year to any remaining course requirements as well as preparation for the master's thesis, and the spring term to completion of the master's thesis. A Ph.D. student uses the fourth year to complete all or nearly all the courses required. After completing any remaining required courses the student devotes the fifth and sixth years to the doctoral dissertation.

A student may begin by taking a year of graduate-level course work in philosophy and moving to the Law School the next year. An M.A. student has by then completed the required course work in philosophy and takes an informal study course in philosophy during each term of the upperclass Law School years in order to write the master's thesis. A Ph.D. student who enters Law School in the second year has by then completed half the required course work in philosophy and takes one course in philosophy each semester during the upperclass Law School years. After completing the J.D. degree, the Ph.D. student returns to full-time study of philosophy, devoting the fifth and sixth years in the program first to completing any remaining course requirements and then to the doctoral dissertation.

Each joint-program student is supervised by a Special Committee of at least two members for M.A. candidates and at least three members for Ph.D. candidates. Special Committees include at least one member from each field (with at least two members from philosophy on Ph.D. committees).

Students who want to enter the joint program must apply to both the Law School and the Field of Philosophy in the Graduate School. A student may apply to the program before matriculating in either law or philosophy and may, after acceptance for admission, decide which discipline to spend the first year in. A student may also apply and be admitted to the program after having begun the first year in either law or philosophy.

J.D. and Ph.D. in Other Fields

Students may also pursue joint degrees in such fields as economics and history. In all cases separate applications to the Law School and the relevant field in the Graduate School should be submitted.

Evaluation of Work

The following regulations and standards for evaluating the work of students are subject to such changes as the faculty think necessary to promote the educational policy of the school. Changes may be

applicable to all students, regardless of the date of matriculation.

Examinations

- 1. All students are required to take course examinations. During the first term a practice examination is given to first-year students to enable them to appraise their work and discover possible defects in their methods of study.
- 2. The faculty may exclude a student from any examination because of irregular attendance or neglect of work during the term.
- 3. An excused absence from a course examination results in the mark of *incomplete*, which, if the student has not been dropped from the school, may be made up at the next examination in the subject.
- 4. A student may not take a reexamination in a course for the purpose of raising a grade, except when, with faculty permission, the student enrolls in and retakes the course for credit.
- 5. A student may not enroll in a course in which a grade has previously been received, except with the permission or by the direction of the faculty. When a course is retaken for credit, both the initial and the subsequent grade are shown on the student's record and counted in the merit point ratio.

Standing

- 1. Merit points are awarded to each student as follows:

A plus	4.3	A	4.0	A minus	3.7
B plus	3.3	B	3.0	B minus	2.7
C plus	2.3	C	2.0	C minus	1.7
D plus	1.3	D	1.0	D minus	0.7
		F	0.0		

For each hour of A plus, a student is awarded 4.3 merit points; for each hour of A, 4.0 merit points; and so on.

- 2. A student's merit point ratio is determined by dividing the total number of merit points awarded by the number of credit hours of work taken. Credit hours of course work for which a grade of F was given are included in this computation.
- 3. A *regular student* is a student in the school who is registered as a candidate for the J.D. degree and is carrying a substantially full program in substantially the right order.
- 4. A regular student will be dropped for scholastic deficiency: (a) if at the close of the first year of law study or at the end of any subsequent term the student's merit point ratio is less than 2.0; or (b) if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. A student's work is considered markedly unsatisfactory if, in each of two successive terms, the student's merit point ratio for the work of each term considered separately, is lower than 2.0.

5. Special students may be dropped for unsatisfactory scholastic work at any time.
6. A student who fails a required course may not repeat the course unless directed or permitted to do so by the faculty. A student who fails an elective course may repeat the course only with the permission of the faculty. Although the student must satisfactorily complete eighty-four credit hours of work exclusive of the failed courses, any credit hours for which a grade of F was given are included in the computation of the student's merit point ratio.

Dropping Courses

With the exception of problem courses or seminars, upperclass courses taken for credit may be added during the first week of the term and may be dropped during the first two weeks of the term. In all other cases adding or dropping courses requires the consent of the instructor and the dean of students. The dean of students may authorize the dropping of a course or courses beyond the fortnight period only for reasons of illness and unavoidable personal difficulties.

Attendance

Irregular attendance or neglect of work may result in removal from the school. Regular attendance is required for certification to the bar examiners.

A student who must be absent from class for a period of three or more days should report to the office of the dean of students and present a brief written statement of the reasons for the absence.

Leaves of Absence

Request for leaves of absence should be submitted in writing to the office of the dean of students.

Eligibility for Graduation

Eligibility for graduation is based on the faculty's composite estimate of the student's total work throughout the three years of law study.

Graduation with Honors

Candidates for the J.D. degree who have performed with distinction receive an honors degree. The J.D. degree *summa cum laude* is awarded on special vote of the faculty in cases of exceptional performance. The J.D. degree *magna cum laude* is awarded to students who rank in the top 10 percent of the graduating class. The J.D. degree *cum laude* is awarded to students, not receiving another honors degree, who rank in the top 30 percent of the class. Before 1975 a single honors degree, "graduation with distinction," was awarded. Although practice varied somewhat from year to year, the former degree of "graduation with distinction" is roughly equivalent to the present *magna cum laude* degree.

Graduate Program

The graduate program of the Cornell Law School is a small one, to which only a few students can be admitted each year. Financial resources for graduate scholarships and fellowships are limited. The Master of Laws (LL.M.) degree and the Doctor of the Science of Law (J.S.D.) degree are conferred. The LL.M. is intended primarily for the student who wants to increase his or her knowledge of law by work in a specialized field. The J.S.D. is intended primarily for the student who wants to become a legal scholar and to pursue original investigations into the function, administration, history, or progress of law. A small number of law graduates may also be admitted as special students to pursue advanced legal studies without being degree candidates.

Admission

An applicant to the LL.M. or J.S.D. degree program is accepted only when, in the judgment of the Law School faculty, the applicant shows exceptional qualifications, the Cornell program offers sufficient advanced courses in the special field of the applicant's interest, and the Law School faculty is in a position to properly supervise the proposed course of study. An applicant is expected (1) to hold a baccalaureate degree or its equivalent from a college or university of recognized standing; (2) to hold a degree of Bachelor of Laws or a degree of equivalent rank from an approved law school; (3) to have had adequate preparation to enter study in the field chosen; and (4) to show promise of an ability, evidenced by a scholastic record, to satisfactorily pursue advanced study and research and to attain a high level of professional achievement. An applicant to the J.S.D. degree program must also have had professional practice or experience in teaching or advanced research since obtaining the basic law degree.

Outstanding students from those foreign countries in which it is customary to begin the study of law upon entering the university and to obtain a law degree without first having earned a baccalaureate degree may, in exceptional circumstances, be admitted to the graduate program despite having earned only one degree. The applicant must, however, have earned a university degree in law before entering the Cornell Law School and must, in the judgment of the law faculty, have an adequate general and legal education to qualify for advanced study. Any applicant for whom English is not the native language must give satisfactory evidence of ability to carry on studies successfully in English.

Students who meet the above requirements for admission, but who do not want to be candidates for a degree, may be admitted as special students to pursue an approved program of advanced legal studies. The standards for admission as a special student are somewhat less stringent than those for admission as a candidate for the LL.M. or J.S.D. degree.

Preliminary inquiries and requests for admission materials should be addressed to the Director of

Admissions, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853. Preliminary inquiries should always indicate whether or not financial assistance is required. Communications should be initiated early enough to assure that the completed application and all supporting documents reach the Law School by February 1 of the year for which fall admission is sought.

Since financial resources for scholarships and fellowships for graduate study are limited, requests for financial assistance cannot ordinarily be considered unless the completed application has been received, with *all* supporting documents, by February 1. Unlike some other divisions of the University, the Law School does not offer teaching or research assistantships to its graduate students.

The application for admission should contain a detailed account of the applicant's purpose in undertaking advanced graduate work, the fields of study he or she wants to pursue, and a brief personal and academic history. Other general requirements for admission to the Graduate School should be complied with; for these, the applicant should consult the *Announcement of the Graduate School*, available by writing to Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850.

Requirements

The minimum residence required for either degree is two full semesters. The J.S.D. program normally requires three to four semesters. Longer periods may be required by the nature of the candidate's program, the extent of the candidate's prior legal training, or other factors. Each program is arranged on an individual basis. Accordingly, the content of the program, the time required for the work, the oral or written examinations, and the thesis or other writing required of each candidate will vary.

A candidate for either degree is ordinarily expected to concentrate on one legal field and do a substantial amount of work in at least one other field. Exceptions may be made with the approval of the candidate's Special Committee. Legal fields available include jurisprudence, legal history, international legal studies, comparative law, criminal law, public law, legislation, taxation, labor law, commercial law, corporation law, property, and procedure and advocacy. Cooperative programs, involving work in other branches of the University, are encouraged. The Law School cooperates with other departments of the University in supervising studies by candidates whose interests involve other disciplines.

The Special Committee of each candidate may, in some cases, require demonstration of a reading knowledge of one or more foreign languages; however, there is no fixed language requirement.

Although candidates are expected to take some courses, there are no required courses. The Special Committee, however, must be satisfied that the candidate will possess a satisfactory grounding in the nature and function of legal systems and legal processes. This requirement may be fulfilled either on the strength of prior study or through an appropriate course of study at Cornell. Candidates whose prior

study has been in another system of law must demonstrate adequate understanding of the common-law systems before they can be awarded a degree.

Requirements for the LL.M.

A candidate for the Master of Laws (LL.M.) degree is required, in general, (1) to work under the direction of a Special Committee chosen by the candidate (after consultation with the chairman of the Division of Law of the Graduate School of Cornell University), of which the chairman and at least one other member is from the Law School faculty; (2) to pursue and complete with high merit a program of study and investigation approved by the Special Committee and acceptable to the Division of Law; and (3) to write a thesis or successfully complete at least twenty credits of legal study, including one course with a substantial writing component (the first writing requirement for J.D. candidates). The student's faculty committee may require additional credits, particularly in the case of students from English-speaking countries (for whom about twenty-four credits would normally be appropriate). Students who elect to write a master's thesis may, at the discretion of the Special Committee, be permitted to take fewer than twenty credits (the minimum requirement would normally be fifteen credits).

Requirements for the J.S.D.

A candidate for the Doctor of the Science of Law (J.S.D.) degree is required: (1) to work under the direction of a Special Committee; (2) to pursue and complete with distinction a program of study and investigation approved by the Special Committee and acceptable to the Division of Law; (3) to describe the results of his or her investigation in a thesis that is a creditable contribution to legal scholarship; and (4) to pass a final examination (usually an examination on the subject matter of the thesis) and any other examinations that the Special Committee requires and that are acceptable to the division.

Administration of Graduate Studies

Graduate work in law is administered by the Graduate and International Studies Committee of the Law School, under the direction of the Division of Law of the Graduate School of Cornell University. The Division of Law consists of the members of the faculty of the Law School, associated representatives of various other fields of study in the University (such as economics, government, history, philosophy, business and public administration, and industrial and labor relations), and other members of the Graduate Faculty serving on the supervisory committees of candidates for law degrees.

This method of organizing graduate work in law is considered advantageous, since it offers candidates the opportunity to correlate their work in law with work in allied fields in other departments of the University. The purpose is to make available all facilities of the University that might help the candidate carry out a broad constructive program planned in collaboration with his or her Special Committee.

Graduate students in law are registered with the Graduate School, in Sage Graduate Center.

Evaluation of Work

In contrast to the grading system for other students described on pages 15 and 16, only three categories are used in evaluating the work of candidates for graduate degrees in law: honors, satisfactory, and unsatisfactory. Merit points are not assigned to these grades. Each student's Special Committee determines whether the student's course work meets the necessary standard for the award of a graduate degree.

Law School Activities

American Indian Law Students Association

The Cornell chapter of AILSA is composed of Native Americans from various tribal and native Alaskan backgrounds. It recruits, and promotes the admission of, Native Americans to the Law School and sponsors a variety of events, including an annual Native American Law Conference.

Black Law Caucus

The Black Law Caucus is an organization of black and Puerto Rican law students dedicated to improving the opportunities in legal education for minority law students. The caucus works with black and Puerto Rican students throughout the country on common problems. The caucus sponsors a variety of public lectures and discussions on issues of concern to minority groups.

Clinical Experience

The school offers several clinical programs in which students can develop lawyer skills, such as interviewing, counseling, drafting, negotiation, and trial advocacy. These programs involve students in simulated exercises as well as in actual courtroom proceedings.

The Cornell Legal Aid Clinic helps persons financially unable to employ an attorney; participation is open to second- and third-year students. Students conduct interviews, carry out research, and draft pleadings. At each stage of their cases students discuss strategy with, and are supervised by, attorneys with practice experience in legal aid. Third-year students are permitted to make court appearances in certain cases under the supervision of an admitted attorney. In other cases requiring court action the attorneys with the clinic represent clients in court; students accompany the attorneys and help them prepare the cases.

Students in the clinic handle civil cases; to prepare for this experience, they participate in a weekly seminar. Class sessions teach students about the areas of law most frequently encountered in legal aid

practice and involve students in simulations designed to develop lawyer skills. Seminar sessions also give students an opportunity to discuss clinic cases and developing areas of poverty law.

Another clinical option is provided by the Prisoners' Legal Services Clinic, in which students handle cases for clients of Prisoners' Legal Services of New York.

The Elmira Prison Project is a student-organized program in which members help inmates of the State Correctional Facility at Elmira, New York, research legal issues. The students are also involved in an educational and counseling program for inmates of the facility. The program is open to all interested law students.

A seminar in legislation introduces students to the legislative process and involves them in policy as well as legal analysis. A trial advocacy course is offered that develops students' trial skills and involves them in simulated courtroom proceedings. These courses offer a rich opportunity for acquiring the skills required to carry on complex litigation in state and federal courts.

A limited number of students are able to take a full clinical semester as externs with either the Center for Law and Social Policy or the National Wildlife Federation in Washington, D.C.

Cornell Christian Law Fellowship

The Cornell Christian Law Fellowship is an interdenominational Christian group of law students and spouses who meet frequently for discussion, encouragement, fellowship, and prayer. Members are united in their belief that the Christian faith can and should have a significant impact on their understanding and handling of the law, and that members can continue to develop that faith within the framework of a busy law school life. The group welcomes anyone who shares that belief.

Cornell International Law Journal

The *Cornell International Law Journal*, established in 1967, focuses on legal problems of international dimension. The *Journal*, edited by third-year students, publishes articles written by international scholars, lawyers, and diplomats. Each issue also contains student work in the form of comments on recent developments in international law and notes on unresolved problems facing the international legal community.

Journal members are selected on the basis of first-year academic performance or a writing competition conducted jointly with the *Cornell Law Review* during the second year. Participation in *Journal* activities provides an opportunity to develop research, writing, analyzing, and editing skills essential in both law school and practice.

Cornell International Law Society

The Cornell International Law Society has educational, social, cross-cultural, and other functions. It sponsors public lectures, conferences on international legal topics, regional meetings of the

American Society of International Law, the Cornell team effort in the annual Jessup International Moot Court Competition, special placement services in the international legal field, and various social events. Its activities are conducted independently of, but in coordination with, other international campus groups. The society welcomes for membership all students, alumni, and faculty interested in the international field.

Cornell Law Forum

The *Cornell Law Forum*, published three times a year, is the school magazine. It contains short articles, usually written by faculty members, of interest to the lawyer, law student, law teacher, and layperson. The *Forum* also contains news of the school, faculty, and alumni.

Cornell Law Review

The *Cornell Law Review* (formerly the *Cornell Law Quarterly*) has been published continuously since 1915 and is one of the leading national law reviews. It is published six times a year and is edited by third-year students. *Review* members are chosen on the basis of either their law school academic standing after their first or second year or a writing competition held at the beginning of their second year.

The *Cornell Law Review* contains critical and analytical articles written by practicing lawyers, scholars, judges, and public officials. Discussions of developments in the law, in the form of comments and notes on current problems, are provided by second- and third-year students under the supervision of the editors. Reviews of significant books are also published. The *Review* offers training and experience in legal researching, critical analysis, and concise writing.

Cornell Law Student Association

Through its committees and activities, the Cornell Law Student Association (CLSA) is the voice of the law students in the formulation of Law School policy. CLSA members sit on most faculty committees and are significantly involved in the operation of the school.

A major responsibility of the CLSA is the administration of the honor system, which has served the school for more than fifty years.

CLSA runs a speakers' program and sponsors several social and educational events throughout the year.

International Legal Studies Program

The International Legal Studies Program provides an opportunity for concentrated study in the international legal field. Also participating in the program are several foreign scholars and students who come to Cornell for research and study.

Student programs include the speakers' series, the Jessup International Moot Court Competition, the activities of the Cornell International Law Society, and the publication of the *Cornell International Law Journal*.

Law, Ethics, and Religion Program

The Law, Ethics, and Religion Program was established in 1975 for the purpose of "strengthening and enhancing efforts to imbue legal education with a sense of professional and moral responsibility." From its founding, the program has (1) raised questions about the ethical responsibilities of the profession of law, (2) tried to identify and examine moral principles and human values informing law and public policy, (3) addressed issues relating to personal problems students encounter in law school, and (4) examined the relationships between law, moral principles, and religious beliefs.

The program's objectives are implemented through various extracurricular activities: colloquies on issues of current public interest; weekend conferences on questions of career choices, professional duties, and personal values; lectures and seminars on the interaction of religion and law; faculty and student discussion groups on the human and moral dimensions of legal education; visits by outstanding jurists, legal scholars, and practicing attorneys who share their professional and personal experiences with students; and luncheon seminars on current topics involving legal, moral, and public policy issues.

Moot Court Program

Moot Court work, designed to afford training in the use of the law library, the analysis and solution of legal problems, the drafting of briefs, and the presentation of oral arguments, is required of all first-year students in connection with the Practice Training course. In addition, first-year students may participate in an elective Moot Court competition.

The Moot Court Board also conducts an extensive program for upperclass students. Several rounds of brief writing and oral argument in the third, fourth, and fifth semesters are organized in the form of an elimination competition. From the competitors are selected the Moot Court Board, the Cornell Law School Moot Court champion team, and teams to represent the school in inter-law school competition. Prizes are awarded annually to the students ranked highest in this work. Judges are selected from the bench and bar, faculty, and members of the Moot Court Board. In addition to appellate argument of moot cases, the national trial competition provides experience in trial advocacy. Students submitting satisfactory briefs in at least two upperclass competitions fulfill the second of two writing requirements required of all students.

Public Interest Law Union

The Public Interest Law Union explores alternatives to traditional law practice and strives to enhance public-interest lawyers' roles and opportunities in the legal profession. Recent activities have included a regional conference on the legal aspects of nuclear power, a symposium on energy strategies, and a counseling project for the mentally ill about their legal rights. The group also coordinates a public-interest job fair with the placement office and raises funds to help support students pursuing public-interest jobs.

Women's Law Coalition

In response to the needs of the increasing number of women attending Cornell Law School and entering the legal profession, the Women's Law Coalition was formed in 1970. The coalition sponsors programs, panel discussions, and speakers that address legal issues affecting women. Each year representatives are sent to the National Conference on Women and the Law, which provides information and resources that are made available to the law school community. The coalition coordinates intramural sports programs for female law students, works with the admissions office to encourage qualified women to attend Cornell, and aids the placement office in exploring and expanding job opportunities for women in the law.

Other Organizations

The **Order of the Coif** is a national honorary society to which no more than 10 percent of each year's graduates are elected, on the basis of their academic records.

The **Law Partners' Association**, composed of spouses of law students, meets periodically throughout the school year. Members take part in various social activities and community services.

The **Environmental Law Society** organizes activities that advance the preservation and improvement of the environment. The group seeks to work with campus and area organizations involved in environmental projects or litigation.

The **National Lawyers Guild** is dedicated to the need for basic change in the structure of our political and economic system. It seeks to use the law as an instrument for the protection of the people, rather than for their repression. During 1981–82, the Ithaca/Cornell chapter will be working on police brutality litigation, reproductive rights, projects against race and sex discrimination, and legal responses to American militarism.

Phi Alpha Delta is the world's largest legal fraternity. The Woodrow Wilson Chapter, chartered at Cornell on October 17, 1925, includes among its alumni the Honorable Edmund S. Muskie. The chapter regularly participates in local, district, and international conventions and provides professional and social services to the school and its students.

Phi Delta Phi is an international legal fraternity. The Conkling Inn at Cornell Law School enables members to engage in social and law-related activities and provides a forum for interaction with students in chapters at other law schools.

Placement Service

Although the Law School does not guarantee positions to its graduates, it does provide comprehensive placement counseling and assistance. This service is administered by the director of placement and the Cornell law placement service staff.

The placement service helps men and women find positions in private practice, industry, and public service. The loyal and effective cooperation of individual Cornell law alumni throughout the country has been an invaluable aid in the placement of Law School graduates. The placement service also provides information and assistance to law students seeking summer positions.

Graduates of the Law School pursue a variety of careers in law, public life, and business. Over the years Cornell Law School graduates have been extremely successful in obtaining employment in their chosen area of interest. Members of the classes of 1979 and 1980, for example, entered private practice in large numbers (60 percent of those reporting); forty-three accepted judicial clerkships (15 percent); another substantial group obtained employment with government agencies and public interest and legal services organizations (17 percent); some chose employment with business concerns (6 percent); and the remainder pursued further academic study, entered teaching, or fulfilled a military commitment (2 percent).

Starting salaries reported by current graduates ranged from \$14,000 to \$42,500. In 1981–82 firms in major cities are expected to pay from \$28,000 to \$44,000. Judicial clerkships pay from \$14,000 to \$26,770. Federal government agencies hire at levels GS-9 and GS-11 (currently \$18,585 and \$22,486).

Living at Cornell

Health Services

Health services for students are available in Gannett Health Center. Students are entitled to unlimited visits at the center without charge. Acutely ill students are seen promptly without an appointment. Students are also entitled to counseling services and ordinary laboratory and X-ray examinations necessary for diagnosis and treatment. Student spouses can receive medical care on a fee-for-service or prepaid basis. Prepaid services can be arranged for at Gannett Health Center. Information on the services for students that require a fee are available at the center.

The Accident and Sickness Insurance Plan (for Cornell students and their dependents) supplements basic health care by providing twelve-month insurance coverage for students (and dependents) over and above benefits provided by the Department of University Health Services, and by protecting the student when away from the Cornell campus (e.g., during vacations). All students are covered and billed for insurance unless they waive the coverage. The insurance may be waived if the student has other insurance coverage or recognizes the risk and accepts the financial responsibility for health care beyond that provided by the University.

More-detailed information about health insurance or health services may be obtained by writing to or visiting the Department of University Health Services, Gannett Health Center, Cornell University,

10 Central Avenue, Ithaca, New York 14853
(telephone 607/256-4082).

Services for the Handicapped

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of Equal Opportunity, Cornell University, 217 Day Hall, Ithaca, New York 14853. Questions or requests for special assistance may also be directed to that office.

Housing

Charles Evans Hughes Hall provides accommodations (including singles, doubles, and suites) for about a hundred male and female law students. The spacious and comfortable residence hall, completed in 1964, is connected to Myron Taylor Hall and overlooks Cascadilla Gorge. Hughes Hall is convenient to the library and classrooms. Preference is given to first-year students in allocating the limited number of spaces in Hughes Hall.

Other graduate residence units available to single law students include Sage and Schuyler halls, though space in these two halls is also limited. Information about application for housing is sent by the Law School after the student pays the registration deposit.

The University maintains unfurnished apartments for about 419 student families. Requests for application information for family housing should be sent to the Family Housing Office, Cornell University, 40 Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Students are not required to live on campus. Acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

A partial list of available off-campus accommodations is maintained at the Off-Campus Housing Office, 103 Barnes Hall. Because the list changes constantly, it is not possible to compile a list for mailing. A brochure entitled *Off-Campus Housing in the Ithaca Area* may be obtained by writing to the Off-Campus Housing Office, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. A student should plan a visit to Ithaca well before the beginning of the semester to obtain suitable off-campus housing.

Dining

A cafeteria in Hughes Hall serves the Law School community, providing breakfast and lunch Monday through Friday. A number of dining plans are available for meals in Hughes Hall and six other dining facilities.

Motor Vehicles

The University is concerned with the effects of motor vehicles on the campus environment and the limited parking facilities. The use of other forms of transportation, including public transit, ride-sharing, bicycling, and walking, is encouraged for all members of the community.

The University requires that all members of the campus community (students, faculty, staff, and employees of non-University agencies located on the grounds) register annually with the Traffic Bureau any motor vehicles (including motorcycles and mopeds) in their possession that are at any time operated or parked on the Ithaca campus.

As a prerequisite to registration, the applicant and the vehicle must meet all requirements prescribed by New York State law for operation. There is no charge for vehicle registration; however, a registration sticker is not a parking permit.

Virtually all on-campus parking is by permit only, except for certain visitor areas. In general, students living in campus housing units and commuting students living more than one and a half air miles from the center of campus may buy campus parking permits. Other students may buy permits if space is available in the peripheral and interior lots.

Since not all residence units have adjacent parking, students planning to live in University dormitories and apartment complexes should find out if parking is available near their prospective residence before making final housing selection. There is a parking lot adjacent to Hughes Hall; however, there are not enough spaces for all the cars that belong to students living there. At the beginning of the fall term a lottery is held to assign parking spaces to residents.

Motor vehicle registration, parking permits, and bus passes are available at the Traffic Bureau, Cornell University, 116 Maple Avenue, Ithaca, New York 14850 (607/256-4600). The Traffic Bureau is open Monday through Friday during regular business hours (7:45 a.m. to 5:00 p.m. while classes are in session, 8:00 a.m. to 4:00 p.m. during the summer and intersession). Students requiring special access to parking and transportation facilities for medical reasons should contact the Traffic Bureau as soon as they arrive on campus.

The brochure *Parking and Traffic Regulations* is available at the Traffic Bureau. It is the responsibility of all students and other members of the campus community who operate a motor vehicle on campus to be familiar with these parking and traffic regulations and to follow them.

Bus Service

Cornell University buses (red and white) run several routes at frequent intervals from the peripheral lots to central campus from 7:00 a.m. to 12:15 a.m. Monday through Friday. Campus bus stops are clearly marked with blue and white signs. Cash fare is twenty cents (exact change) each ride. Bus passes are available at the Traffic Bureau and the Willard Straight Hall desk.

Schedules for on-campus and off-campus bus service can be picked up at the Traffic Bureau, the Information and Referral Center in the Day Hall lobby, North Campus Union, and the Willard Straight Hall desk. For further information call the Campus Bus Service at 607/256-3782.



Description of Courses

First-Year Courses

500 Civil Procedure Six hours. K. M. Clermont, R. B. Kent, C. W. Wolfram.

An introduction to civil litigation, from commencement of action through disposition on appeal, studied in the context of the federal procedural system. Also, a detailed consideration of federalism and the ascertainment of applicable law; jurisdiction, process, and venue; and former adjudication.

502 Constitutional Law Four hours. A. C. Aman, Jr., G. J. Simson.

A study of basic American constitutional law and judicial review.

504 Contracts Five hours. A. Gunn, R. E. Hudec.

An introduction to the nature, functions, processes, and limitations of exchange, contract, and contract law.

506 Criminal Justice Four hours. G. Hughes, J. B. Jacobs, S. L. Johnson, D. D. Polsby, N. E. Roth.

An introduction to criminal law and the administration of criminal justice. Jurisprudential issues like criminal responsibility and constitutional limitations on the state's power to punish. Policy issues such as capital punishment, controlling discretion, and sentencing.

508 Practice Training I One hour. J. L. Hammond, D. J. Freehling.

Lectures and problems requiring the use of the law library provide a working knowledge of legal materials and the various tools of legal research. Emphasis on access to federal and state case law and legislation. Training in computer-based legal research.

509 Practice Training II Two hours.

The preparation of legal materials of law practice, including the drafting of opinion letters, memoranda of law, and a brief. The functions and techniques of oral and written argument. The role of the legal profession, its functions, and its ethics.

512 Property Four hours. P. W. Martin, E. F. Roberts.

An investigation of the law's protection of ownership, including the beginnings of property, legal and equitable estates, concurrent ownership, and public and private regulation of land use.

515 Torts Four hours. J. J. Barceló, D. D. Polsby.

An introduction to intentional torts, negligence, strict liability, and insurance.

Second-Year Electives

550 Accounting for Lawyers Three hours, D. L. Ratner.

An introduction to basic accounting terminology, methods, and concepts and their application to business enterprises, taxation, regulation of economic activity, and securities regulation. Techniques of double-entry bookkeeping, deferral and accrual of expense and income, accounting for the costs of inventory and long-term assets, transactions affecting the income and proprietorship accounts, and special problems of combinations and consolidations.

552 Agency and Partnership Two hours. (May be elected by students who are taking or have taken Enterprise Organization.) H. G. Henn.

A systematic introduction to agency and partnership law. Creation of agency; powers of agents; termination of agency; notice and knowledge; rights and duties among principal agent, and third person; master-servant; workers' compensation; individual (or sole) proprietorship; general partnership; limited partnership; joint venture; joint stock association; and business trust.

554 Commercial Law Three hours. R. E. Hudec.

An attempt to foster awareness of potential problems in commercial and consumer dealings and to develop the skills required for effective use of complicated statutory schemes. Focus on the Uniform Commercial Code, with emphasis on article two and some consideration of articles seven and nine. (The related subjects of commercial paper and banking transactions are treated in Commercial Paper and Banking Transactions.)

[556 Commercial Paper and Banking**Transactions** Two hours. Not offered 1981–82.

Commercial paper and bank deposits and collections under the Uniform Commercial Code (articles three and four), other statutes, and common law. Intended to give the student the ability to master and read critically a complex pattern of statutory provisions and to give the student some understanding of an esoteric but important area of commercial practice and law, in which business practices are constantly threatening to outrun the controlling legislation.]

558 Corporations Four hours. Recommended background: Agency and Partnership. (May not be elected by students who are taking or have taken Enterprise Organization.) J. H. G. Henn.

An extensive and practical treatment of the law of corporations at both federal and state levels. The history and significance of business corporations; theories of corporateness; selecting the form of business enterprise; selecting the jurisdiction of incorporation; incorporation procedures and initial financing; incorporation and disregard of corporateness; and statutory norms and duties of management. Advanced problems of closely held and publicly held corporations, including issues relating to dividends, other distributions, and redemptions; extraordinary corporate matters; and corporate litigation (including derivative actions).

[560 Economics for the Lawyer Three hours. G. A. Hay. Not offered 1981–82.

An introduction to economic analysis for students with little or no background in economics. Simple models of consumer and firm behavior; circumstances under which markets may be expected to operate well and poorly; and the economic implications of legal institutions and rules. An understanding of economics is important to the study of a number of subjects taught in the Law School, including antitrust, taxation, land financing, labor law, securities regulation, international business transactions, natural resources, international tax planning, and science, technology, and law. Students planning to work in one or more of these areas who have not previously studied economics are encouraged to take this course. Students who already have extensive background in economics may not take Economics for the Lawyer.]

562 Enterprise Organization Four hours. (May not be elected by students who have taken or are taking Corporations.) D. A. Oesterle.

An introduction to the law governing the allocation of rights and decision-making authority in business firms. Legal forms of firm organization, the effects of partnership and corporation law on the organization and operation of the closely held enterprise, and the problems of publicly held corporations. The legal constraints on the formation, financing, and conduct of the enterprise; the liabilities and fiduciary responsibilities of owners and management; and the role and responsibilities of lawyers in business practice.

564 Evidence Three hours. F. F. Rossi.

The rules of evidence in civil and criminal cases, with emphasis on judicial notice, real proof, witnesses, hearsay, problems of relevance, presumptions, and privileges. An analysis of the Federal Rules of Evidence and proposals for evidence reform.

567 Federal Income Taxation Four hours. A. Gunn, R. K. Osgood.

A basic course in federal income taxation, designed to develop understanding of tax concepts and ability to work effectively with the Internal Revenue Code, regulations, cases, and other tax materials.

569 Process of Property Transmission Four hours. (May not be elected by those who have taken or are taking Trusts and Estates I or II.) L. Bonfield.

An overview of basic concepts in intestate succession, wills, trusts, and estates and their administration. Solutions to specific problems in these fields. Extensive reading of cases and statutes.

571 Trusts and Estates I Three hours. (May not be elected by students who have taken or are taking Process of Property Transmission.) W. T. Dean.

Trusts and Estates I and II treat the law of wills, trusts, and future interests and introduce fiduciary administration and estate planning. Trusts and Estates I introduces the law of decedents' estates and the law of trusts. Each student drafts his or her own will and prepares a simple trust.

[572 Trusts and Estates II Three hours. Prerequisite: Trusts and Estates I. W. T. Dean. Not offered 1981–82.

A continuation of Trusts and Estates I. Completes the examination of decedents' estates and trusts and introduces the process of estate planning. The major problems of future interests are stressed. Students examine problems involving the application of the law of trusts and estates (including future interests) to estate planning. Several workshops demonstrate the estate planning process.]

Second- and Third-Year Electives

600 Administrative Law Three hours. A. C. Aman, Jr.

The powers, methods, roles, and procedures of public officials and bureaucracies. Emphasis on the law-making, law application, and law enforcement processes of independent regulatory and executive agencies; their place in constitutional government; and their control by judicial or other means.

602 Admiralty Two hours. J. J. Barceló.

The law applicable to the shipping industry. The jurisdiction of the admiralty courts of the United States: death and injury of the various classes of maritime workers; maritime liens; the carriage of

goods by general and by chartered ships; the principles of liability and its limitation that are peculiar to the admiralty law; salvage and general average; marine insurance; and the principles governing collision.

604 American Legal History (1607–1930) Three hours. R. K. Osgood.

A study of the creation and growth of American law, with attention given to events in the reign of Elizabeth I and the early Stuarts that affected American development, the foundation of the colonial legal systems (particularly in Massachusetts and New York), the "reception" of the common law and equity, the development of the legal profession and court system, changes in the legal system brought about by economic expansion and the Civil War, and the role of legal philosophy.

608 Antitrust Law Three hours. G. A. Hay.

A consideration of the basic antitrust rules enacted by Congress and amplified by the courts to protect competitive markets and limit the exercise of monopoly power. Price fixing, boycotts, and market allocation agreements among competitors; agreements between suppliers and customers; joint ventures; attempts to monopolize and monopolization; price discrimination; and mergers.

612 Civil Rights Three hours. T. Eisenberg.

Explores in depth the history and current status of federal civil rights legislation. Focus on 42 U.S.C. §1983, the dominant vehicle for vindication of constitutional rights in civil cases. Other post–Civil War civil rights enactments, including 42 U.S.C. §§1981, 1982, 1985, and 1988. Some modern civil rights statutes, selected from among the following: education, housing, employment, voting, and the handicapped.

614 Comparative Law Three hours. B. Markesinis.

A comparative synthesis of problems of contract and tort in the common law and civil law. Introduces comparative law and comparative method and some basic differences of common law and civil law systems and then focuses on two areas for comparative study: tort (including liability based on fault, products liability, and strict liability) and contract.

616 Conflict of Laws Three hours. R. C. Cramton, G. J. Simson.

A study of the methods used by courts to decide the applicable law in cases that, in their parties or events, involve more than one state or country. Attention to the due process limitations on judicial jurisdiction, a state's obligation under the full faith and credit clause to respect sister-state judgments, and conflicts between federal and state law.

619 Criminal Procedure: From Indictment to Sentence Two hours. J. B. Jacobs.

Traces the criminal defendant after the decision to prosecute. Examines, among other matters, bail, plea

bargaining, grand jury, joinder, discovery, speedy trial, and sentencing. Emphasis on the rules of criminal procedure, their interpretation, and the policies behind them.

620 Criminal Procedure: Investigation Three hours. S. L. Johnson.

The investigatory function of police in the criminal justice process and the scrutiny of police practices in judicial proceedings: arrest, search, and surveillance; the accused as a source of evidence; controlling police illegality; and related matters.

623 Debtor-Creditor Law Four hours. T. Eisenberg.

In part a study of article nine of the Uniform Commercial Code. Article nine governs the procedures for achieving the status of secured creditor in personal property and the rights one obtains by virtue of having become a secured creditor. Also, selected topics in the law of bankruptcy. An overview of the various bankruptcy chapters and a detailed study of the bankruptcy provisions of most general applicability. The relationship between the rights of the article nine-secured creditor and the bankruptcy trustee's power to avoid liens. Related topics in the enforcement of money judgments and the law of fraudulent conveyances.

626 Environmental Law Three hours. E. F. Roberts.

Environmental law, studied as an ongoing process of reasoned decision making. National Environmental Policy Act, air, and pollution controls are used to illustrate this decision-making.

628 Estate and Gift Taxation Three hours. Prerequisites: Trusts and Estates I or Process of Property Transmission. W. T. Dean.

A basic study of the federal estate and gift taxes and their effects on various types of dispositions of property during life and after death. Problems are assigned.

632 Family Law Three hours. B. Colapietro.

A study of the law governing marriage, divorce, and relations of family members to one another and to the state.

635 Federal Courts Four hours. R. B. Kent.

An intensive examination of federal courts and their constitutional and statutory role in the federal system. The relationship of the federal courts with the other branches of the federal government and with the states and the relationship between state and federal law. Case-or-controversy problems, the allocation of jurisdiction between state and federal courts, federal question and diversity jurisdiction of the district courts, and limitations thereon.

[637 Intellectual and Industrial Property Two hours. May not be elected by students who have taken Copyright, Trademark, and Patent Law or Copyright and Patent Law. H. G. Henn. Not offered 1981–82.

An introduction to copyright, trademark, and patent law. Acquaints students with the basic concepts and dispels the mystiques of the three subject areas.]

640 International Law Three hours. J. J. Barceló.

The international legal system, its processes, and its interplay with national legal systems. The role of international law in international and national tribunals; recognition of states and governments; treaties and agreements and the allocation of powers affecting them in the United States; jurisdictional questions, including the law of the sea; immunities and rights of aliens; international standards for the protection of the person and property; human rights in the international setting; claims among nations; and control of the use of force.

645 Labor Law Three hours. K. L. Hanslowe.

A study of collective bargaining, including the evolution of U.S. labor policy; the representation of employees; employer conduct affecting organizational efforts of employees; strikes, picketing, and boycotts; the negotiation and enforcement of collective agreements; individual members' rights within unions, including the right to fair representation; and labor and the antitrust laws.

648 Land Financing Three hours. E. F. Roberts.

Basic mortgage law as reflected in residential and commercial financing. Emphasis is shifted from doctrine to function by considering a series of increasingly complex land-financing transactions involving subdivisions and other forms of land development. Attention is given to currently popular cooperative and condominium schemes. Future advances, marshaling, and subordination agreements, dealt with in the functional setting where they are most likely to arise. Mechanics liens, tax liens, fixtures, and suretyship, considered in a section dealing with complex priority problems.

660 Land-Use Planning Three hours. E. F. Roberts.

A study of the legal matrix as a method of controlling the environment in which people live and work, including public nuisance as a device to control the town environment; the rise of zoning as a control mechanism; conflict between zoning as a plan for growth and as a dead hand on development; subdivision controls; the rise of planning as a respectable government activity; the dynamics of planning, zoning, subdivision controls, and private land-use controls; the rehabilitation-of-center-city syndrome; and future prospects of maintaining a decent environment.

662 Law and Medicine Two hours. L. I. Palmer.

An examination of selected contemporary problems in law and medicine. Uses legislative proposals, cases, commission reports, and materials from medical literature to explore the legal, ethical, medical, and jurisprudential issues raised by these contemporary problems.

664 Law Practice Dynamics Three hours. G. Thoron.

A realistic introduction to the professional aspects of law practice. Professional responsibility in the context of the dilemmas and pressures typically faced by lawyers in serving clients and practicing law. Topics include the goals and values of professional achievement; attracting clients; providing needed legal service to the poor, the underprivileged, the unpopular, the hated, and the guilty; lawyer-client relationships; protecting clients from inadequate legal representation resulting from dishonesty, incompetence, lack of zeal, or conflicts of interest; economics of practice and of organizing one's own firm; determining and collecting fees; and causes of popular dissatisfaction with lawyers and the legal profession. Meets periodically with lawyers representing different types of practice.

666 Law, Society, and Morality (also Philosophy 342) Three hours. D. B. Lyons.

An introduction to legal philosophy emphasizing the nature of law, the problem of coercion, the justification of legal punishment, limitations on personal liberty, and the general welfare.

668 Lawyer as a Negotiator Three hours. D. A. Oesterle.

Materials include writings by lawyers, psychologists, and psychiatrists on the ethics and methods of legal negotiation. Students engage in four or more mock negotiations and write a paper. Discussion focuses on typical negotiation situations that involve lawyers, such as personal injury litigation settlements, labor negotiation, and commercial negotiation. Attention to the results of the mock negotiations and the psychological factors present in such negotiations.

670 Lawyers and Clients Three hours. R. C. Cramton.

The law governing the practice of law: (1) limits of advocacy and "zeal" for client (asserting baseless claims, resisting valid claims, defending the guilty, "preparing" favorable witnesses, cross-examining hostile witnesses, "technical" defenses and delaying tactics); (2) conflict of interest (representing clients with potentially opposing positions, switching sides, tensions between the lawyer's private views of public policy and client interests, etc.); (3) business getting and fee setting (advertising, "soliciting," contingent fees, relations with business providers such as banks, insurance companies, unions, and enterprises in which the lawyer or the lawyer's partners have financial interest); (4) access to legal practice (entry control through bar examination and other qualifications, defending lawyers' "turf" against

accountants, realtors, bank trust officers, and the like; lawyer discipline and disbarment); and (5) organization and delivery of legal services (firms, large and small; public defenders; community legal services; group prepayment plans). Incidental attention given to more-general concerns such as the social functions of lawyers, the organization of the legal profession, and ethical theory.

672 Legislation Three hours. W. D. Curtiss.

A study of the legislative process, including the interrelationship of legislation and the common law; organization and operation of legislative bodies; formulation of legislative policy; form, arrangement, and drafting of statutes; parliamentary procedure; limitations on retroactive and special legislation; methods of statutory enforcement; and interpretation and construction of statutes. The legislative process, examined at the federal, state, and local levels.

674 Local Government Three hours. W. D. Curtiss.

The legal problems involved in the organization and administration of local government units (cities, counties, towns, villages, special districts); relationships with federal and state governments (home rule, federal and state aid); the lawmaking function (meetings, quorum, voting, conflicts of interest); powers (general, police, contracting); personnel (selection, tenure, unionization); finance (budgeting, appropriations, taxation, assessments, borrowing); tort liability; ownership and operation of business ventures (utilities, airports, housing); and land-use planning and control (condemnation, zoning, subdivision regulation).

676 Professional Responsibility Three hours. C. W. Wolfram.

Professional ethical problems generated by a system, characterized by adversarial representation, in which the interests of lawyers, their clients, and the public do not fully coincide. Employs case material, statutes and rules, scholarly writings, and problems to explore several major issues, including the adversary system and the nature of the attorney-client relationship; the forms of law practice and access to them; conflicts of interests; corporate, government, judicial, and public interest practice; and professional discipline and liability.

678 Regulated Industries Three hours. A. C. Aman, Jr.

A systematic examination of the basic methods and procedures used by state and federal regulatory agencies to direct economic activity, with emphasis on traditional "public utility" regulation of entry, rates, and costs as applied to gas and electric utilities, telephone companies, and transportation firms. Legal methods used in newer areas of regulation, including occupational health and safety standards, environmental quality, and petroleum allocation; overlapping state and federal jurisdiction and federal preemption; and the interface between the regulation of competition as it arises both in antitrust courts and in regulatory agencies.

[680 Restitution] Three hours. D. A. Oesterle. Not offered 1981–82.

An analysis of restitution at law and in equity for unsolicited benefits and for benefits from use of another's ideas; for benefits transferred pursuant to an agreement induced by fraud or duress, breached by the defendant, breached by the plaintiff, or discharged by impossibility; and for benefits transferred under agreements unenforceable because of the statute of frauds, illegality, or defective capacity. An analysis of restitution as an alternative remedy for tort or equitable wrong. A consideration of varieties of mistake, their effect on bargain or gift transactions, and remedies available to relieve against mistake.]

682 Securities Regulation Three hours. D. L. Ratner.

Federal and state regulation of the trading and distribution of securities and of practices in the securities business, examined through a series of problems designed to develop familiarity with the basic source materials and to raise questions that a lawyer might expect to face in practice, as well as questions about the effectiveness of the present regulatory scheme.

[683 Social Security Law] Two hours. P. W. Martin. Not offered 1981–82.

An examination of those government programs, often called social insurance, designed to protect individuals and families against income loss occasioned by such events as retirement, disability, death, and unemployment without an explicit test of need. Focus on the largest social insurance program, OASDI, better known as Social Security. Also, Social Security's companion medical assistance program, Medicare, and unemployment insurance. Relevant proposals for reform. Several legal themes furnish bases for comparing programs: (1) the extent of an individual's rights to the benefits being distributed; (2) the opportunities for legal representation in claim disputes; (3) the administrative and judicial mechanisms for enforcing federal standards against the states and state standards against local agencies; and (4) the degree to which eligibility and benefit amount depend on state doctrines of family or property law.]

684 Supervised Writing or Teaching One or two hours.

For information on this program see page 13.

685 Taxation of Corporations and Shareholders Three hours. Prerequisite: Federal Income Taxation. R. K. Osgood.

A study of the important aspects of corporate taxation, including the rules governing dividends, redemptions, formations, divisions, liquidations, and reorganizations and some less significant topics such as the treatment of personal holding companies and accumulated earnings.

687 Taxation of Partnership Income Two hours. Prerequisite: Federal Income Taxation. A. Gunn.

A detailed examination of subchapter K of the Internal Revenue Code. Contributions of property to partnerships, partnership distributions, termination of partnerships, partnership elections, and sales of partnership interests.

689 The International Economic Order Three hours. R. E. Hudec.

An examination of the major international institutions that operate in the areas of international economic affairs, attempting to present a coherent picture of both the norms of government behavior established by these institutions and the legal machinery employed to induce governments to observe them. An examination of the two major institutions—the GATT and the IMF—and a selected group of institutions; agreements or initiatives pertaining to commodity trade; trade in services; investment transactions; and various special claims of developing countries.

690 Trial Advocacy Three hours. Prerequisite: Evidence. Two sections per semester in 1981–82. Enrollment limited to twenty-four students per section. F. F. Rossi.

A study of the trial. Fundamental skills, taught in the context of challenging procedural and substantive law problems. Each stage of the trial: jury selection, opening, objections, direct and cross-examination, expert witnesses, summation, and jury instructions. Each student conducts a full simulated trial. Video equipment used to teach and critique student performance. Frequent written assignments on matters such as outlines of witness examinations, openings, and summations; trial memoranda; and requests for instructions.

692 Unfair Trade Practices Three hours. D. A. Oesterle.

Regulation of the competitive process at common law and by statute. Commercial torts, trademark protection, patent licensing, and state and federal controls on pricing, advertising, and other competitive practices.

[693 United Nations Law] Three hours. Not offered 1981–82.

A study of the basic constitutional problems of the United Nations. Investigates the handling by the United Nations of various threats to the peace and breaches of the peace; the evolution of the methods for settling international disputes through the United Nations; the structural and procedural difficulties that have impaired its effectiveness; and the evolution of United States policy toward the United Nations.]

[696 Welfare Law] Three hours. P. W. Martin, B. Strom. Not offered 1981–82.

An examination of government programs that are designed to distribute cash, goods, or services to the poor by use of an eligibility test that includes an assessment of need. Aid for Dependent Children, the

Supplemental Security Income Program, and general assistance. The peculiar problems of furnishing aid in kind (food stamps, Medicaid). Recent proposals for welfare reform. Several legal themes furnish bases for comparing programs: (1) the extent of an individual's rights to the benefits being distributed; (2) the mechanisms used in assessing need; (3) the opportunities for legal representation in claims disputes; and (4) the administrative and judicial mechanics for enforcing federal standards against the states, and state standards against local agencies.]

Problem Courses and Seminars

700 Advanced Antitrust Law and Policy Three hours. G. Hay.

An intensive look at selected antitrust problems. Among the problem areas that may be examined are application by the courts of new economics theories concerning vertical relationships in Sherman Act cases; application of antitrust principles to mergers and joint ventures; application of antitrust principles to collegiate and professional sports; and conflicting approaches to predatory pricing.

702 Advanced Civil Procedure Three hours. K. M. Clermont.

A complement to the first-year civil procedure course. Topics touched on in the first year are studied in greater depth: appeals; parties, including such areas of current interest as class actions; historical view of procedure; pleadings, discovery, and pretrial conference; and trial, with emphasis on judge-jury problems. The context of study is the federal procedural system. Students working in groups produce short papers each week on assigned problems.

704 Advanced Labor Law Three hours. Prerequisite: Labor Law or its equivalent. M. Kennedy.

An advanced course in labor law. Emergency labor disputes, legal problems of labor relations in public employment, labor and the antitrust laws, civil rights legislation, rights of individual employees and union members, and legal problems of union administration.

710 Children's Rights Three hours. S. L. Johnson.

Strategies for, and problems of, expanding constitutional and statutory protection of children's interests. Pervasive questions include: How do we determine the interests of the child? In what circumstances can we rely on the state to define and advance the child's interests? To what extent do parental rights limit state attempts to "help" the child? Can concepts of due process developed from rights adults enjoy ever suffice to protect the most basic interests of children? The rights of children in adoption and custody proceedings, the rights of handicapped children, the rights of abused children,

the procedural rights of children charged with delinquency, and the substantive limits on state interference with minor's liberty. A paper is required.

712 Civil Rights Three hours. T. Eisenberg.

A study of selected problems under federal civil rights legislation. Problems selected from among the following areas: education, housing, employment, voting, and the handicapped.

715 Comparative Labor Law Three hours. B. I. Mordley.

718 Constitutional Criminal Procedure Three hours. Prerequisite: a course devoted primarily to criminal procedure. G. J. Simson.

An examination of criminal defendants' Bill of Rights protections. Discussions of assigned readings on search and seizure, confessions, double jeopardy, and other themes. Presentation of seminar papers. Each student submits a substantial paper on an approved topic and brief written critiques of two other students' papers.

720 Contemporary Legal Theory Three hours. D. B. Lyons.

Recent work on the nature of law and its relations to morality, from a philosophical perspective, with an emphasis on writings by H. L. A. Hart and Ronald Dworkin. Two papers (with one rewrite each) required.

722 Copyright, Trademark, and Patent Law Three hours. H. G. Henn. (May be elected by students who have taken Intellectual and Industrial Property.)

Problems involving copyrights, trademarks (and unfair competition), and patents introduce the student to the basic concepts of those fields and provide some specialized training for those interested in pursuing careers in the publishing, entertainment, and other copyright-related industries; in representing clients with trademark problems; or as patent lawyers. The primary emphasis is on copyrights, but there are three sessions each on trademarks and patents. Leading practitioners are among the several guest lecturers.

725 Corporate Practice Three hours. Prerequisite: Corporations or Enterprise Organization. H. G. Henn.

Of importance not only to those planning to engage in metropolitan corporate practice or to serve in corporations, whether in legal or executive capacities, but also to those who expect to incorporate and represent small business corporations. Alternative projects are offered: some highlight corporate financial structures and operations, impact of federal and state regulations of corporate securities, and related accounting, tax, and corporate reorganization matters; others emphasize the financial management and other problems of small corporations and the drafting techniques essential to their solution. Clinical workshops. Guest lecturers.

726 Courts and Politics Three hours. D. M. Provine.

An analysis of the interaction of courts with political institutions and processes and with public opinions. A systematic inquiry into issues of judicial selection and tenure, access to courts, influences on decision making and the impact of adjudication. Courts examined range from the local level to the U.S. Supreme Court.

728 Equal Protection Seminar Three hours. G. J. Simson.

An examination of various issues relating to the Fourteenth Amendment's equal protection clause. Discussion of assigned readings on changes in the Supreme Court's standards of review under the clause, reverse discrimination, congressional enforcement of the clause, and other themes. Presentation of seminar papers. Each student submits a substantial paper on an approved topic and brief written critiques of two other students' papers.

730 Estate Planning Three hours. Prerequisites: Federal Income Taxation and either Trusts and Estates I and II or Process of Property Transmission. If oversubscribed, preference given to those who have taken Estate and Gift Taxation. D. T. Hastings.

Problems in planning and drafting for the disposition of property inter vivos and at death, taking into account the relevant property law and income, gift, and estate tax aspects of such dispositions.

[731 Ethics of Corporate Practice Two hours (three hours if taken for problem course credit). G. Thoron. Not offered 1981-82.

An in-depth study of selected problems that typically arise in modern corporate practice involving difficult moral or ethical choices for lawyer and client. Topics include (1) the lawyer's role when ambitious or overreaching clients put pressures on the lawyer to structure transactions that at best skirt the edges of what is legally permissible and that under developing standards may render the lawyer and the lawyer's firm subject to liabilities (civil or criminal) or to professional discipline; (2) conflicting loyalties and obligations involving confidences and secrets and other situations where the interests of a corporate client may differ from those of executive officers, directors, employees, stockholders, or other investors (potential as well as present); and (3) current issues of public policy and corporate morality. Lawyers engaged in private corporate practice or with regulatory agencies participate in some of the class sessions.]

[733 Family Law Clinic Three hours. Not offered 1981-82.

A simulated clinic in which students research, negotiate, draft, and argue on behalf of clients in matrimonial litigation. Weekly writing required.]

[735 Federal Jurisdiction Three hours. (Students may elect both this course and Federal Courts.) K. M. Clermont. Not offered 1981-82.

An intensive examination of the allocation of jurisdiction to the federal courts and the current movement for reform. Emphasis on federal question and diversity jurisdiction of the district courts; general problems of district court jurisdiction; appellate review of federal decisions; and original jurisdiction of the Supreme Court.]

[738 Fiduciary Administration] Three hours. W. T. Dean. Not offered 1981–82.

In 1980–81 each student drafted a chapter of a handbook on trust administration by an individual. These were extensively corrected, discussed in class, and then completed in final form.]

[740 International Business Transactions] Three hours. J. J. Barceló. Not offered 1981–82.

The major legal problems (arising under American, international, and foreign law) that confront international business operations and related policy issues. The private law of international sales (including commercial arbitration and dispute settlement); government regulation of international trade (import and export controls, East-West trade); issues arising from direct investment abroad; and application of antitrust law to international transactions. Specialists from government and private practice participate in some class meetings.]

742 International Energy Law—Selected Problems Three hours. A. C. Aman, Jr.

An examination, from an international perspective, of selected problems involving the production, transportation, and use of energy. Discussion of various attempts at international cooperation involving energy matters such as those of the International Energy Agency and the Law of the Sea Conference. Specific pieces of domestic legislation passed with specific international goals in mind, such as the Nuclear Non-proliferation Act of 1978. A major goal is to determine the ways in which global perspectives on domestic problems necessitate new approaches to regulation or no regulation at all. Attention given to the rise and role of multinational corporations, particularly multinational oil companies. To the extent that some regulation is deemed desirable, can it be effectively accomplished?

745 Jurisprudence of Felix Frankfurter and Hugo Black Three hours. M. Silverstein.

An examination of the origins and the development of the constitutional jurisprudence of Felix Frankfurter and Hugo Black. An investigation of each man's understanding of the role of the Supreme Court and of the function of judicial review in a democratic state; the impact of that understanding on their decision-making. Attention to their civil liberty decisions, particularly in the areas of freedom of expression and due process of law. Readings include biographical material, case analysis, and material on twentieth-century American social and legal thought.

748 Juvenile Justice Three hours. N. E. Roth.

The juvenile justice process, including its historical and philosophical development, causes and control of juvenile crime, and the present body of substantive law and procedure. Selected current issues are thoroughly examined. The role of counsel in juvenile proceedings; treatment of status offenders within the juvenile system; desirability of applying the due process rights guaranteed in adult criminal proceedings to juvenile proceedings; transfer of juvenile matters to courts of criminal jurisdiction; juvenile confessions, capacity, and mental defenses; and juvenile sentencing and correction.

750 Labor Arbitration Seminar Three hours. J. A. Gross.

The arbitration of labor disputes in both the private and public sectors, including the law of arbitration, the scope of judicial review, the interaction between Title VII and arbitration, and individual rights to due process in the handling of grievances. Students prepare briefs, present cases, and write awards. As opportunity permits, students attend actual arbitration hearings and write mock awards. Each student prepares research memoranda on topics within the general scope of the course and presents these in summary form to the members of the seminar for criticism and evaluation.

[752 Land-Use Planning Seminar] Three hours. Prerequisite: Land-Use Planning. E. F. Roberts. Not offered 1981–82.

The border between conventional land-use controls and more recent environmental law controls is explored. Students prepare the applications to the various agencies, boards, and commissions necessary to launch proposed large-scale developments in several states. Is there a meaningful distinction between conventional zoning-subdivision controls and environmental law, or merely an attempt to shift decision making on local physical planning to the state level under the guise of statewide environmental concerns? Attention to the history behind these controls adds a political and social dimension.]

755 Law and Social Change in Early Modern England Three hours. L. Bonfield, C. A. Holmes.

An exploration of the relationships between social and political development of England from the fifteenth through the eighteenth century and the transformation of the substantive rules of law and the institutional structure for their administration. An examination of some general theoretical statements about the social springs of legal change and, in the light of these, of the English legal system in the early modern period, with particular reference to commercial, constitutional, and property law.

757 Legal Aid I Four hours. Prerequisite: permission of instructor. Enrollment limited. B. Strom, R. A. Masson, L. D. Pozner.

Participants handle cases for clients of the Legal Aid Clinic under the supervision of the clinic's instructors.

Students interview and counsel; investigate and analyze facts; interrelate substantive and procedural law with facts in the context of actual representation; develop a strategy to handle a client's problems; identify and resolve professional responsibility issues; do legal writing; negotiate and settle cases; and represent clients at administrative hearings. Seminar classes seek to develop interviewing, counseling, negotiation, and advocacy skills through the use of readings, videotapes, discussions, demonstrations, and simulated exercises. Some seminar classes introduce students to substantive law areas most frequently required in legal aid practice.

758 Legal Aid II Eight hours. (Must be taken in both the fall and the spring semesters. The eight hours are awarded at the end of the spring term.) Prerequisites: Legal Aid I and permission of instructor. B. Strom, R. A. Masson, L. D. Pozner.

Students handle legal aid cases and help supervise participants in Legal Aid I. In addition to the case-handling aspects described for Legal Aid I, students represent the clinic's clients in both federal and state courts. Seminar classes seek to develop skills in case planning and development, litigation strategy, discovery, and trial advocacy and to refine skills in interviewing, counseling, and negotiation. Some seminar classes are devoted to substantive law areas most frequently required in legal aid practice.

[760 Legal Education and the Legal Profession] Three hours. R. C. Cramton. Not offered 1981-82.

An examination of the current theory and practice of legal education in the United States and its relationship to the legal profession. Modest efforts at empirical scrutiny of the educational process are encouraged.]

762 Legal Process Three hours. R. B. Kent.

An study of the American legal system through a series of problems. An examination of decision-making and lawmaking processes, focusing on the roles of private ordering, arbitration, and other dispute-resolving mechanisms; courts; legislatures; and administrative agencies, with emphasis on their functions and the relationships among them.

764 Legislative Process Three hours. R. C. Cramton.

Enhances understanding of the legislative process and provides experience in legislative representation. Students prepare comments on pending federal legislation, prepare testimony for use before congressional committees, and draft proposed legislation. The legislative topics are drawn from areas of the teacher's personal involvement, e.g., legislation concerning the national legal services program, the federal courts, legal remedies for harms arising from toxic and nuclear wastes, and reform of federal administrative procedure.

765 Nonprofit Institutions Three hours. R. K. Osgood.

A study of the regulation, primarily by the Internal Revenue Code, of charitable organizations, including rules governing formation, purposes, permissible activities, self-dealing, no inurement of benefits, and political activities. Each class, after the first four, structured by a student-convenor. Short papers due every other week; one longer paper due at the end of the term.

768 Postconviction Proceedings Three hours. G. Hughes.

The criminal process after a jury verdict of guilty or after taking a plea. Postverdict motions, appeals, and collateral attacks on convictions. Emphasis on federal procedures, including federal review of state convictions by way of habeas corpus. The law of sentencing is not studied.

770 Practice Ethics Three hours. G. Thoron.

An in-depth study of selected provisions of the Code of Professional Responsibility and the reform proposals of the Kutak Commission's Model Rules of Professional Conduct. Emphasizes those provisions, proposals, and issues that have generated controversy and dilemmas of recurring difficulty or uncertainty for practicing lawyers. Topics include client confidentiality and the exceptions requiring or permitting disclosure of confidences ("whistle blowing"); client perjury and fraud; limits on assistance that a lawyer may properly give to clients; conflicts of interest; loyalty to organization clients; candor and fairness to courts, opposing parties, and third persons; and terminating representation when a client misuses a lawyer's services.

772 Prisoners' Legal Services Clinic Four hours. (Cannot be elected by students who have taken Legal Aid I. Students who take this course cannot elect Legal Aid I.) Prerequisite: permission of instructor. B. Strom.

Participants handle cases for clients of the Ithaca office of Prisoners' Legal Services of New York under the supervision of the attorneys associated with that office and the instructor. Students interview and counsel; investigate and analyze facts; interrelate substantive and procedural law with facts in the context of actual representation; develop a strategy to handle a client's problems; identify and resolve professional responsibility issues; do legal writing; negotiate and settle cases; and represent clients at administrative hearings. Seminar classes seek to develop interviewing, counseling, negotiation, and advocacy skills through the use of readings, videotapes, discussions, demonstrations, and simulated exercises. Some seminar classes introduce students to substantive law areas frequently required in prisoner legal services practice.

[775 Problems in Corporate Litigation] Three hours. Prerequisite: basic corporate law course. Recommended: Securities Regulation. Not offered 1981-82.

Selected problems that arise in litigation of corporate matters. Shareholder derivative suits, class action problems, violations of securities laws, and corporate criminal matters.]

[776 Problems in Legislation] Three hours. W. D. Curtiss. Not offered 1981–82.

A study of the legislative process, including selected problems relating to legislative organization and procedure, to the formulation of legislative policy, and to the drafting, enactment, interpretation, and enforcement of federal, state, and local legislation.]

[777 Problems of Urban Development] Three hours. W. D. Curtiss. Not offered 1981–82.

A study of selected legal problems arising out of urban growth and development and related to such matters as land-use planning and control (condemnation, zoning, subdivision regulation); administration of housing, educational, hospital, welfare, and poverty programs; local taxation and finance; relationship of local governments to each other and to the state and federal governments; and drafting and enforcement of regulatory legislation.]

778 Remedies Three hours. D. A. Oesterle.

A study of judicially enforced remedies for aggrieved litigants. Attention to the variety of remedies provided in American law and to the goals and history of these remedies. Tort law, contract law, wrongs cognizable in equity, restitution, and selected statutory law dealing with patents, trademarks, copyrights, and securities.

780 Science, Technology, and Law Three hours. Open to a limited number of graduate students from other divisions of the University as well as to law students. S. S. Jasanoff.

An interdisciplinary exploration of problems posed by the growing importance of science and technology in public policymaking. The use of science and technology to develop regulatory policy in such problem areas as environmental protection, occupational safety and health, food safety, and cancer prevention. Conflicts between legal and scientific approaches to the assessment of health and environmental hazards.

782 Sex Equality Seminar Three hours. D. D. Polsby.

Explores the meaning of equality where gender-based classifications are at issue. Statutory and administrative law classifications, as well as employer-imposed occupational qualifications, are all legitimate subjects for inquiry. Some basic questions include: What is a stereotype? When, if ever, do actual differences between men and women permit there to be legal differences? When, if ever, do competing values take precedence over the value of equality? Considers, among other subjects, the relationship between the Equal Protection Clause and the Equal Rights Amendment. Such cases as *Los Angeles D.W.P. v. Manhart*, *Craig v. Boren*, and *Vorheimer v. Philadelphia School Board*. A modest

secondary-source reading list. Papers required, and grades mostly based thereon.

[788 Water–Waste–Toxic Materials] Three hours. E. F. Roberts. Not offered 1981–82.

The efforts to clean up the nation's waters, to impose special controls over toxic substances, and to handle solid wastes are examined in order to assay whether a coherent system exists.]

Nonprofessional Courses

Government 313 The Nature, Functions, and Limits of Law Spring. Four hours. D. M. Provine.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules, but as a set of varied techniques for resolving conflicts and dealing with social problems. Analyzes the roles of courts, legislatures, and administrative agencies in the legal process, considering also constitutional limits on their power and practical limits on their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before class and be prepared to respond to questions and participate in class discussion.

[Sociology 365 Criminology] Three hours. J. B. Jacobs. Not offered 1981–82.

Basic principles of the sociology of law, developed in the context of a study of civil rights and civil liberties in institutions of social control: prisons, mental hospitals, schools, the military. Explores the tensions between institutional authority and order on the one hand, and the drive to expand personal rights on the other.]

[Sociology 352 Prisons and Other Institutions of Control] Four hours. Prerequisite: a course in the social sciences. J. B. Jacobs. Not offered 1981–82.

An examination of the four major institutions of social control: prisons, military, mental hospitals, and schools. Lectures and readings illuminate the way these institutions articulate with the larger society. A subtheme is the extent to which these four institutions are based on the same kind of authority.]

Scholarships and Prizes

Scholarships

John Keith Blackman and Mary Etta Blackman Scholarship Fund. Established by the will of Ruth B. Rodgers to provide scholarships to talented and needy upperclass students.

George G. Bogert Scholarship Fund. Established in memory of Professor George G. Bogert, A.B. 1906, LL.B. 1908, who served on the faculty from 1911 to

1926 and was dean from 1921 to 1926. The fund's income is awarded on the basis of need and scholarship, with preference given to highly qualified descendants of Professor Bogert.

Charles D. Bostwick Law Scholarship. Donated in memory of Charles D. Bostwick, LL.B. 1894, former comptroller and treasurer of the University, by Mrs. Charles D. Bostwick and Mr. J. B. S. Johnson, cousin of Mr. Bostwick. The award is made to a law student by the law faculty.

Charles K. Burdick Scholarship. Established in memory of former Dean Burdick by alumni who were members of the student society Curia.

Arthur S. Chatman Memorial Scholarship. Established in memory of Arthur S. Chatman, A.B. 1952, LL.B. 1957, by relatives, friends, and business associates. Income from the fund provides financial assistance annually to a law student. The scholarship award, based on need and merit, is given at the discretion of the dean.

Fordyce A. Cobb and Herbert L. Cobb Law Scholarship. Donated in memory of Fordyce A. Cobb, LL.B. 1893, and Herbert L. Cobb of the class of 1906 by their sister. The award is made to a law student by the law faculty.

Cornell Law Association Scholarship. Awarded annually to a needy and deserving law student in honor of a member of the faculty of the Law School.

William D. Cunningham Memorial Fund. Established from the estate of Ettina M. Cunningham as a memorial to her husband, William D. Cunningham. Provides scholarships for worthy students of high character, with preference to students of the Law School.

Francis K. Dailey Fund. Established under the will of Gretta D. Dailey to aid and assist worthy law students who most deserve financial assistance.

Albert and Suzanne Dorskind Student Assistance Fund. Established by gift of Albert A. Dorskind, J.D. 1948, and his wife, Suzanne Dorskind, to provide financial assistance to deserving and needy students at the Law School, with preference to students interested in a career in public interest law. The fund may be used either for student loans or for scholarships, at the discretion of the dean of the Law School.

Franklyn Ellenbogen Jr. Memorial Scholarship. Established in memory of Franklyn Ellenbogen, Jr., a member of the class of 1955, by his parents. The fund's income is awarded to a law student on the basis of financial need.

Jane M. G. Foster Scholarship. Established by the Board of Trustees of Cornell University to be awarded to law students on the basis of financial need and scholarship. The scholarship honors Miss Foster, LL.B. 1918, for her generous contributions to the financial support of the school.

Heber E. Griffith Scholarship. Awarded each year in memory of Heber E. Griffith, A.B. 1911, LL.B. 1914. Funded by grants from the Lee N. and Grace Q. Vedder Foundation, whose assets are now administered by Bucknell University. Mr. Griffith served for many years as a member of the foundation's board.

Benjamin Hall Scholarship Fund. A memorial fund, established by Harriet G. Lynch's will, in honor of Benjamin Hall. The income is awarded yearly to a student in the Law School. In selecting the recipient of this scholarship, due consideration is given to good character, need, academic performance, and extracurricular activities—in particular, athletic ability.

May Thropp Hill Scholarship Fund. Established from the bequest of May Thropp Hill to provide scholarships and loans for law students, with preference to female students.

George W. Hoyt Fund. This fund came to the University under the will of George W. Hoyt, A.B. 1896. Following Mr. Hoyt's wish that the income be used for the benefit of the Law School, the Board of Trustees voted that, for the present, this income be appropriated for scholarships in the Law School.

William T. and William B. II Kerr Scholarship Fund. From the bequest of Frances H. Kerr, in memory of her husband and son (LL.B. 1921 and LL.B. 1959). Recipients and amounts of awards are determined by the dean on the basis of need.

Dickson Randolph Knott Memorial. Established by Mrs. Sophia Dickson Knott in honor of her son, 1st Lt. Dickson Randolph Knott, AUS. Lieutenant Knott, ranking student in the class of 1944 at the end of his first year and wearer of the Purple Heart and the Silver Star, was killed in action in Italy, October 22, 1943. The income from the memorial is used to aid veterans in the school.

Irving B. Levenson Scholarship Fund. Established by gifts from Irving B. Levenson, J.D. 1953. Income from the fund provides financial assistance annually to a worthy and needy law student. This scholarship is awarded at the discretion of the dean of the Law School.

William J. McCormack Scholarship Fund. Established in memory of William J. McCormack by Donato A. Evangelista, LL.B. 1957. The fund's income provides scholarships to support worthy and needy students in the Law School.

Henry A. Mark Memorial Scholarship. A scholarship in memory of Henry A. Mark, given by his son Henry Allen Mark, J.D. 1935, to be awarded on the basis of financial need to a student of outstanding character, personality, and intellectual achievement.

George J. Mersereau Fellowship and Scholarship. Established from a bequest from the estate of Mrs. Edna Beahan Mersereau in memory of her husband, George J. Mersereau. The scholarship is for students

in the Law School who, by reason of character, ability, and financial need, are deemed exceptionally deserving of financial assistance.

Leonard T. Milliman Cooperative Law Scholarship.

A gift of Mr. and Mrs. Thomas E. Milliman in memory of their son, Ens. Leonard T. Milliman, USN. This scholarship is awarded to a student in the Law School who has an agricultural background and is a potential specialist in the field of farmer-producer cooperative law.

Joseph and Hazel Moran Scholarship Fund.

Established by Edward R. Moran, LL.B. 1942, in honor of his parents. This scholarship is awarded to deserving law students with at least a B average. Preference is given to graduates of Ohio Wesleyan University or to graduates of other colleges or universities in Ohio.

Melvin I. Pitt Scholarship. Established in memory of Melvin Ira Pitt, LL.B. 1950, by his family, classmates, and friends.

Cuthbert W. Pound Fund. Created through contributions made in memory of Cuthbert W. Pound, class of 1887, chief judge of the New York Court of Appeals and at one time a member of the faculty of the Cornell Law School.

Lewis and Esta Ress Scholarship Fund. Created by gifts from Lewis Ress, A.B. 1952, J.D. 1954, and Esta Ress. Income from the fund is awarded annually to a law student. The award is based on need and merit and is given at the discretion of the law faculty.

Ralph K. Robertson Scholarship. Established by a bequest from the estate of Maj. Gen. Robert K. Robertson, LL.B. 1906, to be awarded to worthy students in the Law School.

Peter A. and Stavroula Romas Scholarship Fund.

Established in honor of Peter A. and Stavroula Romas to provide a scholarship for students in need at the Law School.

Henry W. Sackett Scholarships. Two scholarships have been established from the Sackett Law School Endowment Fund. These scholarships are awarded at the discretion of the law faculty.

Alfred M. Saperston Student Aid Fund. Established in honor of Alfred M. Saperston, LL.B. 1919, by members of his immediate family, to be used for loans and scholarships for law students under the supervision of and at the discretion of the dean of the Law School.

Judge Nathan A. Schatz Emergency Loan Fund.

Established in memory of Judge Nathan A. Schatz, LL.B. 1915, by members of his immediate family, to be used for emergency loans for law students under the supervision and at the discretion of the dean of the Law School.

Eva Howe Stevens Scholarship. Established by the Board of Trustees of Cornell University to be awarded to a Law School student on the basis of financial need and scholarship. This scholarship honors Mrs. Stevens, widow of the late Dean Robert S. Stevens, for her generous, extensive, and continuous support of the Law School.

Tudor Student Loan Fund. Established at the Law School in 1979 by the Tudor Foundation to be used to help needy and deserving law students finance their education.

Mynderse Van Cleef Scholarship. Awarded at the discretion of the law faculty.

John James Van Nostrand Scholarships. Two scholarships, available to students after the first year, are awarded on the basis of financial need, character, and scholarship.

Clifford R. Weidberg Scholarship. Through annual gifts to the Law School, Clifford R. Weidberg, J.D. 1972, provides a scholarship for a student with financial need who has excelled in extracurricular activities and service to an undergraduate institution. Preference is given to graduates of Hofstra University from Long Island.

Joseph Weintraub Memorial Scholarship Fund.

Established by New Jersey lawyers and jurists in honor of Judge Joseph Weintraub, A.B. 1928, LL.B. 1930, who made a substantial contribution to our jurisprudence. Scholarships are awarded on the basis of need and merit, with preference given to students who are New Jersey residents.

Milton and Nathalie Weiss Scholarships.

Established in honor of Milton Weiss, A.B. 1923, LL.B. 1925, and Nathalie Weiss, by their son, Stephen H. Weiss, A.B. 1957, for scholarship awards to students attending the Law School, with preference given to entering students who were outstanding Cornell undergraduates.

Prizes

American Jurisprudence Prize Award Program.

The Lawyers Co-operative Publishing Company and Bancroft-Whitney Company, joint publishers of the Total Client-Service Library, award a certificate and an appropriate book selected from the modern legal encyclopedia, *American Jurisprudence 2d*, to the students achieving the highest grades in selected subjects.

Peter Belfer Memorial Prize. A gift of Jean Belfer in memory of Peter Belfer, J.D. 1970, to encourage study of federal securities law. A cash prize is awarded annually from the fund's income to the student who, in the judgment of the dean, demonstrates greatest proficiency and insight in federal securities regulation and related laws.

Boardman Third-Year Law Prize. This prize of \$200 is the income from a gift of Judge Douglas

Boardman, the first dean of the Law School. It is awarded annually to the student who has, in the judgment of the faculty, done the best work through the end of the second year.

Nathan Burkan Memorial Competition. The first prize is \$250, and the second prize is \$100. Awarded to the students who, in the judgment of the dean of the Law School or such other person as the dean delegates for the purpose, prepare the best papers on copyright law.

Arthur S. Chatman Labor Law Prize. A prize of \$500, awarded in memory of Arthur S. Chatman, A.B. 1952, LL.B. 1957, to a third-year student who demonstrates general academic excellence, particularly in the field of labor law, or has written a paper on labor law.

Cornell Law School Class of 1936 Evidence Prize. This prize of \$50, from a fund created by members of the class of 1936, is awarded annually to the Law School student achieving the highest grade in Evidence.

Cuccia Prize. Two prizes, a first prize of \$75 and a second prize of \$25, are the gift of Francis P. Cuccia in memory of Mary Heagan Cuccia. They are awarded annually to the teams reaching the finals of the fall Moot Court competition.

Edgerton-Rothstein International Affairs Prize. A gift of Nathan Rothstein, J.D. 1934, to encourage thinking about international affairs by law students and the formulation of plans and devices for world peace. From a fund of \$250, the faculty approves a prize or prizes to be awarded for the best essay written by students in the field of international legal affairs.

Fraser Prizes. A first prize of \$100 and a second prize of \$50 are the gift of William Metcalf, Jr., LL.B. 1901, in memory of Alexander Hugh Ross Fraser, former librarian of the Law School. They are awarded annually at the beginning of the college year to third-year students whose law study has been taken entirely at Cornell University and who have most fully evidenced high qualities of mind and character by superior achievements in scholarship and by those attributes that earn the commendation of teachers and fellow students. The award is made upon recommendation of the third-year class by vote, from a list of members submitted by the faculty as eligible by reason of superior scholarship. The holders of the Boardman Prize and the Kerr Prize are not eligible.

International Academy of Trial Lawyers Award. Given annually to the student who makes the most outstanding record in the course in trial and appellate practice. The recipient's name is inscribed on a plaque honoring the student.

Louis Kaiser Prizes. Two prizes of \$60, given by Louis Kaiser, LL.B. 1921. Awarded after both the fall and spring Moot Court competitions to the upperclass team submitting the best brief.

John J. Kelly Jr. Memorial Prize. An annual award given by an anonymous donor in memory of John J. Kelly, Jr., LL.B. 1947, to the students who, in the judgment of the dean, best exemplify qualities of scholarship, fair play, and good humor.

Ida Cornell Kerr and William Ogden Kerr Memorial Prize. Established in memory of Ida Cornell Kerr and William Ogden Kerr by Jane M. G. Foster, LL.B. 1918. The income from a fund provides a prize to be awarded by the dean of the Law School to a third-year law student who demonstrates general academic excellence.

Herbert R. Reif Prize. A gift of Arthur H. Dean, LL.B. 1923. A cash prize awarded annually from the income of a fund established in honor of Herbert R. Reif, LL.B. 1923, to the student who, in the judgment of the faculty, writes for the *Cornell Law Review* the note or comment that best exemplifies the skillful and lucid use of the English language in writing about the law.

United States Law Week Award. The Bureau of National Affairs of Washington, D.C., offers this award to the graduating student in law who, in the judgment of the faculty committee, has made the most satisfactory progress in his or her final year. The award is a year's subscription to *Law Week*.

Research Funds

Several endowed gifts to the University have been designated by the Board of Trustees for the support of research in the Law School. The Homer Strong Research Fund was established in honor of Homer Strong, LL.B. 1897, by the will of his wife, Margaret Woodbury Strong. A portion of a gift from Roger C. Hyatt, LL.B. 1913, and of the income of the William G. McRoberts Professorship are also devoted to the support of faculty research. The Milton and Eleanor Gould Endowment Fund, established in 1980, furnishes critical additional support.

Lectureships

The Frank Irvine Lectureship

The Frank Irvine Lectureship, established in 1913 by the Conkling Inn of the legal fraternity of Phi Delta Phi in honor of Judge Irvine, former dean of the Law School, provides for lectures on legal topics by people of national reputation. The incumbents of the lectureship and the subjects of their respective addresses have been as follows:

1980 Bernard Wolfman, the Fessenden Professor of Law, Harvard Law School: "The Supreme Court in the Lyon's Den: The Story of a Case"

1978 Peter G. Stein, the Regius Professor of Civil Law, University of Cambridge, and fellow, Queens' College, Cambridge: "Adam Smith's Jurisprudence—Between Morality and Economics"

1976 Professor Henry P. Monaghan, Boston University School of Law, and William W. Van Alstyne,

Duke University School of Law: "Liberty, Property, and Due Process"

1975 Professor Robin M. Williams, Jr., the Henry Scarborough Professor of Social Science, Cornell University; Professor Ruth Bader Ginsburg, Columbia University; and Professor Robert G. Dixon, Jr., the Daniel Noyes Kirby Professor of Law, Washington University: "Equality in American Life"

1974 The Honorable Erwin W. Griswold, former dean, Harvard Law School, and former solicitor general of the United States: "Rationing Justice—The Supreme Court's Caseload and What It Does Not Do"

1973 Professor Maurice Rosenberg, Columbia University Law School; the Honorable Clement F. Haynsworth, judge, United States Court of Appeals for the Fourth Circuit; Professor Philip B. Kurland, University of Chicago Law School; and the Honorable Henry J. Friendly, judge, United States Court of Appeals for the Second Circuit: "Federal Appellate Justice in an Era of Growing Demand"

1972 The Honorable Hardy Cross Dillard, judge, International Court of Justice: "The World Court: An Inside View"

1971 Professor Willis L. M. Reese, the Charles Evans Hughes Professor of Law, Columbia University School of Law: "The Choice of Law Battle—Evolution or Chaos?"

1970 Dean Jefferson B. Fordham, University of Pennsylvania Law School: "Who Decides in Troubled America? Limits of Reform by Judiciary"

1969 The Honorable Nicholas deB. Katzenbach, former attorney general of the United States: "Congress and Foreign Policy"

1968 The Honorable J. Skelly Wright, judge, United States Court of Appeals for the District of Columbia Circuit: "The Role of the Supreme Court in a Democratic Society—Judicial Activism or Restraint?"

The Robert S. Stevens Lectureship

The Robert S. Stevens Lecture Series was established by Phi Alpha Delta law fraternity during the spring term of 1955 to pay tribute to Robert S. Stevens, retiring dean of the Law School, for his contributions to Cornell Law School and the legal profession as a whole. A secondary purpose was to provide law students with an opportunity to expand their legal education beyond the substantive and procedural law taught in the Law School. The incumbents of the lectureship and their topics have been as follows:

1980 Elliot L. Richardson, ambassador-at-large and special representative of the president to the Law of the Sea Conference: "Power, Diplomacy, and the Rule of Law"

1979 Professor William Kenneth Jones, Columbia University School of Law: "Government Price Controls: Perspectives from the Regulated Sector"

1978 Professor Theodore J. St. Antoine, University of Michigan Law School: "Affirmative Action in Employment—The Prospects after Bakke"

1977 Professor Geoffrey C. Hazard, Yale Law School: "The Supreme Court as a Legislative Body"

1976 Dean Norval Morris, University of Chicago Law School: "Criminal Sentences: Treating Like Cases Alike"

1975 Professor Andrew S. Watson, University of Michigan Law School: "The Effects of Law School on Law Students"

1974 The Honorable Irving Younger, judge, Civil Court of New York City: "Reflections on the Role of a Trial Judge"

1973 The Honorable Charles D. Breitler, judge, New York Court of Appeals: "Crime, the Courts, and Confusion"

1972 The Honorable Samuel R. Pierce, Jr., J.D. 1949, general counsel, United States Treasury: "Phase II, Past, Present, and Future"

1971 The Honorable Owen McGivern, Justice Appellate Division, First Department, New York: "A View from the Appellate Bench—Some Pragmatic Proposals to Meet Changing Needs"

1970 Milton S. Gould, Esq., LL.B. 1933, of the New York bar: "The Ethics of Advocacy"

1969 The Honorable Constance Baker Motley, district judge, Southern District of New York: "'Separate but Equal' Reexamined"

1968 Theodore W. Kheel, Esq., LL.B. 1937, of the New York bar: "The Dynamics of Mediation of Group Conflicts"

The Henry A. Carey Lectureship

The Henry A. Carey Lectureship was established in 1958 through a gift from Henry A. Carey, LL.B. 1912, and was renewed in 1976 by his son, Henry A. Carey, Jr., LL.B. 1949. The lectureship is usually devoted to civil liberties or environmental law. Funds received as part of the annual gift that are not required for the lectureship are used for general University scholarship aid. The incumbents of the lectureship and their topics have been as follows:

1979 The Honorable A. Leon Higginbotham, Jr., circuit judge, United States Court of Appeals for the Third Circuit: "From Jefferson to Bakke: Race and the American Legal Process"

1977 Professor Joseph L. Sax, University of Michigan Law School: "Recreation Policy and the Federal Public Lands"

1976 The Honorable David L. Bazelon, chief judge, United States Court of Appeals for the District of Columbia Circuit: "Coping with Technology through the Legal Process"

1968 Professor Thomas S. Szasz, M.D., professor of psychiatry, Upstate Medical Center, Syracuse University, and Professor Martin Levine, University of

Southern California Law School: "Mental Illness and the Criminal Law—A Dialogue"

1967 Fred P. Graham, Esq., of the Tennessee bar and *New York Times* Supreme Court correspondent: "A Fair Press and a Free Client"

1964 Edward Bennett Williams, Esq., of the District of Columbia bar: "For the Defense"

1963 The Honorable Burke Marshall, assistant attorney general of the United States for Civil Rights: "The Mississippi Case and Civil Rights"

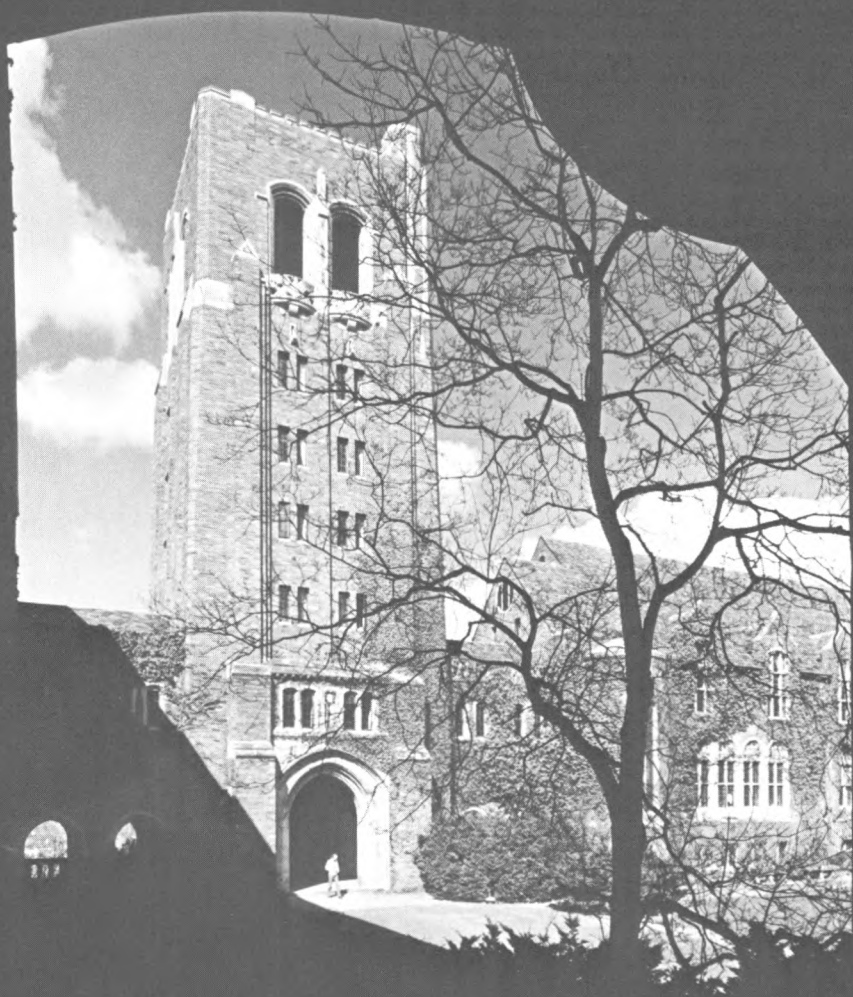
1962 Harris B. Steinberg, Esq., of the New York bar: "The Criminal Defendant and the Lawyer's Role"

1961 Robert K. Carr, president, Oberlin College: "Federal Governmental Powers and Civil Liberties"

1960 Professor Kenneth Culp Davis, University of Minnesota Law School: "Civil Liberties and the Faceless Informer"

1959 Thurgood Marshall, Esq., general counsel, National Association for the Advancement of Colored People; subsequently justice, Supreme Court of the United States: "Civil Rights and the Role of the Courts"

1958 Professor Harrop A. Freeman, Cornell Law School: "Civil Liberties—Acid Test of American Democracy"



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Index

- Academic standing, 15–16
- Activities, 18–20
- Administration, 39
- Admission, 7–9, 16–18
- Advanced standing, 9
- Advisers, 6
- American Indian Law Students Association, 18
- Application deadline, 8
- Attendance, 16
- Bar, registration with the, 8–9
- Black Law Caucus, 18
- Bus service, 21
- Career placement service, 20
- Clinical experience, 18
- Cornell Christian Law Fellowship, 18
- Cornell International Law Journal*, 18
- Cornell International Law Society, 18–19
- Cornell Law Forum*, 19
- Cornell Law Review*, 19
- Cornell Law Student Association, 19
- Cornell Legal Aid Clinic, 18
- Courses: dropping, 16; first-year, 10, 23; in other divisions of Cornell, 13, 32; problem and seminar, 11, 13, 28–32; upperclass, 10–13, 23–28
- Curriculum, 5, 10–13
- Degrees: J.D., 10, 13–15; J.S.D., 16, 17; LL.M., 16, 17; in other fields, 14–15; specialized and combined, 13–15
- Dining, 21
- Employment, 10, 20
- Environmental Law Society, 20
- Equal opportunity policy, 7
- Examinations, 15
- Expenses, 9
- Facilities, 6
- Faculty, 5, 39–40
- Fees, 8, 9
- Financial aid, 10
- Grades, 15, 18
- Graduate program, 16–18
- Graduation, 10, 16
- Handicapped, services for the, 21
- Health requirements, 8
- Health services, 20–21
- Honors, 16
- Housing, 21
- International legal affairs, specialization in, 13–14
- International Legal Studies Program, 19
- Law, Ethics, and Religion Program, 19
- Law Partners' Association, 20
- Law School Admission Test, 8
- Law School Advisory Council, 40–41
- Law School Data Assembly Service, 8
- Leaves of absence, 16
- Lecturers, 40
- Lectureships, 35–37
- Library, 6, 40
- Medical care, 20–21
- Moot Court program, 19
- Motor vehicles, 21
- National Lawyers Guild, 20
- Order of the Coif, 20
- Phi Alpha Delta, 20
- Phi Delta Phi, 20
- Placement service, 20
- Prelaw studies, 7
- Prizes, 34–35
- Public Interest Law Union, 19
- Research funds, 35
- Scholarships, 32–34
- Special students, 9
- Standing, 15–16
- Transfer students, 9
- Tuition, 9
- Women's Law Coalition, 20
- Writing requirement, 11–13

