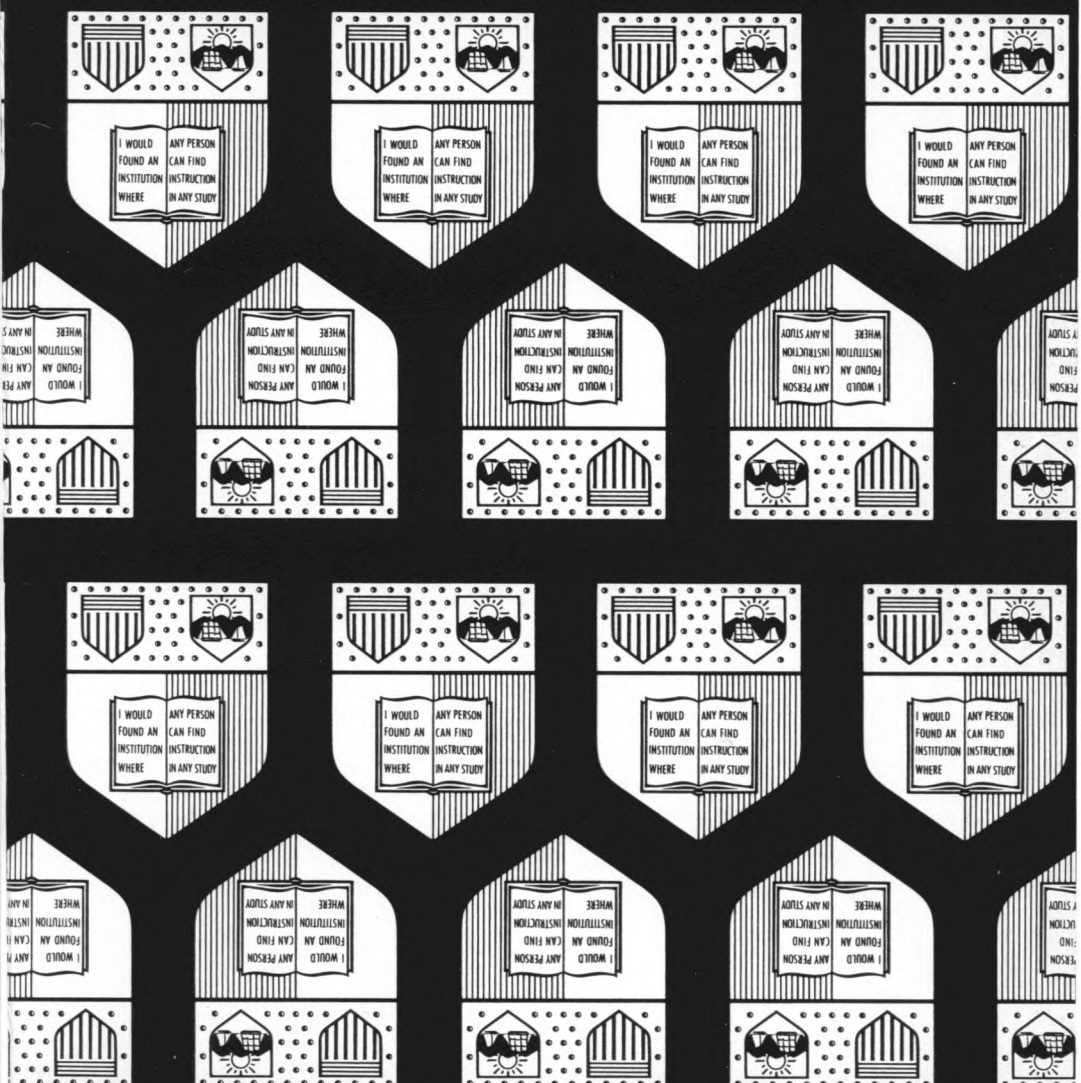
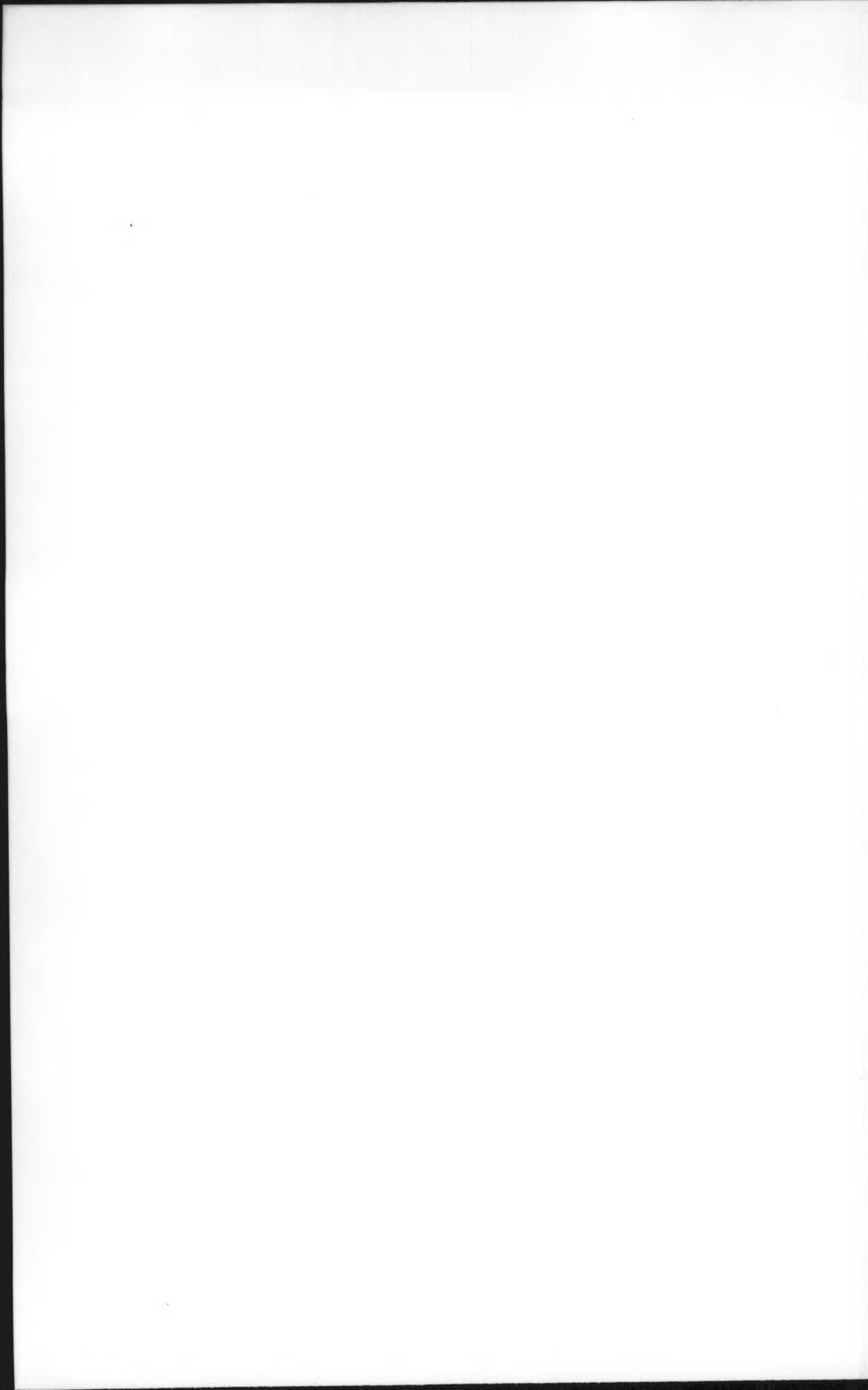


# Cornell University Announcements

# Law School





# **Cornell University**

## **Law School**

**1980-81**

### **Cornell University Announcements (USPS 132-860)**

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## Cornell Law School

### 1980-81 Calendar\*

#### Fall Term

Orientation for new students  
Fall term instruction begins, 8:45 a.m.  
Registration, all students, 8:00-11:30 a.m.,  
1:00-4:30 p.m.  
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, 8:45 a.m.  
Fall term instruction ends, 5:25 p.m.  
Reading period begins  
Final examinations begin  
Final examinations end

Tuesday, August 26  
Wednesday, August 27

Thursday, August 28

Saturday, October 11  
Thursday, October 16

Wednesday, November 26  
Monday, December 1  
Tuesday, December 9  
Wednesday, December 10  
Friday, December 12  
Tuesday, December 23

#### January Intersession

Required for first-year students; elective for upperclass students.  
Instruction begins  
Instruction ends

Monday, January 5  
Friday, January 23

#### Spring Term

Spring term instruction begins, 8:45 a.m.  
Registration, all students, 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 26

Thursday, January 29

Saturday, March 28  
Monday, April 6  
Friday, May 8  
Saturday, May 9  
Tuesday, May 12  
Saturday, May 23  
Saturday, May 23  
Sunday, May 31

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 the *Announcement of General Information* for details.

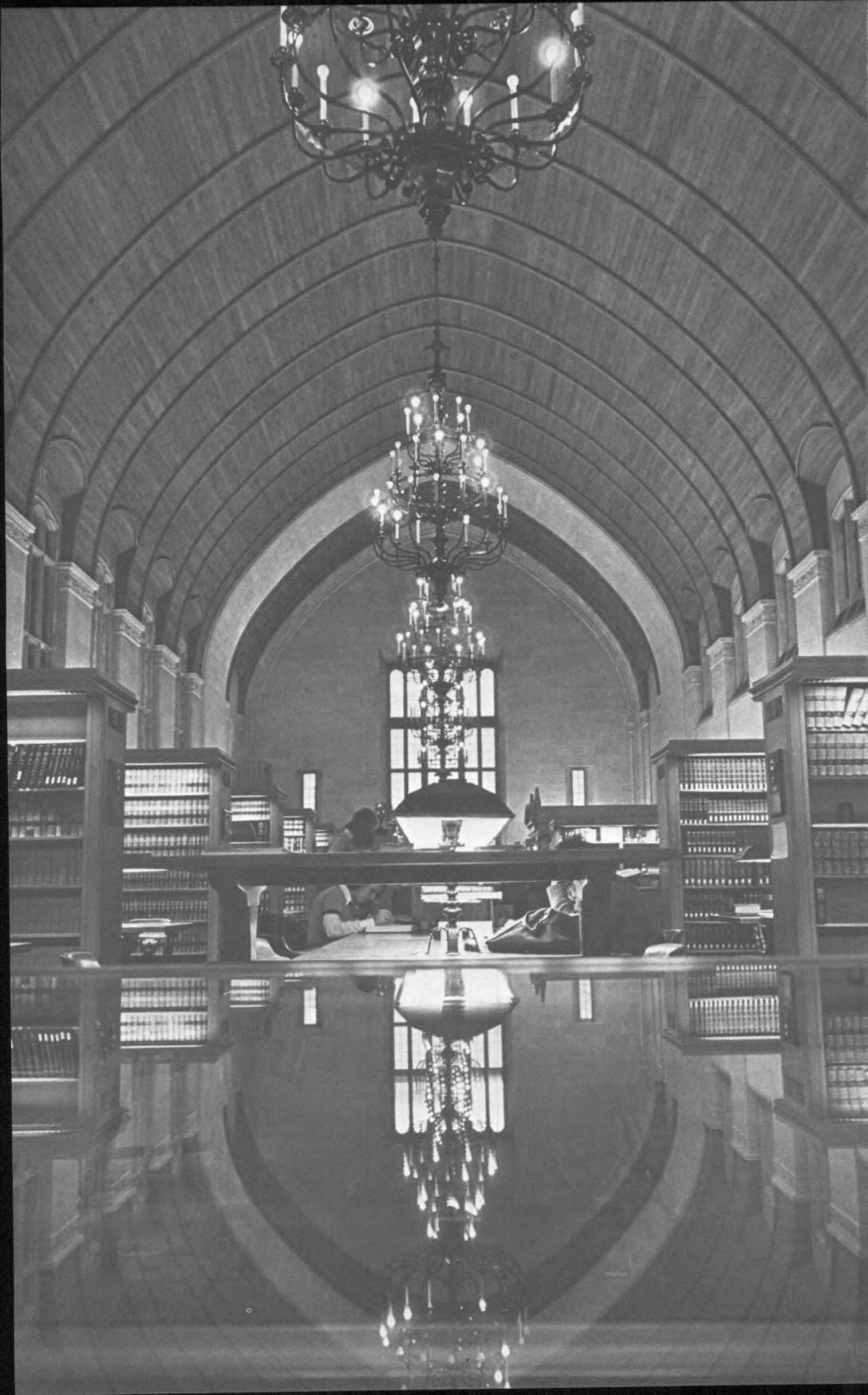


## Announcements

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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 as 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 the student body. 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 impar-

tially 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 upon 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 the resolution of disputes. Recognizing the complexity and diversity of modern society and its corresponding legal order, the faculty continues to modify and expand the curriculum in order to keep pace with current developments. Areas such as welfare law, environmental law, consumer law, and many others are examined 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, which is 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.

## Student Body

The Law School student body comprises men and women who represent a wide range of interests, skills, abilities, and accomplishments. Students at the school come from every state and from every conceivable type of undergraduate institution. There is currently a total enrollment of about 500 students, representing most states and about 150 colleges. Approximately 30 percent of the student body are women and 10 percent 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 for 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 is named in honor of Chief Justice Charles Evans Hughes, a member of the Law School faculty from 1891 to 1895.

## The School and 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 pp. 14-16 of this *Announcement*. Publications describing the programs of other units of the University are listed at the end of this *Announcement*.

The cultural and intellectual life of the University community is large and varied. Cornell University, with a total student population 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 other nearby colleges.

## Location

The Law School benefits from its location in Ithaca, a city of about 28,000 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 easily available to students.

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 500 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 currently numbers twenty-nine, producing an excellent student-faculty ratio of seventeen to one. In addition, a number of part-time teachers offer courses in specialized areas. The size of the school is conducive to a close relationship 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 about twenty-five. 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 sixteen students each. Second- and third-year classes vary in size according to course selection, 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 upon 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 320,000 volumes and is arranged to permit each student direct access to books in the stacks and in the reading room. Its collection of the reported decisions of American and Commonwealth courts is complete. The library has an excellent collection of legal periodicals, statutes, textbooks, digests, annotations, encyclopedias, and records and briefs filed in the United States Supreme Court and in the New York State Court of Appeals. 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, consisting of twenty full-time employees under direction of the law librarian, provides invaluable aid to the students. The University library system, which contains 4,210,000 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; approximately 3,200 applications for admission were received for the 175 places in the class admitted in the fall of 1979.

Many factors enter into the admissions decision. Evidence of an applicant's intellectual ability, motivation, and character, is considered in determining admission to the Law School. Selection among highly qualified applicants is an exceedingly difficult task; 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 against those of other applicants. The Law School seeks to obtain a diverse, interesting, and highly motivated student body. Thus, work experience, minority status, and other special circumstances that are brought to the attention of the admissions committee may be given considerable weight in appropriate cases. These factors are especially important for candidates who have grade point averages and LSAT scores that are not fully competitive.

For the class that registered in the fall of 1979 the average LSAT score was approximately 680, and the grade point average was approximately 3.62.

Interviews with the Director of Admissions are not usually held for evaluative purposes. If an applicant desires 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

Cornell University actively supports 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.

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. Other questions or requests for special assistance may also be directed to that office.

### Requirements

An applicant for admission to the course of study leading to the Doctor of Law (J.D.) degree is usually required 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. Study in the liberal arts and sciences is interpreted by the New York State Court of Appeals 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 somewhat more stringent than for acceptance after four years of undergraduate study. Applicants should be prepared to present outstanding qualifications and strong professional motivation in order to be accepted into this program. Any arrangements regarding the awarding of a bachelor's degree must be made with the applicant's undergraduate institution.

A limited number of highly qualified undergraduates registered in the College of Arts and Sciences at Cornell University may be admitted to the Law School if at the time of entry they will have completed 105 of the 120 credits required for the A.B. degree, including 92 credits of courses in the College of Arts and Sciences.

### Law School Admission Test

The Cornell Law School, together with many other law schools, belongs to the Law School Admission Council, which oversees the development and administration of the Law School Admission Test (LSAT) and of a number of auxiliary services such as the Law School Data Assembly Service (LSDAS) and the *Prelaw Handbook*. In general, the LSAT is designed to measure aptitude rather than knowledge in a subject area, and therefore no special preparation is necessary. It is given on certain specified dates during the year at test centers throughout the country and at certain 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 (LSDAS) 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 candidates who submit the new Law School Application Matching Form with their application to Cornell Law School. Therefore, no applications to the Cornell Law

School can be processed unless accompanied by a Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet. Because the Educational Testing Service cannot produce an LSAT or LSDAS report for Cornell without this matching form, it will be necessary to return to the applicant any application received without the form.

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

### Health Requirements

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

It is strongly recommended by University Health Services 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 to any graduate or professional student.

### Application and Registration Deposit

An application for admission will be furnished upon request by the Admissions Office, Cornell Law School, Ithaca, New York 14853. All applicants for admission as candidates for a degree must fill out this form. Each application must be accompanied by a nonrefundable \$35 application and processing fee in the form of a check or money order payable to Cornell University.

Applicants are urged to complete their applications before January 1. All applications that are completed after February 1 are considered late. Admission decisions are made on a rolling basis.

Every effort is made to notify applicants as soon as possible, but it is important to remember that 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.

Each accepted candidate is required to pay a \$150 registration fee to secure a place in the class. \$100 of this fee will be applied toward tuition. Timely notice of withdrawal will result in a \$100 refund.

### Registration with Bar Authorities

The rules of certain states other than New York require notification of the intent to begin study of law or registration with the bar admission authorities at the time the study of law is begun. As soon as the student decides to study law, instructions should be obtained 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 delay admission to the bar for a substantial period. 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

A student who has satisfied the entrance requirements for regular students, and who has successfully completed one year of law study in an approved law school, and who 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 normally been spaces for between five and ten transfer students in each second-year class, but the exact number of available spaces is not known until late summer.

The Admissions Committee is interested in both the applicant's reason for wishing to transfer and in the applicant's performance and class rank at the current law school. No final decision regarding a transfer application is made until receipt of 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 30 credit hours of advanced standing toward their J.D. degree. Transfer students may be awarded less than 30 credit hours of advanced standing, depending upon 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 Mrs. 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 Cornell Law School. All aid will be in the form of loans. The transfer student is eligible for both scholarship and loan assistance during the second year of attendance at Cornell.

### Special Students

Applicants who could fulfill the entrance requirements for admission, but who do not wish to become degree candidates, may, at the discretion of the faculty, be admitted as special students to work in such fields as they may 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



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fulfillment of the requirements for admission to the bar examination.

## Prelaw Studies

The Cornell Law School does not prescribe a prelaw course of study that must be uniformly adhered to by those preparing themselves for a career in law. Law touches nearly every phase of human activity, and consequently there is practically no subject which can be summarily excluded as being wholly without value to the lawyer. Prelaw students should, however, be guided by certain cardinal principles in the selection of college courses.

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

2. *Attempt to acquire or develop precision of thought.* Of first importance to the lawyer is the ability to express thoughts clearly and cogently, both in speech and in 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 upon its development; ethics, because of its kinship to guiding legal principles; and philosophy, because of the influence of philosophic reasoning upon legal reasoning and jurisprudence. Psychology helps the lawyer understand human nature and mental behavior. An understanding of the principles of accounting is desirable. Some knowledge of the sciences, such as chemistry, physics, and biology, will prove of practical value to the lawyer with a general practice.

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

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

For additional information, see the 1980-81 *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/LSAS, Box 2000, Newtown, Pennsylvania 18940.

## Finances

The normal expenses for a single student, including tuition, fees, books, room, board, and incidentals, but not including travel and the registration deposit, are approximately \$10,410 for one academic year. A total of about \$13,070 should be projected for a married student without children. Similarly, married students with one child should anticipate expenses of approximately \$13,870 for nine months. These figures are the maximum expenses allowable in computing need for financial aid applicants. The table below is provided as a guide to expenses for single students.

### Estimated Expenses

Tuition and fees	\$5,970
Room and meals	2,940
Books and supplies	400
Clothing, laundry, cleaning, personal allowance, and incidentals	1,100
	<hr/>
	\$10,410

### Tuition and Fees

The amount and manner of payment of tuition and fees may be changed by the University Board of Trustees at any time without previous notice.

**Tuition.** The tuition for J.D. candidates and special students registered in the Law School in the academic year 1980-81 is \$5,970 for the academic year. Tuition has increased in recent years at about the rate of increase of disposable family income.

**Application fee.** Each application for admission must be accompanied by a nonrefundable \$35 application and processing fee in the form of a check or money order payable to Cornell University.

**Registration fee.** Each accepted candidate must pay a \$150 registration deposit to secure a place in the class. The period within which payment must be made will be defined in the letter of acceptance. \$100 of this fee will be applied toward tuition. Timely notice of withdrawal will result in a \$100 refund.

**Special fees.** Matriculated students who register late in any term are required to pay a fee of \$25. The *Announcement of Academic Information* lists optional fees for meal plans, recreational activities, parking, etc., and also includes such information as the penalties charged for replacing a lost ID card or for writing a bad check.

**Books.** The books that are needed for the first year in the Law School cost approximately \$400. The cost varies depending on whether new or used books are purchased.

### Financial Aid

The school has a comprehensive financial aid program that is designed to provide assistance to students who demonstrate significant need.



Except in extraordinary cases, applications for financial aid from entering students must be received by the admissions office on or before February 28. Applications for financial aid from currently enrolled students must, except in unusual cases, be received on or before 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 will be 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 will be used. The Law School generally does not 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.

#### **Graduate and Professional School Financial Aid Service**

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

#### **Employment**

The study of law demands so much time and energy that it is usually not advisable for a student to undertake to earn a large proportion of expenses incurred during the academic year. This is especially true for first-year students. The Law Placement Office, however, does assist law students in obtaining interesting and remunerative summer employment.

Requests for further information regarding employment should be directed to the Office of Financial Aid, Cornell University, 203 Day Hall, Ithaca, New York 14853.

## **The Curriculum (J.D. Degree)**

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 in professional law subjects. Other courses related to legal training taught by members of the University faculty may be substituted for professional law subjects to the extent of twelve of the required eighty-four semester hours, subject to the approval in each case of the dean of students.

First-year courses are all required. There are no required courses after the first year, except that each student must satisfy the writing requirement described on p. 13. 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.

#### **Program for 1980-81**

This program, although definitely planned at the date of this Announcement, is subject to change.

<i>Fall</i>	<i>Credit Hours</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

#### **Upperclass Courses**

With the exception of the problem-course 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- or third-year electives." Students desiring to take the courses listed as "second-year electives" are advised to do so during the second year because it is frequently impossible to schedule them so as to avoid conflicts with major courses most commonly taken in the third year. A number of heavily elected courses (such as Federal Income Taxation, or Evidence) are normally offered each term, which provides students with greater flexibility and choice in arranging their programs.

#### **Second-Year Electives**

<i>Fall</i>	<i>Credit Hours</i>
Agency and Partnership	2
Commercial Paper and Banking Transactions	2
Enterprise Organization	4



	<i>Credit Hours</i>
Federal Income Taxation	4
Process of Property Transmission	4
Trusts and Estates I	3

<i>Spring</i>	
Commercial Law	3
Corporations	4
Economics for Lawyers	3
Evidence	4
Federal Income Taxation	4
Trusts and Estates II	3

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

### Second- or Third-Year Electives

<i>Fall</i>	<i>Credit Hours</i>
Antitrust Law	3
Comparative Law	3
Contemporary Legal Theory	3
Debtor-Creditor Law	3
Employment Discrimination	3
English Legal History	2
Environmental Law	3
Family Law	3
Intellectual and Industrial Property	2
International Human Rights	2
Labor Law	3
Law of the European Community	2
Law Practice Dynamics	2
Local Government	3
Securities Regulation	3
Social Security Law	2
Trial Practice	3

<i>Spring</i>	
Administrative Law	3
American Legal History	3
Conflict of Laws	3
Criminal Procedure	3
Estate and Gift Taxation	3
Federal Courts	3
International Law	3
Land Financing	3
Land-use Planning	3
Law, Society, and Morality	3
Legislation	3
New York Practice	1
Regulated Industries	3
Taxation of Corporations and Shareholders	3
Taxation of Partnership Income	2
Trial Techniques	2

\* These courses fulfill the second writing requirement only; all other problem courses and seminars satisfy either of the two requirements.

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

### Problem Courses and Seminars

<i>Fall</i>	<i>Credit Hours</i>
Comparative Law Seminar	3
Consumer Law	3
Corporate Practice	3
Equal Protection Seminar	3
Family Law Clinic	3
Fiduciary Administration	3
Land-use Planning Seminar	3
Law and Medicine	3
Legal Aid I*	3
Legal Aid II†	3
Prisoners' Legal Services Clinic*	3
Problems in Legislation	3
Science, Technology, and Law	3

<i>Spring</i>	
American Legal Theory	3
Constitutional Criminal Procedure	3
Constitutional Theory	3
Ethics of Corporate Practice	2 or 3
International Business Transactions	3
International Tax Planning	3
Labor Arbitration	3
Legal Aid I*	3
Legal Aid II†	3
Native American Law	3
Prisoners' Legal Services Clinic*	3
Problems in Environmental Law	3
Problems in Urban Development	3
Water-Waste-Toxic Materials	3
Women and the Law	3

### Practice Training Program

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 as described on p. 25. Satisfactory completion of Practice Training I is a prerequisite to graduation.

### Writing Requirement

#### Problem Courses and Seminars

Problem courses and seminars are designed to provide more extensive instruction to small groups of students and to provide opportunities for the development of lawyer skills, especially that of 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.

Every student is required prior to graduation to satisfy a writing requirement consisting of (1) a problem course or seminar of three credit hours which 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 (described in the following section). Satisfactory completion of Legal Aid I or II, or 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 will satisfy the second, but not the first, of the two writing requirements.

A three-hour problem course or seminar includes the preparation of 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, and 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 for Second- and Third-Year Students**

Second- and third-year students may engage in supervised research and writing on topics of their choice for academic credit. This work is done during the academic year and 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 a 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 will require, 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 will be expected to submit outlines and drafts to the faculty member for review and discussion on a regular basis. The paper will be graded by the standard of a law review article (or other 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 to be determined by the supervising instructor at the outset of the project based upon its difficulty and magnitude. Projects for two or three credit hours of work may be carried for part of the total credit in each term over an entire academic year and will satisfy a portion of the writing requirement elsewhere described.

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 will devise two or three writing assignments (with the instructor's collaboration) and will evaluate, comment on, and edit the papers of the

first-year students in the small 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 where applicable, except that the one or two credits for such teaching assistance will be graded on a satisfactory/unsatisfactory basis and may be in addition to the one or two credits for supervised written work allowed above.

## **Specialized and Combined Degree Programs**

### **J.D. with Specialization in International Legal Affairs**

Qualified students will be permitted, at the beginning of their second year of law study, 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 cognate fields, such as international politics, economics, and administration, in other divisions of the University.

Students will be 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.

In order to receive the degree of J.D. with Specialization in International Legal Affairs, candidates will be required to complete satisfactorily eighty-nine credit hours of study, including courses in international law, comparative law, conflict of laws, international business transactions, and others. The required course hours may include informal work in or outside the Law School in the international field. Flexibility is maintained in order to take account of any unusual circumstances for individual students. Program requirements may be fulfilled in part by work on the *Cornell International Law Journal*.

The program is designed for those who wish 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. Combined with an 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 have developed a program for combining law school education with training in either business, hospital and health service, or public administration, according to a student's election. The completion of work in the two fields concurrently leads to the awarding of two degrees in four rather than the normal five years.

Applicants must make separate applications to both schools 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 work of 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 is devoted entirely to Law School studies and qualifies the student for the J.D. degree at the end of the year. 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 will be 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 combined program may obtain further information by writing to the Director of Admissions of the Cornell Law School, Ithaca, New York 14853, or to the Director of Admissions of the Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

### **J.D. and Master of Industrial and Labor Relations**

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

The M.I.L.R. program is designed to provide 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.

A candidate must be a graduate of a school of law and be capable of meeting 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 attempt make-up work before entry.

Further information may be obtained from the Graduate Faculty Representative, Office of Resident Instruction, New York State School of Industrial and Labor Relations, Cornell University, 101 Ives Hall, Ithaca, New York 14853.

### **J.D. and Master of Regional Planning**

This program enables law students to earn both a J.D. degree and a degree of Master of Regional Planning 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 will, at the end of the second year, be guaranteed a place in the Department of City and Regional Planning. Upon successful completion of the requirements for a J.D. degree, these students will spend a fourth year at the College of Architecture, Art, and Planning to complete the requirements for an M.R.P. degree.

Students will be required to select certain Law School courses that have a direct bearing on planning. The proper sequence of introductory planning courses will be announced each year. These requirements will be fixed by a joint faculty committee representing both the Law School and the Department of City and Regional Planning. Only three hours of credit 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 towards 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 J.D. degree candidate is permitted to take one three-hour elective course outside the Law School in each of the four terms in the second and third years. Joint-degree students devote these electives to course work in philosophy. Other Law School courses may also count, when appropriate, towards completion of course requirements for graduate degrees in philosophy. While the Ph.D. program would normally comprise four years (twelve courses over two years plus two years devoted to the doctoral dissertation) and the M.A. program would normally last two years (six courses in one year plus a year on the master's thesis), a joint program of studies leading to the J.D. and Ph.D. degrees comprises 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 applies three credit hours of electives during each of the upperclass terms to courses in philosophy. After completion of the J.D. degree, this 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 devotes the fourth year to course work, completing all or nearly all of these requirements by the end of that year. After completing any remaining course requirements, the student devotes the fifth and sixth years to the doctoral dissertation.



A student who begins by taking a year of graduate-level course work in philosophy moves to the Law School the next year. An M.A. student has by then completed the required course work in philosophy and devotes three credit hours of electives during each term of the upperclass Law School years to writing the master's thesis (through Informal Study courses in Philosophy). A Ph.D. student who enters Law School in the second year has by then completed half the required course work in philosophy and devotes three credit hours of electives each semester during the upperclass Law School years to further course work in Philosophy. After completion of 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 make separate applications to the Law School and to the Field of Philosophy in the Graduate School. A student may apply to the program before matriculating in either Law or Philosophy and if admitted may then decide in which discipline to spend the first year. Alternatively, a student may apply and be admitted to the program after having already begun the first year of study in either philosophy or law.

## Evaluation of Student 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 the effectiveness of their work and to 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 will result in the mark of "incomplete," which, if the student has not been dropped, 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 in the case when, with faculty permission, the student enrolls in and retakes the course for credit. When a course is retaken for credit, both the initial and subsequent grade will be shown on the student's record and counted in the computation of merit point ratio.

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

### 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 will be 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 defined as a student in the school who is registered as a candidate for the J.D. degree, and who 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 will be considered markedly unsatisfactory if, in each of two successive terms, the student's merit point ratio (on the work of each term considered separately) is lower than the cumulative merit point ratio required at the end of each such term.

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 of Courses

With the exception of problem courses or seminars for which a student has registered in advance, upper-class courses taken for credit may be added during the first week of the term and/or may be dropped during the first two weeks of the term. In all other cases, adds and drops require the consent of the instructor and the Dean of Students. The Dean of Students is empowered to authorize the dropping of a course or courses beyond the automatic fortnight period only for reasons of illness and unavoidable personal difficulties.

## Eligibility for Graduation

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

## Attendance

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

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

## Graduation with Honors

Candidates for the J.D. degree who have performed with distinction will 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 LL.M. degree (Master of Laws) and the J.S.D. degree (Doctor of the Science of Law) are conferred. The LL.M. is intended primarily for the student who desires 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 desires 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 for the LL.M. or J.S.D. degree program is accepted only when, in the judgment of the Law School faculty, the candidate 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 upon study in the field chosen; and (4) to show promise of an ability, evidenced by a scholastic record, to pursue satisfactorily advanced study and research and to attain a high level of professional achievement. An applicant to the J.S.D. degree program must, in addition, 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 previously. 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, possess 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 become 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 admissions materials should be addressed to the Director of Admissions, Cornell Law School, Ithaca, New York 14853. Preliminary inquiries should always indicate whether or not financial assistance will be required. Communications should be initiated early enough to assure that the completed application and all supporting documents will 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 quite limited, requests for financial assistance ordinarily cannot 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 particular fields of study he or she wishes 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, Research Park, Ithaca, New York 14850.

## Requirements for the Master of Laws Degree

A candidate for the LL.M. degree will be 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 shall be 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 pass an oral examination and such other examinations that may be required by the Special Committee and are acceptable to the division.

## Requirements for the Doctor of the Science of Law Degree

Similarly, a candidate for the J.S.D. degree will be 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 shall be a creditable contribution to legal scholarship; and (4) to pass a final examination (which is usually an examination on the subject matter of the candidate's thesis) and such other examinations that may be required by the Special Committee and are acceptable to the division.

## Requirements Applicable to Both Degrees

The minimum residence required for either degree is two full semesters, but completion of the LL.M. program usually requires one additional summer, and the J.S.D. program normally requires three to four semesters. Longer periods may be required by the nature of the candidate's program, by the extent of the candidate's prior legal training, or by 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.

It is normal to accept students only as provisional candidates for the first semester. Permanent degree candidacy is awarded or denied on the basis of the first semester's work.

A candidate for either degree is ordinarily expected to concentrate on one legal field and to 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 are, among others: 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 as well as in the Law School, are encouraged. Thus, the Law School cooperates with other departments of the University in

the supervision of studies by candidates whose interests involve other disciplines in addition to the law.

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 generally applicable to graduate work in law.

Although candidates are expected to take some courses, there is no fixed requirement that specific courses be taken. 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.

## 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 to 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 Graduate Student Work

In contrast to the grading system for other students described on p. 16, only three categories are used in evaluating the work of students who are 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

### Clinical Experience

The school offers several clinical programs in which students can develop lawyering 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 provides assistance to 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 and are accompanied by and assisted in the preparation of these cases by students.

Students in the clinic handle civil cases and are prepared for this experience by participating 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 lawyering skills. Seminar sessions also give students an opportunity to discuss clinic cases and developing areas of poverty law.

The Elmira Prison Project is a student-organized program in which members provide inmates of the State Correctional Facility at Elmira, New York, with assistance in researching 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. Students draft bills and work done by them may be submitted to legislators and have an impact on legislation.

A trial techniques course is offered which develops students' trial skills and involves them in simulated courtroom proceedings. A family law clinic is given in which students undertake various phases of client representation, from negotiation through oral arguments, in simulated matrimonial litigation. These courses offer a rich opportunity for acquiring the skills required to carry on complex litigation in state and federal courts.

### **International Law Journal**

The *Cornell International Law Journal*, established in 1967, focuses primarily on legal problems of international dimension. The *Journal*, which is 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, analytical, and editorial skills that are essential both in law school and in practice.

### **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 a number of foreign scholars and students who come to Cornell for research and study.

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

### **Law, Ethics, and Religion**

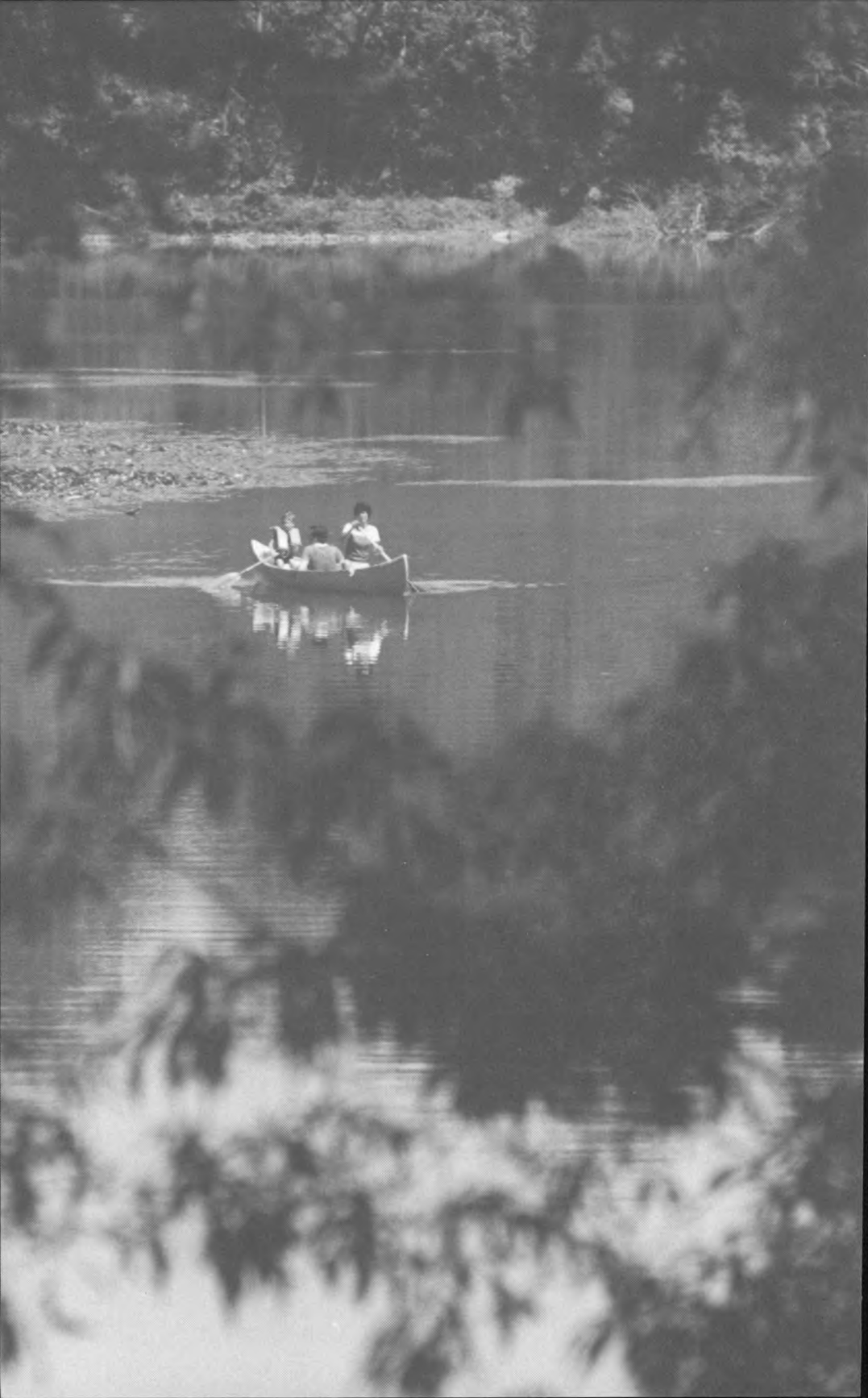
The Law, Ethics, and Religion Program was established in 1975 for the purpose of "strengthening and enhancing efforts to imbue legal education with a sense of professional and moral responsibility." From its founding, the program has (1) raised questions regarding the ethical responsibilities of the profession of law, (2) attempted to identify and critically 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 a wide variety of extracurricular activities: conferences and 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.

### **Law Review**

The *Cornell Law Review* (formerly called the *Quarterly*) has been published continuously since 1915 and is one of the leading national law reviews. Published six times annually, it 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. *Review* experience offers individualized training in the use of legal research materials, in the marshaling and analysis of authorities, in the exercise of critical and independent thought regarding legal problems, and in accurate and concise expression.



## 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 program. It is elective for upperclass students.

The Moot Court Board conducts an extensive upper-class program. Several rounds of brief writing and oral argument in the third, fourth, and fifth terms 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 a team to represent the school in inter-law-school competition. Prizes are awarded annually to the students judged to rank 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, a trial term 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.

## 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, that are of interest to the lawyer, law student, law teacher, and layman. The *Forum* also contains news of the school and faculty and alumni notes.

## 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 mutual problems. The caucus sponsors a variety of public lectures and discussions on issues of concern to minority groups.

## 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 involved significantly 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 a number of social and educational events throughout the year.

## 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, a film series, the Cornell team effort in the annual Jessup Moot Court competition in international law, special placement services in the international legal field, and various social events. Its activities are conducted independently and in coordination with other campus international groups. The society welcomes for membership all students, alumni, and faculty having an interest in the international field.

## 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 entering the legal profession, the Women's Law Coalition was formed in 1970. It is an informal association which strives to foster an understanding of the legal rights of women and to improve the position of women in the legal profession. It sponsors a variety of public lectures and discussions on legal issues of concern to women.

## Other Organizations

The *Order of the Coif* is a national honorary society to which approximately 10 percent of the highest ranking students in each graduating class are elected on the basis of academic record.

The *Law Partners' Association*, composed of spouses of law students, meets at least once a month and sponsors various social activities and lectures throughout the school year.

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

*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 ser-

vice. 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 1978 and 1979, for example, entered private practice in large numbers (60 percent of those reporting); 39 accepted judicial clerkships (13 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 (4 percent).

Starting salaries as reported by current graduates ranged from \$14,000 to \$36,000, depending on the type and location of employment. In 1980-81 firms in major cities are expected to pay from \$26,000 to \$38,000. Judicial clerkships and other positions are expected to range from \$14,000 to \$24,000. Federal government agencies hire at levels GS-9 and GS-11 (currently \$17,035 and \$20,611).

## Health Services and Medical Care

Health services and medical care for students are located in Gannett Health Center. Students are entitled to unlimited visits at the center without charge.

An acutely ill student will be seen promptly without an appointment. Students are also entitled to ordinary laboratory and X-ray examinations necessary for diagnosis and treatment and counseling services. The University Health Services will care for student spouses on a fee-for-service or a prepaid basis. Prepaid services can be arranged for at Gannett Health Center. Information on the services for students which require a fee are available at 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 of the 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 on an individual basis. 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 which is provided by the University.

More detailed information about health insurance or the Health Services may be obtained by writing or visiting the University Health Services, Gannett Health Center, Cornell University, 10 Central Avenue, Ithaca, New York 14853 (telephone 607/256-4082).

## Housing

The Charles Evans Hughes law residence center provides accommodations (including singles, doubles, and suites) for approximately 100 single men and women. The spacious and comfortable residential center, completed in 1964, is physically connected to Myron Taylor Hall and overlooks Cascadilla Gorge. Hughes Hall is attractive to many first-year students because it is convenient to the library and classrooms, and is occupied by other law students. 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 Cascadilla Halls, though space in these two halls is also very limited. Information regarding application for housing is sent by the law school after the student pays the registration deposit.

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

Students are not required to live on campus, and should note that acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

A partial listing of available off-campus accommodations is maintained at the Off-Campus Housing Office, 223 Day Hall. Because the listing 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, 223 Day Hall, Ithaca, New York 14853. A student should plan a visit to Ithaca well in advance of the beginning of the semester in order 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 effect of motor vehicles on the environment and on the limited campus parking facilities. All on-campus parking, except certain metered and time zone areas, is by permit only and is subject to posted restrictions. 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 Cornell property.

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

In general, students residing in campus housing units and commuting students residing more than one and one-half air miles from the center of campus are eligible to purchase campus parking permits. Other students may purchase permits depending on availability for the peripheral and interior lots.

Since not all residence units have parking adjacent to them, students planning to reside in University dormitories and apartment complexes should ascertain the availability of parking near their prospective residence prior to making final housing selections. There is a parking lot adjacent to Hughes Hall; however, there are not enough spaces for all the cars that belong to students residing there. A lottery is held to assign parking spaces to residents at the beginning of the fall term.

Carpooling is encouraged for all members of the University community. An information card file for student commuters is located in Willard Straight Hall next to the ride boxes. This will help locate other students living in your area who are willing to share rides to and from campus. For further information, call the Traffic Bureau at 607/256-4600.

Motor vehicle registration, parking permits, and bus passes are available at the Traffic Bureau, Cornell University, 115 Wait Avenue, Ithaca, New York 14850

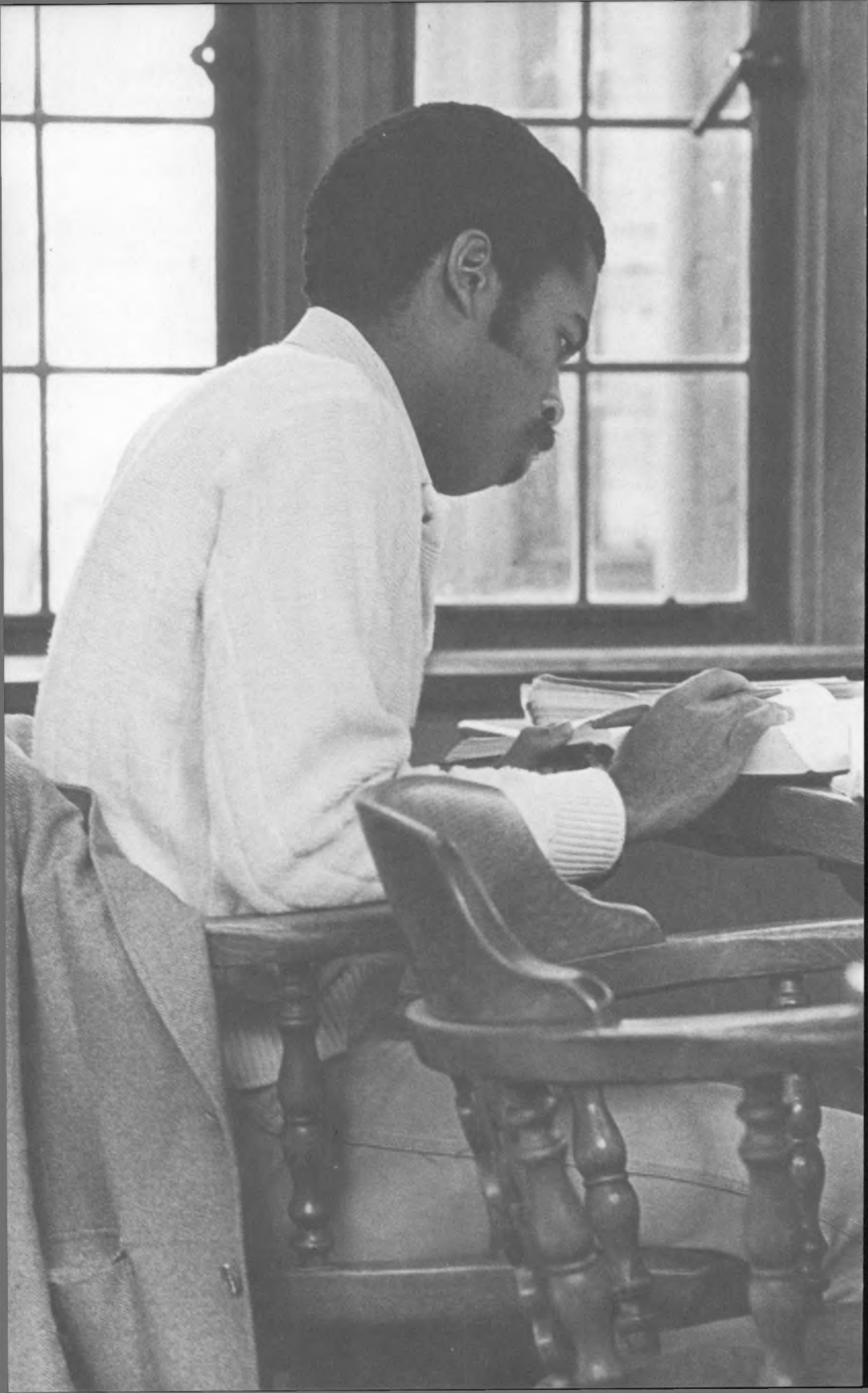
(607/256-4600). The Traffic Bureau is open Monday through Friday during regular business hours (7:45 a.m. to 5:00 p.m. while classes are in session; 8:00 a.m. to 4:00 p.m. during summer and intersession). Students requiring special access to parking and transportation facilities for medical reasons should contact the Traffic Bureau promptly upon arrival on campus.

A complete list of parking and traffic regulations, *Regulations Governing Motor Vehicles and Campus Parking Map*, 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 abide by them.

## Bus Service

Cornell University buses (red and white) run several routes at frequent intervals from the peripheral lots to central campus from 7 a.m. to 12:15 a.m. Monday through Friday. Campus bus stops are clearly marked with blue and white signs. Cash fare is 20¢ exact change each ride, with bus passes available at the Traffic Bureau or Willard Straight desk.

Schedules for on-campus and off-campus bus service can be picked up at the Traffic Bureau, the Information and Referral Service in the Day Hall lobby, the 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. R. N. Clinton, R. B. Kent, D. A. Oesterle, F. F. Rossi.

A general introduction to civil litigation, from commencement of action through disposition on appeal, studied in the context of the federal procedural system. In addition to a broad survey of the litigation process, there is detailed consideration of federalism and the ascertainment of applicable law, jurisdiction, process, and venue; and former adjudication.

**502 Constitutional Law** Four hours. R.N. Clinton, R. F. Nagel, G. J. Simson.

Study of basic American constitutional law and judicial review.

**504 Contracts** Five hours. W. E. Hogan, R. S. Summers.

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

**506 Criminal Justice** Four hours. J. B. Jacobs, N. E. Roth.

An introduction to criminal law and the administration of criminal justice. The course focuses on jurisprudential issues like criminal responsibility and constitutional limitations on the state's power to punish. In addition, such policy issues as capital punishment, controlling discretion, and sentencing are examined in the course.

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

A working knowledge of legal materials and the various tools of legal research is acquired through lectures and problems requiring the use of the law library. Primary emphasis is upon access to federal and state case law and legislation. Training in computer-based legal research is also provided.

**509 Practice Training II** Two hours. J. J. Barcelo, L. Bonfield, R. Booth, R. N. Clinton, B. Colapietro, S. B. Fuller, K. L. Hanslowe, M. Kennedy, D. A. Oesterle, J. T. Younger.

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. Consideration of the role of the legal profession, its functions, and ethics.

**512 Property** Four hours. P. W. Martin, J. T. Younger.

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

**515 Torts** Four hours. A. Gunn, I. Younger.

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

### Second-Year Electives

**[550 Accounting for Lawyers]** Three hours. D. L. Ratner. Not offered 1980-81.

Introduction to basic accounting terminology, methods, and concepts, and their application to business enterprises, taxation, regulation of economic activity, and securities regulation. After a brief introduction to the techniques of double-entry bookkeeping, the course will focus on 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. (This course 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; business trust.

**554 Commercial Law** Three hours. N. Penney.

An attempt to foster awareness of potential problems in commercial and consumer dealings, and to develop the skills required for effective use of complicated

## 26 Description of Courses

statutory schemes. Primarily focus is on the Uniform Commercial Code, with main emphasis on Article 2 and some consideration of Articles 7 and 9. Consumer protection statutes such as the Federal Consumer Credit Protection Act, the Magnuson-Moss Warranty Act and the Uniform Consumer Credit Code are treated in depth. The related subjects of commercial paper and banking transactions are not treated systematically in this course but in Commercial Paper and Banking Transactions.

### **556 Commercial Paper and Banking Transactions** Two hours. N. Penney.

Commercial paper and bank deposits and collections under the Uniform Commercial Code (Articles 3 and 4), 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 prerequisite: Agency and Partnership. (This course may not be elected by students who are taking or have taken Enterprise Organization.) D. A. Oesterle.

An extensive and practical treatment of the law of corporations at both federal and state levels. 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 are considered, 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.

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.

*Note:* 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. (This course may not be elected by students who have taken or are taking Corporations.) B. A. Banoff.

An introduction to the law governing the allocation of economic rights and decision-making authority in business enterprises. Attention is given to agency, partnership, and corporation law as they affect the organization and operation of the closely held enterprise, as well as to the distinctive problems of publicly held corporations. Among the topics covered are the formation, financing, and continuing conduct of the enterprise, the liabilities and fiduciary responsibilities of proprietors and management; and the role and responsibilities of lawyers in business practice.

### **564 Evidence** Four hours. I. Younger.

The rules of evidence in civil and criminal cases, with emphasis on judicial notice, witnesses, hearsay, problems of relevance, privileges, presumptions, and burdens.

### **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. (This course may not be elected by those who have taken or are taking Trusts and Estates I or II.) L. Bonfield.

The purposes of this course are (1) to acquire an overview of, and comfort in dealing with, basic concepts in the combined fields of intestate succession, wills, trusts, and estates and their administration; and (2) to solve specific problems in these fields. Extensive reading of cases and statutes is required.

### **571 Trusts and Estates I** Three hours. (This course 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 constitute an integrated treatment of the law of wills, trusts, and future interests, with some introduction to fiduciary administration and estate planning. Trusts and Estates I will introduce the student to the law of decedents' estates and the law of trusts. Each student will draft his or her own will and prepare a simple trust.

### **572 Trusts and Estates II** Three hours. Prerequisite: Trusts and Estates I. W. T. Dean.

A continuation of Trusts and Estates I. The purpose of this course is to complete the examination of decedents' estates and trusts and introduce students to the process of estate planning. The major problems of future interests is stressed. Students examine problems involving the application of the law of trusts and estates (including future interests) to estate planning. Several workshops will demonstrate the estate planning process.



## Second- or Third-Year Electives

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

The powers, methods, roles, and procedures of public officials and bureaucracies. Special 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]** Three hours. J. J. Barceló. Not offered 1980-81.

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, general average; marine insurance; and the principles governing collision.]

**[604 Advanced Antitrust: Economics, Policy and Enforcement]** Three hours. G. A. Hay. Not offered 1980-81.

Selected problems in antitrust enforcement: (1) economic principles underlying enforcement decisions concerning mergers, monopolies, and "shared monopolies"; (2) elements of prosecutorial discretion; (3) use of criminal remedies to deter and punish anti-competitive conduct; (4) conflicting approaches to predatory pricing; (5) application by the courts of new economic theories concerning vertical relationships in Sherman Act and Robinson Patman Act cases; (6) application of antitrust law and policy to governmental bodies and government-supported restraints; and (7) current legislative controversy over "no fault monopoly" and "conglomerate merger control."]

**[606 Advanced Civil Procedure]** Three hours. K. M. Clermont. Not offered 1980-81.

Complements the first-year civil procedure course. Topics normally just touched on in the first year are studied in greater depth, including: appeals; parties, including such areas of current interest as class actions; historical view of procedure; pleadings, discovery, and pretrial conference; and trial, with special emphasis on judge-jury problems. The context of study will be the federal procedural system."]

**607 American Legal History (1607-1930)** Three hours. R. K. Osgood and L. Bonfield.

A study of the creation and growth of American private law with attention given to events in the reign of Elizabeth I and the early Stuarts, as they affected American development, the foundation of the colonial legal systems (particularly in Massachusetts and New York), the "reception" of the common law and equity, 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 Economics]** Two hours. Prerequisites: Economics for the Lawyer or a basic undergraduate course in principles of economics. Antitrust Law should be taken previously or concurrently. Not offered 1980-81.

The issues discussed in the Antitrust Law course will be treated from an economic perspective. Included will be an analysis of monopoly, restrictive practices, oligopoly, conspiracy, and mergers.]

**610 Antitrust Law** Three hours. G. A. Hay.

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. Problems considered include: 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. Occasional lectures by Donald I. Baker, former head of the Antitrust Division and adjunct professor at Cornell.

**[612 Children and the Law]** Two or three hours. L. I. Palmer. Not offered 1980-81.

The treatment of children by the legal system; the child's economic relationship within the family; parental rights to discipline children and the problem of physical mistreatment; the rights of mentally retarded children; child custody; juvenile delinquency and the juvenile court; state-enforced limitations on the liberty of minors.]

**[614 Civil Liberties]** Two hours. Not offered 1980-81.

An intensive study of the constitutional and political theory surrounding the guarantees of freedom of religion, speech, and the press.]

**[616 Collective Bargaining in Public Employment]** Three hours. Prior study of labor law is helpful but not essential. Not offered 1980-81.

An examination of labor relations in the public sector. The constitutional and statutory rights of public employees will be examined. Other topics to be studied are representation and bargaining unit questions, the scope of public sector bargaining, administration of the collective agreement, union security in public employment, and labor dispute settlement. The special characteristics of governmental labor relations will be highlighted. Comparisons will be made with the approaches of the private sector and other countries on same issues.]

**618 Comparative Law** Three hours. A. De Vita.

Comparative law will be dealt with as a method of widening the horizon of American students, confronting them with the study of other laws of a different family. The course involves the investigation of the sources, structures, perspectives, and techniques of the main civil law systems, in the historical evolution of their socioeconomic and intellectual context.

Beyond the stage of a mere registration of differences, the comparison with common law will follow the lines of a functional approach. The aim will be to acquaint the student with the "style" of the civil law, supplementing the expository discussion with a topical analysis of the operation of the rules in specific factual situations.

**621 Conflict of Laws** Three hours. G. J. Simson.

A study principally 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. Serious attention also is given 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.

**623 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) are required.

**624 Corporation Finance** Four hours. Prerequisite: Corporations. Tentative offering. B. A. Banoff.

The course will cover enterprise and securities valuation, corporate reorganization and recapitalization, capital structure and senior securities, dividends and retained earnings, mergers and acquisitions, and investment information and advice.

**625 Criminal Procedure** Three hours. N. E. Roth.

The "pre-judicial" and "judicial" stages of the criminal process: arrest, search and surveillance, the accused as a source of evidence, controlling police illegality, right to counsel, prosecutorial discretion and the charging decision, pretrial release, preliminary hearings, the grand jury, discovery, plea bargaining, speedy trial, trial by jury, other trial-related issues, and postconviction challenges.

**626 Debtor-Creditor Law** Three hours. Prerequisite: Commercial Law. W. E. Hogan.

After an introduction to the rights and remedies of both creditors and debtors in the collection process and a survey of bankruptcy and nonbankruptcy insolvency proceedings involving consumer and business debtors, the course concentrates on the legal planning involved in the extension of consumer, farm, and business credit secured by personal property under Article 9 of the Uniform Commercial Code in the light of the Bankruptcy Reform Act of 1979, the Uniform Fraudulent Conveyance Act, and the Federal Tax Lien Act.

**[630 The Early Development of Anglo-American Common Law (also History 359)]** Three hours. C. A. Holmes. Not offered 1980-81.

A survey of the English legal system from the Anglo-Saxon period to the age of Blackstone. The class considers the development and the powers of the major

legal institutions; the relationship between precedent, equity, and positive legislation in English law; and those constitutional conflicts that vitally affected the nature of the system.]

**631 Employment Discrimination and the Law (also I&LR 684)** Three hours. M. E. Gold.

An examination of legal problems involving employment discrimination based upon race, color, religion, sex, national origin, and age. The impact of developing principles of law on preemployment inquiries and testing, seniorities and promotions, and other personnel policies, practices, and procedures will be discussed. The requirements of affirmative action including Title VII and Executive Order 11246 are analyzed.

**632 English Legal History (1066-1600)** Two hours. R. K. Osgood and L. Bonfield.

A study of the foundation and development of the classical common law with attention given to the law of real property, torts and contracts, the court system, the legal profession, legal literature, the role of legislation and the rise of equity. Other topics covered in less detail will be the effect of non-common law systems on the common law and the common law of criminal justice.

**633 Environmental Law** Three hours. E. F. Roberts.

Environmental law is studied as an on-going process of reasoned decision making. National Environmental Policy Act (NEPA), air, and pollution controls are used to illustrate this decision making.

**635 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.

**637 Family Law** Three hours. J. T. Younger.

A study of the law governing marriage, divorce, relations of family members to one another and to the state. Paper or examination required; students may choose either.

**639 Federal Courts** Three hours. R. B. Kent.

An intensive examination of federal courts and their constitutional and statutory role in the federal system. The course will consider 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. Among the topics covered will be 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.

**[643 Individual Rights and Institutional Authority]** Three hours. J. B. Jacobs. Not offered 1980-81.

An examination of far-reaching legal developments of the last decade which have greatly expanded the

constitutional rights of prisoners, mental patients, students, and servicemen. Each of the traditionally authoritarian institutions with which these groups are associated has been shaken and transformed by the redefinition of the status of the administrators and their clients. The course analyzes the developing constitutional doctrine, explores the competing societal interests at stake, and engages vital issues of public policy.]

**[645 Institutional Investors]** Two hours. D. L. Ratner. Not offered 1980-81.

Mutual funds, pension funds, life insurance companies, charitable and educational foundations, and other institutions have become the dominant traders and investors in equity securities. The course will focus on the behavior of institutional managers and their responsibilities to their beneficiaries, to the markets in which they trade, to the corporations in which they invest, and to the society in general. There are no specific prerequisites, but some background in corporation law or securities law would be helpful.]

**[646 Insurance]** Three hours. N. Penney. Not offered 1980-81.

Deals with general principles of insurance law that apply in the fields of casualty, life, and liability insurance, including modern developments relating to no-fault liability and first-party insurance.]

**647 Intellectual and Industrial Property** Two hours. This course may not be elected by students who have taken Copyright, Trademark, and Patent Law or Copyright and Patent Law. H. G. Henn.

A two-credit introductory course on copyright, trademark, and patent law, to acquaint students with the basic concepts and to dispel the mystiques of the three subject areas.

**648 International Human Rights** Two hours. A. Barav.

The internationalization of human rights protection and the United States attitude domestically and in foreign policy. Human rights as legal rights. The lawfulness of humanitarian intervention in international law: a case study, American intervention in the Dominican Republic (1965) will cover Congressional debate and State Department justifications. Analysis of major international instruments on human rights: universal declaration, 1948 Genocide Convention (1948), Racial Discrimination Convention (1966), International Covenant on Civil and Political Rights (1966), International Covenant on Economic, Social, and Cultural Rights (1966), constitutional problems in the United States regarding their ratification. The Helsinki Accord (1975), the Belgrade Conference (1977) and United States action: Congressional Commission on Security and Cooperation in Europe and Presidential Reports. The American Convention on Human Rights (1969); the rights guaranteed, enforcement procedure, and the issue of United States ratification. The European Convention of Human Rights (1950); implementation machinery and significant judgments of the European Court of Human Rights.

**649 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, rights of aliens; international standards for the protection of the person and property; human rights in the international setting; claims among nations; control of the use of force.

**[651 (also Classics 304) Introduction to Roman Law]** Three hours. D. L. Malone. Not offered 1980-81.

While based upon a history of the formal structure of Roman law from the *Twelve Tables* to the *Digest*, the course will deal with Roman law in its wider ramifications: law as a weapon in political strategy; the education and practice of lawyer and jurist; and law as a mirror of society (the family, slavery, commerce, social classes, position of women).]

**[653 Jurisprudence and the Legal Process]**

Three hours. R. S. Summers. Not offered 1980-81.

An exploration of some general topics that cut across other law school courses and are of intellectual and practical concern to lawyers, including alternative legal means of serving goals, the basic effective tasks involved, law's limited efficacy, and the place of values in legal reasoning. The leading American theory of law—pragmatic instrumentalism—will be systematically analyzed.]

**656 Labor Law** Three hours. K. L. Hanslowe.

A study of collective bargaining, including treatment of questions concerning 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; labor and the antitrust laws; emergency labor disputes.

**[ILR 681 Labor Relations Law]** Three hours. Prerequisite: Labor Law or its equivalent. K. L. Hanslowe. Not offered 1980-81.

An advanced course in labor law, covering such topics as 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.]

**658 Land Financing** Three hours. N. Penney.

Basic mortgage law as reflected in residential and commercial financing; emphasis is shifted from doctrine to function by considering of 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. Topics such as future advances, marshaling, and subordination agreements

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are dealt with in the functional setting where they are most likely to arise. Mechanics liens, tax liens, fixtures, and suretyship are 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; future prospects of maintaining a decent environment.

#### **663 Law of the European Community** Two hours. A. Barav.

The institutional framework and constitutional problems of the European economic community—the largest trading unit in the world. Sources of community law, protection of human rights, the division of power and allocation of authority between the community and the member states. Self-executing nature of community law and conflict between community law and the national laws of the member states. The jurisdiction of the European court of justice. The “four freedoms”: free circulation of goods and prohibition of quotas and tariffs, free movement of workers, freedom of establishment, free circulation of capital. Restrictive trade practices and antitrust law of the European community, its extraterritorial application. Legal problems of the community’s external affairs.

#### **664 Law Practice Dynamics** Two 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. Specific topics include (1) the goals and values of professional achievement; (2) attracting clients; (3) providing needed legal service to the poor, the underprivileged, the unpopular, the hated, and the guilty; (4) lawyer-client relationships; (5) protecting clients from inadequate legal representation resulting from dishonesty, incompetence, lack of zeal, or conflicts of interest; (6) economics of practice and of organizing one’s own firm; (7) determining and collecting fees; and (8) causes of popular dissatisfaction with lawyers and the legal profession. The course meets periodically with lawyers who are representative of 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.

#### **[667 Legal History** Three hours. Not offered 1980-81.

An introduction to the history of the Anglo-American common law, including a study of certain critical problems in the development of the law of torts, contracts, and real property, set in their philosophical and social background. Particular attention is given to the development of the courts and the legal profession, to the principles of pleading and precedent, to the history of equity and special remedies, and to the development of statutory interpretation and of codification. Emphasis is also on techniques of research and writing to provide the tools for a life-long interest in legal scholarship, both for its own sake and for the light it sheds on the role of the lawyer and the future of the law.]

#### **670 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 upon retroactive and special legislation; methods of statutory enforcement; and interpretation and construction of statutes. The legislative process is examined at the federal, state, and local levels.

#### **672 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).

#### **[673 Natural Resources** Two or three hours. A. Gunn. Not offered 1980-81.

A survey of the nature and incidents of public and private interests in water, minerals, oil, and gas. The final portion of the course, taken only by those who elect three hours of credit, is devoted to the study of the taxation of mineral income and property.]

#### **674 Native American Law** Three hours. R. N. Clinton.

A survey of the specialized body of law that has grown up around Indian peoples. Consideration will be given to the development of sovereignty arrangements over Indian peoples; civil, criminal, and taxing jurisdictions on Indian reservations; special problems of property tenure and land use affecting Indian lands and Indian hunting and fishing rights; the history of federal Indian policy and its impact on modern Indian problems; tribal self-government; and federal Indian benefits and bureaucracies.

**676 New York Practice** One hour. I. Younger.

The principle topics in New York Practice: jurisdiction, parties, provisional remedies, disclosure, motion practice.

**[677 Race and Sex Discrimination]** Three hours. Not offered 1980-81. See Employment Discrimination Law.

A comprehensive study of the legal protection of racial and sexual equality. Consideration is given to the societal bases of racism and sexism and to the constitutional safeguards against them. Illustrative problems in areas of education and employment are studied, including litigation strategy.]

**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. The course will also deal with 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.

**[679 Remedies]** Three hours. A. C. Aman, Jr. Not offered 1980-81.

The problems peculiar to obtaining, devising, administering, and enforcing injunctions in a wide variety of substantive contexts, such as school integration, employment discrimination, labor disputes, antitrust litigation, and environmental protection. Attention is also given to related procedural, jurisdictional, and institutional issues. Other remedies, such as damages, specific performance, and restitution, are examined primarily as a means of contrasting private law and public law litigation.]

**[680 Restitution]** Three hours. D. A. Oesterle. Not offered 1980-81.

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. Analysis of restitution as an alternative remedy for tort or equitable wrong, and consideration of varieties of mistake and their effect on bargain or gift transactions and remedies available to relieve against mistake.]

**682 Securities Regulation** Three hours. B. A. Banoff.

Federal and state regulation of the trading and distribution of securities and of practices in the securities

business. The subject is examined primarily 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 concerning the effectiveness of the present regulatory scheme.

**683 Social Security Law** Two hours. P. W. Martin.

An examination of those government programs, often called social insurance, which are 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. Principal focus is upon the largest social insurance program, OASDI, better known as Social Security. Other programs covered include Social Security's companion medical assistance program, Medicare, and unemployment insurance. Relevant proposals for reform are analyzed. Several legal themes will recur and 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 regarding this program see p. 13.

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

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

**[686 Taxation of Business Enterprises]** Three hours. Not offered 1980-81.

A basic study of the federal income tax problems of business corporations and their investors and of partnerships. The course traces the tax effects of the major events in the life of the business enterprise, including formation, distributions, sales of interest, reorganizations, and liquidations.]

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

A detailed examination of Subchapter K of the Internal Revenue Code. Topics will include contributions of property to partnerships, partnership distributions, termination of partnerships, partnership elections, and sales of partnership interests.



## 32 Description of Courses

**689 Trial Practice** Three hours. No prerequisites. S-U grades. I. Younger.

What to do in court, starting with jury selection and working through summation. Attention is paid to problems of professional responsibility. Workshops and video presentations are not used.

**691 Trial Techniques** Two hours. Prerequisites: Evidence and Trial Practice. S-U grades. I. Younger and others.

The student begins to learn what has been described and discussed in Trial Practice and Evidence by performing the various roles of a trial lawyer in simulated courtroom settings.

**[692 Unfair Trade Practices]** Three hours. Not offered 1980-81.

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

**[693 United Nations Law]** Three hours. Not offered 1980-81.

A study of the basic constitutional problems of the United Nations. The course will investigate 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 towards the United Nations.]

**[694 Water Law]** Two hours. A. Gunn. Not offered 1980-81.

The origin and attributes of rights to water under state and federal law and water delivery systems.]

**[696 Welfare Law]** Three hours. P. W. Martin. Not offered 1980-81.

An examination of those 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. The cash programs covered include Aid for Dependent Children (AFDC), the new Supplemental Security Income Program (SSI), and general assistance. The peculiar problems of furnishing aid in kind (food stamps, Medicaid) are considered. Recent proposals for welfare reform are analyzed. Several legal themes recur and 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 American Legal Theory** Three hours. Limited enrollment. R. S. Summers.

A survey and appraisal of the tenets of America's dominant philosophy of law in the twentieth century—comprising a synthesis of pragmatism, sociological jurisprudence, and legal realism. Assigned readings include works of James, Dewey, Holmes, Gray, Pound, Bingham, Llewellyn, Cook, Moore, and Frank. Two papers (with one rewrite each) are required. Although the course will be taught primarily by Professor Summers, Professor David Lyons will be a guest lecturer from time to time.

**[702 Antitrust Policy]** Three hours. Prerequisite: Antitrust Law. Not offered 1980-81.

Selected problems in the application of antitrust policy.]

**[707 Comparative Criminal Law]** Three hours. Not offered 1980-81.

A study of selected problems of comparative criminal law and procedural theory of excuses, victimless crimes; overcriminalization; plea bargaining and the duty to prosecute; the design of the substantive criminal law with regard to the presumption of innocence.]

**710 Comparative Law Seminar** Three hours. Limited enrollment. A. De Vita.

A discussion on codification as the mark of the civil law tradition. The assumption will be tested through a critical survey of the influence of the techniques and ideologies of codification on the legal and judicial processes of the civil law systems. Specific topics include: (1) code law versus case law; (2) the supremacy of legislation and the role of the judge from French codification to the liberal State; (3) judicial creativity in the evolution of private law; (4) codification, is the myth still surviving?

**711 Constitutional Criminal Procedure** Three hours. Prerequisite: a course devoted entirely or primarily to criminal procedure. G. J. Simson.

An examination of criminal defendant's Bill of Rights protections. In the early part of the semester, the seminar meets to discuss assigned readings on search and seizure, confessions, double jeopardy, and other themes. The latter part of the semester is devoted to the presentation of seminar papers. Each student submits a substantial paper on an approved topic and brief written critiques of two other students' papers.

**712 Constitutional Theory** Three hours. R. F. Nagel.

The seminar focuses on major problems of constitutional decision making: sources of values in constitutional adjudication; methods of explanation; the role of original intent, history, text, and structure. Special attention will be given to the constitutional issues surrounding efforts to implement constitutional values; for this purpose some attention will be devoted to remedial problems connected with school desegregation.

**714 Consumer Law** Three hours. N. Penney.

A study of selected legal problems in consumer protection agency practice, such as consumer fraud, packaging and labeling, deceptive advertising, debtor harassment, fair credit opportunity, and fair credit billing. In addition, there will be one major problem in either Food and Drug Administration or Federal Trade Commission practice and at least one problem in the area of bank-customer relations.

**[717 Copyright, Trademark, and Patent Law]**

Three hours. H. G. Henn. Not offered 1980-81.

Problems involving copyrights, trademarks (and unfair competition), and patents, designed both to introduce the student to the basic concepts of those fields and to 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.]

**720 Corporate Practice** Three hours. Prerequisites: 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 some treatment of 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 are included. Guest lecturers are featured.

**[722 Criminal Justice Codification]** Three hours. Limited to ten students. Prerequisite: permission of instructor. Not offered 1980-81.

An exploration of the criminal justice codification movement. Consideration is given to issues of reform. Policy research, statutory drafting, and critical analysis.]

**[725 Criminal Trial Practice Clinic]** Three hours. S-U grades. Limited to sixteen students (who may not be enrolled simultaneously in the Legal Aid Seminar or Trial Techniques). Prerequisites: Evidence and Trial Practice and permission of instructor. Not offered 1980-81.

Students act as prosecutors and defense attorneys in the conduct of all phases of simulated criminal proceedings. Pretrial investigative work, grand jury and motion practice, plea negotiations, and state and federal jury trials are included.]

**[727 Economic Regulation Clinic]** Fall, one hour; spring, two hours. (This course runs throughout the academic year and must be elected in both terms.)

Prerequisite: one of the following courses: Antitrust, Regulated Industries, or Administrative Law, or permission of the instructor. Not offered 1980-81.

State and federal regulatory agencies consider a wide range of issues that are of direct relevance to consumers. Students participate in selected proceedings, especially rulemaking proceedings, through the preparation of briefs, petitions, and comments. The course is intended to develop advocacy skills in the area of economic regulation.]

**[730 Energy Regulation]** Three hours. A. C. Aman, Jr. Not offered 1980-81.

An examination of the legal and policy issues that have arisen as a result of recent federal legislation dealing with four energy sources: oil, coal, natural gas, and nuclear power. Emphasis is on the effectiveness and desirability of regulation of these energy sources as well as the values implicit or explicit in various alternative regulatory approaches.]

**735 Equal Protection Seminar** Three hours. G. J. Simson.

An examination of various issues relating to the Fourteenth Amendment's equal protection clause. In the early part of the semester, the seminar meets to discuss 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. The latter part of the semester is devoted to the presentation of seminar papers. Each student submits a substantial paper on an approved topic and brief written critiques of two other students' papers.

**[737 Estate Planning]** Three hours. Prerequisites: Federal Income Taxation and either Trusts and Estates I and II or Process of Property Transmission. Not offered 1980-81.

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.]

**740 Ethics of Corporate Practice** Two hours (three hours if taken for problem course credit). G. Thoron.

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 which at best skirt the edges of what is legally permissible, and which under developing standards may render the lawyer and his firm subject to liabilities (civil or criminal) or to professional discipline; (2) conflicting loyalties and obligations involving confidences and secrets and in 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.

**[743 Evidence Codification and Reform]** Three hours. Prerequisite: Evidence. F. F. Rossi. Not offered 1980-81.

An advanced analysis of major problems involved in federal and state evidence codification. Evaluation of proposals and policies concerning presumptions in civil and criminal litigation; use of character evidence; the scope of witness impeachment; expert opinion; hearsay reform and its effects; confrontation and compulsory process restraints; and the evidentiary privileges. Drafting of rules implementing recommended solutions and the preparation of supporting memoranda and redrafting after editing, discussion, and criticism is required.]

**[745 Experimentation on Human Subjects]** Three hours. L. I. Palmer. Not offered 1980-81.

An examination, through materials drawn from medicine, psychology, sociology, biology, and law, of present regulation of the research process: (1) What limits, if any, should be placed on scientific inquiry and what implications do these limits have for society's democratic and egalitarian principles? (2) To what extent should the degree or type of harm to individuals or society affect the authority of decision makers? (3) To what extent is the harm of an intervention mitigated by what immediate or long-range, certain or uncertain benefits, and to whom benefits accrue?]

**747 Family Law Clinic** Three hours. Enrollment limited. J. T. Younger.

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

**[749 Federal Jurisdiction]** Three hours. (Students may elect both this course and the course in Federal Courts.) K. M. Clermont. Not offered 1980-81.

An intensive examination of the allocation of jurisdiction to the federal courts and the current movement for reform. Emphasis is given to 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.]

**750 Fiduciary Administration** Three hours. W. T. Dean.

In 1980-81 each student will draft a chapter of a handbook on trust administration by an individual. These will be extensively corrected, discussed in class, and then completed in final form.

**[753 Income Maintenance Programs]** Three hours. P. W. Martin. Not offered 1980-81.

A study of selected problems raised by the overlap of federal and state income maintenance programs. Emphasis is on one or two population segments that are the target of both social insurance and need-tested programs (possibilities include the elderly, unemployed, and disabled). Legal questions of coverage and amount of benefits for each of the relevant programs; problems of program overlap and coordination. Current questions of policy are explored.]

**755 International Business Transactions** Three hours. J. J. Barceló.

The major legal problems (arising under American, international, and foreign law) that confront international business operations and related policy issues. Topics include 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.

**[757 International Law Problems]** Three hours. Not offered 1980-81.

The primary goals of this seminar are twofold: (1) to explore in depth current problems in international law and policy; (2) to introduce the student to research techniques in international law through preparation of a substantial paper determined by a conference between student and professor. For purposes of class discussion, participants in the seminar will be expected to read materials consisting of articles, notes, comments or correspondence on various international law subjects of current importance. Possible subjects may include international regulation of energy, legal aspects of international terrorism, human rights, contemporary views on sources of international law, state responsibility, and the International Court of Justice. Participants in the seminar give oral presentations on the subject researched for their paper and conduct the discussion period that follows. Seminar grades are based equally on the student's performance in discussion periods and on the paper.]

**[762 International Tax Planning—Foreign Investors]** Three hours. Not offered 1980-81.

The United States tax rules (including treaties) applicable to foreign individuals and corporations investing in the United States.]

**763 International Tax Planning—United States Investors** Three hours. W. C. Gifford.

The international aspects of United States income taxation in the context of business planning and counseling situations. The course is based on a series of problems involving common business transactions by United States multinational corporations, such as exporting, manufacturing, and marketing abroad, and repatriation of foreign earnings to the United States.

**[765 Judicial Administration]** Three hours. W. D. Curtiss. Not offered 1980-81.

A study of selected problems in judicial administration, including (1) court organization and management; (2) the need for new courts and consolidation or merger of existing courts; (3) the removal of certain matters from the purview of the courts; (4) the use of para-professional personnel; (5) the relative merits of various methods used for the selection, discipline, and removal of judges; (6) jury selection, instructions, and deliberations; and (7) the effect on the court system of recent developments in pretrial procedures, civil rights



decisions and legislation, narcotics laws, divorce laws, bail and detention procedures, and measures to prevent recidivism.]

**767 Juvenile Justice** Three hours. N. E. Roth.

This seminar studies 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. Among the topics considered are: 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.

**769 Labor Arbitration Seminar** Three hours. Limited to twenty students. J. A. Gross, K. L. Hanslowe.

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 will be expected to prepare briefs, present cases, and write awards. As opportunity permits, students will be invited to attend actual arbitration hearings and to write mock awards. Each student also will prepare research memoranda on topics within the general scope of the course and present these in summary form to the members of the seminar for criticism and evaluation.

**770 Land-use Planning Seminar** Three hours. Prerequisite: Land-use Planning. E. F. Roberts.

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 over local physical planning decisions to the state level under the guise of statewide environmental concerns? Attention to the history behind these controls adds a political and social dimension.

**772 Law and Medicine** Three hours. L. I. Palmer.

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

**[773 Law and Social Theory** Three hours. J. B. Jacobs. Not offered 1980-81.

This seminar, open to law students and to graduate students in the social sciences, explores the core themes subsumed under the rubric "sociology of law." The underlying issue is the relationship of law to the

social order. Who formulates the law, how it is administered, and with what consequences must be understood in terms of the distribution of economic and political power as well as authority. The course draws on the classical scholars, such as Weber and Durkheim, as well as on contemporary American empiricists and theorists of the sociology of law. There will also be some comparative study of the legal systems of primitive societies and of contemporary capitalist and socialist states.]

**775 Legal Aid I** Three hours. Prerequisite: permission of instructor. Enrollment limited. B. Strom, A. Beddingfield, R. A. Masson, L. D. Pozner.

Participants handle cases for clients of the Legal Aid Clinic under the supervision of the clinic's instructors. Case handling involves the student in interviewing and counseling; investigating and analyzing facts; interrelating substantive and procedural law with facts in the context of actual representation; developing a strategy to handle a client's problems; identifying and resolving professional responsibility issues; legal writing; negotiating and settling cases; and representing clients at administrative hearings. Seminar classes seek to develop interviewing, counseling, negotiation, and advocacy skills through the use of readings, discussions, demonstrations, and simulated exercises. Some seminar classes will introduce students to substantive law areas most frequently required in legal aid practice.

**776 Legal Aid II** Six hours. (This clinical course must be taken in both the fall and the spring semesters. The six credit hours are awarded at the end of the spring term.) Prerequisites: Legal Aid I and permission of instructor. B. Strom, R. A. Masson.

Students handle Legal Aid cases and assist in supervising 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.

**[780 Legal Control of State Coercion** Three hours. J. B. Jacobs. Not offered 1980-81.

This seminar explores the effectiveness of legislative and judicial mechanisms for controlling the armed forces, national guard, public and private police, prisons, and mental institutions. An extensive paper is required.]

**[783 Legal Education and the Legal Profession** Three hours. R. C. Cramton. Not offered 1980-81.

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.]

**[785 Organized Crime Control** Three hours. Not offered 1980-81.

An examination of the historical, social, economic, and legal ramifications of organized crime. Particular attention is given to investigative grand juries, immunity grants, electronic surveillance, and other aspects of the evidence gathering process.]

**786 Prisoners' Legal Services Clinic** Three hours. (This course cannot be elected by students who have taken Legal Aid I and 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. Case handling involves the students in interviewing and counseling; investigating and analyzing facts; interrelating substantive and procedural law with facts in the context of actual representation; developing a strategy to handle a client's problems; identifying and resolving professional responsibility issues; legal writing; negotiating and settling cases; and representing clients at administrative hearings. Seminar classes seek to develop interviewing, counseling, negotiation, and advocacy skills through the use of readings, discussions, demonstrations, and simulated exercises. Some seminar classes will introduce students to substantive law areas frequently required in prisoner legal services practice.

**787 Problems in Corporate Litigation** Three hours. Prerequisite: Basic corporate law course. Recommended: Securities Regulation. M. Gould. A. Jacobs.

The course will deal with selected problems that arise in litigation of corporate matters. Shareholder derivative suits, class action problems, violations of securities laws, and corporate criminal matters.

**788 Problems in Environmental Law** Three hours. N. Orloff.

An interdisciplinary problem course dealing with current environmental problems. Open to law students who have completed a course in environmental law and to other students with substantial course work in environmental studies.

Participants collaborate on projects such as drafting a local ordinance to deal with noise pollution; assisting intervenors in administrative proceedings under the Clean Air Act or the Federal Water Pollution Control Act; submitting comments on proposed regulations; or writing an *amicus curiae* brief in connection with litigation under the National Environmental Policy Act or the New York State Environmental Quality Review Act. The determination of the specific projects depends primarily on the issues that are ripe for study and the interests of the students.

**790 Problems in Legislation** Three hours. W. D. Curtiss.

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.

**793 Problems of Urban Development** Three hours. W. D. Curtiss.

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.

**[794 Professional Morality and Ethics** Three hours. G. Thoron and J. L. Smith. Not offered 1980-81.

A study of ethical and human problems typically encountered by practicing attorneys in situations where a client is tempted to use, or wants his lawyer to use, morally questionable means to achieve an end or where he seeks, or wants his lawyer to seek, morally questionable ends. Problems are selected for investigation and analysis among those typical in such situations as divorce, child custody, juvenile delinquency, disinheritance, a child, tax minimization, litigation dishonesty, and a threat to commit a future crime. Lawyers representative of different types of practice participate in some of the class sessions.]

**[795 Race and the Law** Not offered 1980-81.

An overview of the institutional role of the law in developing race relations. The seminar examines the historical and contemporary impact of legal and judicial precedents upon race relations.]

**796 Science, Technology, and Law** Three hours. Enrollment 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 focus is on 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. Special attention will be given to conflicts between legal and scientific approaches to the assessment of health and environmental hazards.

**[797 Sentencing** Three hours. L. I. Palmer. Not offered 1980-81.

A critical examination of the prevailing legal doctrine of judicial discretion that governs most sentences, and a study of alternative substantive standards for sentencing dispositions. Topics of discussion include: history of sentencing practice; development of individualized sentencing; criminal dispositions compared with civil dispositions of individuals, such as narcotic civil commitments and juvenile commitments; merger of sentences; probation and suspended sentence; functions of appellate courts in sentencing; legislative measures to reduce and decrease penalties; jury sentencing and administrative sentencing; and noncriminal confinements of individuals viewed as dangerous to society or in need of societal care.]

**[798 Tax Policy and Current Legislation]** Three hours. A. Gunn. Not offered 1980-81.

A study of the criteria of sound tax policy and an examination of selected current topics in the light of those criteria. Topics include the use of the tax system to further nontax objectives; the selection of the base for measuring tax liability (income, wealth, consumption, and others), taxation of the family, the so-called double taxation of corporate income, and problems of fairness and complexity.]

**799 Water-Waste-Toxic Materials** Three hours. E. F. Roberts.

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. K. L. Hanslowe.

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. The course 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 in advance of class and to be prepared to respond to questions and participate in class discussion.

**Sociology 365 Criminology** Three hours. J. B. Jacobs.

Basic principles of the sociology of law are developed in the context of a study of civil rights and civil liberties in institutions of social control: prisons, mental hospitals, schools, the military. The course 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 1980-81.

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

## Courses in Other Divisions

In addition to the work in international affairs described on page 14, the student's attention is directed to graduate-level courses relevant to legal careers offered in other colleges and schools in the University.

All University courses are listed or described in *Description of Courses*.

Except in unusual circumstances, students may not elect work outside the Law School during the first year. Students who have satisfactorily completed the first year are permitted to take courses related to their Law School program in other divisions of the University. Permission must be obtained from the dean of students' office, and will not be granted for more than one such course in any one semester. Credit not exceeding three credit hours a course towards the J.D. degree will be granted for such work whenever, in the opinion of the dean of students, it is related to legal training. 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 satisfactorily complete seventy-two semester credit hours in professional law subjects.

## Scholarships and Prizes

### Scholarships

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

**George G. Bogert Scholarship Fund.** A scholarship fund established in memory of Professor George G. Bogert, A.B. 1906, LL.B. 1908, who served on the faculty from 1911-26 and was dean from 1921-26. 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 by Mrs. Charles D. Bostwick and by Mr. J. B. S. Johnson, cousin of Mr. Bostwick, in memory of Charles D. Bostwick, LL.B. 1894, formerly comptroller and treasurer of the University. 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 known as Curia.

**Arthur S. Chatman Memorial Scholarship.** A scholarship fund 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 is based upon need and merit and is given at the discretion of the dean.

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

**Cornell Law Association Scholarship.** The Cornell Law Association annually awards a scholarship to a needy and deserving law student. The scholarship is given each year in honor of a member of the faculty of the Law School.

**William D. Cunningham Memorial Fund.** This fund was established from the estate of Ettina M. Cunningham and is intended as a memorial to her husband, William D. Cunningham, to provide 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 Assistant Fund.** A 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 who are 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.** A scholarship fund in memory of Franklyn Ellenbogen, Jr., a member of the class of 1955, established by his parents. The fund's income is awarded to a law student, taking into account the financial need of the applicant.

**Jane M. G. Foster Scholarship.** A 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, a graduate of the Cornell Law School in 1918, for her generous contributions to the financial support of the Law School.

**Heber E. Griffith Scholarship.** A scholarship to be awarded each year in memory of Heber E. Griffith, A.B. 1911, LL.B. 1914. The scholarship is 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.** This memorial fund was 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 to be given to good character, need, academic performance, and extracurricular activities—in particular, athletic ability.

**May Thropp Hill Scholarship Fund.** This scholarship was established from the bequest of May Thropp Hill to provide scholarships and loans for law students, with preference to women 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 (both graduates of the Cornell Law School), a scholarship fund for needy students. Recipients and amounts of awards are determined by the dean.

**Dickson Randolph Knott Memorial.** This memorial was established by Mrs. Sophia Dickson Knott in honor of her son, First Lieutenant 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 devoted to aid veterans in the 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.** This bequest from the estate of Mrs. Edna Beahan Mersereau in memory of her husband George J. Mersereau, is for students in the Cornell Law School who, by reason of character, ability, and financial need, are deemed to be 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, Ensign Leonard T. Milliman, USN. This scholarship is awarded to a student in the Law School who has an agricultural background, and who is a potential specialist in the field of farmer-producer cooperative law.

**Melvin I. Pitt Scholarship.** A scholarship fund established in memory of Melvin Ira Pitt, LL.B. 1950, by his family, classmates, and friends.

**Cuthbert W. Pound Fund.** This memorial was created through contributions made in memory of Cuthbert W. Pound 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.** A scholarship fund created by gifts from Lewis, 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.** A bequest from the estate of Major General Robert K. Robertson, LL.B. 1906, to establish scholarships to worthy students in the Law School.

**Peter A. and Stavroula Romas Scholarship Fund.** A fund established in honor of Peter A. and Stavroula Romas to provide a scholarship for students in need at the Cornell 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.** A 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.** A 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.** A 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.

**The Tudor Student Loan Fund.** The Tudor Student Loan Fund was established at the Cornell Law School in 1979 by the Tudor Foundation. The fund is to be used to assist needy and deserving law students finance their education.

**Mynderse Van Cleef Scholarship.** This scholarship is 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.** A 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 supported by the fund are awarded on the basis of need and merit, with preference given to students who are New Jersey residents.

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

## Prizes

**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 will be 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 third-year law prize of \$200 is the income from the 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 sole judgment of the dean of the Law School or such other person as he may delegate for the purpose, prepare the best papers on the subject of 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 Cornell 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.** 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 will approve a prize or prizes to be awarded for the best essay written by students in the field of international legal affairs.

**Fraser Prizes.** Two prizes, a first prize of \$100, and a second prize of \$50, are the gift of William Metcalf, Jr., 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 in Cornell University and who have most fully evidenced high qualities of mind and character by



superior achievements in scholarship, and by those attributes which 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.

**Louis Kaiser Prizes.** Two prizes of \$60 are the gift of Louis Kaiser, LL.B. 1921. They are awarded following both the fall and spring Moot Court competitions to the upperclass team submitting the best brief.

**John J. Kelly, Jr., Memorial Prize.** This annual award is 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.** 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.

**Gustavus Hill Robinson Moot Court Award.** Gift of Richard Swan Buell, LL.B. 1937, and Lucille P. Buell, his wife. Two medals to be awarded to the two winners of the third-year Moot Court competition.

## 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.

## 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 men of national reputation. The incumbents of the lectureship and the subjects of their respective addresses have been as follows:

1978 Peter G. Stein, Regius Professor of Civil Law in the University of Cambridge and Fellow of Queens'

College, Cambridge: *Adam Smith's Jurisprudence—Between Morality and Economics*

1976 Professor Henry P. Monaghan of the Boston University School of Law, and William W. Van Alstyne of the Duke University School of Law: *Liberty, Property, and Due Process*

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

1974 The Honorable Erwin W. Griswold, former dean of the 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 of the Columbia University Law School; the Honorable Clement F. Haynsworth, Judge of the United States Court of Appeals for the Fourth Circuit; Professor Philip B. Kurland of the University of Chicago Law School; and the Honorable Henry J. Friendly, Judge of the 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 of the International Court of Justice: *The World Court: An Inside View*

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

1970 Dean Jefferson B. Fordham of the 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 of the 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:

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 of the Civil Court of New York City: *Reflections on the Role of a Trial Judge*

1973 The Honorable Charles D. Breitel, Judge of the New York Court of Appeals: *Crime, the Courts, and Confusion*

1972 The Honorable Samuel R. Pierce, Jr., '49, 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., '33, of the New York Bar: *The Ethics of Advocacy*

1969 The Honorable Constance Baker Motley, United States District Judge for the Southern District of New York: *"Separate but Equal" Reexamined*

1968 Theodore W. Kheel, Esq., '37, 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 an initial gift from Henry A. Carey of the Class of 1912 and 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 will be 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 3rd 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 of the 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 of the 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 of Oberlin College: *Federal Governmental Powers and Civil Liberties*

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

1959 Thurgood Marshall, Esq., General Counsel of the National Association for the Advancement of Colored People; subsequently Justice of the Supreme Court of the United States: *Civil Rights and the Role of the Courts*

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



## Cornell University

# Register

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 Alfred M. Saperston, Saperston, Day, Lustig, Gallick, Kirschne and Gaglione, Buffalo, New York  
 Elbert P. Tuttle, Senior Judge, United States Court of Appeals for the Fifth Circuit, Atlanta, Georgia  
 Franklin S. Wood, Hawkins, Delafield and Wood, New York City





## Cornell University

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## List of Announcements

Following is a list of Announcements published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

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Officer Education (ROTC)  
Summer Session  
New York State College of Veterinary Medicine

\* The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

In addition to the Announcements listed above, the University publishes a master catalog of University courses, *Cornell University: Description of Courses*, and a handbook for enrolled students, *Academic Information*.

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