

"Our objective in the following Course is to produce a learned and accomplished lawyer."

David Hoffman

UNIVERSITY OF MARYLAND SCHOOL OF LAW 1985-86



The University of Maryland School of Law is fully accredited by the American Bar Association and the Association of American Law Schools.

The University of Maryland is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities.

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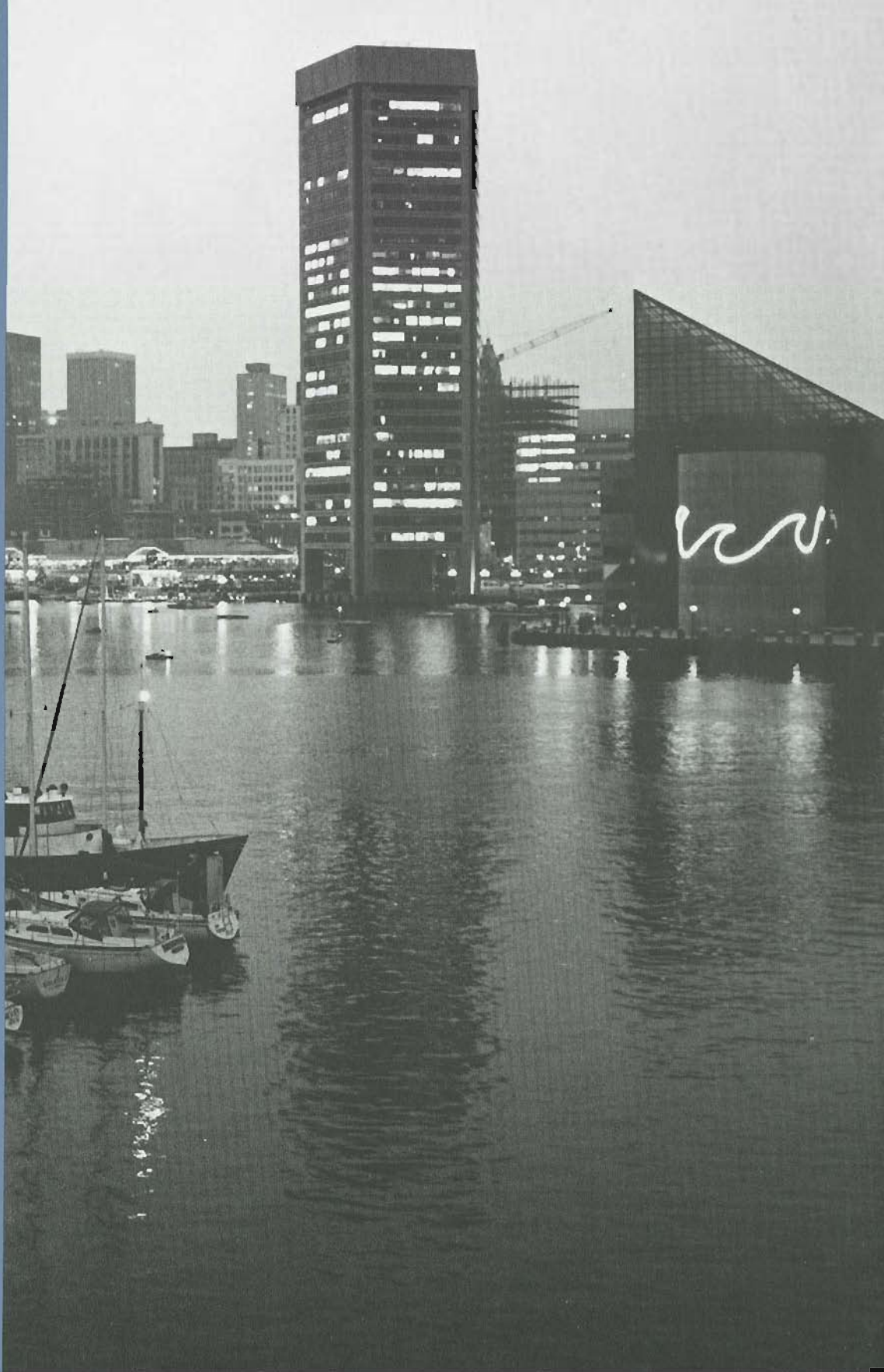
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"We are told that the study of law sharpens the mind by narrowing it—and there is indeed more point to the remark than most of us care to admit. But the great masters of our profession are those who are able to become accomplished technicians without losing sight of the goals and values which are what the law, on its highest level, is all about—the judge who can see in the most trivial of cases the broadest of issues, the scholar whose meticulous research leads to fresh insights and novel patterns, the practitioner who organizes complexity in his client's interest but also with a due regard to what the public interest may require. The late Karl Llewellyn observed that: technique without values is wickedness; values without technique is foolishness."

Grant Gilmore

"Your business as lawyers is to see the relation between your particular fact and the whole frame of the universe."

Justice Oliver Wendell Holmes, Jr.



GENERAL INFORMATION

History

The early years of the University of Maryland School of Law, one of the oldest law schools in the United States, were dominated by a young Baltimore attorney named David Hoffman, a scholar whose views on legal education were far in advance of his time. In 1816 Hoffman was selected to be the school's first professor of law. Soon thereafter he published *A Course of Legal Study*, a well-organized method of formal law study which brought him praise from leading lawyers and jurists of the day. One reviewer pronounced Hoffman's work "by far the most perfect system for the study of law which has ever been offered to the public," and Supreme Court Justice Joseph Story called it "an honor to the country." Regular instruction at the school was begun in 1824. However, it was suspended approximately 10 years later when Hoffman departed for Europe. The law school was revived in 1869 and in 1870 regular instruction was resumed.

The law school has held American Bar Association approval since 1930 and Association of American Law Schools membership since 1931. The *Maryland Law Review* was first published in 1936 and a chapter of Order of the Coif, the national law honor society, was established at the school in 1938.

Governance

As a constituent school of the University of Maryland, the School of Law is ultimately accountable to the Board of Regents and to the chief administrative officers of the university. Subject to the overall guidance of the regents and university officials, the law school is primarily governed by the Faculty Council which consists of the full-time faculty, one representative of the part-time faculty and three nonvoting representatives from the Student Bar Association. Much of the work of the Faculty Council is accomplished in committees (for example, research, curriculum, administrative) in which student representatives may serve as voting members. The Faculty Council usually meets each month during the school year and establishes overall policies for the operation of the school.



The dean of the law school, who is charged with the overall management responsibility for the school, is assisted by an associate dean for academic affairs and assistant deans for career services and placement, administration, admissions and student services, and alumni and development.

Program of Instruction

The law school offers a course of study national in scope leading to award of the Juris Doctor (J.D.) degree. In addition, certain joint degrees are offered in cooperation with nearby graduate education programs. The J.D. program of instruction is offered in a day division with a three-year, six-semester course of study, and an evening division that normally extends over eight semesters in four academic years. Substantially the same curriculum is offered in each division, and entrance and academic standards are the same. The law school also offers a part-time program during the day, to which not more than five students may be admitted each year. The academic and residency requirements for part-time day students are substantially the same as for students in the evening division. A seven-week summer semester is available to students attending any ABA-accredited law school.

Students and Faculty

Approximately 570 day and 230 evening students are enrolled; 51 percent of the total is female and 21 percent is minority.

The class of 195 day (including five part-time day) and 59 evening students enrolling in August 1984 was drawn from 109 undergraduate schools. Students enrolling in the day class averaged 25 years of age and the average age for evening students was 29. Forty students had earned graduate degrees. Forty-eight students in the 1984 entering class came from outside of Maryland, from 23 states and the District of Columbia.

The faculty numbers approximately 75 persons, including leading attorneys and judges who teach at the school part time, for a student-faculty ratio of 14:1. The faculty's diversity of education, experience and interest is reflected in the biographical statements and in the variety of subject areas covered in the school's elective courses, described elsewhere in the catalog.

Law School Complex

The law school since 1965 has occupied William Preston Lane, Jr. Hall. With the addition in 1981 of the Thurgood Marshall Law Library and in 1983 of the Westminster Hall, the school's physical plant tripled in size in three years. The School of Law now constitutes an unusual, attractive and functional series of buildings surrounding two inner courtyards, one of which is the famous Westminster Graveyard. The Westminster Hall is used primarily as a reading room of the adjacent law library, but the design accommodates a variety of school and community activities. The offices of the *Maryland Law Review* are located in the parish hall.

One wing of Lane Hall houses classrooms, the Moot Court, administrative offices, student lounge and lockers and the coffee bar. The second wing is used for faculty offices and the Clinical Law Office, which includes work areas for student "practitioners," four law offices and a court room. The law offices and court room are equipped with remote control video equipment which permits (with client permission) videotaping of students' lawyering activity for later critique and learning.

The campus has since January 1965 attempted to identify and eliminate as rapidly as possible and wherever feasible physical barriers and safety hazards to handicapped persons involving campus buildings, parking spaces and other facilities.

Thurgood Marshall Law Library. The Law Library, with its collection of over 200,000 volumes, is designed to lend optimum support to the research function of the law school. The new library building provides an attractive facility for study purposes as well as a convenient arrangement of materials to maximize their effective use. Student conference rooms, lounge space and a roof terrace are included in the new building.



Thurgood Marshall Law Library

The collection contains reported decisions of all federal and state courts and administrative agencies, and the courts of Great Britain and other Commonwealth countries. It includes federal and state statutory material, subscriptions to most English legal periodicals and a growing collection of treatises and loose-leaf services on all phases of law, supplemented by works in the fields of history, economics and other social and behavioral sciences relevant to legal research. A foreign law section is included which is strong in French and German primary and secondary sources. The library is a federal documents depository and contains an expanding collection of microtexts such as U.S. Supreme Court records and briefs, Congressional hearings, and legislative histories. LEXIS and WESTLAW, the two computerized legal research services, are available for student use. Students are encouraged to use these systems in their school-related research. Computer-assisted legal instruction exercises covering a variety of subject areas are also provided which allow students to develop skills through a type of dialogue via the personal computer.



Downtown Baltimore with the law school circled

M.E. Warren

The library staff plays an active role in the first-year Legal Bibliography program and consists of 16 full-time staff members who provide assistance to all students in using the materials. There is an inter-library loan service which is available to assist students and faculty in obtaining books from the excellent general research libraries in the area. The library is in the forefront of automation with an online catalog and circulation system. Information concerning holdings of the general university libraries is accessible through law library terminals. The library has also taken steps to provide word processing capability for student use. Professional librarians are on duty to offer reference assistance. The library is open days, evenings and weekends throughout the year, with the exception of certain national holidays.

The Nathan Patz Library Fund was established in honor of Mr. Patz by his family and friends. The fund will be used to enhance the collection.

Location

Located in downtown Baltimore, the law school is within walking distance of federal and city courthouses, and it is less than one hour's drive from the State House in Annapolis and the Capitol in Washington, D.C. The schools of law, medicine, dentistry, nursing, pharmacy, social work and community planning, a graduate school and University of Maryland Medical System constitute the University of Maryland at Baltimore (UMAB). The main undergraduate campus of the university is located 30 miles south of Baltimore in College Park.



Full of old-world charm and tradition, Baltimore is the tenth largest city in the U.S. with an area of more than ninety square miles and a population in the metropolitan area of over two million persons. Baltimore has a major symphony, thriving opera and ballet companies, excellent legitimate, experimental and repertory theaters, world-renowned art collections, large libraries and professional sports teams.

Baltimore ranks among the nation's leading industrial centers, and the port of Baltimore ranks fourth in total tonnage and third in cargo value.

The educational institutions in Baltimore are rated among the best in the country. In addition to the University of Maryland professional schools, Baltimore has the following: Johns Hopkins Medical Institutions and University, Peabody Conservatory of Music, Maryland Institute College of Art, Goucher College, Loyola College, Morgan State University, Ner Israel Rabbinical College, College of Notre Dame of Maryland, Towson State University, the University of Baltimore and the University of Maryland Baltimore County.

Near the School of Law, an exciting modern renaissance is taking place as the City of Baltimore revitalizes its downtown. Five blocks from the school are Charles Center and Hopkins Plaza, with offices, theaters, restaurants, shops and apartments providing a backdrop for fairs, music, drama, rallies and other civic events held in its plazas.

A few blocks beyond Charles Center is the Inner Harbor. It has been transformed into a business-residential-recreational-convention center, including the National Aquarium, Maryland Science Center, Harborplace, U.S.S. *Constellation*, boating facilities, hotels and a broad promenade along the water's edge. To the west and southwest of the law school, Barre Circle and Ridgely's Delight neighborhoods are fast becoming popular residential areas for students and other professionals. Immediately north of the school revitalization of the Market Center retail and residential district, centered around the 200-year-old Lexington Market and the new Baltimore subway, is under way.

Maryland Law School Alumni Association

The Maryland Law School Alumni Association is dedicated to promoting closer ties among alumni/ae, law school faculty and administration and students. Dues are minimal and entitle members to use the facilities of the UMAB Athletic Center free of charge. A twenty-member Executive Committee oversees the programs sponsored by the

association. The association's activities include a newsletter, published semi-annually, class reunion dinner parties, a speakers' program and working with the law school's Career Services and Placement Office. To lighten the burden of law school for students, the Alumni Association sponsors free coffee and donuts during exams and refreshments on registration day.



Westminster Churchyard

Westminster Preservation Trust

The closing of the Westminster Church, adjacent to the law school, in 1977 represented an important challenge to Maryland: the challenge of restoring and preserving one of its most significant and interesting landmarks. To solve the problem in a creative way, many interested Marylanders, in conjunction with the University of Maryland School of Law, established the Westminster Preservation Trust, Inc. This private, nonprofit corporation brought together individuals who worked toward the preservation and adaptive use of the landmark.

The church, which dates from 1852, is the only one of its kind in the United States, built on arches over a graveyard. The graveyard, perhaps most famous as the burial place of Edgar Allan Poe, also contains the tombs of many of the most prominent figures in Maryland history since the Revolutionary War.

The restoration was completed in 1983 and the property is now a resource available to the School of Law and to community and cultural groups. The interior space provides handsome gothic reading rooms for the adjacent law library in addition to an area for concerts, ceremonial functions and meetings.

With careful landscaping, the cemetery was developed into a walled garden, restoring and retaining its historic features.

Judge Simon E. Sobeloff Lectures

Established in 1977, this lecture series honors the memory of Simon E. Sobeloff who for many years served the people of Maryland both in public office and as a private attorney. A graduate of the law school class of 1915, Judge Sobeloff was named by President Eisenhower as Solicitor General of the United States in 1954, and later served the nation as Associate Justice and then Chief Judge of the Court of Appeals, Fourth Circuit. The sixth annual Sobeloff Lecture was presented in spring, 1985 by Richard B. Stewart of Harvard University School of Law.

Gerber Memorial Lectures

The Pearl and Lawrence I. Gerber Memorial Lecture Fund brings to the School of Law lecturers of national prominence in the law. Established in 1978 through a gift by Lloyd M. Gerber, a 1960 graduate of the law school, the lectures are given in memory of Lawrence I. Gerber, whose love of the law was evident through 60 years of private practice, until his death in 1976 at the age of 84. Thomas O. McGarity, Professor of Law, University of Texas, presented the sixth annual Gerber Lecture in the fall, 1984.

Stuart Rome Lectures

This series was established in memory of Stuart Rome, a prominent member of the Baltimore legal community who gave generously of himself to the Baltimore community and to the reform of the legal profession. The first annual Stuart Rome Lecture was presented in 1985 by Deborah Rhode, Professor of Law, Stanford University.

The Maryland Institute for Continuing Professional Education of Lawyers, Inc.

The Maryland Institute for Continuing Professional Education of Lawyers, Inc. (MICPEL) was formed in 1976 as a result of the cooperative effort of the Maryland State Bar Association, the University of Baltimore Law School, the University of Maryland School of Law and the local bar associations, each of which is represented on the Board of Trustees. While MICPEL is an independent entity it was created to be the continuing legal education agent of its founding organizations.

The institute is physically located in the University of Maryland School of Law but will be moving to the University of Maryland, Maryland Bar Center (adjacent to the law school) in the near future. MICPEL schedules approximately 50 programs a year in various locations around the state and has a publication list of nearly 100 titles. Its programs range from three-hour mini courses to the annual Intensive Nine-Day Trial Advocacy Program which is held each spring at the University of Maryland School of Law. The Director is Robert H. Dyer, Jr., Esquire.



Maryland Bar Center

The 1985 establishment of the Maryland Bar Center, located adjacent to the Law School and housing offices of the Maryland Bar Association, MICPEL (see above) and private practitioners, continues the school's development of a curriculum which educates students about the practice of law. The Bar Center's lawyer tenants will work with the clinical law program and practice courses, teach in the traditional classroom and perform a variety of other roles that engage them in legal education and provide students models of law practice.

Office of State's Attorneys' Coordinator

The Office of the State's Attorneys' Coordinator was created by the Maryland General Assembly, which also designated that it be located at the University of Maryland Law School with its operational control vested in the State's Attorneys' Coordination Council. The office is charged with developing and implementing specialized training programs and compiling and disseminating educational material and other relevant information to Maryland state's attorneys and their professional staffs. Established in 1978.



the Coordinator's Office publishes a bimonthly newsletter, *The Maryland Prosecutor*, as well as specialized manuals on subjects of concern to Maryland prosecutors. The office has conducted numerous continuing legal education programs and seminars on topics ranging from the investigation and trial of specific crimes to orientation programs for newly elected state's attorneys and appointed assistant state's attorneys, as well as seminars on rules of procedure, evidence and the art of trial advocacy. The coordinator also serves as a liaison between Maryland state's attorneys and other local, state and federal law enforcement agencies and organizations. The coordinator is David H. Hugel, Esquire.

Occasional Papers/Reprints Series in Contemporary Asian Studies

The Occasional Papers/Reprints Series in Contemporary Asian Studies, with administrative and editorial offices at Maryland Law School, is published under the editorship of Professor Hungdah Chiu. Each year, this series will publish about three to six issues and each will contain one or more articles discussing current problems relating to Asia. The goal of this series is to provide a forum for scholars in the several disciplines to present their findings

and views in a manner comprehensible to the scholarly community as a whole. Since 1977, it has published more than 60 issues and many of them have been adopted as required course readings in many universities.

The editor is assisted by an impressive advisory board which includes Professors Robert A. Scalapino (University of California at Berkeley), Martin Wilbur (Columbia), Gaston J. Sigur (George Washington), Shaochuan Leng (Virginia) and others. The publication is also assisted by staff members of the Maryland International Law Society. Mitchell Silk, a third-year student of the law school, and Dr. Jaw-ling Joanne Chang (Ph.D., Maryland) are the executive editors.

Bar Registration

Each state has its own bar registration and admission rules. Students intending to practice law are encouraged to become acquainted with the rules in any state in which

they plan to live and practice, especially those rules relating to registration deadlines and courses which might be required during law school. Information on requirements may be obtained from the agency responsible for bar admission in each state. Addresses and telephone numbers for these agencies are available from the Career Services and Placement Office.

Every student who plans to seek admission to the Maryland bar must file with the State Board of Law Examiners an Application for Registration as a Candidate for Admission to the Bar of Maryland. The Application for Registration may be filed as soon as a student

begins law school. The Maryland bar examinations are held in February and July each year. To avoid a late filing fee, the Application for Registration must be filed by the preceding September 15 for each February exam and by January 16 of the same year for each July exam. Final deadlines for registering each year are December 20 for the February exam and May 20 for the July exam. In addition, an Original Petition to Take the Bar Examination must be filed with the state board at least 20 days prior to the actual examination. The petition is certified and provided by the law school upon a student's graduation. Further information about the Maryland bar may be obtained in the Career Services and Placement Office, or by writing to John E. Boerner, Esq., Secretary, State Board of Law Examiners, or Mrs. Joanne Doggwill, Clerk to the Board, District Court Building, Annapolis, Maryland 21404.



Central Administration Services

Campus Health Services. The School of Law provides for health care for its students by means of the Campus Health Services (CHS), located in Room 145, Howard Hall.

The CHS offices open at 7:30 a.m. and close at 4:30 p.m. daily. On weekends, and between 4:30 p.m. and 7:00 a.m. every night, physician-on-call coverage is provided by a group of internal medicine specialists. The physician-on-call may be contacted by calling 528-6790. The operator will make an immediate connection or the physician will call back to provide counsel or to meet the student as may be indicated. Emergency room care will not be covered unless the problem is life-threatening and immediate, or if the student is seen and referred by the physician-on-call, who is the Medical Admitting Officer (M.A.O.). Students should not register in the emergency room unless directed to do so by the internist or medical admitting officer. A charge is made which will

not be covered unless authorized by the medical admitting officer.

During regular hours, CHS is staffed by a director, an assistant director, a part-time internist, two psychiatrists, one psychologist, a gynecologist, three nurse practitioners and two nurses.

Office care is available on a long-term basis, with a continuing provider-patient relationship. Dependents, other than children under 16, may be seen for fees reflecting academic and professional courtesy.

Prior to registration, all full-time students must have proof of hospitalization insurance equivalent to the university health insurance coverage, or purchase the special student policy. Hospital care, if needed, may be provided by CHS internists or a physician of the student's choice.

If students wish to utilize their personal physician's service, a complete medical history and physical examination, using CHS forms, must be completed and available at the time of registration. CHS will perform the examination on an appointment basis without charge for all students who so elect.

While students are urged to be certain that ongoing illnesses (e.g., diabetes) are stabilized prior to beginning the school year, continuing care may be made available through CHS during or between academic years as needed. While the cost of special consultations will be covered by the student, all other health charges are covered by the student health fee. CHS ordered lab work is supported only if the student is covered by the health insurance policy issued by the campus to the students.

All tests and immunizations required for public and personal safety may be arranged through Campus Health Services.

For any health questions, or information about coverage, please call Drs. Evans or Schmidt x6790.

Housing. The University of Maryland at Baltimore maintains two campus housing facilities which offer a dichotomy of living styles at different rates. Pascault Row, a newly renovated and fully furnished apartment complex, consists of 81 units with space for 178 students. The Baltimore Student Union housing facilities provide dormitory-style living accommodations for men and women. Rooms are located on the 4th and 5th floors of the Student Union with space available for 132 students.



Pascault Row Townhouse

Application forms and other information can be obtained by writing the Office of Residence Life, University of Maryland at Baltimore, 621 W. Lombard Street, Baltimore, Maryland, 21201, or call (301) 528-7766.

The Baltimore Student Union. The Baltimore Student Union provides a host of services for students. The Synapse (or Pub), serving food, beer and wine, the Division of Student Financial Aid and the Division of Student Services, are located on the lower level. The Job Bank, listing part-time on and off campus positions, is located in the Division of Student Services as is the newly created off campus housing listing. The first floor houses the Campus Bookstore as well as the Division of Residence Life. There is also a ride-board located on the first floor to help students locate rides to various locations of the country. The University Student Government Association (USGA) maintains an office on the second floor. Admissions and Registrations, along with

the Office of Student Affairs, are housed on the third floor of the Student Union. Additionally, the union has meeting rooms, which can be reserved through the union office (x7766), which can accommodate groups of 12 to 200.

Recreational Facilities. The Recreational Sports Facility is on the tenth floor, on top of the Pratt Street Garage. This year-round facility includes handball/racquetball courts, squash courts, basketball courts, a weight room, locker rooms, showers and saunas. During the academic year a variety of coed intramural tournaments are offered. Mini courses, which are noncredit courses including aerobics and self-defense, are offered through the Recreational Sports Office. For more information, call 528-3902.

“Immerse yourself for all your hours in the law. Eat law, talk law, think law, drink law, babble of law and judgments in your sleep. Pickle yourself in law—it is your only hope. And to do this you need more than your classes and your casebooks, and yourselves. You need your fellows.”

K.N. Llewellyn,
The Bramble Bush

“There is no difficulty in cultivating even a passion for this study; and though a lawyer should be, in some degree, acquainted with the whole circle of human science, so that he may be as occasion may require, a philosopher to detect, a logician to reason, a poet to describe, and an orator to persuade, yet, believe me, that excellence in a single scientific profession, is all that our reasonable expectations should embrace.”

David Hoffman, founder and first professor, University of Maryland School of Law, from
A Course of Legal Study,
1836



STUDENT ACTIVITIES

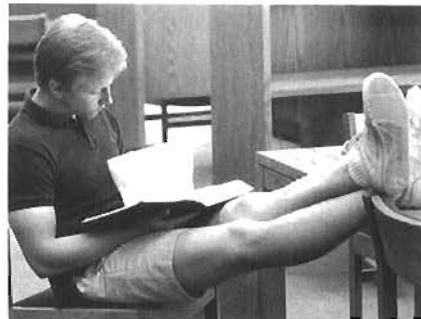
Student Bar Association

The Student Bar Association, the official student organization, is affiliated with the Law Student Division of the American Bar Association. Its primary purpose is to acquaint students with problems of the profession, to foster professional ideals and to bring about closer contact with the organized bar. The SBA also co-sponsors community oriented programs, such as VITA, a tax assistance program and others. Although members of the SBA are elected by vote of their respective classes, there are several appointed positions. Elected members compose the executive board of the SBA and function as a coordinating agency between the student body, the school administration and the faculty.

During the course of the year, the SBA sponsors lectures by members of the bench and bar on legal and professional problems, conducts social functions and supports a variety of student organizations. Conscious of its representative role, the SBA tries to be responsive to the different student interests. Such attempts are evidenced by the After Finals SBA Picnic, the boat ride and by the Career Fair, which was co-sponsored by the Office of Career Services and Placement and the SBA in the spring of 1985.

Maryland Law Review

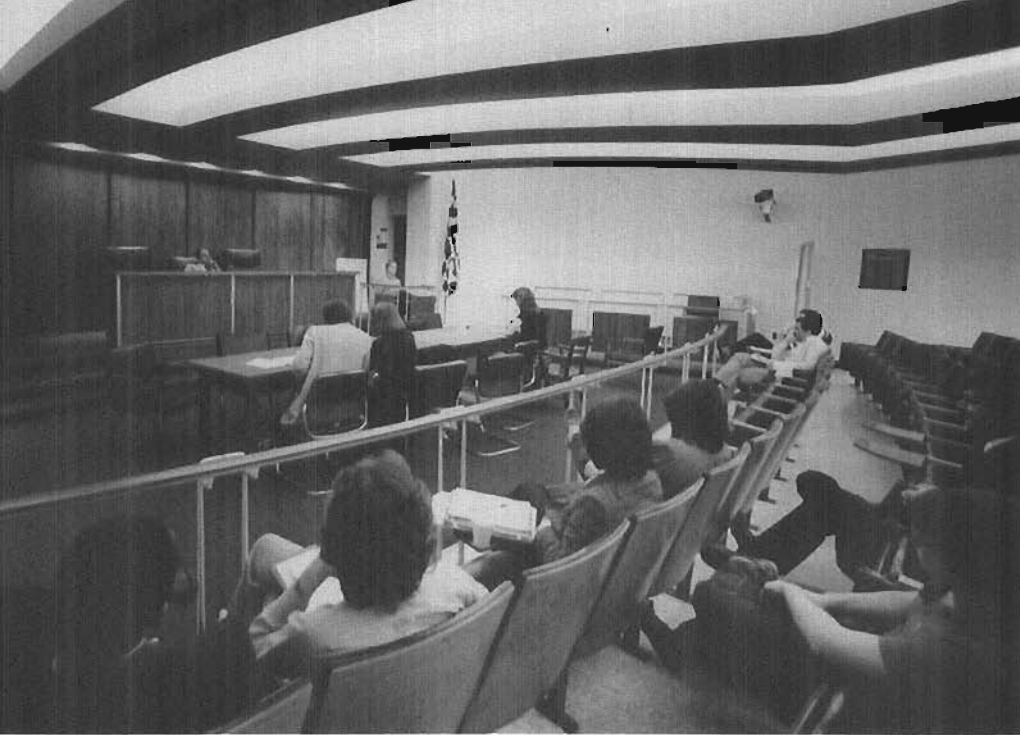
The *Maryland Law Review*, appearing quarterly, is published at the School of Law with the support and cooperation of the Maryland State Bar Association and the Bar Association of Baltimore City. The review covers a broad range of topics, ranging from issues of particular interest to Maryland lawyers to issues of national scope and interest. Upon the recommendation of the review's faculty advisor, Professor Gordon G. Young, students may receive credit (graded on a pass/fail basis) for *Law Review* work as follows: members and assistant editors may receive one credit per semester; the managing, research and executive editors may receive



up to three credits per semester; the editor-in-chief may receive up to four credits per semester; and all other named editors may receive up to two credits per semester. Selection for membership is on a competitive basis, and students may participate on the review for up to four semesters, first as a member and then either as an assistant editor or as a member of the Editorial Board. Selection for the *Law Review* Editorial Board is an honor and an opportunity for training of high value.

Maryland Law Forum

The *Maryland Law Forum*, a contemporary legal journal published by students at the School of Law, focuses on current social and legal issues in a scholarly, yet readable, way. Upon the recommendation of the faculty advisor to the *Maryland Law Forum*, Professor Lawrence L. Kiefer, four staff members of the *Law Forum* may receive one credit per semester (graded on a pass/fail basis), but the maximum number of credits such students can earn is six. The editor-in-chief, the managing editor and two associate editors of the forum may receive two credits per semester, up to a maximum of six. No credit is awarded to any student until a publishable paper has been written. In addition, each student desiring credit must have adequately performed the general duties incident to publication of the *Law Forum*, i.e., editing, source-checking, proofreading.



Maryland Journal of International Law and Trade

The Maryland Journal of International Law and Trade, formerly published as the *International Trade Law Journal*, is a scholarly journal presenting a variety of viewpoints on the legal problems that arise in a transnational society. The journal is published twice annually by students at the School of Law. Upon recommendation of the journal's faculty advisors, Professor Hundgah Chiu and Professor Marc Steinberg, students may receive credit for journal work as follows: the editor-in-chief may receive up to two credits per semester; the executive, managing,

articles and two notes and comments editors may receive up to two credits per semester; the book review editor may receive one credit per semester; the assistant editors and senior staff, whose total number may not exceed eight, may receive one credit; and the second-year staff, whose total number may not exceed fifteen, may receive one credit each upon completion during the year of a substantial piece of written work of publishable quality. Each staff member must also fulfill other work requirements in order to earn credit.

The total number of credits granted for work on the journal may not exceed twenty-one per semester for third-year students and fifteen per semester for second-year students. Students are invited to participate on the basis of a writing competition held in the spring in conjunction with the *Maryland Law Review*.

Moot Court

The Moot Court Board, composed of selected second- and third-year students, conducts a three-year program in appellate advocacy. This program, which involves three separate competitions, offers students an opportunity to gain valuable experience in arguments and presentations of cases and in the legal research incident thereto. The first round of Moot Court is required for all students.

Day students participate in Moot Court in the spring semester of their first year, evening students in the spring semester of their second year or during the summer. In the fall semester, all second-year day students and equivalent evening students are invited to participate in the second round of Moot Court. The best advocates in this round are invited to become members of the Moot Court Board. These second-year Moot Court Board members (and all other interested second-year students) then participate in the Morris B. Myerowitz Moot Court Competition in the spring. The winners of this competition are eligible for the Morris B. Myerowitz prizes.

The school's three-member national Moot Court team, which participates in nationwide competition with other law schools, is selected by the Moot Court Board from among those students participating in the Myerowitz Competition.

Upon the recommendation of the faculty advisor to the Moot Court Board, students may receive one credit per semester for each semester in which they participate in the Moot Court program during their second and third years (evening students during their third and fourth years), and students chosen as the national team may receive one additional credit for this activity. Moot Court credit is earned on a pass/fail basis.

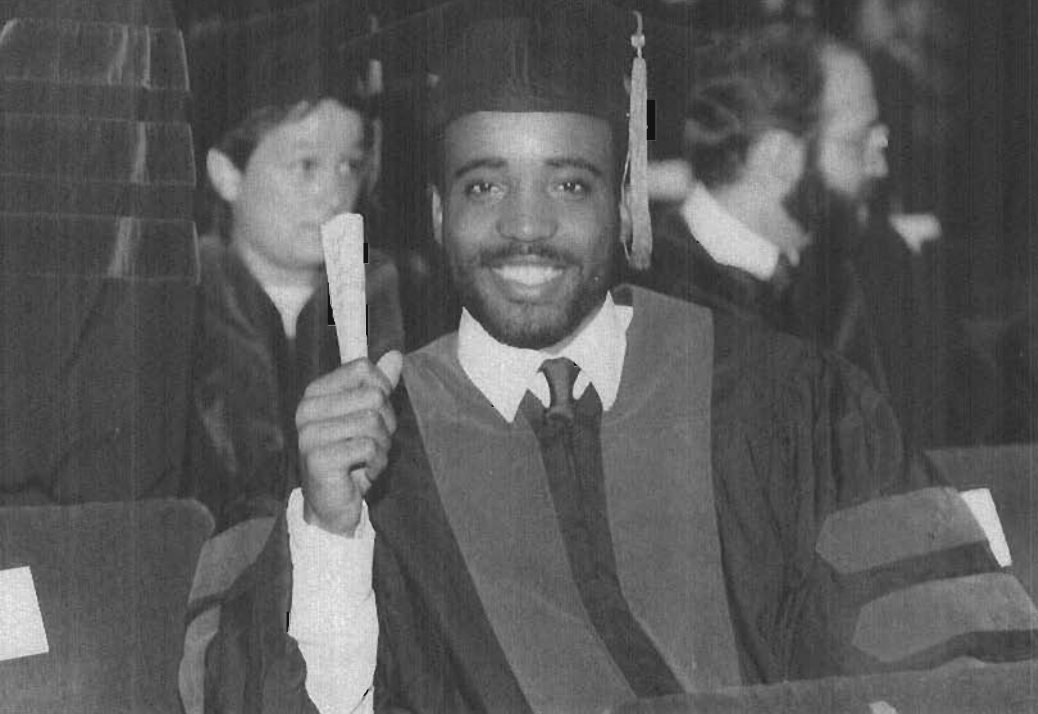
International Law Society

The International Law Society is the focal point for international activities in the law school. Activities in the past have included: coordinating and staging three regional conferences of the American Society of International Law on the legal and economic aspects of United States–Republic of China trade, United States–Caribbean Basin trade, and Multi-system Nations and International Law (co-



sponsored by the Georgetown University Center for Strategic and International Studies); assisting the American Bar Association to hold a Law Profession Workshop on Chinese Connection and Normalization; assisting the American Association for Chinese Studies to hold its 24th annual meeting; hosting mid-Atlantic Regional Jessup International Moot Court Competition for the American Society of International Law in 1982; establishing the "Occasional Papers/Reprints Series in Contemporary Asian Studies" under the guidance of Professor Hungdah Chiu and sponsoring a speakers series in international law at the law school. Projects vary from year to year according to the needs of the international legal community and the interest of the students.

The International Law Society sponsors law school participation in the Jessup International Moot Court Competition, which is held each spring at the annual meeting of the American Society of International Law. On the recommendation of the faculty advisor, a student who completes an intramural brief for International Moot Court may receive one credit and a student who argues in the interschool international competition may receive one additional credit.



Black Law Student Association

The Black Law Student Association (BLSA), founded in 1967, is a national organization with chapters at virtually every law school in the country. The University of Maryland chapter, one of the first and one of the largest in the nation, is active in recruiting, assisting black and other minority law students with their studies while in law school and preparing them for admission to and practice in the bar.

The Maryland chapter is a vital, integral part of the local black community and bar, sponsoring and/or participating in many community-oriented activities such as Career Day lectures on law as a career for young blacks, mock trials,

charity marathon football games and walk-a-thons and providing holiday baskets of food for needy members of the community. The Maryland chapter has received several national BLSA honors and community awards for its achievements.

National Lawyers Guild

The National Lawyers Guild (NLG) is a nationwide organization of 7,000 lawyers, legal workers, law students and jailhouse lawyers. Since its founding in 1937, the NLG has been dedicated to seeking economic justice, social equality and freedom to dissent. The common thread uniting guild members is the belief in a legal tradition based on service to the cause of human justice, the public's interests and support for the rights of the poor, workers, people of color, women, gays and lesbians and progressive activists.

The NLG at the University of Maryland shares in this tradition, presenting a progressive analysis of current issues through film and speaker programs. In addition, members engage in practical work, such as petition drives and fundraisers. Finally, NLG provides a network and support system for progressive law students.

Women's Law Forum, Inc.

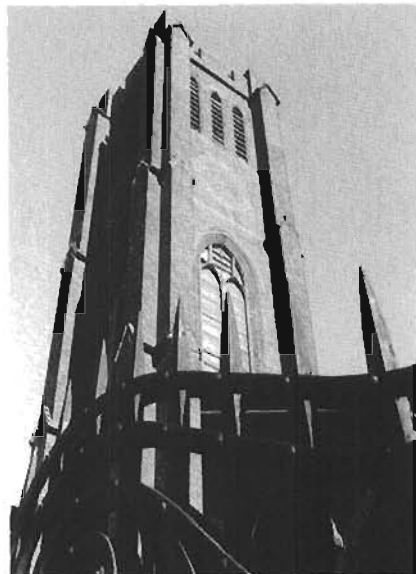
The Women's Law Forum, Inc. is a non-profit organization dedicated to serving the interests of women in the University of Maryland School of Law, in the legal profession and in the larger community. WLF attempts to operate as a sounding board and a voice for the concerns of its members and of the student body. Its goal is to foster a greater sense of community among women by focusing on the interrelationships of women with the law and the legal profession. Toward this end it sponsors formal and informal discussions and programs during the school year. Membership is open to all interested students from the day and evening division.

Student Volunteer Advisors

The transition to life as a law student can be eased with the support and guidance of students who have successfully made that transition. Each year many of the law school's continuing students from both the day and evening divisions volunteer their time to act as informal advisors to the incoming first-year students. Although specific activities vary from year to year, our students' informal advising typically begins with spring and summer meetings with candidates accepted for fall enrollment. In the fall semester, the informal counseling becomes more academic in nature as the volunteers work with new students through their Legal Method classes.

Phi Alpha Delta

Phi Alpha Delta Law Fraternity International (PAD) has 164 chartered law school chapters, far more than any other law fraternity in the world. Over 3,500 law students become members of PAD every year without restriction by reason of race, sex or religion. Darrow Chapter (University of Maryland) provides a forum for interaction among law students, faculty and members



of the bar. For the student, PAD offers various professional programs to supplement the regular scholastic programs as well as social functions. The *Reporter*, which contains job listings, is mailed quarterly to all student and alumni members. For the practitioner, PAD offers economic programs such as group life and disability income insurance and distributes a directory to all members for referral and placement.

Gay & Lesbian Association of Student Professionals

The Gay & Lesbian Association of Student Professionals (GLASP), founded in 1983, is a student-run organization addressing the concern of UMAB's gay population. It provides a core of support for gay and

lesbian students but also includes university faculty and staff. Through informal discussion groups and guest speakers, GLASP provides a forum for gay student professionals to explore alternative ways of integrating their personal and professional lives.

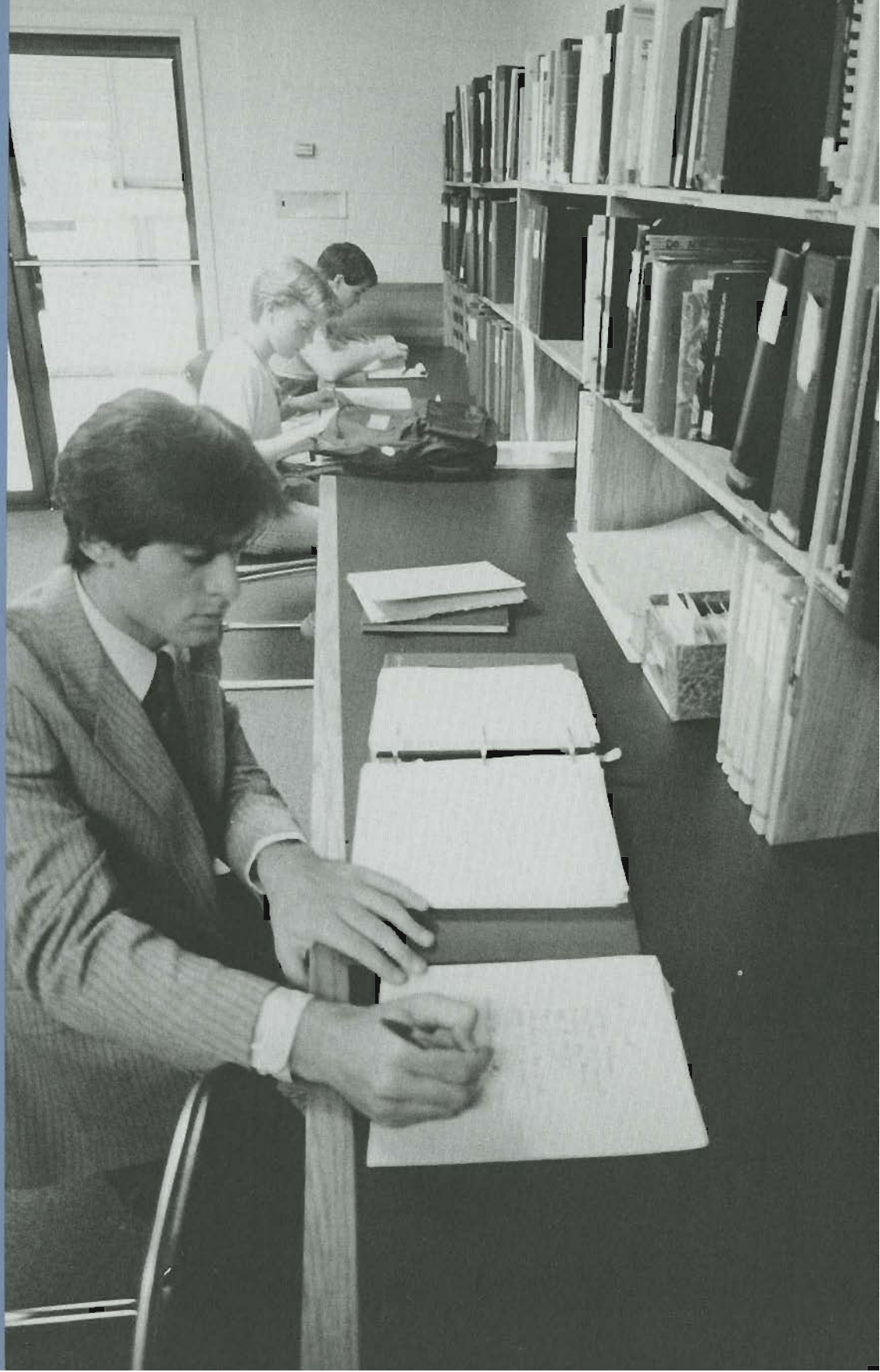
GLASP's outreach program encourages an intelligent discussion among faculty and students with the goal of providing UMAB's heterosexual individuals with a better understanding of the concerns of gay clients and patients, their gay colleagues and homosexuality itself.

“Existing rules and principles can give us our present location, our bearings, our latitude and longitude. The inn that shelters for the night is not the journey’s end. The law, like the traveler, must be ready for the morrow. It must have a principle of growth.”

Benjamin N. Cardozo, **The Growth of the Law**

“The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision.”

Alfred North Whitehead



CAREER SERVICES AND PLACEMENT

Persons entering or considering law school should do so with realistic expectations about the legal job market and the varying salary levels for graduating law students. According to the Bureau of Labor Statistics, 600,000 attorneys will be practicing in the United States in 1985. Projections indicate that because legal positions are not expected to increase at the same rate, there exists the possibility of an excess of supply over demand for legal employment during the 1980s. Because legal training is good preparation for diverse areas of employment, law students and graduates who carefully plan and are flexible and creative in their job searches will likely succeed in finding satisfying employment.

The law school's Career Services and Placement Office, under the direction of an assistant dean, provides career planning and counseling. The counseling focuses on law-related employment opportunities and careers, job search skills, resume preparation, internships, postgraduate studies and bar admission. In addition to acting as liaison for students and graduates with employers interested in hiring law clerks and attorneys, the office coordinates on-campus interviews for firms, businesses, government and public interest agencies who are

recruiting students. The law school is a member of the Mid-Atlantic Consortium for Law Placement, a group of twelve schools that sponsors a spring recruiting conference for small and mid-sized law firms, corporations and government agencies, interviewing second- and third-year students.

The office sponsors a speaker series program about legal practice issues and career options, co-sponsors with the Student Bar Association an annual Career Fair and works with an Alumni Association Placement Committee in sponsoring special student-alumni/ae programs and services. Placement office publications include student and alumni/ae newsletters, employer brochures and reports of annual student, alumni/ae and employer surveys conducted by placement office staff.

A Career Services and Placement Advisory Board of faculty, students and alumni/ae was recently established to assist in long-range program planning. A national network of alumni advisers also exists to provide students with information about legal practice.

As of December 1984, 93% of the law school's 1984 graduating class responded to a Career Services and Placement Office employment survey. Of the responding graduates, 85% had obtained employment, a percentage slightly higher than the national average. Among the employed graduates in the class of 1984, 32% are in private law firms, 15% in judicial clerkships, 21% in government, 7% in business con-

cerns, 5% in public interest organizations and 5% in academic settings. Consistent with national trends, more University of Maryland law graduates gain initial employment with small firms (under 10 attorneys) than with any other type of employer. Increasing numbers of graduates are using their legal education as a foundation for other careers, particularly in government and business.

Nondiscrimination Policy

The University of Maryland School of Law subscribes to a policy of nondiscrimination on the basis of race, sex, religion, age, national origin or handicap. This policy, in accordance with the policies of the American Bar Association and the Association of American Law Schools, requires that the services of the Career Services and Placement Office be made available only to employers who hire and promote on a nondiscriminatory basis.

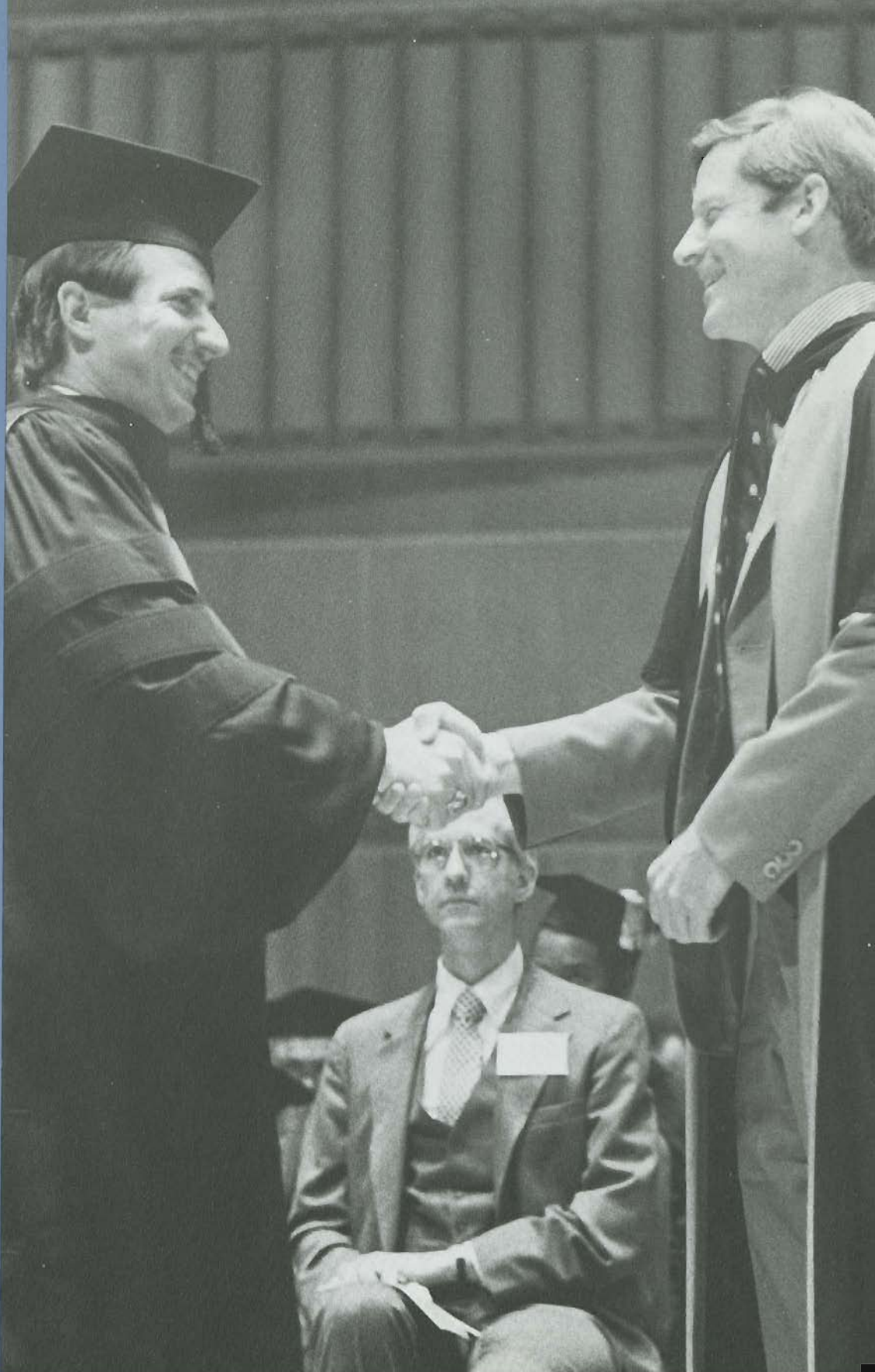
“Intellect, too . . . has its beauty. To open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, eloquent expression is an object as intelligible . . . as the cultivation of virtue, while, at the same time, it is absolutely distinct from it.”

J. H. Newman, **On the Scope and Nature of University Education**

“Your profession calls upon you for no sacrifice of your best gifts or powers. There is room for all of them within it; there is room for Wit and Humor; for Taste and for Grace; and all that is splendid in the mastery of eloquence; all that can influence the human mind and penetrate and control the human soul.”

Severn Teackle Wallis,
1816–1894

Provost, University of Maryland
From a commencement address
given at the Law School



ACADEMIC REGULATIONS AND AWARDS

Examinations, Attendance and Records

Written examinations are held at the end of the course in all subjects except seminars, clinics, skills courses and certain courses requiring substantial written work. Unless excused by the dean, all students must present themselves for examination in each subject for which they are registered at the first regular examination held therein in order to receive credit for the course. Student academic work is governed by the Honor Code of the School of Law. Copies of the Honor Code may be obtained from the Dean's Office, and all newly entering students are given a copy of the code at registration.

A student absent for an examination in any course must report to the dean as soon as the circumstances which caused the absence permit and have an acceptable excuse; otherwise a grade of F (55) will be entered.

A student may not drop or add a course after the third week of a semester (or of the year, if a year-long course), except by permission of the dean and, if a seminar or clinic, the instructor. Some courses have special limitations. Among these are clinics. A student may

drop or add a clinical program at any time prior to the end of the first day of classes for the semester in which the student commences the clinical program. During the remainder of the first week of the semester, a student may drop a clinical program only with the permission of the instructor. A student may add a clinical program with the permission of the instructor at any time prior to the end of the second week of the semester.

A course may be audited only with the permission of the instructor.

The right to take the examination in any course as well as the privilege of continuing as a student in the school is conditioned upon regular and punctual attendance. A student may not take for credit two courses in which a class session of one course is regularly scheduled to meet at the same time as a class session of the other course. At the end of each semester all students are required to submit faculty evaluations. Students not submitting the evaluations may be excluded from the school by the dean.

Privacy of student records is assured by the Family Educational Rights and Privacy Act of 1974; the act provides for student access to his/her education records maintained by the school, challenge to content of the records and control of disclosure of the records. Details about the act and the school's compliance with its provisions may be obtained in the Office of the Dean.

Grading System

A numerical grading system is used, having the following letter equivalents: A (excellent), 85-92; B (good), 78-84; C (satisfactory), 67-77; D (passing), 60-66; F (failing), 55-59; and I (incomplete). For certain courses, a pass/fail system is used: P (passing) and F (failing).

The grade I (incomplete) is given only to students who have a proper excuse for failure to present themselves for examinations or to complete any other work that may be required by the instructor. It is not used to signify work of inferior quality. A grade of incomplete may not be carried for more than one semester without the approval of the dean. An incomplete grade given at the end of the spring semester or summer session must be converted to a numerical grade by the end of the subsequent fall semester, and an incomplete grade given at the end of the fall semester (except in a year-long course) must be converted to a numerical grade at the end of the subsequent spring semester. An incomplete grade not converted to a numerical grade within these time



limits, and for which the dean has not granted an extension, shall be converted to a 55 (F). If a student withdraws or is excluded from the law school, these periods of limitation shall be suspended while the student is absent from the school. Any grade of incomplete remaining at the time a student is certified for graduation will be converted to a 55 (F). The dean will approve the extension of an incomplete only in extraordinary circumstances.

Grading in a year-long clinic is as follows: at the end of the fall semester, the student will receive the grade of NM—no mark. At the end of the spring semester, the student will receive a numerical grade for all work done in the clinic. On

the student's transcript, this numerical grade will be listed for each semester according to the number of credits attributed to each semester; it will replace the NM originally listed at the end of the fall semester. A student who is permitted to withdraw after completing one semester will receive a grade for the work done during the semester.

Averages are computed by multiplying the numerical grade for each course by its weight in semester hours, adding the products for each course and dividing the sum by the number of semester hours taken. When a course is repeated, the new grade replaces the old grade in the student's grade point average.

Official transcripts, which may be obtained from the Office of the Registrar, indicate all courses taken at the law school, including those repeated voluntarily or by requirement of the faculty. Grade reports, also issued by the registrar, are mailed to each student's home address after each semester.

Repeating Courses

A student who fails a required course must repeat the course. A student may repeat any course, whether or not the student has failed it. A student may repeat a course the student has not failed only for one course on one occasion during the student's law school career, unless otherwise permitted by the Administrative Committee.

A student who repeats a required course pursuant to the previous paragraph must do so no later than the next time the course is offered in the division in which the student is registered. However, if the course is next offered during the summer session, it need not be repeated at that time.

A student who fails a perspective course must either repeat that course or take another perspective course.

A student may receive credit for a course only once: the last time the course is taken. The student must pay tuition and fees for the repeated course as if not repeated. When a course is repeated, the new grade, whether higher or lower, replaces the old grade in the student's grade point average. However, both grades remain on the student's transcript, with a notation that the course was repeated.

The rule requiring students to repeat required courses became effective with courses taken in the fall semester 1985. The rest of this policy became effective in the spring 1985 and applies to any student not yet graduated with respect to any course already or not yet taken.

Exclusion and Probation

A student completing the work of the first year, for the first time, (1) with a weighted cumulative average below 64.0, will be permanently excluded from the school; (2) with a weighted cumulative average of from 64.0 to 65.9, may continue in the school as a member of the first-year class, retaking all first-year courses except those courses in which he or she has received a grade of 70 or above; or (3) with a weighted cumulative average of from 66.0 to 66.9, may continue in the school.

All other students will be excluded permanently from the school unless, as of the end of each academic year, they maintain (1) weighted cumulative averages, including all work done since entering law school, of 67.0 or better, and (2) weighted averages for the most recent academic year of 67.0 or better. This rule applies to any student who withdraws from the school with, at the time of withdrawal, a weighted cumulative average, or a weighted average for any work done during the most recent

year, below what would be required of him or of her at the end of the academic year. A student who withdraws from the school before completing the first year is subject to the requirements of this paragraph, not the preceding paragraph. Summer session grades apply to the cumulative average of the subsequent academic year.



A student who has been excluded may be readmitted only by action of the Administrative Committee, upon petition in writing setting forth reasons for seeking readmission. Readmission will be granted only when the committee is satisfied that the student's low average was due to special and unusual circumstances and that there is good reason to believe that the student will be able to do satisfactory work in the future.

A student who is readmitted to the school after having been academically excluded, or who is permitted to continue after the end of an academic year with an average below 67.0, is on academic probation. Probation will be removed when the student (1) has met all requirements for graduation; or (2) at the end of a grading period, has taken at least 26 credits at the

law school since being put on probation, and has (a) a weighted cumulative average for all work done since entering law school of 67.0 or better, and (b) a weighted average for all work done during the probationary period of 67.0 or better.

A student who is excluded for academic reasons while on academic probation, or after completing the work of the first year for the first time with a weighted cumulative average below 64.0, will not be readmitted unless the Administrative Committee, by at least a two-thirds vote, determines that exceptional circumstances warrant readmission. The committee's decision on readmission will be final.

The Faculty Council reserves the right to require the withdrawal of any student whose continued presence would not, in the judgment of the council, either because of low scholastic standing or other reasons, be of benefit to the student or would be detrimental to the best interests of the school. The Faculty Council also reserves the right to make such changes in the above regulations as may from time to time seem desirable.

Requirements for Graduation

To be eligible for the Juris Doctor degree, a student must:

- (1) Fulfill all course requirements and the writing requirement (see Course Requirements and Curriculum);
- (2) Satisfy the requirements of good standing, i.e., not be subject to exclusion (see Grading System and Exclusion Rules);
- (3) Have a weighted cumulative average of at least 67.0;
- (4) Pass courses totaling at least 84 semester hours, including all required courses;
- (5) Satisfy the residency requirement (see Residency Requirement).

A student who returns to school after a period of absence is subject to any changes in the graduation requirements which apply to the class with which the student will graduate.

Residency Requirement

In addition to meeting other graduation requirements, a student must comply with the following residency requirement. In the day division, a student must have been in residence for six semesters, and in the evening division a student must have been in residence for eight semesters.

To fulfill the residency requirement, day division students are required to carry not less than 11 hours nor more than 16 hours of course work during the third, fourth, fifth, and sixth semesters;



evening division students are required to carry not less than eight nor more than 12 hours during the third, fourth, fifth, sixth, seventh and eighth semesters of residence. The first-year requirements are 30 credits for day division students and 20 credits for evening division students. Students may not take more than eight credits in any one summer session.

For purposes of the residency rule, students registered in the evening division are considered evening division students regardless of the number of credit hours actually taken in any one semester; part-time day division students are treated as evening division students.

Students may not transfer from one division to another without permission of the dean. Students must take a majority of credits in the division, day or evening, for which they are registered.

Most students spend at the law school either six semesters as full-time students or eight semesters as part-time students. For them, the residency rule poses no problem.

However, some students switch between full-time and part-time status (if so permitted by the dean), or try to shorten their period of study at the school by attending one or more summer sessions. For those students, the question arises as to what combination of full-time and part-time semesters, and summer sessions, will satisfy the residency requirement.

A student who attends a summer session (which is only half the length of a semester) or a student who is permitted to take less than the minimum number of credits required in a semester receives only partial residency credit. The chart at the end of the section lists the amount of a full-time equivalent semesters of residency credit received for different credit loads. In order to graduate, a student's residency credit must add up to six or more full-time semesters. It is not enough to come close. A student with 5.99 semesters residency credit has not fulfilled the requirement.

An evening division student who entered the law school before August 1983 may apply credits earned in two summer sessions to graduate in three and one-half years regardless of the number of credits taken in each summer session.

COURSE CREDITS TAKEN	RESIDENCY CREDIT EARNED IN FULL-TIME EQUIVALENT SEMESTERS
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Fall or Spring Semester

Registered as full-time day student:

11-16	1.00
8-10	.75

Registered as part-time (evening or day) student:

8-12	.75
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Registered full-time or part-time:

7	.66
6	.56
5	.47
4	.38
3	.28
2	.19
1	.09

Summer Session

Registered full-time or part-time:

5-8	.50
1-4	Same as fall or spring semester

In order to graduate, total residency credit earned must add up to 6.00 or greater.



Voluntary Withdrawal

A student who withdraws in good standing after completion of at least one semester at the law school may return if the amount of time the student will have been absent from the school since the student's first matriculation does not exceed three years. The school reserves the right to raise questions as to character which have arisen during the interim and to refuse readmission on these grounds. A student who withdraws in good standing after completion of at least one semester of law school, but who does not satisfy this requirement as to time, is not entitled to be readmitted but may be by the Administrative Committee, subject to such conditions as the committee may impose. A student who withdraws before the completion of one semester is not entitled to be readmitted but may be admitted as a new student by the Admissions Committee.

Voluntary withdrawal requires the approval of the dean. A student who drops out of the law school without this approval after the beginning of a semester for which the student has registered will be deemed to remain enrolled in his or her courses. Failure to take the examination or otherwise complete a course satisfactorily will result in a grade of 55 (F) in the course.

Honors and Prizes

Order of the Coif is a national law school honor society founded to encourage scholarship and to advance the ethical standards of the legal profession. Only students standing among the first tenth of the senior class are eligible for membership. Selection of seniors for the Maryland chapter of the order is held during spring semester, immediately prior to commencement. *Graduation with Honor* is determined by the Faculty Council and may be awarded to students who meet requirements for graduation and who attain a weighted cumulative average of 79.0 or better in all work done at the law school, and are in the top one-third of the combined day and evening graduating class. (This applies to students graduating in the 1981-82 academic year and thereafter.)

The Sam Allen Memorial Prize, established by the day division class of 1950 in memory of their classmate, Harry Samuel Allen, is awarded annually to a member of the graduating class who has demonstrated outstanding qualities of leadership and scholarship.

The American Jurisprudence Prizes, sponsored by Lawyers Cooperative Publishing Company and the Bancroft-Whitney Company, are given to the top students in various courses; the prizes consist of an award certificate and a specially bound title from American Jurisprudence 2d.

The Bridgewater M. Arnold Prize, established in 1963 in memory of Bridgewater M. Arnold, for many years a professor of law at the school and its assistant dean, by his friends at the Maryland Bar and his faculty colleagues, is awarded annually to the students who have done the best work in Commercial Paper and Sales and Secured Transactions, courses in commercial law, which was Professor Arnold's special area of interest.

The Joseph Bernstein Fund provides a fund for law school purposes, including an annual prize for the student who has done the best work in Labor Law, an area of the law to which Mr. Bernstein devoted a lifetime of study and in which he attained preeminence among Maryland lawyers. In addition, the Bernstein Fund provides annual prizes for (1) the senior student who is adjudged by the faculty advisor to the *Maryland Law Review* to have submitted the most significant piece of legal writing for publication in the review; (2) the senior student who is adjudged by the faculty advisor of the *Maryland Law Forum* to have submitted the most significant article for publication in the *Law Forum*; and (3) the senior student

who is adjudged by the faculty advisor of the *Maryland Journal of International Law and Trade* to have submitted the most significant article for publication in the journal. *The Elizabeth Maxwell Carroll Chesnut Prize* is given for good scholarship as determined by the dean of the law school. The income for the prize comes from a bequest under the will of Mrs. W. Calvin Chesnut.

The Judge W. Calvin Chesnut Prizes for Scholarship in Law are used to recognize students demonstrating outstanding scholastic achievement during the first year at the School of Law. An endowment established under the will of Judge Chesnut in 1962 provides these annual prizes.

The Margaret E. Coonan Memorial Book Prize, established by the class of 1966 in memory of Margaret E. Coonan, who served as professor of law and law librarian at the school, is awarded annually to the student who has done the best work in Legal Method.

The William P. Cunningham Awards are presented annually to students, selected by the faculty, for exceptional achievements and service to the school.

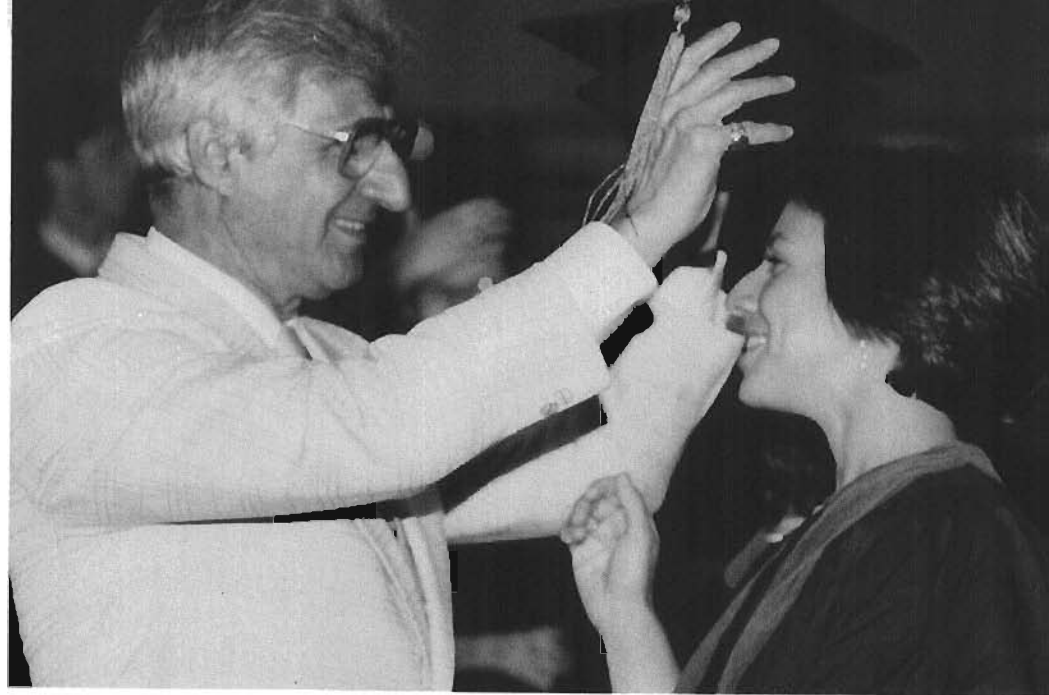
The Edward H. Curlander Prizes are awarded annually to students doing the best work in Estate Planning, Estates and Trusts and Future Interests.

The Judge Morton P. Fisher Memorial Fund Prize, established in 1965 in memory of Judge Morton P. Fisher, class of 1920, by the law clerks who served him while he was a member of the Tax Court of the United States, and supplemented by contributions from members of the Section of Taxation, provides a certificate to the students who have done the best work in Estate and Gift Taxation and in Income Taxation.

The Roger Howell Achievement Award, established by the day division class of 1961, is presented annually to an outstanding member of the graduating class who has contributed significantly to the student activities program and whose leadership, scholarship and moral character are representative of the high ideals of the legal profession.

The Law School Alumni Association, Inc. awards a prize for the senior student deemed by the faculty to have contributed most largely to the school through his or her qualities of character and leadership.

The Luther Martin Prizes, established in 1971 by R. Samuel Jett, Esq., and Paul S. Clarkson, Esq., authors of *Luther Martin of Maryland*, by a gift of the royalties from their biography of this famous Maryland lawyer of the late eighteenth century, are awarded periodically.



The Morris Brown Myerowitz Moot Court Awards were established in 1971 by the Morris Brown Myerowitz Memorial Foundation in memory of Morris Brown Myerowitz, a 1968 graduate of the law school who met an untimely death in 1970. Prizes are given to the finalists in the annual Myerowitz Moot Court Competition.

The G. Ridgely Sappington Prize, established in memory of G. Ridgely Sappington, for many years a member of the faculty of the School of Law, is awarded annually to the student doing the best work in Procedure.

The Judge Simon E. Sobeloff Prize, established in 1970 by his law clerks, is awarded annually to a student for outstanding achievement in the field of constitutional law.

The John S. Strahorn Jr. Memorial Prize, established by the class of 1956 in memory of Professor John S. Strahorn, Jr., for many years a member of the faculty of the School of Law, is awarded annually to the student judged most proficient in the law of evidence.

The William Strobel Thomas Prize Fund and the *John L. Thomas Prize Fund* were established in 1962 under the will of Zaidee T. Thomas, under the terms of which the two members of the senior class who graduate with the highest average for scholarship are each awarded a prize.

The Judge Roszel C. Thomsen Prize, established in 1974 by his law clerks, is awarded annually to the student who has done the best work in Federal Jurisdiction, an area of the law in which Judge Thomsen has been preeminent.

The Judge R. Dorsey Watkins Prize, established by the class of 1968 in honor of Judge Watkins, for 43 years a teacher of Torts at the School of Law, is awarded to the student who has done the best work in Torts.

"A judge must find a solution
for every difficulty whereas a
professor must find a difficulty
for every solution."

Lord Denning

"I think we may class lawyers
in the natural history of
monsters."

John Keats

"Among men of worth I like to
have every one express himself
fearlessly, to have the words
keep company with the
thought. We should strengthen
our hearing and harden it
against the pleasure in the
punctilious sound of words. I

like a strong and virile
companionship and intimacy, a
friendship which takes pride in
the asperity and vigour of its
intercourse. . . . It is not vigorous
and free enough if it is not
quarrelsome, if it is tame and
artificial, if it fears conflict and is
constrained in its ways; for
there can be no discussion
without contradiction. . . ."

Michel de Montaigne

"Socrates acted wickedly, and
is criminally curious in searching
into things under the earth,
and in the heavens, and in
making the worse appear the
better cause, and in teaching
these same things to other."

Charge against Socrates, as
stated in his **Apology**, 300 B.C.



FACULTY



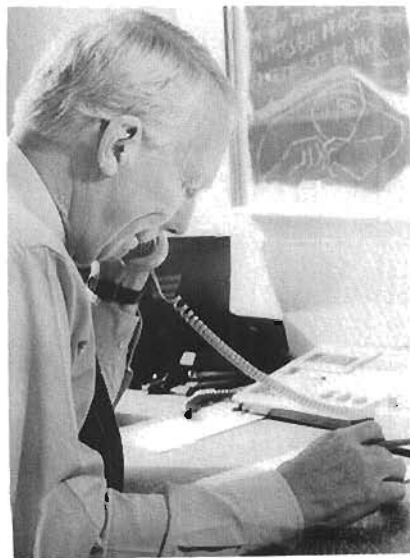
Bernard Auerbach,
Professor of Law

B.A., 1945, Yeshiva University; J.D., 1950, New York University; LL.M., 1959, Yale University. Mr. Auerbach joined the faculty in 1962 after having served as assistant professor at the California Western University School of Law and lecturer in law at New York University Law School. He was assistant reporter and consultant to the Maryland Court of Appeals Standing Committee on Rules of Practice and Procedure from 1965 to 1980; was reporter to the Maryland Judicial Conference 1967 to 1970; has lectured as part of the Maryland State Bar Association continuing Legal Education Program; and was co-leader of the 1974 Seminar in Court Administration of the Court Management Institute at College Park. He is the author of the leading article on the subject of jurisdiction of Maryland courts, "The Long Arm Comes to Maryland," *Maryland Law*

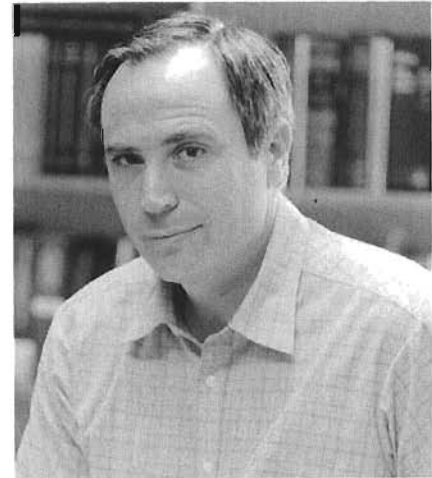
Review (1966), and wrote the *Manual of Jurisdiction* for the Maryland State Bar Association and the chapter on Equity of the *Maryland Trial Judges' Benchbook*. *Conflicts; Federal Jurisdiction; Procedure.*

E. Clinton Bamberger,
Professor of Law

B.S., 1949, Loyola College; J.D., 1951, Georgetown University. Mr. Bamberger joined the law faculty in 1982. He has been an attorney in public and private practice, a law school teacher and dean, a public administrator and a legal services attorney. Mr. Bamberger was a partner at the law firm of Piper and Marbury in Baltimore. In 1965 he was the first director of the federal program to provide legal assistance for poor people. From 1969 until 1975 Mr. Bamberger was the dean of the law school at the Catholic University of America. He was then appointed executive vice president



of the national Legal Services Corporation. In 1979 he became a staff attorney in a neighborhood legal services office, the Legal Services Institute, a teaching clinic for the law schools of Northeastern and Harvard Universities. He was a member of the faculties at those schools and has taught law at the University of New Mexico, Stanford University and the University of New South Wales in Australia. *Clinical Law Program.*

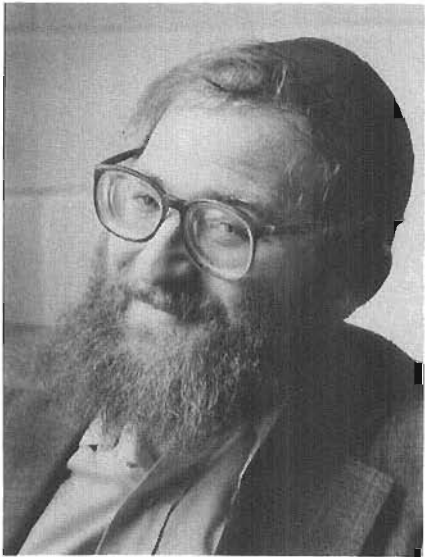


David S. Bogen,
Professor of Law

B.A., 1962, LL.B., 1965, Harvard University; LL.M., 1967, New York University. Following law school, Mr. Bogen was a law clerk for the Supreme Judicial Court of Massachusetts and then a graduate fellow at New York University. Before joining the University of Maryland

faculty in 1969, he was in private practice for two years in New York City.

He is the author of *Bulwark of Liberty: The Court and the First Amendment* and a score of other publications in the fields of civil rights, constitutional law, labor law and legal history. He also serves as secretary-treasurer of the Public Sector Labor Relations Conference Board.
Constitutional Law; Labor Law; Racial Discrimination and the Law.



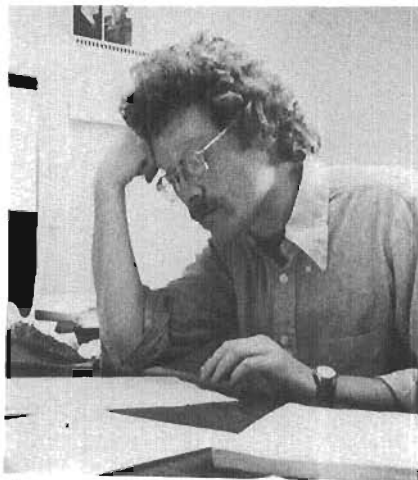
Irving Breitowitz, Visiting Assistant Professor of Law

B.A., 1976, Johns Hopkins University; J.D., 1979, Harvard University. Mr. Breitowitz served as the first law clerk for the Honorable Susan Gerzendanner of the U.S. District Court for the Northern

District of Illinois and then practiced law in Chicago for three years. He has taught at the Chicago-Kent College of Law and at the University of Illinois and has published articles in the fields of creditors' rights and secured transactions.
Commercial Paper; Contracts; Creditors' Rights; Sales and Secured Transactions.

C. Christopher Brown, Associate Professor of Law

B.A., 1963, Swarthmore College; M.A., 1965, University of Delaware; J.D., 1968, Georgetown University. After serving the 1968-69 term as the Motions Clerk to the United States Court of Appeals for the District of Columbia Circuit, Mr. Brown practiced poverty law with the Law Reform Units of the Neighborhood Legal Services Program in Washington, D.C., and Legal Aid Bureau in Baltimore. Mr. Brown joined the Maryland faculty in 1975. He is the author of *Maryland Civil Litigation* and other publications concerning civil and con-



stitutional litigation. During his leave of absence, Mr. Brown has formed Brown and Goldstein, a small litigation law firm, which will be operating out of the Maryland Bar Center in association with the law school.
Evidence; Legal Method-Process-Procedure.



Alice A. Brumbaugh, Professor of Law

B.A., 1953, J.D., 1955, University of Michigan. Mrs. Brumbaugh joined the University of Maryland law faculty in 1969. She is a member of the Governor's Commission to Revise the Annotated Code of Maryland and an Academic Fellow of the American College of Probate Counsel.
Criminal Law; Estates and Trusts; Property.



**John M. Brumbaugh,
Professor of Law**

B.A., 1948, Swarthmore College; J.D., 1951, Harvard University. Mr. Brumbaugh worked in a New York City law firm for two years and was a teaching fellow at Harvard Law School for one year before joining the University of Maryland faculty in 1956.

He was the reporter for the Maryland Commission on Criminal Law, which attempted a revision of the state's criminal law, and is the author of *Cases and Materials on Criminal Law* and *Approaches to the Study of Law*. He has also taught courses in Legal Aspects of Medicine at the University of Maryland and Johns Hopkins University

Schools of Medicine. He is a member of the American Law Institute. *Evidence; Legal Method-Process-Criminal Law; Patents, Copyrights, Trademarks, and Unfair Business Practices.*

**John J. Capowski, Law School
Associate Professor**

B.A., 1968, Hamilton College; J.D., 1971, Cornell University. From 1971 to 1973, Mr. Capowski was an attorney with the Monroe County Legal Assistance Corporation in Rochester, New York. In 1973, he began teaching in the clinical program of the Cornell Law School and was director of the program from 1975 to 1978. He joined the Maryland faculty in 1978, and has published in the areas of public benefits and administrative law. *Clinical Law Program; Counseling and Negotiation; Legal Method-Process-Legal Profession, Trial Practice.*



**Hungdah Chiu,
Professor of Law**

LL.B., 1958, National Taiwan University; M.A., 1967, Long Island University; LL.M., 1962, S.J.D., 1965, Harvard University. Mr. Chiu, who has taught at National Taiwan University and at National Chengchi University in the Republic of China, was a research associate at Harvard Law School for six years. He has written, edited and co-authored many books in English and in Chinese and more than 50 articles in the field of international and comparative law. His books

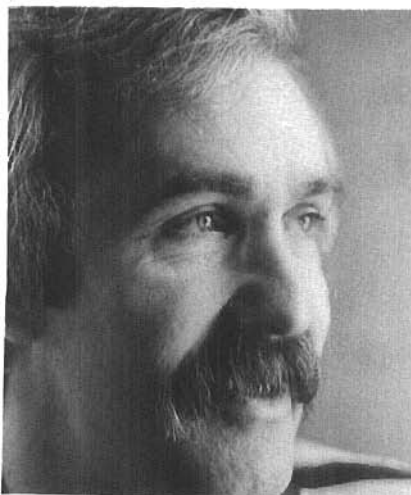
include *People's China and International Law* (with J. Cohen, 1974), *Normalizing Relations with the People's Republic of China: Problems, Analysis and Documents* (1978), *China and the Taiwan Issue* (1979), *Agreements of the People's Republic of China 1966-1980: A Calendar* (1981); *China: 70 Years After the 1911 Hsi-hai Revolution* (with S.C. Leng, 1984) and *Criminal Justice in Post-Mao China: Analysis and Documents* (with S.C. Leng, 1985).

Between 1976 and 1982 Mr. Chiu annually attended the Third United Nations Conference on the Law of the Sea as an observer for the International Law Association. He was elected one of the 10 outstanding young men for 1971 by the Junior Chamber of Commerce of the Republic of China, and he received a Certificate of Merit awarded by the American Society of International Law in 1976, a cultural award from the Institute of Chinese Culture, a National Reconstruction Award from the Chinese Academic Association in Mid-America in 1980 and the Toulmin Medal for the best article in 1981 from the Society of American Military Engineers in 1982.

Chinese Law; International Law; Soviet, Chinese and Western Approaches to International Law Seminar.

Robert J. Condlin, Associate Professor of Law

B.A., 1966, Siena College; J.D., 1969, Boston College; LL.M., 1976, Harvard University. From 1969 to 1972 Mr. Condlin was an assistant attorney general specializing in civil litigation for the Commonwealth of Massachusetts. He left the Attorney General's Office in 1972 to establish the Urban Legal Laboratory, a full-semester clinical program for students of Boston College Law School, run jointly with the Boston Lawyers Committee for Civil Rights. In 1974 he became a teaching fellow at Harvard Law School, where he taught and did graduate study in the field of clinical law. He left Harvard in 1976 to become associate professor of law at the University of Virginia, where he taught that school's courses in clinical law. He has served as consultant to the AALS Law Teachers Clinic and Clinical Teachers Training Conferences and to the Canadian Law Teachers Clinic. *Counseling and Negotiation; Legal Method-Process-Procedure.*

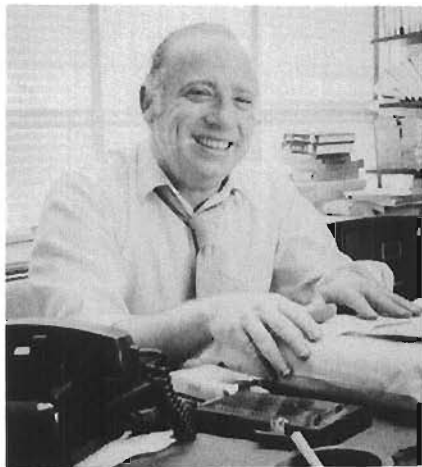


Karen Czapanskiy, Associate Professor of Law

B.A., 1969, University of California, Berkeley; J.D., 1973, Georgetown University. Prior to joining the law faculty in 1983, Ms. Czapanskiy served at the United States Department of Justice as an assistant solicitor general, as acting director of the Office of Information Law and Policy and as deputy director of the Office of Privacy and Information Appeals. Ms. Czapanskiy has taught at the University of Hawaii Law School and the Washington College of Law, American University and she served as law clerk to the Honorable Rita C. Davidson, Court of Special Appeals of Maryland. *Clinical Law Program; Women and the Law Seminar.*

**Abraham A. Dash,
Professor of Law**

B.S., 1957, University of Nebraska; J.D., 1959, Georgetown University. Mr. Dash joined the faculty in 1970 after many years in public service with the federal government, chiefly as a litigation attorney. He has been an appellate attorney with the National Labor Relations Board, a trial attorney with the Criminal Division of the Department of Justice and deputy chief counsel to the Comptroller of the Currency, Treasury Department. He has been a consultant for the Joint Committee of the Maryland Judicial Conference and Maryland Bar Association to implement the American Bar Association's Standards for Criminal Justice, the Committee on the Maryland District Court and the University of Maryland Court Management Institute. He also has been reporter/consultant for the Maryland State Bar Association Committee on State Prosecutors. Mr. Dash is a member of the faculty of the



National Judicial College. He has been guest lecturer for the Federal Administrative Law Judges Conference.

Administrative Law; Criminal Procedure; Legal Method-Process-Criminal Procedure; Legal Profession.



**Andre M. Davis, Assistant
Professor of Law**

B.A., 1971, University of Pennsylvania; J.D., 1978, University of Maryland. After graduating from the University of Maryland Law School, Professor Davis served as law clerk first to United States District Judge Frank A. Kaufman, and then to United States Circuit Court Judge Francis D. Murnaghan, Jr. He subsequently was an appellate attorney with the United States Department of Justice, an Assistant United States Attorney for the District of Maryland, and an associate in a large Baltimore law firm. Mr. Davis is a member of the Judicial Conference, U.S. Fourth Circuit Court of Appeals and a member of the Legal Aid Bureau, Inc. and the president of its Board of Directors. *Criminal Procedure; Legal Method-Process-Procedure.*

**John F. Davis, Visiting
Professor of Law**

B.A., 1928, Bates College; LL.B., 1932, Harvard University. Mr. Davis was the Clerk of the Supreme Court of the United States from 1961 to 1970. He previously was an attorney in the Office of the Solicitor General, Department of Justice. He has been a special master in two cases before the United States Supreme Court and has served as consultant for the Administrative Conference of the United States. *Constitutional Law Seminar.*



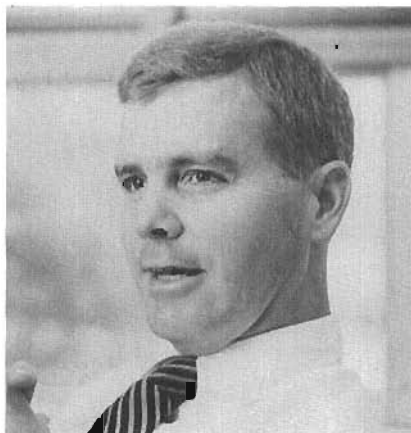


**John W. Ester, Associate Dean
and Professor of Law**

B.A., 1956, Pasadena College; J.D., 1959, Willamette University; LL.M., 1962, University of Illinois. Mr. Ester was the director of continuing legal education for the Maryland State Bar Association from 1963 to 1976, and he has edited numerous books on Maryland law in connection with continuing legal education programs. He is the author of *Maryland Cases and Materials on Domestic Relations*, now in its third edition. He has also served on several commissions, including the Governor's Commission on Domestic Relations Laws. *Domestic Relations; Torts.*

**James F. Forsyth, Assistant
Dean for Admissions and
Student Services**

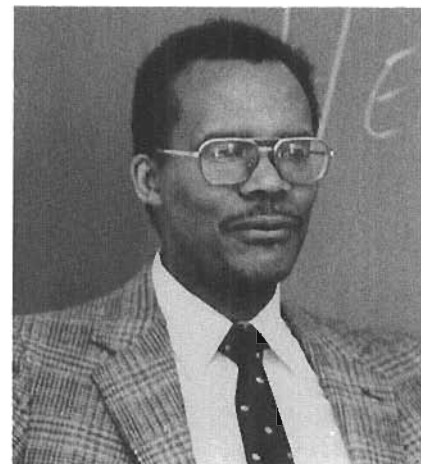
B.A., 1966, University of Connecticut; M.A., 1968, University of Michigan. Mr. Forsyth joined the law school's administration in 1969 as assistant to the dean, and later assumed more general administrative responsibility as Assistant Dean.



From 1975 to 1977 he was Director of Student Financial Aid for the professional schools of the University of Maryland at Baltimore. In 1977 he returned to the law school as assistant dean for student admissions and recruitment, and in 1984 he became responsible for a variety of student-related activities including registration and records.

**Larry S. Gibson,
Professor of Law**

B.A., 1964, Howard University; LL.B., 1967, Columbia University. In 1967-68, Mr. Gibson served as law clerk to Judge Frank A. Kaufman of the United States District



Court of Maryland. He then practiced law in Baltimore for four years. Before joining the University of Maryland faculty in 1974, he taught at the University of Virginia School of Law. He has taught in numerous workshops for judges and has written in the area of evidence. He is reporter to the Court of Appeals of Maryland Standing Committee on Rules of Practice and Procedure and a member of the committee which drafts the Multi-State Bar Exam. He has served as Associate Deputy Attorney General of the United States and as a member of the Board of School Commissioners of Baltimore City. He is a member of the Governor's Commission to Revise the Annotated Code of Maryland. *Evidence; Maryland Practice and Procedure Seminar; Procedure.*

Daniel S. Goldberg, Associate Professor of Law

A.B., 1968, University of Rochester; J.D., 1971, Harvard University. Mr. Goldberg, a cum laude graduate of Harvard and a member of its *Law Review*, was in private practice for seven years with law firms in New York City and Washington, D.C., prior to joining the University of Maryland faculty in 1978. Mr. Goldberg, whose legal specialization is tax law, has published several articles in the fields of income and estate taxation and has lectured at the New York University Institute on Federal Taxation. During the academic year 1982-83, Mr. Goldberg served as professor in residence in the national office of the Internal Revenue Service. *Corporate Taxation II; Income Taxation; Tax Policy Seminar.*



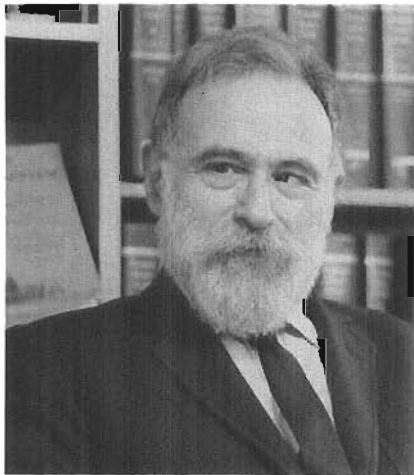
Everett F. Goldberg, Professor of Law

B.A., 1960, Princeton University; LL.B., 1963, Harvard University. Mr. Goldberg served two years in the Peace Corps as legal advisor to the Municipality of Addis Ababa, Ethiopia, and one year in the S.A.I.L.E.R. program as a member of the faculty of law of Haile Sellassie I University, Ethiopia. He joined the University of Maryland law faculty in 1967 and was associate dean from 1975 to 1985. He has directed and consulted on research projects for the United States Environmental Protection Agency. He served on two Baltimore City cable television commissions, one as chairman, and as executive secretary of the Maryland Public Disclosure Advisory Board. *Communications Law Seminar; Legal Method-Process-Property; U.S. Taxation of International Transactions.*

Barbara S. Gontrum, Instructor and Director of the Law Library

B.A., 1972, Purdue University; M.S., 1973, University of Illinois; J.D., 1978, Duke University. Before joining the faculty in 1979, Mrs. Gontrum was associate law librarian at the Duke Law Library. She teaches legal bibliography in the law school.





**Oscar S. Gray,
Professor of Law**

B.A., 1948, J.D., 1951, Yale University. In addition to private and corporate practice, Mr. Gray has been an attorney in the Legal Adviser's Office of the United States Department of State, special counsel to the President's Task Force on Communications Policy, acting director of the Office of Environmental Impact, United States Department of Transportation and has taught at the Catholic University of America School of Law, Georgetown University Law Center and the University of Tennessee College of Law. He is the author of *Cases and Materials on Environmental Law* and co-author of *Cases and Materials on the Law of Torts*, and is a member of the American Law Institute. *Insurance; Torts.*

**Stanley S. Herr, Associate
Professor of Law**

B.A., 1967, Yale College; J.D., 1970, Yale University; D.Phil., 1979, Oxford University. Mr. Herr was a Rockefeller Fellow for Human Rights at Columbia University and a senior adjunct associate of the Hasting Center (Institute of Society, Ethics and Life Sciences). He has taught at Harvard Law School and Catholic University Law School, has been a visiting scholar at Harvard and Columbia law schools, and practiced as a public interest lawyer. In 1977, Mr. Herr was a research fellow of the national Legal Services Corporation. He has been a consultant to the President's Committee on Mental Retardation, the Canadian National Institute of Mental Retardation and the Monitors appointed by the U.S. District Court in Massachusetts. Mr. Herr is chairman of the Rights and Advocacy Committee of the International League of Societies for Persons with Mental Handicap and has published and participated in



litigation on the rights of disabled people. He also serves on the Governor's Commission to Revise the Mental Retardation and Developmental Disabilities Law. *Civil Rights of the Handicapped Seminar; Clinical Law Program.*



**Alan D. Hornstein, Associate
Professor of Law**

B.A., 1965, M.A., 1967, Long Island University; J.D., 1970, Rutgers University. Before joining the faculty in 1972, Mr. Hornstein served two years as law clerk to Judge Frederick vP. Bryan, United States District Court, Southern District of New York. He is the author of *Appellate Advocacy in a Nutshell* and has written articles on legal education, federal jurisdiction and psychological research methodology. *Contracts; Criminal Law; Idea of Law in Western Culture Seminar; Jurisprudence.*

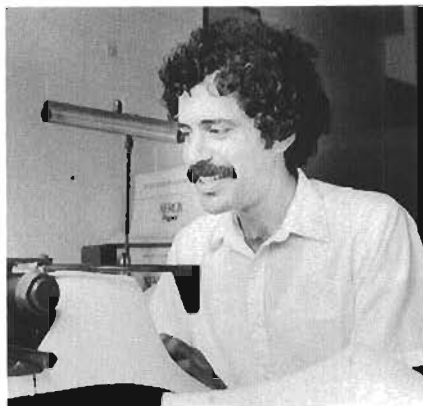
**Robert I. Keller,
Professor of Law**

B.S., 1963, University of Pennsylvania; LL.B., 1966, Harvard University. Professor Keller joined the Maryland faculty in 1972. Prior to that time he was engaged as a tax specialist with a Philadelphia law firm. His Tax Policy Seminar reflects his special interest in the area of both federal and state tax reform. He has published in the areas of income and corporation taxation and federal and state tax policy. *Corporate Taxation I; Income Taxation; Taxation of Partnerships and Partners.*



**Michael J. Kelly, Dean and
Professor of Law**

B.A., 1959, Princeton University; Ph.D., 1964, Cambridge University; LL.B., 1967, Yale University. Before entering law school, Mr. Kelly was a legislative assistant to a member of Congress. Following law school he served as counsel to the mayor of Boston following a period as an attorney and secretary of an urban consulting subsidiary of The Rouse Company. He was an aide to two mayors of Baltimore, specializing in criminal justice problems and new law enforcement programs funded under the Law Enforcement Assistance Administration. In 1974, Mr. Kelly was a fellow of the National Institute of Law Enforcement in Washington, D.C. He has been a consultant to the Police Foundation, American Law Institute—American Bar Association Committee on Continuing Professional Education, executive

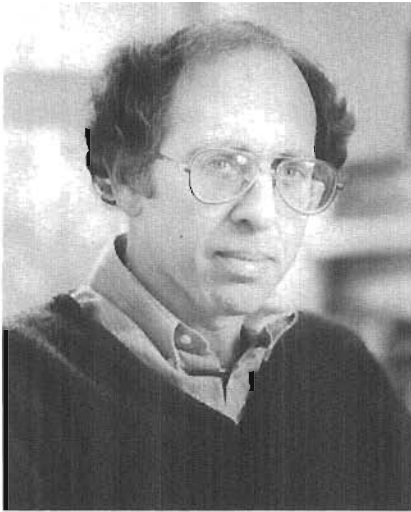


director of the Maryland Commission on Judicial Reform and a member of the Standing Committee on Rules of Practice and Procedure of the Court of Appeals of Maryland since joining the faculty in 1973.

**Lawrence L. Kiefer, Professor of
Law**

B.A., 1958, University of Florida; M.S.L.S., 1960, Case Western Reserve University; J.D., 1966, University of Maryland. Mr. Kiefer joined the law faculty in 1966. He served as librarian from 1964 until 1980, when he moved to full-time teaching. *Equitable Remedies; Estates and Trusts.*





Andrew J. King, Assistant Professor of Law

B.A., 1963, Antioch College; LL.B., 1966, Harvard University; Ph.D., 1975, University of Wisconsin. After practicing with the National Labor Relations Board, Mr. King served in the United States Army for two years. He then attended the University of Wisconsin, where he wrote a doctoral dissertation on the history of urban land use law. Before joining the Maryland faculty, he was co-editor of the first two volumes of the *Legal Papers of Daniel Webster*. He remains editor of volume three in that series. *Legal History Seminar; Legal Method-Process-Property; Property.*

Susan Leviton, Law School Associate Professor

B.A., 1969, J.D., 1972, University of Maryland. From 1972 to 1975 Ms. Leviton was employed at the Baltimore Legal Aid Bureau, where she served as managing attorney of the Welfare Unit. In addition, she served as the Legal Aid Lobbyist to the Maryland General Assembly. She is vice chairperson of the Maryland Human Relations Commission, a member of the Board of Directors of the Legal Aid Bureau and the Maryland Advocacy Unit for the Developmentally Disabled. Ms. Leviton has written and participated extensively in representing children in special education proceedings and the Juvenile Court. *Clinical Law Program.*



David J. Luban, Visiting Associate Professor of Law

B.A., 1970, University of Chicago; M.A., M.Phil, 1973, Ph.D. 1974, Yale University. Mr. Luban joined the faculty in 1985 following one year on the faculty of the Department of Philosophy at Dartmouth College. Mr. Luban has also taught at Kent State University and Yale University, was a visiting scholar at the Max Planck Institute, West Germany, and was a research associate at the Center for Philosophy and Public Policy, University of Maryland. On several occasions he has taught Legal Profession at Maryland Law School. Mr. Luban has published numerous articles on legal ethics. *Legal Profession, Philosophy of Law Seminar.*



**Linda A. McDonnell, Assistant
Dean for Administration**

B.S., 1983, University of Maryland University College. Ms. McDonnell has been associated with the University of Maryland for over ten years and has served as an administrator for Surgical Oncology in the University of Maryland Hospital prior to joining the administrative staff of the law school in 1984. She is responsible for physical plant, security and special projects.



**Michael A. Millemann,
Associate Professor of Law**

B.A., 1966, Dartmouth College; J.D., 1969, Georgetown University. During 1979-81, Mr. Millemann was chief general counsel and chief of the Civil Division of the Maryland Attorney General's Office, responsible for ultimately supervising the assistant attorneys general who practice civil law. Mr. Millemann began his legal career as a legal services attorney. He served as a Reginald Heber Smith Fellow in the Maryland Legal Aid Bureau from 1969 to 1971. For the next two years he was chief attorney in Legal Aid East, Baltimore City and supervisor of the law school's Legal Aid Clinic. During this time Mr. Millemann founded the Legal Aid Bureau's Prisoner Assistance Project and worked as a staff attorney for the National Prison Project. During 1973 he was deputy director of the Multnomah County (Ore.) Legal Aid Service. He returned to Maryland to teach full-time at the University of Maryland School of Law in 1974.

Mr. Millemann is secretary of the Maryland Legal Services Corporation. He has been chairman of the Correctional Reform Section of the Maryland State Bar Association and has both published extensively and participated as an attorney in litigation in the area of correctional law.

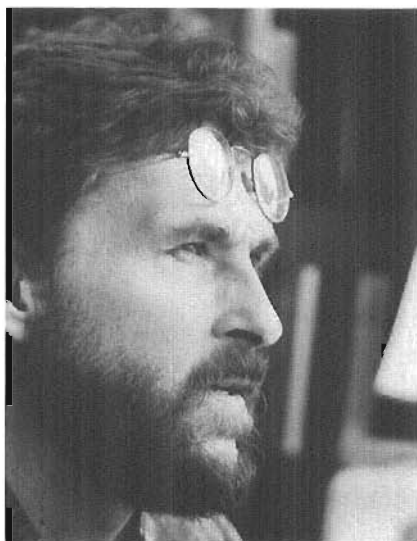
Clinical Law Program; Constitutional Law.



**Richard L. North, Law School
Associate Professor**

B.A., 1971, University of Detroit; J.D., 1973, St. Louis University. After law school Mr. North practiced law for three years with the National Juvenile Law Center in St. Louis, Missouri. He later came to Maryland and worked for the Legal Aid Bureau of Baltimore and served as its director of litigation. He joined the faculty in the fall of 1979.

Clinical Law Program.



Garrett Power, Professor of Law

B.A., 1960, LL.B., 1962, Duke University; LL.M., 1965, University of Illinois. Mr. Power has been a member of the faculty since 1963. His courses reflect his particular interest in land and water resources. Over the past years, Mr. Power has served as principal investigator on various environmental studies sponsored by federal and state agencies. He has written extensively on legal problems associated with the Chesapeake Bay and is presently working on a history of land development in Baltimore City. Mr. Power is active in the field of historic preservation. *Land Use Planning; Property.*

Peter E. Quint, Professor of Law

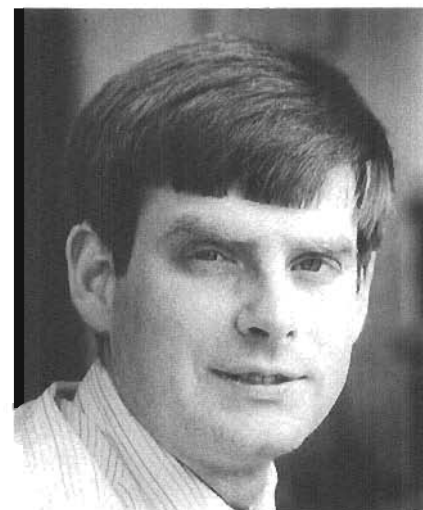
A.B., 1961, LL.B., 1964, Harvard University; Diploma in Law, 1965, Oxford University. Mr. Quint practiced law for several years in Detroit and in New York City, and he has taught at Wayne State University School of Law. He joined the University of Maryland faculty in 1972. In 1978-79 Mr. Quint was an Alexander von Humboldt Foundation



Fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg. *On leave 1985-86.*

William L. Reynolds II, Professor of Law

B.A., 1967, Dartmouth College; J.D., 1970, Harvard University. Following law school, Mr. Reynolds served as law clerk to Judge Frank A. Kaufman of the United States District Court for Maryland. He joined the University of Maryland



law faculty in 1971. He has written books on the judicial decision-making process and on conflicts of laws.

Antitrust Law; Constitutional Law; Contracts; Torts.

Karen H. Rothenberg, Assistant Professor of Law

B.A., 1973, M.P.A., 1974, Princeton University; J.D., 1979, University of Virginia. Ms. Rothenberg came to the faculty in 1983 from the Washington, D.C., law firm of Covington and Burling. She has worked with a variety of health and

medical organizations and her practice has included consultation to and litigation for state health and social welfare agencies and issues arising out of regulation of the health professions. Prior to her law career Ms. Rothenberg received an advanced degree in public affairs from the Woodrow Wilson School of Public and International Affairs and held positions in health care policy and administration. Ms. Rothenberg recently served on the NIH Task Force on the Use of Diagnostic Ultrasound Imaging in Pregnancy. She also serves as legal counsel to the American College of Nurse-Midwives.
Law and Medicine.



Doreen Sekulow, Assistant Dean for Alumni and Development

B.A., 1960, Goucher College; M.L.A., 1975, Johns Hopkins University. Ms. Sekulow joined the administrative staff of the law school in 1978 after serving as director of development for the Hearing and Speech Agency and the Gateway School. She is responsible for alumni relations, development, management of Westminster Hall, and special events and projects.

Jana B. Singer, Assistant Professor of Law

A.B., 1977, Dartmouth College; J.D., 1981, Yale University. Professor Singer joined the faculty in 1985 after serving as Revson fellow in women's law and public policy and adjunct clinical professor at the Georgetown University Law Center Sex Discrimination Clinic. Following her graduation from law

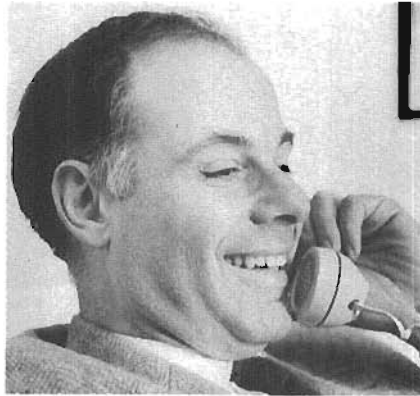
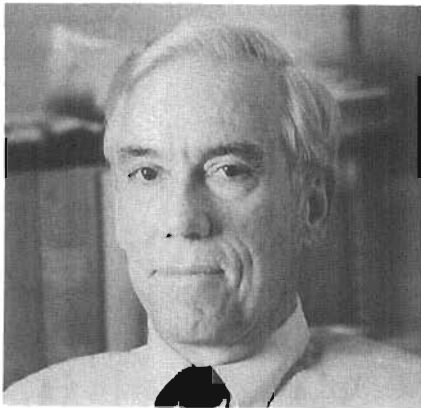
school in 1981, where she was articles editor of the *Yale Journal of World Public Order*, she served for a year as clerk to the Hon. Richard D. Cudahy of the United States Court of Appeals for the Seventh Circuit and then for two years as a litigation associate at the law firm of Wilmer, Cutler & Pickering. *Domestic Relations, Legal Method-Process-Contracts.*



Hal M. Smith, Professor of Law

Ph.B., 1948, J.D., 1954, University of Chicago. After receiving his undergraduate and legal training at the University of Chicago, Mr. Smith remained there for three years as a research associate on a law and behavioral science project. He then practiced law for six years in Illinois before joining the faculty in 1963. He has written in the fields of commercial law and anti-trust, and one of his special interests is the interaction of law and economics.

Legal Writing.



Peter S. Smith, Associate Professor of Law

B.A., 1960, Bowdoin College; LL.B., 1963, Cornell University.

Mr. Smith was an attorney with the United States Department of Justice from 1964 to 1966 and was with the Washington Neighborhood Legal Services Program from 1966 to 1969. From 1969 to 1972, he was director of the branch office of Piper & Marbury, Baltimore. He joined the faculty in 1972. He has been active in litigation dealing with law reform in the areas of criminal law, juvenile law, constitutional law and employment laws.

Criminal Law Problems Seminar; Trial Planning and Advocacy; Trial Practice.

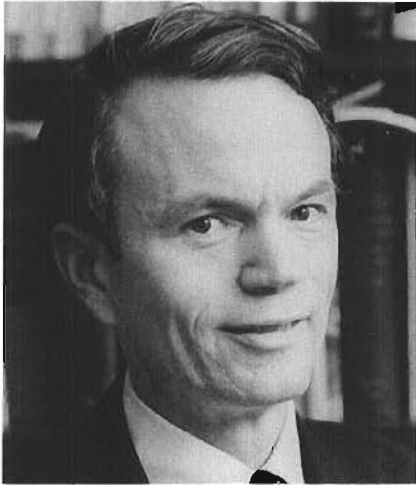
Marc I. Steinberg, Professor of Law

A.B., 1972, University of Michigan; J.D., 1975, University of California, Los Angeles; LL.M., 1977, Yale University. Following law school, Mr. Steinberg served as law clerk to Judge Stanley N. Barnes of the United States Court

of Appeals for the Ninth Circuit and as legislative counsel to U.S. Senator Robert P. Griffin. He subsequently served as special projects counsel and confidential legal advisor to the general counsel at the U.S. Securities and Exchange Commission. Before joining the Maryland law faculty, Mr. Steinberg was visiting associate professor at the National Law Center, George Washington University, and was an adjunct professor at the Georgetown University Law Center. He is the author of numerous law review articles as well as two books and serves on the advisory board of four major law journals in the corporate and securities law area.

Business Associations; Securities Regulation.





**Edward A. Tomlinson,
Professor of Law**

B.A., 1961, Princeton University; M.A., 1962, University of Washington; J.D., 1965, Harvard University. Mr. Tomlinson joined the faculty in 1965. His primary research interests are in the areas of comparative law, criminal procedure and administrative law. He has served as a consultant to the Administrative Conference of the United States and is presently serving as a consultant to the Maryland Judicial Conference on the simplification of state postconviction procedures. He is also a member of the Board of the

Patuxent Institution and reporter for the Bench Book Project of the Maryland Administrative Office of the Courts. During the fall semester 1980, he was on leave at the University of Strasbourg (France) to study comparative criminal justice. *Administrative Law; Legal Method-Process-Criminal Law; Legal Method-Process-Criminal Procedure.*

**Katherine V. Tooks, Associate
Professor of Law**

A.B., 1967, J.D., 1970, University of California, Berkeley. Prior to joining the law faculty in 1984, Professor Tooks was, since 1978, an assistant United States Attorney for the Central District of California, where she specialized in the area of immigration law and employment discrimination cases. She previously was an attorney with the Pacific Telephone Company. She belongs to a wide variety of professional groups, including the ABA Section



on Legal Education and Bar Admissions; ABA Section on Individual Rights and Responsibilities (in which she serves as vice chair of the Minority Rights and Equal Opportunity Committee); ABA Young Lawyers Division Committee on Minorities in the Profession (of which she has served as chairperson); Los Angeles County Bar Association (in which she serves as a member of the Board of Trustees); and Black Women Lawyers Association of Southern California (of which she has served as president). She has previously served as a member of the ABA Special Committee on Lawyers in Government, the California Committee of Bar Examiners and is a past president of the Minority Bar Association of Los Angeles. *Immigration Law; Legal Method-Process-Procedure.*

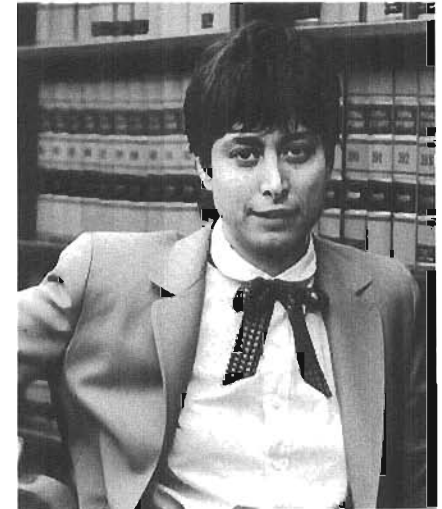


**Spring Walton, Assistant Dean
for Career Services and
Placement**

B.S., 1967, University of Missouri; M.A., 1971, East Tennessee State University. Ms. Walton has a varied professional background in career development, counseling, teaching, administration and business. She has also worked as a consultant for colleges and businesses and directed state programs for the disadvantaged in Florida. Before joining the administrative staff of the law school in 1984, she worked in career services and taught marketing at Ball State University in Indiana.

**Anthony J. Waters, Associate
Professor of Law**

B.A., 1972, University of Keele; LL.M., 1974, Yale University. Mr. Waters came to this country from England in 1972. Before joining the Maryland faculty in 1974, he was a Bigelow teaching fellow at the University of Chicago Law School, then a visiting lecturer at Yale College while completing his LL.M. at Yale Law School. Since then, he has taught as a visiting professor at the University of Santa Clara, the State University of New York at Buffalo and the Northwestern School of Law in Portland, Oregon. He spent the fall of 1977 as a visiting scholar at Yale Law School. His main interest is in the common law subjects, particularly contracts, and in consumer protection. He has published, in this country and in England, in the areas of contracts, criminal law and taxation.
Contracts; Judicial Function Seminar.

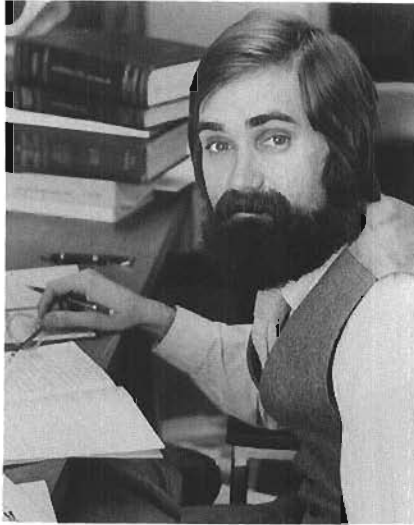


**Marley S. Weiss, Associate
Professor of Law**

B.A., 1971, Barnard College; J.D., 1974, Harvard University. Ms. Weiss left the position of associate general counsel of the United Auto Workers Legal Department to join the faculty as associate professor of law. Ms. Weiss has served in the UAW Legal Department since her graduation from Harvard Law School. She is co-chairperson of a subcommittee of the ABA Labor Law Section's Committee on Equal Employment Opportunity and a member of the Board of Directors of the Detroit Urban League and of the Michigan Women's Campaign Fund.
Employment Discrimination; Labor Law; Legal Method-Process-Torts.

J. Joel Woodey, Professor of Law

B.A., 1957, Johns Hopkins University; LL.B., 1961, Harvard University. In 1961–62, Mr. Woodey served as law clerk for Judge Edwin Steel of the United States District Court for Delaware. He then practiced law for seven years in Baltimore City before joining the University of Maryland law faculty. He has been an assistant reporter for the Court of Appeals of Maryland Standing Committee on Maryland Rules and special reporter for local rules for the Governor's Commission on Law Enforcement and the Administration of Justice. He also has been active in bar association activities and has written or co-authored practice materials for continuing legal education programs. *Commercial Paper; Legal Method-Process-Procedure; Sales and Secured Transactions.*



Gordon G. Young, Associate Professor of Law

B.A., 1967, Rollins College; J.D., 1970, New York University; LL.M., 1972, Harvard University. In 1971–72, Mr. Young served as law clerk for Judge John J. Gibbons of the United States Court of Appeals for the Third Circuit. He then practiced law in New York City for several years before joining the faculty of Syracuse University College of Law. He became a member of the Maryland law faculty in 1979. His primary interests are in the areas of business law and federal jurisdiction. He has published articles dealing with federalism, corporate governance and criminal procedure. *Contracts.*



... It is a pity, but you must learn to read. To read each word. To understand each word. You are outlanders in this country of the law. You do not know the speech. It must be learned. Like any other foreign tongue, it must be learned: by seeing words, by using them until they are familiar. . . ."

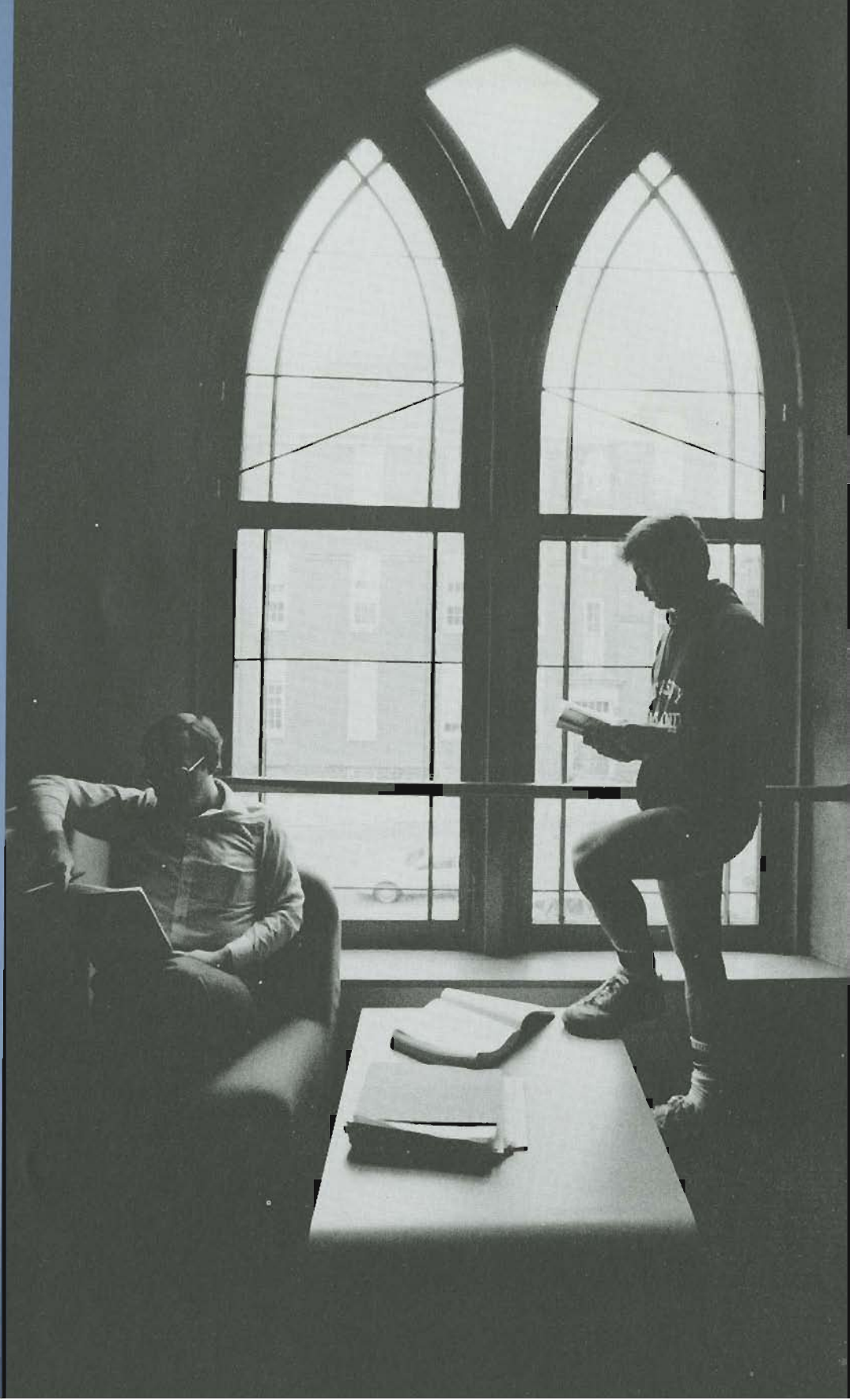
K.N. Llewellyn,
The Bramble Bush

"... there is no such thing as good writing. There is only good rewriting."

Louis D. Brandeis, in
George W. Pierce,
The Legal Profession

"The service of the law school is that of method and cooperation, of standards and ideals. It does not supply brains or tact, or any substitute for either. It can give but a modicum of legal learning, less now, relatively, than ever. . . . The best informed among us can know but a small part of the law, if it is considered as the body of existing rules and precedents contained in statute books and reports. The law student returns from the law school . . . to find . . . he knows practically nothing. He sees at once, if he did not appreciate it before, that little has counted in his preparation but method and self-discipline."

Chief Justice Charles
Evans Hughes



CURRICULUM

Juris Doctor Program

In the following pages are course descriptions which provide a summary of the curriculum. Although the curriculum contains something of the diversity and differences of style found in the profession at large, several dominant curricular themes reflect the purposes and ambitions of the University of Maryland School of Law.

Thorough training in certain fundamental areas of law is the basis of a sound legal education. Thus, the entire first year of the curriculum is composed of required courses. Segments of the second year are also required. In addition to these basic courses, a few additional "requirements" must be fulfilled: all students must take a course in Legal Profession, in which they examine the nature and variety of the ethical problems generated in the practice of law, and at least one "perspective course," in which some area of comparative law, international law, legal history or a special problem area of law is explored as a means of gaining insight into the manner in which legal systems operate. Finally, every student must fulfill a "writing requirement" by preparing at least one paper which analyzes in depth a particular legal or law-related problem.

Taken together, these requirements evidence the law school's view of the characteristics of the well-educated lawyer: thorough training in substantive law, a sense of the law as a profession, a perspective on the legal system and the law as an institution and proficiency in research and expression.

These concerns are reflected also in the elective curriculum. A wide range of courses in a variety of fields of substantive law is designed to enable the student to obtain knowledge of a number of fields and thus gain an overview of much of the law. On the other hand, although no student is required to specialize within any one area of the law, the law school recognizes the value of intensive exploration of a particular subject. The curriculum therefore contains sequences of courses for the student interested in becoming intimately acquainted with one or two specialized legal subjects. For example, there are several elective courses offered in corporate and tax law, estates and trusts, criminal law, health services law, real estate and legal problems of the poor.

The elective curriculum also contains a varied and sophisticated clinical education program in which faculty members practice law and supervise student "practitioners" in a wide variety of substantive areas of law. The clinical courses attempt to duplicate the lawyer's environment with its uncertainties, demands and conflicts. Student "practitioners" are confronted with the lawyer's full

range of decision making, as they integrate substantive law with the demands of an actual case and the responsibility to an actual client. The E. McClure Rouser Clinical Resource Fund, established in memory of Mr. Rouser, will be used to help meet the expenses incurred in serving clients.

In-school clinical courses, Clinical Law Program and Attorney General's Consumer Protection Clinic and clinics established in public offices—Asper Fellowship—each are described in detail in this catalog under Description of Required and Elective Courses. Courses specifically devoted to other skills such as counseling, negotiating, drafting, trial planning and trial techniques are also offered. In addition, many of the substantive law courses include training of this type.

The law school's view of the importance of a good lawyer's perspective on the law is reflected not only in the perspective requirement, but in a number of courses in which the relationship between law and other disciplines is explored. For

example, courses in Law and Economics, Law and Psychology and Health Care Law deal not only with substantive law, but with the contributions which other disciplines can make to the development of legal doctrine. A sensitivity to such possibilities is essential to the well-rounded lawyer.

Finally, in order to assure students' proficiency in the research and written expression so necessary to anyone engaged in the practice of law, the school offers many opportunities to engage in written work. There is a wide variety of seminars which are designed to satisfy students' interests in a particular field of law, leading to the production of a piece of written scholarship. Similarly, students have the opportunity to explore particular problems or areas of the law not formally included in the curriculum by doing independent research and writing under the close supervision of a faculty member.

Thus, the curriculum of the University of Maryland School of Law—both required and elective—reflects the four basic themes considered by the faculty to comprise the touchstones of the well-educated lawyer: knowledge, professionalism, perspective and communication.

Dual Degree Programs

Law and Psychology Program (J.D. Ph.D.). The School of Law, in conjunction with the Johns Hopkins University, offers an integrated intensive program leading to the Juris Doctor (J.D.) and Doctor of Philosophy (Ph.D.) in Psychology degrees. The program produces scholars interested in various aspects of the relationship between the two fields. The program fully prepares the student in both disciplines over a five-year period.



Candidates for the J.D.-Ph.D. program must meet the separate admissions criteria of both the School of Law and the Department of Psychology at Johns Hopkins. A small number of students will be selected to enter the program. However, students admitted to either or both schools who are not accepted for the dual program may choose to attend the school(s) to which they have been admitted.

Requests for information and applications for the program (for both universities) should be sent to the School of Law, c/o Professor Donald N. Bersoff, Coordinator of the Law and Psychology Program, who is a member of the faculty of both universities.

J.D. and Master's Level Programs. The School of Law offers five separate four-year programs leading to a Juris Doctor (J.D.) degree and a master's degree in business administration, criminal justice, policy sciences, public management or social work. In addition, other dual degree programs can be arranged depending on an individual's interest.

The Master of Business Administration program is designed to prepare students for administrative or managerial positions of responsibility in industry, commerce or government or as preparation for specific legal careers working with those in such positions. It is offered through the College of Business and Management at the University of Maryland College Park.

The Master of Arts in Criminal Justice program prepares students for research, teaching and professional employment in the operational agencies in the field of criminal justice. It is offered through the Institute of Criminal Justice and Criminology at the University of Maryland College Park.

The Master of Policy Sciences program reaches students the concepts and skills for analyzing policy alternatives in both the public and private domains. This degree is offered through the Policy Sciences Graduate Program at the University of Maryland Baltimore County.

The purpose of the Master of Public Management program is to develop the critical analytical skills necessary to the formulation and management of public sector programs. It is offered through the School of Public Affairs at the University of Maryland College Park.

The Master of Social Work program exposes students to issues and methods of social work and to the relationships between social work programs and the legal system. It is offered through the University of Maryland School of Social Work and Community Planning at the Baltimore City campus.

Candidates for dual degree programs must apply for admission to the law school as well as to one of the graduate schools and must meet each school's admission criteria. Students already enrolled in the law school may enter the program no later than the completion of the second year in the School of Law. However, interested students are urged to enter prior to the start of the second year.

Under the dual program, 75 credits in law school, coupled with 39 credits in business courses, 21 credits in criminal justice courses, 30 credits in policy science courses, 39 credits in public affairs courses or 52 credits in social work courses, are required for graduation.

Grade averages in the School of Law and the graduate programs are computed separately, and students are eligible for honors in each



based on the existing criteria. Students must meet passing requirements in each school to continue in the program. However, a student failing in one school, but meeting passing requirements in the other, may complete work for the degree in the school in which he or she is able to maintain a passing average. Of course, such completion must be upon the same conditions (credit hours, residency, etc.) as required of regular (nondual program) degree candidates.

Financial aid is handled independently by each school; therefore, financial aid applications should be submitted to both schools. Students' schedules must be approved by the law school advisor for the dual program (Mr. H. Smith—MBA, Dean Ester—all others), and by the advisor designated by the College of Business and Management, the Policy Sciences Graduate Program, the School of Social Work, the School of Public Affairs or the Institute of Criminal Justice and Criminology.

For purposes of the residency requirement, a student in a dual degree program may treat as credits earned at the law school up to nine

credits earned at the other school. The credits are counted toward the residency requirement in the semester or summer in which they are earned at the other school. These residency credits must be earned after the student enters the Law School. However, if the student obtains the other degree in a dual program before or at the same time as the Juris Doctor degree, the student may apply up to nine credits earned in the other program before entering the law school. Any non-law credits applied toward a student's Juris Doctor degree requirements must be approved in advance by the law school advisor to the program.

Courses at Other Institutions

Other Law Schools. A student at the University of Maryland Law School may receive credit for any course taken during the academic year at an ABA-accredited law school, provided:

- (A) The student receives, from the dean of the University of Maryland School of Law, approval to take the course; and
- (B) The student receives a grade of C or better in the course; and
- (C) (1) The course (or a substantially similar course) is not offered at the University of Maryland School of Law at any time during the academic year in which the student wishes to take it, or
- (2) The student is unable to register for the course (or a substantially similar course) at the University of Maryland School of Law at any time during the academic year in which the student wishes to take it because the course (or a substantially similar course) is fully enrolled.

In exceptional cases, in which a student does not meet the requirements above, authority to allow a student to receive credit for a course is within the dean's discretion. For purposes of this policy, an academic year consists of a fall semester and the immediately following spring semester.

A student at the University of Maryland School of Law may receive credit for any course taken during a summer session at an ABA-accredited law school if the student receives, from the dean of the University of Maryland School of Law, approval in advance to take the course and receives a grade of C or better in the course.

Other Fields. Students may receive law school credit for up to nine credit hours of graduate level course work from institutions outside the law school. The outside work must be relevant to the legal education of the student (i.e., facilitate work toward a joint degree or enhance a strong area of interest and specialization in the law) and must be approved in advance by the faculty coordinator for interdisciplinary programs, Dean Ester. Graduate credits earned prior to commencement of law school studies may not be applied toward requirements for the J.D. degree.

In order to obtain a Juris Doctor degree from the University of Maryland School of Law, a student must obtain at least 52 of the 84 credits required for graduation in courses or other credit programs offered by the School of Law. A student admitted to advanced standing, or who otherwise is permitted

to apply credits earned at another college or university toward degree requirements at Maryland, may not transfer more than 32 such credits.

Summer Session

The School of Law offers a summer program which is open to students currently enrolled at the school, to students in good standing at any law school approved by the American Bar Association and to members of the bar.

In 1985, Alternative Methods of Dispute Resolution, Attorney General's Consumer Protection Clinic, Clinical Law Program, Commercial Paper, Counseling and Negotiation, Domestic Relations, Evidence, Moot Court and Trial Practice were offered in the summer session.

Classes are scheduled between 5:30 and 10:00 p.m. starting in late May and ending in July, and each summer credit equals one semester's credit. Students should not presume that required courses (such as Legal Profession) will be offered in the summer session; required courses should be completed during fall and spring semesters. The law school reserves the right to cancel summer session courses that are under-subscribed. For further information contact Assistant Dean Forsyth.

Course Requirements and Curriculum

Day Division Required Courses

FIRST YEAR

Fall Semester

Contracts I	2
Criminal Law	3
*Legal Method-Process	2
Procedure I	3
Property I	3
Torts I	2

Spring Semester

Contracts II	3
Criminal Procedure	2
*Legal Method-Process	1
Procedure II	3
Property II	3
Torts II	3

SECOND YEAR

Fall Semester

Constitutional Law	4
Income Tax	3

Spring Semester

Evidence	3
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Evening Division Required Courses

FIRST YEAR

Fall Semester

Legal Method-Process-Property	4
Contracts I	3
Torts I	3

Spring Semester

Contracts II	3
Legal Profession	2
Property II	3
Torts II	2

SECOND YEAR

Fall Semester

Constitutional Law	4
Evidence	3
Procedure I	3

Spring Semester

Criminal Law	3
Criminal Procedure	2
Procedure II	3
Moot Court	1

THIRD YEAR

Fall Semester

Income Tax	3
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*Legal Method-Process is taught in small sections in conjunction with each of the first-year substantive courses. In the spring semester it includes one credit of Moot Court, graded separately on a pass/fail basis.

Other Curriculum Requirements (Day and Evening Division)

The following requirements must be satisfied before graduation:

(A) These courses must be taken:

- (1) Legal Profession;
- (2) One of the following perspective courses: Chinese Law; Comparative Constitutional Law; Comparative Law; Idea of Law in Western Culture Seminar; International Law; Jewish Law; Judicial Function Seminar; Jurisprudence Seminar or Course; Legal History; Legal Process; Philosophy of Law Seminar; Problems of International Law Course or Seminar; Protection of Human Rights: A Comparative Study; Public Policy and Public Law Seminar; Racial Discrimination and the Law; Soviet, Chinese and Western Approaches to International Law Seminar; Women and the Law Seminar.



(B) A writing requirement must be satisfied, in one of the following ways:

- (1) By taking any seminar which has been approved for satisfying the writing requirement (all seminars have been approved for 1985–86, with the exception of Idea of Law in Western Culture Seminar and the possible exception of Maryland Practice and Procedure—see that course description below);
- (2) By doing independent work for at least two credits (see the course description of Independent Written Work);

- (3) By serving for credit on the *Maryland Law Review* or *Maryland Journal of International Law and Trade* and submitting written work to the respective faculty advisor(s) of either publication; or
- (4) By doing written work in an in-house clinic or in lieu of or in addition to an examination in a course offered for at least two credits, if the instructor is a full-time member of the faculty and agrees in advance that the work to be done by the student is of the kind which will satisfy the writing requirement.

For the writing requirement to be satisfied, the faculty member supervising the written work must certify that the work is of substantial quality.

First-Year Students' Schedules

Full-time day students are expected to take all first-year required courses (15 credits per semester) as described in Course Requirements. First-year classes are generally scheduled Monday through Friday between the hours of 9:10 a.m. and 5:00 p.m. Schedules are determined by the section assignment, which is made in early August. Assignment to sections is done at random. Only exceptional circumstances will permit a change in scheduling. Because of the schedule and the academic workload, students should not expect to be able to maintain employment during the first year.

Evening students are expected to take all first-year required courses (10 credits per semester) as described in Course Requirements. Classes for required evening courses are scheduled to meet Monday, Wednesday and Friday evenings between the hours of 6:30 p.m. and 10:10 p.m.

Part-time day students are expected to take nine credits in the fall semester, including Contracts I (2), Legal Method-Process (2), Procedure I (3) and Torts I (2); the spring semester schedule requirement is ten credits, including Contracts II (3), Legal Method-Process/Moot Court (1), Procedure II (3) and Torts II (3).

Description of Required and Elective Courses

This list includes only those courses which are being taught during 1985–86 or which have been offered since 1981–82. Several other courses have been approved by the Faculty Council. Most courses are offered every year, but some—usually of a specialized nature—are offered every two or three years, depending upon the interest of students and the interest and availability of faculty.

The number of credit hours given for the satisfactory completion of a course is indicated in parentheses after the name of the course. The symbol * after a course name identifies a course requiring written work, on which the grade for the course will largely depend. The symbol † after a course identifies a subject tested on the Maryland Bar Exam, but not required by the school for graduation.

At the end of a course description, the letter P is followed by a prerequisite for the course described. C indicates a course which must be taken either before or concurrently with the course described. R indicates a course which is recommended as a prior or concurrent course, but is not required.

Accounting (2)

Accounting is now being offered as a basic level course for students with little or no background in accounting and finance. The first one-third of the semester will concentrate on an introduction to accounting principles and concepts, and basic double-entry accounting. The remainder of the semester will deal with a variety of financial accounting topics important to a practicing lawyer including: the relevance and importance of generally accepted accounting principles (GAAP); the relationship of financial accounting to income tax accounting; the importance of proper realization and recognition of income; and how management decisions affect reported income. We will learn the basics of reading and interpreting financial statements by using published annual reports of several well known corporations. Students with substantial prior course work or experience in accounting or finance should not take this course.

Day (LAW 500 C) and Evening (LAW 500 H)—Mr. Fishman.

Administration of Criminal Justice Seminar* (3)

This course explores the contours and problems of the “justice delivery system” from the perspective of the legal profession. The structure, organization and financing of criminal justice are considered as well as traditionally troublesome areas of criminal procedure: police evidence-gathering methods, use of informants, interrogation techniques and search and seizure problems.

Day (LAW 559 C)—Mr. Evans and Mr. Spence; Evening (LAW 559 H)—Judge Moylan and Ms. Hughes.

Administrative Law (3)

This course is concerned with the nature and function of administrative agencies; procedure before administrative tribunals, including notice, hearings and enforcement of rules and orders; and judicial control over administrative action.

*C: Constitutional Law.
Day (LAW 501 C)—Mr. Dash, Mr. Tomlinson; Evening (LAW 501 H)—Mr. Liss.*

Admiralty (2)

Students study the law relating to maritime transactions and consider problems involving admiralty jurisdiction, maritime liens, rights of seamen and other maritime workers, carriage of cargo, charter parties, salvage, general average, collision and limitation of liability.

Evening (LAW 502 H)—Mr. Tobias.

Advanced Commercial Transactions* (3)

The goals of this limited enrollment course are to give students the opportunity to see and review real commercial instruments in a commercial transaction, as an advocate of a hypothetical client, to negotiate the client's position with another student—who would be representing an adversary party to the transaction—and to draft language changes to the instruments that would reflect the work product of such negotiations.

The student's grade in the course will be based on the written work (the negotiated changes made to the distributed commercial instruments) and the student's performance in class discussion. Written work done in this course will not satisfy the writing requirement for graduation.

P: Business Association, and either Commercial Transactions or Sales and Secured Transactions.

Day (LAW 517 D)—Not offered 1985–86.

Alternative Methods of Dispute Resolution (3)

This course will examine alternative methods of dispute resolution, including negotiation, conciliation, mediation, fact-finding and arbitration. It will survey many areas, including a comparison of public versus private sector collective bargaining; international bargaining;

commercial, environmental and neighborhood disputes; and a range of bargaining alternatives under federal and state statutes. The course will expose limitations of the traditional litigation system, and will focus on the lawyer as an advocate in each method of dispute resolution. The course also includes a skills component relying heavily on simulation to develop competence in negotiation, mediation and bargaining.

Day (LAW 545 D) and Summer 1985—Mr. Colosi and Ms. Rae.

Antitrust Law (3)

This course deals with the regulation of competition, monopoly and restraints of trade by federal antitrust statutes. Primarily, it is a study of the Supreme Court cases interpreting these statutes toward the goal of preserving and fostering the competitive economic system.

Day (LAW 553 C)—Mr. Reynolds; Evening (LAW 553 H)—Mr. Noonberg.

Antitrust and Health Care Law Seminar* (3)

This seminar will consider the impact of the antitrust laws on the delivery of services in the health care industry. Attention will be paid to the potential liability of doctors, hospitals and third party payers. Particular focus also will be placed on the policy question of whether the application of traditional antitrust law principles increases consumer welfare and if so, at what cost.

Day (LAW 560 D)—Mr. Noonberg.

Asper Fellowship (2) or (3)

Through this fellowship, named in memory of the late Professor Lewis D. Asper, students may earn credits for supervised law-related work with state and federal government lawyers and judges and with a limited number of other approved placements.

As a general rule students are limited to a single 2-credit Asper during their law school careers. However, students clerking for federal judges and state appellate judges may earn 2 credits per semester for 2 semesters or 3 credits for 1 semester. To earn 2 credits, students are expected to devote 10 hours per week during the semester (or 20 hours per week during the summer session) to their Asper placement. A 3-credit Asper requires 16 to 20 hours per week (or 32 to 40 hours during the summer). All work is on a pass/fail basis.

Student placements have included but are not limited to: U.S. District Court, Maryland Court of Appeals, Supreme Bench of Baltimore City, Federal Public Defender's Office, State Public Defender's Office, U.S. Attorney's Office, Maryland Attorney General's Office, Baltimore City State's Attorney's Office, Department of Natural Resources, Legal Aid and The Chesapeake Bay Foundation.

Students interested in an Asper placement must contact the Asper supervisor to arrange a placement before registering for the program.

Day (LAW 528 C)—Ms. Leviton.

Attorney General's Consumer Protection Clinic (8) or (4)

Students in this clinic will have an opportunity to perform a variety of lawyering roles and functions within the Consumer Protection Division of the Office of the Attorney General of Maryland. Students will have their own caseload and engage in investigation, negotiation, drafting of pleadings and other legal documents and the representation of the division and complainants in administrative and judicial proceedings.

The pedagogical objectives of the clinic and the classroom component are described under the heading Clinical Law Program in the following pages.

The work of this clinic may be done in evening hours as well as in the normal work day. Enrollment is open to third- and fourth-year evening students, and second- and third-year day students. Evening students have preference over day students, and fourth-year evening students have preference over third-year evening students. Students may enroll for both semesters for a total of 8 credits, 4 in each semester or for 4 credits in one semester.

Evening (LAW 559) and Summer 1985—Mr. Wolf.

Business Associations†(3)

This course covers the law of business corporations, including such topics as the concept of the separate corporate entity and its limitations,

the promotion, formation and structure of a corporation, the powers and liabilities of directors and officers, the rights and powers of shareholders, shareholders' suits, the application of federal securities laws and certain aspects of corporation finance, chiefly the issue of shares and dividend distributions. Considerable emphasis is placed on the Maryland Corporation Law and the Securities and Exchange Act of 1934 and problems of statutory interpretation arising in their application to the areas covered. Agency and partnership concepts are selectively treated. If time permits, additional issues will be examined; such issues may include Securities and Exchange Commission (SEC) policy, tender offers, professional responsibilities of the corporate lawyer and corporate governance.

Day (LAW 503 C) and Evening (LAW 503 H)—Mr. Steinberg.

Business Planning Seminar I* (3)

Students consider in-depth concrete problems involving such matters as the incorporation of a business, redemption of stock and liquidation of a corporation. These problems involve the interrelation of corporate law, federal taxation, securities regulation, accounting and related subjects and offer the opportunity for writing experience. Particular emphasis is placed upon the planning and counseling function of the lawyer.

P: Business Associations, Income Taxation, Corporate Taxation I.
Day (LAW 504 C) at 5:30 p.m.—Mr. Briskin.

Center for Law and Social Policy (13)

A few students each year may spend a semester interning at the Center for Law and Social Policy, a public interest law firm in Washington, D.C., or one of its cognate institutions, the National Women's Law Center and Media Access Project. Student work may involve legal research, preparation of memoranda and briefs, and other activities in support of the center's litigation, advocacy, and related public interest functions. Students also participate in seminars on a wide range of issues affecting the public sector.

The center selects interns through a direct student interview process. The Career Services and Placement Office at the law school provides information about the program and application process. Enrollment must be approved in advance by Dean Ester. In order to receive credit, a student must maintain a diary of activities at the center and submit to Dean Ester monthly and semester end reports; in addition, the student's work must be evaluated and judged satisfactory by the center at the end of the semester. The course is graded on a pass/fail basis.

Day (LAW 599C)—Mr. Ester

Chinese Law (2)

This course is designed to survey mainland China's attitude toward law and to compare it with the markedly different views prevailing in Western countries and the Soviet Union. In the first part of the course, consideration is given to the traditional Chinese legal institution, the introduction of Western legal concepts to China, the republican law reform and its subsequent development in Taiwan and the communist theory of law. The second part of the course is devoted chiefly to a study of criminal justice including the role of extrajudicial institutions in the People's Republic of China. The last part of the course considers problems of Chinese law relating to American trade with both mainland China and Taiwan.

Day (LAW 503 D)—Mr. Chiu.

Civil Rights of the Handicapped Seminar* (3)

This seminar examines the rapidly changing law and policy affecting the rights of children and adults with disabilities. Major topics for discussion include the history of the disability rights movement, right to education, the rights to treatment and to refuse treatment, residential care, civil commitment and after care, access to advocacy services, nondiscrimination and equal employment opportunity, guardianship and consent and family law matters.

Day (LAW 540 D)—Mr. Herr.

Clinical Law Program (7) or (8)

Rule 18 of the Rules Governing Admission to the Bar of Maryland permits students who have completed one-third of their legal education to practice law in a law school clinic under the supervision of a member of the bar. The Clinical Law Program affords students the opportunity to begin the transition from law school to law practice; from learning to be a lawyer to being a lawyer. Students practice law under the close and supportive supervision of a member of the faculty.

The practice in the clinic includes civil and criminal law matters and may include appearances before courts, administrative agencies, legislatures and other officials. Students will be counselors, negotiators, advocates and problem solvers for their clients. In recent years the practice has included representing defendants in misdemeanor and felony trials, probationers in probation revocation hearings, children and parents petitioning for special education and other habilitation services, juveniles before the juvenile court, unemployed workers seeking unemployment compensation and petitioners for social security disability benefits. Students in the clinic have also advised and represented tenants and groups of tenants with problems arising from their housing, their relations with their landlords and lead paint poisoning. The office has represented clients seeking information under the federal Freedom of Information Act, and provided legal assistance to individuals and groups of persons with mental disabilities.

Students meet regularly with supervising attorneys to review the work that has been done and to plan the strategy to accomplish the client's purposes. In the classroom component, the clinical course students learn the substantive and procedural law they must know to practice in the area of their special concentration and they study the tasks of lawyering. In this setting students explore the theory, practice and ethics of interviewing, counseling, advocating and the full range of lawyer tasks in which they are engaged. Through this personal experience, supervision, and coursework students have the opportunity to think reflectively about the legal profession, about their work as lawyers and about the role of lawyers in a just society.

Day (LAW 569 D)—Mr. Bamberger, Mr. Capowski, Ms. Czabanskiy, Mr. Herr, Ms. Leviton, Mr. Millemann, Mr. North; Summer 1985—Mr. Bamberger.

Commercial Paper †(2)

This course focuses upon payment mechanisms under the Uniform Commercial Code, especially commercial paper (checks, notes, drafts and certificates of deposit) (Article 3), and bank deposits and collections (Article 4). Some attention is also given to letters of credit (Article 5).

Day (LAW 520 D)—Mr. Breitowitz, Mr. Woodey; Evening (LAW 520 J)—Mr. Smalkin; Summer 1985—Ms. Williams.

Communications Law Seminar* (3)

This seminar will examine issues in communications law selected from a wide variety of matters concerning the press and electronic media, such as limitations on publication access, regulation of broadcasting and cable communications and regulation of the newer electronic technologies.

Day (LAW 549 D)—Mr. E. Goldberg.



Comparative Constitutional Law: The Federal Republic of Germany (2) or (3)

This course will examine selected topics in the constitutional law of the Federal Republic of Germany (West Germany), concentrating to some extent on issues relating to the freedom of expression. The primary purpose of the course will be to examine the ways in which a constitutional system that is different from our own handles issues that are common to both systems. In this examination it may be possible to gain fresh insights about the American system when viewed from the standpoint of another body of constitutional doctrine.

Among other topics, the course will consider such issues as the banning of radical political parties, the

exclusion of radicals from the public service, police searches of newspaper editorial rooms and abortion. In addition to translated selections from German decisions, American cases will be assigned for comparative purposes. All course material will be in English and no knowledge of German is necessary. This is a 2-credit course. However, any student with a reading knowledge of German may take the course at his/her option as a 3-credit seminar. This is a perspective course.

Day (LAW 511 C)—Not offered 1985-86.

Comparative Law (2)

This course offers a study of civil law systems, focusing on legal institutions, methodology and aspects of the law of obligations and commercial law. Knowledge of a foreign language is not required.

Day (LAW 506 C)—Not offered 1985-86.

Computer Law (2)

This course is an introduction to the legal problems arising from the creation, transfer and use of computer hardware and software. Following an introductory segment on understanding the computer, the course will cover such subjects as contract issues in hardware and software procurement, remedies for computer system failure and defective software, intellectual property rights in computer system and databases, computer crime, and protection of privacy. No background in computer technology or terminology is required.

Evening (LAW 561 H)—Mr. Blakeslee.

Conflict of Laws (3)

Presented in this course is the law relating to transactions with elements in more than one state, including jurisdiction of courts, enforcement of foreign judgments and decrees, choice of conflicting law in situations involving marriage and divorce, property and contracts and procedure.

Day (LAW 507 C) at 5:00 p.m.—Mr. Auerbach.

Constitutional Law (4)

This course is a study of the constitutional system of the United States; judicial function in constitutional cases; division of powers between the states and the national government; powers of the President and Congress; limitations on the powers of government for the protection of life, liberty and property; national and state citizenship; and the constitutional protection of individual rights.

Day (LAW 504 B)—Mr. Bogen, Mr. Reynolds; Evening (LAW 504 F)—Mr. Millemann.

Constitutional Law Seminar* (3)

Students study various problems in constitutional litigation. In addition to the written work, in the form of a brief suitable for filing in the Supreme Court and an oral presentation based on that brief, members

of the seminar are expected to spend substantial time reading materials of their own choice.

P: Constitutional Law. Day and at 5 p.m. (LAW 510 C)—Mr. J. Davis.

Consumer Protection Seminar (3)

At the outset, we shall examine certain fundamental questions such as: Why do "consumers" need "protection?" Against whom and by whom? What motivates the "protectors?" What is the nature and extent of the "protection?" How far has the common law been displaced by statutes and administrative devices as instruments of social change? With these questions in mind, we shall examine a complete range of the traditional materials: the development of deceit from common law through F.T.C.; the problems of regulating advertising; truth-in-lending; regulation of selling techniques; the role of the lender; debt collection; etc.

Day (LAW 578 C)—Mr. Schwartz.

Contracts I (2) and Contracts II (3)

These courses focus on agreements enforceable at law, including requirements for the formation of contracts, consideration and its substitutes, damages and specific performance, third-party beneficiaries and assignees and problems arising in the performance stage of contracts; conditions (constructive and

express), impossibility and frustration, discharge and illegality.

Day (Contracts I—LAW 500 A)—Mr. Young; Evening (Contracts I—LAW 501 E)—Mr. Waters; Day (Contracts II—LAW 501 A)—Mr. Breitowitz, Mr. Reynolds; Evening (Contracts II—LAW 509 E)—Mr. Hornstein.

Corporate Taxation I (3)

This is a study of the fundamental principles of the taxation of business corporations and their investors with emphasis on the organization, operation and liquidation of small business ventures.

C: Business Associations. P: Income Taxation. Day (LAW 513 C) and Evening (LAW 513 H)—Mr. Keller.

Corporate Taxation II (2)

This course will contain an extensive treatment of acquisitive reorganizations, recapitalizations and corporate divisions and the non-recognition and basis provision associated with such transactions. The course will also cover subchapter S corporations and other selected topics in corporate taxation, such as net operating loss carryovers and collapsible corporations.

P: Business Associations, Corporate Taxation I, Income Taxation. Day (LAW 589 C)—Mr. D. Goldberg.

Counseling and Negotiation (3)

Students in the course learn how to listen, persuade and meet the emotional and psychological needs, as well as the legal needs, of the persons they meet professionally, frequently in a situation of crisis. Effective interviewing, advising, influencing, brokering, negotiating, developing facts and setting fees are discussed and experienced. Emphasis is placed on appropriate resort to nonlegal remedies. Concrete problems include the moderate income client, the corporate client, the troubled client, the dishonest client, the dependent client and the suicidal client. Although substantive law is not a significant part of the course, the cases range from securities fraud to domestic relations, zoning to criminal law and consumer protection to automobile negligence. Students also become familiar with the ground rules of complex negotiations between embittered rivals as well as the vital but subtle area of settling a case out of court.

Day (LAW 505 D)—Mr. Condlin; Evening (LAW 505 J)—Mr. Capowski; Summer 1985—Mr. Woodey.

Courts Administration Seminar* (3)

The purpose of the seminar is to provide law students with a broad look at the state of the art of court administration in the last quarter of the twentieth century. The intent is not to teach court administrators; rather, it is to expose future lawyers and future judges (and perhaps future court administrators) to some basic concepts of court administration, including history of the concept, roles of judges, lawyers and others in court administration and particularly areas to which principles of court administration may be applied. Throughout the seminar, attention will be directed to the relationship between principles of sound court administration and improvement (reform) of court systems. Each student will be required to write a research paper on some aspect of court administration.

Day (LAW 536 D)—Not offered 1985–86.

Creditors' Rights (3)

In this course, which covers proceedings to rehabilitate debtors and creditors' rights and remedies, emphasis is placed on bankruptcy jurisdiction, procedure and administration.

C—Sales and Secured Transactions.

Day (LAW 514 C)—Mr. Breitowitz; Evening (LAW 514 H)—Mr. Tatelbaum.

Criminal Law (3)

A study of common law and statutory crimes, this course considers the functions and development of criminal law, the elements of criminal liability, specific crimes and defenses.

Day (LAW 510 A)—Mr. Brumbaugh, Mr. Hornstein; Evening (LAW 510 F)—Mr. Evans.

Criminal Law Problems Seminar* (3)

This seminar will focus primarily on the operation of the juvenile justice system. Attention will be given to recent developments in the law as it affects children charged with crimes. The different phases of the juvenile delinquency process, including prejudicial intake screening, and the judicial steps of detention, waiver, adjudication and disposition, will be studied. In addition, some attention will be given to the operation of the lower level criminal courts that process misdemeanor prosecutions of adults. The assignments will include both the examination of statutes and court decisions, and field investigation observations of court proceedings will serve as a starting point for much of the class discussion.

Day (LAW 515 C)—Mr. P. Smith.

Criminal Procedure (2)

Problems of current significance in the administration of criminal justice are the subjects of this course. The topics covered include the rights of the suspect, the role of the police and the meaning of due process of law. Attention is focused on Supreme Court decisions on the constitutional rights of criminal defendants throughout the criminal process.

Day (LAW 511 A)—Mr. Dash, Mr. A. Davis; Evening (LAW 511 F)—Mr. Goldstein.

Domestic Relations (2)

In this course, principal attention is given to the substantive law of marriage, annulment and divorce and to the related problems of alimony, support, property settlement and custody of children arising on dissolution of marriage. Legitimacy, procedural problems and public policy concerning the marriage relationship are considered too.

Day (LAW 516 C)—Mr. Ester; Evening (LAW 516 H)—Ms. Singer; Summer 1985—Mr. Ester.

Employment Discrimination (2)

This course will survey the federal, state and local equal employment laws prohibiting race, sex, religion, national origin, age and handicap discrimination. The historical development of these laws and their



underlying theories of affirmative action, reverse discrimination, disparate treatment and adverse impact will be examined. The course will also provide practical guidance in prosecuting or defending discrimination claims before the EEOC and in federal court.

P: *Constitutional Law*.
Day (LAW 543 C)—Ms. Weiss.

Environmental Law (2)

This survey course covers the private and public roles in managing the use of land, water and air, including problems relating to air and water quality, fish and wildlife, pesticides, noise, wilderness, mining and the control of public works.

Day (LAW 517 C)—Ms. Long.

Equitable Remedies (2)

Students in this course study the development of equity and the various types of equitable remedies available with a comparison of the advantages of equitable relief over the legal remedies of common law. A major portion of the course is devoted to the legal and equitable remedies available to obtain restitution in cases involving fraud, mistake, breach of contract, and unenforceable contracts.

Day (LAW 520 C)—Mr. Kiefer.

Estate and Gift Taxation (2)

This course examines the general structure of the federal estate and gift taxes; tax consequences of inter vivos transfers; joint interests; life insurance; powers of appointment; determination of the taxable estate and taxable gifts; the marital deduction and split gifts; and credits, computation and payment and the generation skipping tax.

Day (LAW 521 C)—Mr. Barr;
Evening (LAW 521 H)—Mr. Stiller.

Estate Planning (4)

This course covers essentially the same subject matter as the course in Estates and Trusts, i.e., the gratuitous disposition of property, including (a) intestate succession; (b) wills, with emphasis on execution, revocation, contest and probate; and (c) trusts, with emphasis on problems involved in their creation, termination and administration. In addition it will provide a general introduction to the structure of federal estate and gift taxation, and the relationship of this taxation to the material on estates and trusts in developing and carrying out the client's estate plan.

A student may not take for credit both this course and either Estates and Trusts or Estate and Gift Tax.

As a prerequisite for the Estate Planning Seminar, a student may take either this course or both Estates and Trusts and Estate and Gift Tax.

Day (LAW 527 C) Summer 1985—Ms. Travieso.

Estate Planning Seminar* (3)

This seminar is devoted to problems and techniques of estate planning and includes a consideration of property, wills, trusts, future interests, insurance and tax law in relation to the arrangement and disposition of estates during life and death.

P: Estate Planning, or both Estates and Trusts and Estate and Gift Taxation. Day (LAW 523 C)—Mr. Plant.

Estates and Trusts (3)

This course examines the gratuitous disposition of property, including (a) intestate succession; (b) wills, with emphasis on execution, revocation, contest and probate; and (c) trusts, with emphasis on problems involved in their creation, termination and administration.

Day (LAW 524 C)—Mrs. Brumbaugh, Mr. Kiefer; Evening (LAW 524 H)—Mr. Kiefer.

Evidence (3) or (4)

This course is a study of the problems of proof in civil and criminal trials, including coverage of the important rules of evidence and the impact of the Federal Rules of Evidence. The manner of examining witnesses and presenting evidence is considered, and the effects of such sometimes inconsistent goals as the presentation of all important, relevant information to the trier of fact

and the exclusion of evidence on grounds such as unreliability, privilege and undue prejudice are examined. In the 4-credit section, taught by Professor Hornstein, the subject matter is examined more intensively.

Day (LAW 508 B)—Mr. Brumbaugh, Mr. Gibson; Evening (LAW 505 F)—Mr. Brown; Summer 1985 (4 credits)—Mr. Hornstein.

Family Law Seminar* (3)

This seminar will focus on family law as an intersection of substantive legal principles and the legal system. The seminar will consider the legal system's approach to problem solving in such areas as divorce, child custody, abuse and neglect and adoption; it will consider the definition and legitimacy of the lawyer's role in the system from a variety of perspectives, including a cross-disciplinary perspective. It will not duplicate the course in Domestic Relations, and students may take both courses.

Day (LAW 511 D)—Not offered 1985–86.

Federal Jurisdiction (3)

This course surveys constitutional and statutory origins of the federal courts and limitations on their jurisdiction, diversity of citizenship, jurisdictional amount, removal procedure and jurisdiction, state and federal conflicts. The substantive law applied by federal courts and appellate jurisdiction are covered.

Day (LAW 525 C)—Mr. Auerbach; Evening (LAW 525 H)—Mr. Stiller and Ms. Heller.

Federal Tax Procedure (2)

This course is designed for students with an interest in the general practice of law as well as those who may wish to concentrate in taxation and related corporate, estate and commercial fields. The course provides a survey of practice and procedures involving the Internal Revenue Service. It features a review of the tax-related operations of the Internal Revenue Service, the Department of the Treasury, the Congress and the courts. It includes coverage of both civil and criminal tax procedures, investigations, administrative and judicial reviews as well as tax liens, tax collection matters, rulings, formulation of legislation, ethical problems and other matters relating to the tax aspects of law practice.

Evening (LAW 501 J)—Mr. Rubin and Mr. Struntz.

First Amendment Seminar* (3)

This seminar is a detailed consideration of freedom of expression, with a somewhat less exhaustive review of certain related topics.

Day (LAW 526 C)—Not offered 1985–86.

Future Interests (3)

This course is a study of future interests with special emphasis on the nature and characteristics of such interests, and their creation and use in the drafting of wills and trusts. A consideration of such topics as reversions, remainders, executory interests, possibilities of reverter, powers of termination, powers of appointment, problems of construction, the rule against perpetuities and problems in fiduciary administration is included.

P: Estates and Trusts. Day (LAW 508 C)—Not offered 1985–86.

Government Regulation of Business Seminar* (3)

This is a study of the application of basic economic principles in the regulation of business under statutes including the antitrust laws. Rules as to entry, rate of return and price discrimination for public utilities and other types of business are considered.

Day (LAW 563 C)—Not offered 1985–86.

Health Care Law (2)

This course examines the American health care system. Among the issues considered are the role and regulation of the providers of health care, such as hospitals, physicians

and health maintenance organizations; Medicare and Medicaid; health insurance; quality assurance systems; and cost control.

Day (LAW 516 D)—Not offered 1985–86.



Housing and Community Development Law Seminar* (3)

Participants in the seminar will study in some detail a small number of issues, selected on the basis of timeliness, timelessness and fervid interest on the part of all seminar participants, including the instructor. The seminar is likely to include some detailed consideration of the public housing program and the administration's proposed voucher program.

Day (LAW 557 C)—Not offered 1985–86.

Idea of Law in Western Culture Seminar* (3)

This seminar will explore the concept of law in the tradition of the West through readings and discussions of the works of the great contributors to that tradition: Aeschylus, Plato, Aristotle, Plutarch, Aquinas, Shakespeare, Montesquieu, Kant, Hegel, Dostoevski and others. The goals of the seminar are to develop the skills of

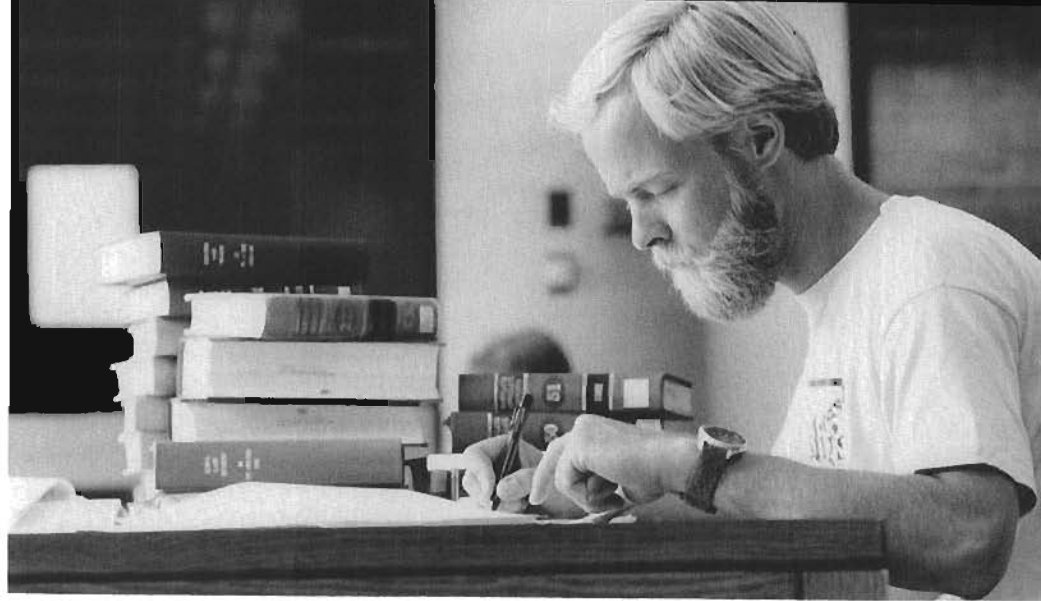
careful and critical reading and listening, to provide a context for cooperative learning, in which each participant assists the others in increasing mutual understanding of difficult and important material. In lieu of the traditional long research paper, students will be expected to write a number (3–5) of short original (i.e., nonresearch) essays demonstrating that they have grappled with the problems of the seminar. Hence, papers prepared for the seminar will not be eligible for certification as satisfying the writing requirement for graduation. The seminar satisfies the perspective requirement.

Day (LAW 550 D) at 5:30 p.m.—Mr. Hornstein.

Immigration Law (2)

This course offers a study of immigration law and policy, the rights of aliens and the role of the judiciary. The course will examine the powers of the sovereign, the administration and enforcement of the immigration laws by the executive agencies, the constitutional limitations on the power to exclude aliens and those areas of the law where the judiciary has intervened.

P: Constitutional Law. Day (LAW 551 D)—Ms. Tooks.



Income Taxation (3)

Students learn the fundamentals of federal income taxation, with emphasis on the ways in which the tax law develops through the interaction of congressional policy, administrative interpretation and judicial decision. After a brief examination of federal tax procedure, the course covers such basic concepts as the nature of income, deductions, accounting for the taxable year and capital gains.

Day (LAW 506 B)—Mr. D. Goldberg, Mr. Keller; Evening (LAW 506 G)—Mr. D. Goldberg.

Independent Written Work (1) to (7)

Students are encouraged to undertake writing projects under the supervision of individual faculty members to improve their writing skills, to deepen and enhance their studies in a substantive area covered in a course, to specialize in an area not covered in the curriculum and to satisfy the writing requirement for graduation. Ordinarily, independent written work qualifies for one or two credits. A one-credit paper is usually legal writing in which a student analyzes a particular case, statute or legal development. A two-credit paper normally has a broader scope. Two-credit papers are expected to be substantial products demonstrating legal analysis based upon substantial research or containing significant original thought.

In extraordinary circumstances, subject to the approval of the Curriculum Committee, a student may be permitted to earn more than two credits up to a maximum of seven credits, for extensive dissertation quality projects. Written work done for more than two credits ordinarily entails review by a panel of three faculty members (including the principal supervisor) and an oral defense of the work.

A student may arrange to do independent written work as a full-year program rather than during a single semester. Where the scope or complexity of a project warrants it, several students may work on a writing project together. The writing requirement for graduation will not be satisfied by one-credit written work or by joint work in which the contributions of the individual students are not susceptible to separate evaluation or do not constitute the equivalent of a two-credit paper.

Before a student registers for independent written work, he or she must make arrangements to do the work under the supervision of a full-time faculty member. Written work for more than two credits must also be authorized in advance by the Curriculum Committee. Procedures

to obtain committee approval must be initiated in writing in such time that the committee can complete its review by the end of October for the following spring semester or by the end of March for the following fall semester.

Day (LAW 518 C) and Evening (LAW 518 H).

Insurance (2)

This course examines the nature of insurance and the insurance contract. The topics covered include: the role of risk classification, marketing, the principle of indemnity and the notion of an insurable interest, subrogation, the risks transferred, rights of variance with policy provisions, claims processes and justifications for and the nature of regulation of insurance institutions.

Day (LAW 530 C)—Mr. Gray.

International Law (3)

Students are given an introduction to international law as applied in the international arena and in national courts, including such topics as the nature, sources and development of international laws; the making, interpretation, enforcement and termination of treaties; membership in the international community; territories; nationalities; jurisdiction; immunities; the United Nations and other international organizations; state responsibilities and international claims for wrongs to citizens abroad; and certain aspects of war, including war crimes trials.

Day (LAW 531 C) and Evening (LAW 531 H)—Mr. Chiu.

International Trade Law Seminar* and Course (3) or (2)

This seminar (three credits) is designed to prepare students for practice in the areas of international trade and business transactions. Topics include aspects of the legal structure of international economic relations, national regulations on international transactions, General Agreement on Tariffs and Trade, most-favored-nation clause, dumping and unfair trade practices, export control, political use of trade control, trade between market and nonmarket economies. A limited

number of students will be able to take the seminar as a two-credit course with a required final examination but no papers.

Day (LAW 588 C)—Not offered 1985–86.

International Transactions (2)

This course deals with selected legal problems arising out of activities which cross national borders, including such subjects as control over foreign affairs, access of aliens to economic activities, protection of foreign investment by national and international institutions, multinational corporations and international aspects of conflict of laws. Problems of international trade and investment are emphasized.

Day (LAW 532 C)—Not offered 1985–86.

Jewish Law (3)

This course will study the development of Jewish law from its Biblical origins to the present in terms of its sources, methodology and application. Major areas of the law will be analyzed, e.g., domestic relations, criminal law and procedure, thus giving a basis of comparison with the common law. Knowledge of a foreign language is not required.

Day (LAW 595 C)—Not offered 1985–86.

Judicial Function Seminar* (3)

The purpose of this seminar is to develop an appreciation of the techniques of judicial decision-making. The seminar will begin with a survey of those techniques, followed by a detailed analysis of

specific problems. In addition, students will present papers to the class. Among the topics which will be considered are the following: case and controversy versus advisory opinion; proper and improper judicial lawmaking; *stare decisis*; retroactive overruling; prospective overruling; statutory and constitutional limitations on judges' powers; and discretionary and required judicial action.

Day (LAW 587 C)—Mr. Waters.

Jurisprudence Seminar* and Course (3) or (2)

In this introduction to legal philosophy, the major jurisprudential issues—the definition of law, the concept of justice, the relation of law to morality and social policy, the function of legal analysis and the role of the legal profession—are considered independently and in light of specific legal theories. In 1985, it will be offered only as a two-credit course.

The instructor reserves the right to require an extended book review of some work in jurisprudence in addition to or in lieu of the traditional final examination. Participation in class discussions is likely to figure prominently in the evaluation of student performance.

Evening (LAW 548 H)—Mr. Hornstein.



Labor Law (3)

Students study the law governing labor-management relations, organization and representation of employees, regulation of economic weapons, enforcement of collective bargaining agreements and inter-union and intraunion relations, all with emphasis on the controlling federal statutes.

Day (LAW 534 C)—Mr. Bogen;
Evening (LAW 534 H)—Ms. Weiss.

Labor Law Seminar* (3)

This seminar in advanced labor law covers an analysis of the collective bargaining process and of collective bargaining agreements and inter-union and intraunion relations, all with emphasis on the controlling federal statutes.

P: *Labor Law, Evening* (LAW 565 H)—Not offered 1985–86.

Land Use Planning (2)

This course addresses legal, political and economic ramifications of governmental moderation of land use.

Day (LAW 535 C) at 5:00
p.m.—Mr. Power.

Law and Biomedical Sciences Seminar* (3)

This seminar examines the rights of patients and/or subjects in various health care settings. The problems considered include informed consent to treatment; human experimentation; organ transplantation; the allocation of scarce medical resources; behavior modification programs; death and dying; abortion; fetal research; and genetic screening, counseling, "engineering" and research.

Day (LAW 596 C)—Not offered
1985–86.

Law and Economics (2)

This course provides an introduction to microeconomics, the part of economic analysis most relevant to lawyers, and a survey of the possible applications of economic analysis to law. Consideration is given to the conditions of efficient resource allocation, the role of prices, causes of market failure and criteria for corrective intervention by government. The course will provide a basis for application of economic analysis to the common law as well as to the traditional fields of antitrust, regulated industries and taxation. No prior work in economics is required.

The offering is distinct from Law and Economics Seminar, and a student may take both.

Day (LAW 548 D)—Not offered
1985–86.

Law and Economics Seminar* (3)

This seminar is devoted to the relationship of law and economics. It is a joint offering of the School of Law and the Johns Hopkins University.

(LAW 562 C)—Not offered
1985–86.

Law and Education Seminar* (3)

This seminar will analyze constitutional, statutory, regulatory and common law that influence the governance, financing and management of educational enterprises, with emphasis on "public" schools, higher education institutions, related regulatory agencies and coordinating commissions.

P: *Constitutional Law, Evening* (LAW 580 H)—Ms. Heller and Mr. Mingle.

Law and Medicine (2)

This course serves as an introduction to legal issues in medical practice and health care. The areas explored will include the organization of medical practice, the regulation of health care providers, hospital staff privilege issues, medical records, the physician/patient relationship, medical malpractice, special problems of medical proof, informed consent, special problems of the minor patient and death and dying.

Day (LAW 567 C) at 5:10 p.m.—Ms. Rothenberg.

Law and Psychology Seminar* (3)

This course explores the interplay and conflict between law and psychology. One major component is a survey of how psychological research and theory might affect the judicial decision-making process in such areas as children's rights, obscenity, desegregation, the right to counsel and freedom of expression. A second major component focuses on the psychologist as the object of judicial scrutiny. In this regard the course includes materials on constraints on behavioral science research, therapeutic intervention and the use of psychological tests and the vulnerability of the psychologist as expert witness. The course is open to students at the School of Law and psychology students at the Johns Hopkins University.

Day (LAW 526 D)—Mr. Bersoff.

Law of Politics Seminar* (3)

In 1974 Congress enacted the Congressional Budget and Impoundment Control Act of 1974, altering substantially both the relationship between the executive and legislative branches and the way in which the Congress itself handles federal budgetary issues. The congressional budget process determines not only expenditure and revenue, but also substantive programs. This seminar will consider the congressional budget and impoundment control process and its programmatic impact, including an examination of the new emphasis on block grants.

Day (LAW 597 C)—Not offered 1985-86.

Legal History (2)

This course deals with the history of American law from the eighteenth to the mid-nineteenth centuries. It examines the complex relationship between legal institutions and the economic, political and social transformation of American society and values.

Day (LAW 541 C)—Not offered 1985-86.

Legal History Seminar* (3)

This seminar is designed for students who wish to write legal history. The topic for the seminar will be the legal history of American labor from the colonial period to the present. In this context, "American labor" means the organization of work in both colonial and capitalist America. Students will undertake one major research project in a period

and subject of their own choosing. Classroom material will consist of photocopied readings and cases.

Day (LAW 564 D)—Mr. King.

Legal Method-Process-Contracts I (4)

Legal Method-Process-Contracts II (4)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the substantive law of contracts. They are taught in small group sections facilitating student participation to an optimum extent. The legal method-process component is designed to give beginning law students an introduction to legal institutions and processes and an understanding of the skills necessary in the professional use of case law and legislation. The principal subjects considered are: the sources and forms of Anglo-American law, the analysis and synthesis of judicial precedents, the interpretation of statutes, the coordination of judge-made and statute law and the use of legal reasoning. In addition, the student receives basic training in legal writing, research and advocacy. In the spring semester, one-credit hour of Moot Court is included in the course and graded separately on a pass/fail basis.

Day (LMP-Contracts I—LAW 512 A) and Day (LMP-Contracts II—LAW 513 A)—Ms. Singer.

Legal Method-Process-Criminal Law (5)

Legal Method-Process-Criminal Procedure (3)

These first-year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of crimes and criminal procedure. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and Moot Court).

Day (LMP-Criminal Law—LAW 552 A)—Mr. Brumbaugh, Mr. Tomlinson;
Day (LMP-Criminal Procedure—LAW 523 A)—Mr. Dash, Mr. Tomlinson.

Legal Method-Process-Procedure I (5)

Legal Method-Process-Procedure II (4)

These first-year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of procedure. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and Moot Court).

Day (LMP-Procedure I—LAW 520 A)—Mr. Condlin, Mr. A. Davis, Ms. Tooks, Mr. Woodey;
Day (LMP-Procedure II—LAW 521 A)—Mr. Brown, Mr. Condlin, Mr. A. Davis, Ms. Tooks.

Legal Method-Process-Legal Profession (3)

This first-year course integrates the techniques, skills and principles of legal method and basic legal process with the Legal Profession course work. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and Moot Court), and see Legal Profession for a description of that component of this course.

Day (LAW 542 A)—Mr. Capowski.

Legal Method-Process-Property I (5)

Legal Method-Process-Property II (4)

These first-year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of property. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and Moot Court).

Evening (LMP-Property I—LAW 519 E)—Mr. E. Goldberg, Mr. King.

Legal Method-Process-Torts I (4)

Legal Method-Process-Torts II (4)

These first-year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of torts. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and Moot Court).

Day (LMP-Torts I—LAW 516 A)—Ms. Weiss.

Legal Problems of the Elderly Seminar* (3)

The impact of the legal system and government programs on the elderly is studied in this seminar. Topics include medical care issues, including problems with nursing homes, income benefits, employment problems and development of legal advocacy systems. Students will participate in a project involving the drafting of legislation and position papers.

Evening (LAW 512 D)—Mr. Affeldt.

Legal Process (3)

The course examines several of the institutions and processes which produce law within the American legal system. Primary concentration is on the lawmaking function of courts; in addition, introductory consideration is given the development of law by legislatures and by private individuals through their legal counsel. These questions are examined through a series of concrete problems which address such issues as deciding the case of first impression, the scope of *stare decisis*, overruling and lawmaking through private and group process of statutory interpretation.

Day (LAW 543 C)—Not offered 1985–86.



Legal Profession (2)

The activities and responsibilities of the lawyer and his or her relationship with clients, the legal profession, the courts and the public are examined in this course. Problems of legal ethics and professional responsibility are treated in many contexts, e.g., the lawyer's fiduciary duty to his/her client, the provision of adequate legal services and the reconciliation of the lawyer's obligations to his/her client, in and out of court, with the demands of the proper administration of justice and the public interest.

Day (LAW 552 C)—Mr. Dash;
Evening (LAW 552 H)—Mr. Luban.

Legal Writing* (3)

Students enrolled in this course normally prepare a substantial number of short written exercises which do not require significant research. Instruction takes place in small groups or in a one-on-one relationship. Emphasis is placed on clarity, thoroughness and organization. The primary function of the course is to offer additional instruction in writing to students who want to improve their writing skills and is strongly recommended for those who have difficulty in legal writing in the first year or who do not expect to obtain other legal writing experience prior to doing the written work intended to satisfy the writing requirement for graduation. (LAW 504 D)—*Mr. H. Smith, et al.*

Legislation Seminar* (3)

This course is designed for students to develop an appreciation and understanding of the role of statutes and the legislative processes in the United States Congress and the state legislature in relationship to

the legal system. The course devotes attention to statutory interpretation, drafting techniques, code revision, the "legislative role" of the courts, interpretation of legislative authority and legislative procedure and process. Each student is required to prepare a research paper concerning a legislative issue or problem of interest and to draft proposed legislation for its solution. To the extent possible, these papers are directed to problems of current import and concern in the United States Congress, the Maryland General Assembly, the Baltimore City Council or a municipal or county legislative body.

Day (LAW 544 C)—Mr. Aisenstark.
*Evening (LAW 544 H)—Mr. Ber-
eano, Mr. Zarnoch.*

Maryland Practice and Procedure Seminar* (3)

This seminar examines civil litigation in the Maryland state courts as governed by the Maryland Rules of Procedure, the Maryland District Rules, the Courts and Judicial Proceedings Article of the Annotated Code and the common law. All stages of litigation are examined, but special emphasis is placed on Maryland procedural law as to pleadings, motions, discovery, trial and enforcement of judgments. Several assignments involve examining and evaluating records maintained

in court clerks' offices. The grade is based upon assignments and class participation. The seminar will not satisfy the writing requirement for graduation, except upon special agreement between the student and the professor as to a research project.

Day (LAW 541 D)—Mr. Gibson.

Patents, Copyrights, Trademarks and Unfair Business Practices (3)

This course deals with most of the important areas of unfair competition other than antitrust problems. Some attention is given to the extent of legal protection available from damage due to business competition and on remedies provided to competitors, government and others for unfair or harmful business practices. Substantial attention is focused on the fundamentals of patent, copyright and trademark law, both as areas of legally protected monopoly and special systems of law designed to deal with the fruits of ideas and intellectual effort. Other topics include false advertising, disparagement, trade secrets, the role of the Federal Trade Commission and the extent of federal preemption of state unfair competition law. No engineering or technical background is necessary.

Day (LAW 545 C) at 5:00 p.m.—Mr. Brumbaugh.

Philosophy of Law Seminar* (3)

This is intended as an introductory course on the philosophy of law, with a twist: it will deal with philosophical issues in an independently interesting concrete context, the trials of Nazi war criminals (in particular: the Nuremberg defendants, Adolph Eichmann and domestic "grudge informers"). That context will (a) provide compelling, historically rich examples to stimulate reflection on the issues and (b) allow the class to move back and forth between philosophical and legal questions. In addition, it will consider analogous issues in American law where they arise, so that the inquiry will not be completely detached from existing, day-to-day basis.

Day (LAW 507 D)—Mr. Luban.

Problems of International Law Seminar* and Course (Law of the Sea) (3) or (2)

The purpose of this seminar is to study certain current problems of international law and organization and to train students in the use and evaluation of international law materials. It will discuss problems relating to the exclusive economic zone, 1976 U.S. Fishery Conservation and Management Act, continental shelf, status of islands and archipelagos, deep-sea mining and the proposed International Seabed Authority and other problems considered by the Third United Nations Conference on the Law of the Sea. A limited number of stu-

dents will be able to take the seminar as a two-credit course with a required final examination but no papers.

Day (LAW 558 D)—Not offered 1985–86.

Procedure I (3) and Procedure II (3)

These courses introduce the fundamentals of civil procedure with reference to both the federal and the Maryland rules. In the first stage, the student surveys the phases of litigation from the commencement of an action through disposition on appeal. The following subjects are then covered in detail: pleadings, discovery and other pretrial devices; trial; jurisdiction of courts in law and in equity; former adjudication; parties and appeals.

Day (Procedure I—LAW 502 A)—Mr. Auerbach; Evening (Procedure I—LAW 502 F)—Mr. Gibson; Day (Procedure II—LAW 503 A)—Mr. Auerbach; Evening (Procedure II—LAW 503 F)—Mr. Gibson.

Property I (3) and Property II (3)

Among the topics covered in these introductory courses are the following: personal property, estates in land, future interests, easements, covenants, transfers of property interests, recording systems, landlord and tenant relationships, water and support rights, nuisance and public regulation of land use.

Day (Property I—LAW 504 A)—Mrs. Brumbaugh, Mr. Power;
Day (Property II—LAW 505 A)—Mrs. Brumbaugh, Mr. King;
Evening (Property II—LAW 508 E)—Mr. Power.

Protection of Human Rights: A Comparative Study (2)

This course will examine the extent to which human rights are protected and the methods of protection in the Western experience. The procedures and protections established under the European Convention on Human Rights and Fundamental Freedoms will be highlighted since this convention represents the most advanced system of international protection of human rights and operates in the context of developing Western ideas of freedom and security. The course will examine the principal protection under the convention and show how a European case law of human rights is being established. This course will satisfy the perspective requirement for graduation.

Day (LAW 599 C)—Not offered 1985–86.



Public Policy and Public Law Seminar* (3)

This seminar concerns the extent to which actions by administrative agencies may be justified in relation to enabling legislation, policy goals and rights. It examines theories of sound regulatory policy, including the production account (e.g., efficiency), the entitlement account, the basis of procedures and public values. These questions are addressed: What, if anything, can be done with a statute? May cost-benefit analysis justify anything and therefore nothing? Is there such a thing as the political process and can it live at the agency level? To what extent should the president control rulemaking? Is the public interest a gaseous invertebrate or can it be given substance in administrative law? Readings are taken from the established literature (e.g., Kenneth Davis, Louis Jaffe) and from recent law review articles. This seminar was formerly entitled Administrative Law and Public Policy.

Day (LAW 560 C)—Not offered 1985–86.

Racial Discrimination and the Law (2)

This course examines, in historical context, the role of law in defining the social, political and economic status of racial minorities. Also to be examined are current topics in areas in which the law has or can be expected to have impact on equalizing opportunities for racial minorities, such as employment, housing, education and municipal services.

P: Constitutional Law. Evening (LAW 546 H)—Mr. Bogen.

Real Estate Negotiation and Drafting (3)

This is an advanced course in real estate transactions stressing development of negotiating and drafting skills. The course includes projects concerning the drafting and negotiation of financing and leasing agreements and other documents commonly utilized in real estate transaction. The course has a limited enrollment. Class is divided into small groups for purposes of simulating negotiating and drafting situations. Written work done in this course will not satisfy the writing requirement for graduation.

P: Real Estate Transactions. Evening (LAW 510 J)—Mr. Berghel and Mr. Reed.

Real Estate Transactions (3)

This course is an analysis of modern real estate transactions, including basic documentation and security devices. Substantial attention will be given to structuring the real estate investment, with emphasis on tax and finance considerations.

Day (LAW 547 C)—Mr. Deutschman; Evening (LAW 547 H)—Mr. Talkin.

Roman and Modern Civil Law (1)

This course provides a brief study of Roman law and the modern civil law in Europe, focusing on the law of property and obligations (contract and tort).

Day (LAW 599 C)—Mr. Weir.

Sales and Secured Transactions †(4)

This course focuses upon the law of sales and secured transactions under Articles 2 and 9 of the Uniform Commercial Code. Some attention is also given to the code provisions on bulk sales (Article 6) and documents of title (Article 7).

Day (LAW 521 D)—Mr. Breitowitz, Mr. Woody; Evening (LAW 521 H)—Mr. Smalkin.



Securities Regulation (3)

This course primarily examines the federal regulation of securities and, to a lesser extent, state regulation. The course is designed to develop a familiarity with the problems which a lawyer might expect to face in a general business practice as well as those more typical of a specialized securities practice. The subject matter addressed in the course will include the definition of a security, the role of disclosure, private and public offerings of securities, remedies and liabilities and fundamental events and transactions, including proxy and tender offer contests. The course will provide a coherent framework to the federal securities laws by examining statutory law, SEC rulemaking and underlying policy rationales.

C: Business Associations. Evening (LAW 550 H)—Mr. Steinberg.

Securities Regulation Seminar* (3)

This seminar is designed for those who wish to delve more deeply into the securities law area. Subjects not

extensively addressed in the Business Associations and Securities Regulation courses will be studied. Examples include SEC enforcement practice, the application of the Racketeer Influenced Corrupt Organizations Act (RICO) to the federal securities laws, broker-dealer liability, going-private transactions, investment banking issues and state securities statutes. The seminar should be helpful to students who seek to practice in the business law area, whether it be in an adviser or litigator context. It is recommended that the Securities Regulation course be taken before the seminar.

C: Business Associations. Day (LAW 558 C)—Not offered 1985-86.

Separation of Powers Seminar* (3)

This seminar will focus on the doctrine of the separation of powers, with particular reference to the function of that doctrine as protection for various forms of political and civil liberty. Among other topics, the seminar will consider the assertion of presidential power over foreign policy and war-making, as reflected, for example, in the events surrounding the Vietnam War, in debates over the War Powers Resolution of 1973 and in the recent Iranian assets litigation. Claims of executive power potentially affecting the specific constitutional rights of individuals, raised in recent litigation relating to the enforcement of CIA secrecy agreements and the withdrawal of passports, will be considered. Particular attention will also be directed toward discussions of the separation of powers and "mixed government" in ancient and modern political theory.

Day (LAW 542 D)—Not offered 1985–86.

Social Welfare Law Seminar* (3)

Students examine government programs for income maintenance, especially for the Aid to Families with Dependent Children and Supplemental Security Income programs. Issues in providing adequate housing and enforcing tenants' rights are also considered.

Day (LAW 572 C)—Not offered 1985–86.

Soviet, Chinese and Western Approaches to International Law Seminar* (3)

This seminar attempts to analyze the approaches of the Soviet Union, China, the Third World and Western countries to international law in general and to specific problems of international law. It deals comparatively with theory and practice relating to treatment of aliens, recognition, treaties, foreign investment, law of the sea and ocean development, detente, disarmament, the Helsinki Declaration, East-West trade relations and other selected issues of current interest.

Day (LAW 590 C)—Mr. Chiu.

State and Local Government Seminar* and Course (3) or (2)

This course/seminar will examine the legal structure of state and local government in Maryland, including the relationship and conflicts between governments at the state and local levels.

Evening (LAW 549 C)—Mr. Bishop.

Taxation of Partnerships and Partners (3)

This course is a study of the income tax encountered in the organization and operation of partnerships, including problems created by the death or retirement of a partner, the sale of a partnership interest and the distribution of partnership assets.

P: Income Taxation. Day (LAW 530 D) at 5:10 p.m.—Mr. Keller.

Tax Policy (2)

The basic coverage of the course will be tax shelters. The offering will consider a variety of tax shelter devices which high-bracket taxpayers employ to minimize their federal income tax liabilities. The offering will explore court decisions as well as specific provisions adopted by congress which limit tax shelters in real estate, equipment leasing, movies and oil and gas. The ethical problems faced by attorneys writing opinion letters for tax-sheltered arrangements will be explored.

P: Income Taxation. Day (LAW 539 C)—Not offered 1985–86.

Tax Policy Seminar (3)

This seminar is for students interested in fundamental issues of tax policy and tax reforms. Selected topics of current interest are explored in depth.

P: Income Taxation. Day (LAW 566 D)—Mr. D. Goldberg.

Torts I (2) and Torts II (3)

These courses, which consider the nature of civil wrongs, cover the following topics: intended interference with the person or tangible things; defenses of capacity, consent and privilege; unintended interference with the person or tangible things; negligence standard of care; proof of negligence; causation; assumption of risk; contributory negligence; interference with intangibles; misrepresentation; defamation; and invasion of privacy.

Day (Torts I—LAW 506 A) and (Torts II—LAW 507 A)—Mr. Gray; Evening (Torts I—LAW 506 E)—Mr. Ester; (Torts II—LAW 518 E)—Mr. Reynolds.

Trial Planning and Advocacy (6)

This course is taken over the entire academic year, with three credits in the fall and three credits in the spring semester. It integrates the law school's traditional Trial Practice course with a course in pretrial practice (e.g., witness preparation, depositions and interrogatories). Second-year day students have a preference in enrollment in this course. Students who take this course will receive an enrollment preference for any of the law school's clinical programs during their third year. A student may not take for credit both this course and the separate course in Trial Practice.

R: Evidence (Fall section, if offered.) Day (LAW 544 D)—Mr. P. Smith; Evening (LAW 544 J)—Mr. Dantes.



Trial Practice (3)

This course in advocacy in trial courts focuses on typical uses of rules of procedural and substantive law in trial proceedings, with emphasis upon methods of developing facts in court and methods of preparation. Particular consideration is given to the tactical and ethical aspects of problems that confront the trial lawyer. A student may not take for credit both this course and the course in Trial Planning and Advocacy.

P: Evidence. Day (LAW 554 C)—Mr. Capowski, Mr. P. Smith; Saturday—Mr. Weiner; Evening (LAW 554 H)—Mr. Bernstein, Mr. Strain; Summer 1985—Mr. Murphy.

U.S. Taxation of International Transactions (2)

This course examines the basic rules of federal income taxation encountered in international transactions, including the source rules, the taxation of nonresident aliens and foreign corporations, the foreign tax credit, controlled foreign corporations, domestic international

sales corporations, intercompany pricing and tax treaties. The focus will be on selected problems involving U.S. individuals or business enterprises investing or engaging in business abroad, and foreign individuals or business enterprises investing or engaging in business in the United States.

C: Corporate Taxation I. P: Income Taxation. Day (LAW 598 C)—Mr. E. Goldberg.

Women and the Law Seminar* (3)

This seminar will provide a critical examination of the historical and contemporary treatment of women by and under the law. Areas of emphasis include the history of the women's rights movement in the United States; federal constitutional constraints on gender-based classification; federal statutory restrictions on discrimination in employment and education; and discreet issues of criminal and family law.

Day (LAW 555 C)—Ms. Czupanski.

"The problem of education . . . is not just that of contriving the initial romance, it is that of bringing about acceptance of the precision and discipline required to wed a person to a pursuit."

R.S. Peters, in Sizer,
Moral Education

"Education is not like a decal, to be slipped off a piece of stiff paper and pasted on the back of the skull. The point of education is to waken innocent minds to a suspicion of information.

An educated person is one who has learned that information almost always turns out to be at best incomplete and very often false, misleading, fictitious, mendacious—just dead wrong . . . If you're going to learn the importance of mistrusting information, somebody first has to give you some information, and college is a place where people try to do this, if only so the professors can find out how gullible you are.

Knowing that, they can then begin to try to teach you to ask a few questions before buying the Brooklyn Bridge or the newest theory about the wherefore of the universe . . . the good professors rarely have enough time to teach the whole student body the art of doubting, which leads to the astonishing act of thinking."

Russell Baker,
New York Times



ADMISSION

Beginning students are admitted only once a year, at the opening of the fall semester in August. Applicants are urged to file their applications as soon after September 1 as possible. It is the applicant's responsibility to assure that all required materials are received by the School of Law prior to March 1. Receipt by the School of Law of the application, the Law School Admission Test (LSAT) score or the Law School Data Assembly Service (LSDAS) report after March 1 may seriously prejudice the applicant's chances of acceptance. Because of the substantial processing time at Law School Admission Services (LSAS), receipt of the LSDAS registration and transcript by LSAS subsequent to February 1 may also prejudice chances of acceptance. Applicants for admission to advanced standing may be admitted at the beginning of either semester, but only after the completion of at least one year of study at another ABA-approved law school.

Most places in both the day and evening divisions are allocated among those whose application, LSAT score and LSDAS report are received prior to March 1. An initial review is normally made within two or three weeks of the time all required documents are received.

This review typically results in a decision to accept, to reject or to postpone a final decision, and candidates are informed promptly of the decision. Applications upon which a decision is postponed are again reviewed in late March or April and the remaining places in the class are then filled. Late applicants may be considered for positions on a waiting list. Applications received after May 1 will be returned. Accepted applicants are not required to make a seat deposit, and tuition is paid at registration in late August.

Admission standards for the evening division are substantially the same as the standards applicable to the full-time division. An applicant for the part-time day program, in addition to satisfying other admission criteria, must show good reason for not being able to attend either the full-time day program or the evening division. Normally, enrollment of new students in the part-time day program is limited to five each year. Refer to the catalog section Curriculum for a discussion of the academic requirements for the day, part-time day and evening programs.

Absent unusual circumstances, applicants for admission are required to have a bachelor's degree from a regionally accredited college or university or be eligible to apply through the combined degree or age 23 exceptions to the bachelor's degree requirement as described below.

Visits to the school for the purpose of acquiring information about the school are welcome.

Admissions Criteria

The admissions decision is made by a Committee on Admissions composed of members of the law faculty who work within guidelines established by the faculty. Because there are more qualified applicants than there are openings in the first-year class, the committee endeavors to select those applicants who demonstrate the greatest potential for law school study and who will contribute the most to the welfare of the community.

Admission is highly competitive. For fall 1985, approximately 1,600 candidates were considered for 250 places in the entering class. Majority candidates accepted for admission had a wide range of combinations of LSAT score(s) and UGPA, and the medians were 38 and 3.38, respectively. An LSAT-UGPA profile of this applicant group is included in the 1985-86 Prelaw Handbook.

In considering applications, the committee begins with a report prepared for each applicant by Law School Admission Services. Among the items which appear on the report is a number identified as admissions index. This number results from a weighted combination of LSAT score(s) with undergraduate grade point average (UGPA) for each applicant. The index provides a convenient method for a standard comparison of all applications despite differing UGPA and LSAT combinations.

Although the undergraduate record and LSAT score(s) will be determinative in most cases, the entire file of each applicant is reviewed and the committee evaluates other salient factors, some of which are described below.

1. *LSAT.* In evaluating the LSAT, the committee may consider the following factors as affecting the reliance upon it as a predictor of law school performance: physical handicaps, LSAT retakes (multiple LSAT scores are normally averaged) and history of performance on other standardized tests.
2. *Grades.* In evaluating the undergraduate record, the committee may consider the following factors as affecting the reliance placed upon it as a predictor of law school performance: nature and challenge of academic

work—including college grading practices, quality of college student body and course selection patterns; trend of college grades; graduate study; outside work while in college; time interval between college graduation and application to law school; and physical, social or economic hardships.

3. *Letters of Recommendation.*

Recommendations are not required unless specifically requested by the Committee on Admissions; however, applicants are encouraged to have them submitted. References should be instructors under whom the applicant has studied or with whom the applicant has worked closely during college or graduate study. If there has been insufficient recent contact with such persons, evaluations may be submitted from employers or others able to assess accurately the applicant's academic and other capabilities. Evaluations from personal friends and relatives ordinarily are not of assistance to the committee.

4. *Personal Statement.* Although written statements by the applicant are not required, they are encouraged and may be very helpful to supplement the information provided on the form, particularly if the questions on the application do not elicit information which the student feels relevant to a judgment on his or her admission. If a statement is submitted, the committee will consider it.

5. *Other.* There are other factors which are substantially unrelated to the prediction of law school academic performance, but which nonetheless influence selection for admission. Some of the factors indicate qualities important to the legal profession while others are useful to enrich the educational atmosphere of the school.

Among the factors considered to be significant indications of qualities important to the profession are: handicaps overcome; leadership; community service; special skills or background; and stability, integrity and maturity.

Factors considered for their contribution to the educational atmosphere of the school or for other special purposes include:

A. *Minority Status.* Racial discrimination is a major problem in American society. Victims of that discrimination may provide a unique perspective on the law, yet that very discrimination may make it more difficult for them to obtain as high an academic record as other applicants. Thus, sole reliance on the record would tend to perpetuate

past discrimination. Moreover, as noted in other paragraphs, overcoming social handicaps and the possession of a background which, when combined with legal training, promises to make a special contribution to the community are considered in the admissions process. These factors are particularly relevant to black applicants. Therefore special attention is given the applications of black students. Occasionally, an applicant from another minority group may present similar circumstances and receive comparable consideration. All applicants to law school are carefully screened so that only those with a reasonably high probability for academic success are accepted.

B. Diversity of Experience or Background. Our application form provides the applicant with an opportunity to make a statement on matters relevant to admission. We expect our applicants will come from different backgrounds and will have many different reasons for wanting to study law. We are not seeking to cast our students into one particular acceptable mold. Indeed, if an applicant will provide a background of work experience, life experience, unusual skills or talents, college activity, political activity or other unusual qualifications which



will add a new and unusual perspective to the law school student body, this may work in his or her favor.

International students, and others whose undergraduate education was completed outside the United States, should take particular care in providing to the admissions committee a full explanation of their educational program and an evaluation of the quality of their academic performance.

C. Residency. The law faculty and the admissions committee strongly believe in the value of substantial out-of-state representation in the student body. Among its other advantages, it promotes the diversity of experiences in the student body which we consider so valuable. Under current policy, nonresidents of Maryland may constitute approximately 25 percent of each entering class. Recently, this limitation has not resulted in substantially different admission standards for residents and nonresidents of Maryland.

D. Acceptance in a Prior Year. With the approval of the director of admissions, acceptance at the University of Maryland School of Law may be deferred for one year. Although materials submitted in support of the application need not be submitted for the following year, the deferred admission candidate must submit a new application and application fee in the following year.

E. Combined Program. The University of Maryland offers combined programs in arts or business administration and law leading to the degrees of Bachelor of Arts or

Bachelor of Science and Juris Doctor. Students pursuing such combined programs must complete at least three-fourths of the work acceptable for a bachelor's degree in the College of Arts and Sciences or in the College of Business and Management at the University of Maryland College Park or in the comparable divisions at the university's Baltimore County or Eastern Shore campuses. Then, after acceptance by the School of Law, they begin their work in Baltimore. Upon successfully completing a sufficient number of law school credits with a weighted average of C, so that when added to the previously earned undergraduate credits the total satisfies the credit requirements of the undergraduate school, the student is recommended for the degree of Bachelor of Arts or Bachelor of Science, as the case may be. The degree of Juris Doctor is awarded upon the successful completion of the work prescribed for graduation in the School of Law. Specific undergraduate course requirements are determined by the undergraduate college. Please consult the undergraduate dean for further information, particularly concerning specific requirements, if any, which must be completed at the undergraduate school prior to matriculation at the law school.

In considering the admissions application of a student applying under the combined program, the admissions committee may require a stronger record than is required for the admission of an applicant who has received the bachelor's degree.

F. *Age 23 Program.* Applicants who are at least 23 years old and have successfully completed at least three-fourths of the credits required in satisfaction of bachelor's degree requirements at a regionally accredited college or university may be admitted when their qualifications are exceptional and when their maturity, experience and training are deemed to justify deviation from the rule requiring a bachelor's degree.



G. *University of Maryland Eastern Shore Honors Program.* The law school and other professional schools on the Baltimore city campus have joined with the University of Maryland Eastern Shore (UMES) in development of a four-year undergraduate Honors Program at the UMES campus. Students completing requirements of the Honors Program law track, requirements which include an acceptable score on the LSAT, will be admitted to the law school for the academic year following graduation from UMES.

Candidates for admission to the law school must complete admissions application procedures as described above.

For additional information, write to the chairman of the Honors Program Committee, UMES, Princess Anne, Maryland 21853.

Application Procedure

Except as noted below, documents and other data pertaining to application for admission should be sent to:

Director of Admissions
University of Maryland
School of Law
500 West Baltimore Street
Baltimore, MD 21201

1. *Application for Admission Form.*
The Application for Admission Form must be completed by the applicant and filed with the Committee on Admissions. This form may be obtained from the dean's office. The application must be accompanied by a check or money order in the amount of the application filing fee of \$28.00.

In your LSAT/LSDas registration packer you will find Law School Application Matching

Forms. To preserve your rights to privacy, Law School Admission Services (LSAS) has agreed not to release your LSDAS report to any school that does not furnish LSAS your Law School Application Matching Form. Maryland law school cannot process your application without a Law School Application Matching Form. Therefore, please attach or enclose the form with your application. If you do not, the processing of your application will be delayed until the form is received. Applicants who have had the LSDAS report submitted in support of an application for admission made since September, 1984 need not submit the matching form.

2. *Transcripts.* Analysis of transcripts and calculation of the undergraduate grade point average are performed for the school by the Law School Data Assembly Service (LSDAS). Each applicant must register with LSDAS by filing the registration form, available at undergraduate schools, from Law School Admission Services, or directly from the law school. This registration form should be sent—not to the School of Law—but directly to:
Law School Admission Services
Box 2000
Newtown, PA 18940



Transcript request forms, included in the LSDAS registration packer, should be used to request that official transcripts be sent by the registrar's office of each undergraduate (and graduate) school attended directly to Law School Admission Services. LSDAS will analyze the transcripts and send copies of its analysis and of the transcripts to this law school and any others which may be designated on the registration form. Applicants who are accepted and whose transcripts filed with LSDAS do not show the award of the bachelor's degree must have a transcript showing the award of this degree sent directly to the School of Law from the undergraduate institution.

Waiver of the requirement of registration with LSDAS may be granted to those who have submitted the required material since September 1984 in support of a prior application for admission to this school. Request for such waiver should be clearly made on the current admissions application.

Registration with LSDAS is good for one subscription year only; transcripts are not held by LSDAS beyond the August to July registration year.

3. *Law School Admission Test (LSAT).* All applicants for admission are required to take the Law School Admission Test. This is a legal aptitude test given in October, December, February and June each year at several hundred colleges and universities as well as at certain other domestic and foreign centers. Registration forms and an information bulletin concerning the test may be obtained from undergraduate schools, or by writing directly to:
Law School Admission Services
Box 2000
Newtown, PA 18940



Note that the completed test registration form must reach Law School Admission Services at least four weeks before the test date. It is strongly recommended that the test be taken no later than the December prior to the August in which admission is sought; however, the February 1986 test score results will be considered to be on time—while the June 1986 test results may not be used in support of a 1986 application. The LSAT must have been taken since September 1980.

Advanced Standing, Visiting and Special Student Admission

Advanced Standing Applicants. A student with a strong record at another law school approved by the American Bar Association may be admitted to advanced standing on a transfer basis by the admissions committee. No student applying for transfer from another law school who is not in good standing at that law school will be admitted.

Only in exceptional cases will a student be admitted on a transfer basis after only one semester at another law school. Students having completed at least one year at another school may be admitted in either the fall or spring semester.

A student accepted for transfer will receive credit for all courses completed with a grade of at least C or the equivalent which were taken at an American Bar Association approved school.

In order to obtain a Juris Doctor degree from the University of Maryland School of Law, a student must obtain at least 52 of the 84

credits required for graduation in courses or other credit programs offered by the School of Law. A student admitted to advanced standing, or who otherwise is permitted to apply credits earned at another college or university toward degree requirements at Maryland, may not transfer more than 32 such credits.

A student applying for admission with advanced standing must complete the procedural steps described above for making application as a beginning student, including submission of an LSDAS report from LSAS (or a photocopy directly from the home law school, together with transcripts directly from each undergraduate and graduate school attended) unless it had been submitted in support of an application made since September 1984. In addition, the following steps are required:

1. Transcripts covering all courses taken in any law school must be sent directly to the director of admissions from such law school.
2. A statement must be received from the law school from which the applicant is seeking to transfer stating that the student is in good standing and eligible to return to that school.

3. If the transcript of the law school from which the applicant is seeking to transfer does not indicate standing in class after the last year completed, a statement of such rank or approximate rank must be received from that law school.
4. The applicant should indicate on the application form the reasons for desiring to transfer.

Except in rare cases the Committee on Admissions will not make a decision on applications for admission to advanced standing prior to receipt of transcripts showing grades for all work taken in the academic year in which the student is then engaged. The March 1 deadline does not apply to applicants for admission to advanced standing. However, applicants should complete the above procedural steps prior to the date the law school transcripts are received by the admissions committee and no later than July 1. Candidates applying to begin in the spring semester should complete all procedural steps by December 1.

Visiting Student Applicants. Students in good standing at another ABA-accredited law school may apply to attend Maryland law school with the intention of applying credits earned at Maryland toward degree requirements at the sending law school. Such candidates should comply with application timing described above for advanced standing candidates.

In addition to submitting a completed application and application fee, the visitor candidate must have submitted a letter from the dean of the sending law school stating that credits earned at Maryland will be accepted toward degree requirements of the sending law school, and stating other conditions, if any; an official transcript of work completed at the sending law school; and an LSDAS report must be sent to Maryland either from Law School Admission Services or (a photocopy including undergraduate and graduate transcripts) from the sending law school.

Special Student Applicants. Law school courses ordinarily are open only to candidates for the Juris Doctor degree. However, with the exception of Legal Method, and contingent on the availability of space in the course in question, individuals who are not students at the University of Maryland School of Law will be allowed to enroll in appropriate law school courses if they obtain the approval of the course instructor, provided that such enrollment is consistent with the ABA standards for the approval of law schools.

A separate application is used by those requesting admission as special students.

Prelaw Study

The school does not prescribe any particular undergraduate courses for admission. Proper preparation for the study of law depends not so much upon the specific courses taken by the prelaw student as upon the development of capacity to read

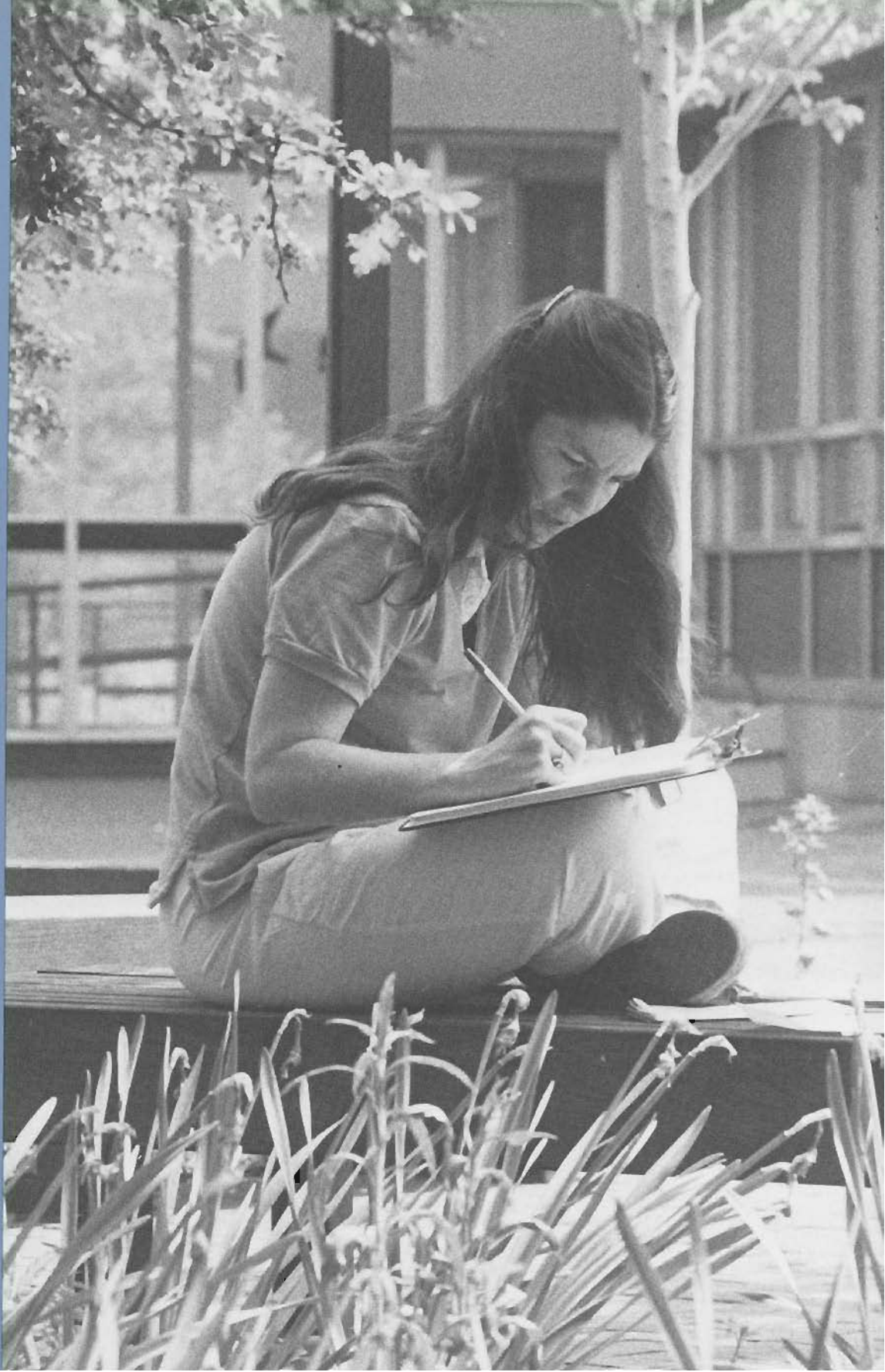
and comprehend rapidly and accurately, to think precisely, to analyze complex fact situations and to speak and write clearly and intelligently. Students differ widely in their interests; consequently they are advised to concentrate primarily on subjects which they find of particular intellectual interest and stimulation.

Students planning to take the Maryland bar examination on completion of their law studies are required by the rules of the Court of Appeals concerning prelegal study to include in their prelegal course at least 8 semester hours of English and 8 semester hours of history, economics or political science.

For additional information see the *Prelaw Handbook*, published by the Law School Admission Council and the Association of American Law Schools. This book includes material on the law and lawyers, prelaw preparation, applying to law schools and the study of law, together with individualized information on most American law schools. It may be obtained at college bookstores or ordered from Law School Admission Services, Box 2000, Newtown, PA 18940.

“The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function. One should, for example, be able to see that things are hopeless and yet be determined to make them otherwise.”

F. Scott Fitzgerald



FEES

Fees (per semester, 1985–86)

DAY DIVISION

Tuition, in-state	\$1,530.00
Tuition, out-of-state	2,833.00
Supporting facilities	60.00
Student activities	16.50
Student health	25.00
Student Government Association	3.00

EVENING DIVISION

Tuition, in-state	1,148.00
Tuition, out-of-state	2,125.00
Supporting facilities	20.00
Student activities	11.00
Student Government Association	3.00

MISCELLANEOUS CHARGES

Application (becomes matriculation fee upon registration)	28.00
Diploma, payable at the beginning of final semester	20.00
Late registration	25.00
Change of registration	10.00
Health insurance (one person-1985–86)	209.65

Students accepted for enrollment in the part-time day division program pay tuition and fees applicable to evening division students.

These fees and charges are used as follows:

Supporting facilities fee is used to pay for various facilities on campus that are not funded or are funded only in part from other sources.

Student activities fee is used to meet the costs of various student activities, student publications and cultural programs.

Student health fee is charged to help defray the cost of providing Campus Health Services for students which include routine examinations and emergency care.

Application fee partially defrays the cost of processing applications for admission and enrollment data in the professional schools. This fee is not refundable.

Diploma fee is charged to help defray costs involved with graduation and commencement.

Late registration fee defrays the special cost involved for those who do not complete their registration on the prescribed days.

Health insurance is required of all full-time day division students (nine or more semester hours). Students with insurance equivalent in coverage to the plan offered through the university must provide proof of

such coverage at the time of registration and obtain a hospital insurance waiver from the dean's office. Information concerning the student health insurance program may be obtained from the Campus Health Services. Rates are subject to change.

Students participating in the in-house law clinics are required to carry malpractice insurance, which is currently paid for by the School of Law.

Registration

To attend classes at the UMAB campus, it is necessary to process an official registration. All students are required to register each term in accordance with current registration procedures. Fees are due and payable on the dates specified. Registration is not completed until all financial obligations are satisfied. Students who do not complete their registration, including the payment of their bill on the registration days, will be subject to a late registration fee.



Courses taken concurrently with a UMAB registration at another campus or institution must have program approval in advance by the appropriate UMAB officials. Off-campus registration forms are available in each dean's office and the Registrar's Office.

Although the university regularly mails bills to advance-registered students, it cannot assume responsibility for their receipt. If any student does not receive a bill prior to the beginning of a semester in which he/she has advance registered, it is his/her responsibility to contact the Registrar's Office or Office of the Cashier during normal business hours.

Students who arena register or advance register and subsequently decide not to attend UMAB must notify the Registrar's Office, Baltimore Student Union, Room 326, in writing, prior to the first day of classes. If this office has not received a request for cancellation by 4:30 p.m. of the last day before classes begin, the university will assume the student plans to attend and accepts his or her financial obligation.

After classes begin, students who wish to terminate their registration must submit to the Registrar's Office an application for withdrawal. Students are liable for all charges applicable at the time of their withdrawal.

A service charge is assessed for each check which is returned unpaid by the drawee bank on initial presentation because of insufficient funds, stopped payment, postdating, draw against uncollected items, etc. The charge is \$5.00 for checks up to \$50.00, \$10.00 for checks over \$50.00 and under \$100.00, and \$20.00 for checks over \$100.00.

Students carrying less than nine credit hours in the day division or less than seven credit hours in the evening division will be charged tuition on the basis of: residents—\$108.00 per semester hour carried; nonresidents—\$200.00 per semester hour carried. This rate also applies to students enrolled in a dual degree program with a graduate department situated on another campus of the University of Maryland, if the students are taking courses on both campuses in the same semester.

A student who does not pay, or make and follow the conditions of a satisfactory arrangement to pay, a bill for tuition and fees shall not be entitled to attend classes, take examinations or do other work for credit, and no grade or credit will be given for any work done during the semester as to which there is a default. Any registration or advance registration for a subsequent semester will be cancelled, and the student will not be permitted to return to the school without permission of the Administrative Committee. For purposes of the rules on academic exclusion, the student shall be treated as having withdrawn from the school without right to return. The student's required administrative withdrawal does not obviate the student's financial obligation to the university.

All checks and money orders should be made payable to the University of Maryland for the exact amount of the actual bill.

One-half of academic yearly fees are payable on the dates for each registration, August 23, 1985, for the fall semester, and January 10, 1986, for the spring semester. Health insurance for six months in advance is paid at the beginning of the fall and spring terms. Senior year students shall pay a diploma fee of \$20.00 at the beginning of the semester in which they plan to graduate.

Withdrawal and Refund of Fees

A student desiring to leave the school at any time during the academic year must file with the dean a letter of resignation and an Application for Withdrawal bearing the proper signatures must be filed with the Registrar's Office. In addition, the student must satisfy all outstanding obligations to the school and return his or her student identification card.

If the above procedures are not completed, the student forfeits the right to any refunds. The date used in computing refunds is the date the Application for Withdrawal is signed by the dean.

Students officially withdrawing from the school are credited for all academic fees charged to them less the matriculation fee, in accordance with the following schedule:

PERIOD FROM DATE INSTRUCTION BEGINS	PERCENTAGE REFUNDABLE
<i>Fall/Spring Semester</i>	
Two weeks or less	80%
Between two and three weeks	60%
Between three and four weeks	40%
Between four and five weeks	20%
Over five weeks	0
<i>Summer Session</i>	
One week or less	70%
Between one and two weeks	50%
Between two and three weeks	20%
Over three weeks	0



Determination of In-State Status

An initial determination of in-state status for admission, tuition and charge-differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time, and any determination thereafter, shall prevail in each semester until the

determination is successfully challenged prior to the last day available for registration for the forthcoming semester. A determination regarding in-state status may be changed for any subsequent semester if circumstances warrant redetermination.

Petitions for review of eligibility and questions concerning the university policy should be directed to the Division of Admissions and Registrations, Baltimore Student Union, Room 326, University of Maryland at Baltimore, Baltimore, Maryland 21201.

Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Division of Admissions and Registrations in writing within fifteen (15) days of any change of circumstances which might affect their classification at the Baltimore city campus.

A complete policy statement may be obtained from the Division of Admissions and Registrations.

"No man has earned the right to intellectual ambition until he has learned to lay his course by a star which he has never seen—to dig by the divining rod for springs which he may never reach. In saying this, I point to that which will make your study heroic. For I say to you in all sadness of conviction, that to think great thoughts you must be heroes as well as idealists. Only when you have worked alone—when you have felt around you a black gulf of solitude more isolating than that which surrounds the dying man, and in hope and in despair have trusted to your own unshaken will—then only will you have achieved."

Justice Oliver Wendell
Holmes, Jr.



FINANCIAL AID

The purpose of the financial aid program is to assist students who demonstrate that financial assistance is needed to meet basic law school and living expenses for the academic year. Through a varying combination of scholarships, grants, long- and short-term loans and part-time employment, students may receive assistance in meeting all reasonable costs associated with attending the law school. Many students also receive support from sources other than the law school; these funds are considered part of the total resources available to meet the student's basic expenses. Financial aid is available only for degree candidates. Privately endowed scholarship and loan funds listed below are administered by the financial aid office. By filing the application for financial aid, the applicant is considered for award from all sources of funds administered by the financial aid office.

The student financial aid officer determines the student's financial need through an analysis of information supplied by the applicant and the applicant's family. Married students are expected to commit the earnings and resources of the spouse to meet the basic law school and living expenses. For the 1985-86 academic year, basic costs, including tuition and fees, are ex-

pected to be approximately \$9,119 for a single student and \$11,099 for a married student. Expenses for nonresidents are expected to be \$2,500 higher than for residents.

Application Procedure

1. Financial aid applications may be obtained at the dean's office and should be filed no later than February 15. Late applications will be considered only for funds remaining after timely applications have been acted upon. Financial aid is awarded for only one academic year; a new application must be filed each academic year. By filing this one application, the applicant will be considered for all sources of funds available through the school. Applications of entering students will be considered only after the applicant has been accepted for admission.
2. Each applicant **MUST** register with the College Scholarship Service (CSS) and designate the University of Maryland School of Law as a report recipient.
3. Applicants for financial aid **MUST** also apply for a scholarship from the state of which the applicant is a permanent resident, if that state offers such a scholarship program. Residents of Maryland **MUST** apply for a Maryland State Scholarship Board Professional Schools Scholarship. The deadline for receipt by the State Scholarship Board of these applications is March 1.

Law School Scholarships

Howard Aaron Scholarship Fund—Established in memory of Baltimore City Judge Howard Aaron, by his brother Samuel J. Aaron, wife Rebecca and son Albert Aaron.

Louis S. Ashman Scholarship Fund—Established in 1955 through a bequest by Louis S. Ashman, an alumnus and prominent member of the Baltimore bar.

Walter L. Clark Scholarships—Established in 1957 under the will of the late Walter L. Clark, an alumnus and former member of the School of Law faculty.

Thomas B. Finan Memorial Scholarship Fund—Established by the Allegheny County Bar Association to provide scholarship assistance to law students as a memorial to Judge Finan's outstanding career at the bar and in public service.

Isaac and Catharine S. Hecht Scholarship Fund—Established by the family and friends of Isaac Hecht.

Roger Howell Scholarships—Established in 1962 by the alumni of the school through their Alumni Association on the occasion of the retirement of Roger Howell as dean of the law school after 31 years of service.

William Preston and Dorothy Byron Lane Scholarship in Law—Established in 1975 by Mrs. William Preston Lane, Jr., longtime friend and supporter of the University of Maryland, and widow of the late distinguished governor of the state of Maryland.

Andrew D. Levy Scholarship Fund—Established in 1979 by Judge and Mrs. Stanley M. Levy in honor of their son Andrew D. Levy.

New Student Aid Fund—Established in 1964 under the will of Jacob S. New, his bequest, known as "The Jacob S. New and Kathryn M. New Student Aid Fund," provides scholarships for students at the university studying law or taking a prelaw program.

Ronald L. Schreiber Scholarship Fund—Established in memory of Ronald L. Schreiber, School of Law class of 1958, by his family and friends. The fund provides assistance to a law student of outstanding merit who is the Ronald Schreiber Scholar.



Nelson B. Seidman Memorial Scholarship Fund—Established in 1968 by friends, relatives and associates of Nelson B. Seidman, an honor graduate of the law school in 1958 and a member of the faculty until his death in 1967.

Milton Talkin Scholarship Fund—Established in 1983 by members of the family and friends of Milton Talkin, to provide scholarship assistance to law students.

Thomas Funds—Established in 1962 under the will of Zaidee T. Thomas, the income from the "William Strobel Thomas Scholarship Fund" and the "John L. Thomas Scholarship Fund" provides both scholarships and loans for students.

R. Dorsey Watkins Fellowship—Established in 1981 by Judge Watkins' former law clerks as a living memorial, the fellowship will provide financial assistance to students in a joint course of study at the School of Law and another institution.

Henry Zoller, Jr. Scholarship Fund—Established in 1967 under the will of Bertha Pinkney Zoller, one-half of the income of the Henry Zoller, Jr. Scholarship Fund is used for scholarships to deserving law students.

Law School Grants and Work Study

Applicants demonstrating substantial financial need are eligible for grant assistance. In addition, the College Work-Study Program provides jobs for students who need financial aid and who must earn a part of their educational expenses. Jobs are arranged either on campus or with a public or private nonprofit agency. Eligible students may be employed for as many as 20 hours per week.

Law School and Other Loans

American Land Title Association Loan Fund—Established in 1965 by a gift of \$1,000 from the American Land Title Association.

Lewis D. Asper Fund—Established in 1970 by the alumni, faculty, students and friends of Professor Lewis D. Asper, whose death in 1970 cut short his life work as a dynamic teacher and creative scholar at the School of Law. This fund provides financial aid for disadvantaged students.

The Jeffrey I. Goldman Memorial Loan Fund—Established in memory of Jeffrey Goldman by his law school classmates.

Erman L. Harrison Loan Fund—Established in 1967 through a bequest of \$5,000 under the will of Theresa Harrison in memory of her son.

Robert E. Hess Memorial Loan Fund—Established in 1967 by the mother and friends of Robert E. Hess, an honor graduate of the class of 1955.

Maryland State Bar Association Student Aid Fund—Established in 1968 through the efforts of the Board of Governors of the Maryland State Bar Association.

Nathan Patz Student Loan Fund—Established in honor of Nathan Patz, School of Law class of 1926, by his family and friends. The fund provides low interest loans to law students.

Allen W. Rhynhart Student Aid Fund—Established in 1967 by the Bar Association of Baltimore City upon the retirement of Judge Rhynhart, the first chief judge of the People's Court of Baltimore City.

Alan Lee Rothenberg Fund—Established in 1983 in memory of Allan Lee Rothenberg, the fund is to be used for loans for law students who are members of the *Law Review* board.

Stein Memorial Fund—Originally established for students in need of financial assistance by the late Judge Charles F. Stein of Baltimore and continued in his memory. Small loans of short duration to cover emergencies may be granted out of this fund.

C. R. Thomas Loan Fund—Established in 1974, this fund provides aid to culturally disadvantaged students demonstrating financial need.

Central Scholarship Bureau—Residents of the metropolitan Baltimore area (Baltimore City, Anne Arundel, Baltimore, Carroll, Harford or Howard Counties) in need of financial assistance may apply directly to the Central Scholarship Bureau. Included among the interest-free loan accounts administered by the Central Scholarship Bureau is the Lee I. Hecht Memorial Fund, established in 1958 in memory of the late Lee I. Hecht of Baltimore and his sons Alan D. Hecht and Isaac Hecht.

Emergency Loans—Emergency loans are designed to help solve temporary cash flow problems, where funds are needed immediately and the usual resources (long-term aid, paycheck) are temporarily unavailable. This program is not a long-term solution to financial problems, but a resource in case of threatened eviction, no food, etc. Interested students should contact the Student Financial Aid Office 528-7347.

Guaranteed Parental Loan Program—(GPLP, aka PLUS, ALAS)—GPLP is made by private lenders to graduate and professional students. The annual maximum is \$3,000, aggregate maximum is \$15,000. The annual interest rate is 12 percent; interest will accrue from the date of disbursement; and monthly payments of principal and interest start within 60 days of disbursement. Law students may defer principal payments during periods of full-time enrollment.

Guaranteed Student Loan Program—Students may obtain education loans through private lending institutions, such as banks or credit unions. In most cases, federal assistance in the payment of the 9 percent interest can be obtained. Lenders have limited funds for this program, therefore, students are encouraged to contact their lending institutions at the earliest possible date. Separate application must be made on forms available from the lending institution. Students may borrow up to \$5,000 annually.

Law School Assured Access Program—Administered through Law School Admission Services (LSAS), this loan program assures access to the Guaranteed Student Loan and ALAS loan program for students unable to secure such loans through their own bank.

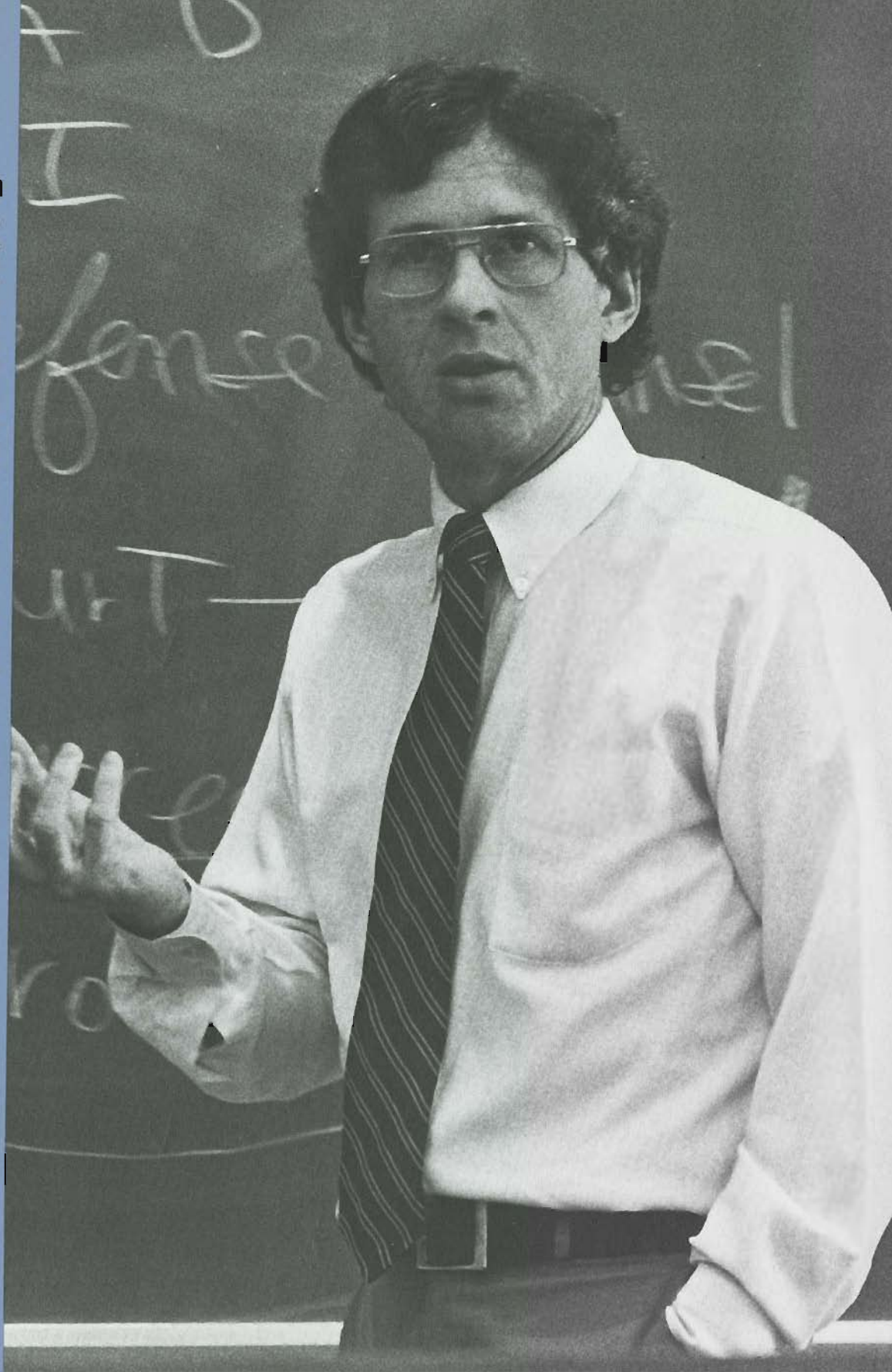
National Direct Student Loan (NDSL) Program—The law school receives an annual NDSL appropriation from the federal government which is used as part of the school's total loan funds.

"I have often thought that the single characteristic that makes our discipline superior to all others lies in the fact that we can be as speculative and as theoretical as the philosopher, the political scientist, the sociologist, even, at times, the theologian but, at the same time, we must always consider the concrete—the particular case, statute, treaty or constitutional document. Like Antaeus of old we gather strength by touching earth. . . . The melding of the theoretical and the practical, coupled with the human element, justifies Holmes' aphorism that a man can live nobly in the law, and that it is not only a good way to make a living but a grand way to make a life."

Hardy C. Dillard, *Virginia Bar Association Journal*
(Winter 1980)

"Your business as lawyers is to see the relation between your particular fact and the whole frame of the universe."

Justice Oliver Wendell
Holmes, Jr.



ADMINISTRATION, FACULTY AND STAFF

School of Law

Michael J. Kelly, *Dean*
John W. Ester, *Associate Dean*
James F. Forsyth, *Assistant Dean*
Linda A. McDonnell, *Assistant Dean*
Doreen Sekulow, *Assistant Dean*
Spring Walton, *Assistant Dean*

University of Maryland

Board of Regents

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The Honorable Wayne A. Cawley, Jr.,
Ex officio
A. James Clark, 1986
Betty R. Coss, 1988
Ralph W. Frey, 1986
Frank A. Gunther, Jr., 1987
The Honorable Blair Lee III, 1990
George V. McGowan, 1989
A. Paul Moss, 1988
Claudia Ordonez, 1986
Allen L. Schwait, 1989
Constance C. Stuart, 1990
Albert W. Turner, 1990
J. Benjamin Unkle, Jr., 1986
John W.T. Webb, 1990

Central Administration

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Albert H. Bowker, Ph.D., *Executive Vice President*
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John M. Dennis, M.D., *Dean, School of Medicine*
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William J. Kinnard, Jr., Ph.D., *Dean, School of Pharmacy*
Ruth H. Young, D.S.W., *Dean, School of Social Work and Community Planning*

Law Faculty and Professional Staff 1985-86

David Affeldt, Lecturer, B. A., 1963, *University of Iowa*; J. D., 1966, *University of Texas*.
Avery Aisenstark, Lecturer, J. D., 1969, *University of Maryland*.
Bernard Auerbach, Professor of Law, A. B., 1945, *Yeshiva University*; J. D., 1950, *New York University*; LL. M., 1959, *Yale University*.
E. Clinton Bamberger, Jr., Professor of Law, B. S., 1949, *Loyola College*; J. D., 1951, *Georgetown University*.
Albert S. Barr III, Lecturer, A. B., 1962, *Princeton University*; LL. B., 1965, *Rutgers University*.
Bruce B. Bereano, Lecturer, B. A., 1966, J. D., 1969, *George Washington University*.
Victoria S. Berghel, Lecturer, B. A., 1974, J. D., 1977, *University of Maryland*.

Charles G. Bernstein, Lecturer, A. B., 1961, *Western Maryland College*; J. D., 1968, *University of Maryland*.
Donald N. Bersoff, Adjunct Professor of Law, B. A., 1958, M. A., 1960, Ph. D., 1965, *New York University*; J. D., 1976, *Yale University*.
Hon. John J. Bishop, Jr., Lecturer, J. D., 1951, *University of Baltimore*.
Wesley Blakeslee, Lecturer, B. S., 1969, *Pennsylvania State University*; J. D., 1976, *University of Maryland*.
Pamela Bluh, Assistant Librarian for Technical Services, B. A., 1963, *Vanderbilt University*; M. A., 1964, *Northwestern University*; M. L. S., 1965, *George Peabody College*.
David S. Bogen, Professor of Law, A. B., 1962, LL. B., 1965, *Harvard University*; LL. M., 1967, *New York University*.
Irving Breitowitz, Visiting Assistant Professor of Law, B. A., 1976, *Johns Hopkins University*; J. D., 1979, *Harvard University*.
Robert K. Briskin, Lecturer, B. A., 1967, *University of Pennsylvania*; J. D., 1970, LL. M., 1971, *New York University*.
C. Christopher Brown, Associate Professor of Law, B. A., 1963, *Swarthmore College*; M. A., 1965, *University of Delaware*; J. D., 1968, *Georgetown University*.

- Alice A. Brumbaugh, Professor of Law, A. B., 1953, J. D., 1955, *University of Michigan*.
- John M. Brumbaugh, Professor of Law, B. A., 1948, *Swarthmore College*; J. D., 1951, *Harvard University*.
- John J. Capowski, Law School Associate Professor, B. A., 1968, *Hamilton College*; J. D., 1971, *Cornell University*.
- Lucille Cheatwood, Director of Career Services, B. S., 1972, *Salem State College*; M. S., 1984, *University of Baltimore*.
- Hungdah Chiu, Professor of Law, LL. B., 1958, *National Taiwan University*; M. A., 1962, *Long Island University*; LL. M., 1962, S. J. D., 1965, *Harvard University*.
- Thomas R. Colosi, Lecturer, B. S., 1958, *Cornell University*.
- Robert J. Condlin, Associate Professor of Law, B. A., 1966, *Siena College*; J. D., 1969, *Boston College*; LL. M., 1976, *Harvard University*.
- Karen Czapskiy, Associate Professor of Law, B. A., 1969, *University of California, Berkeley*; J. D., 1973, *Georgetown University*.
- Philip G. Dantes, Lecturer, B. A., 1970, *University of Iowa*; J. D., 1973, *University of Oklahoma*.
- Abraham A. Dash, Professor of Law, B. S., 1957, *University of Nebraska*; LL. B., 1959, *Georgetown University*.
- Andre M. Davis, Assistant Professor of Law, B. A., 1971, *University of Pennsylvania*; J. D., 1978, *University of Maryland*.
- John F. Davis, Visiting Professor of Law, A. B., 1928, *Bates College*; LL. B., 1932, *Harvard University*.
- Michael R. Deutschman, Lecturer, B. A., 1966, *University of Maryland*; J. D., 1969, *Columbia University*.
- Richard E. Ducey, Associate Director of the Law Library, B. A., 1974, *Western Connecticut State College*; J. D., 1977, *New England School of Law*; M. L. S., 1983, *Simmons College*.
- John W. Ester, Associate Dean and Professor of Law, A. B., 1956, *Pasadena College*; J. D., 1959, *Willamette University*; LL. M., 1962, *University of Illinois*.
- Joseph L. Evans, Lecturer, B. A., 1972, *Williams College*; J. D., 1978, *University of Maryland*.
- Nelson Fishman, Lecturer, B. S., 1954, *University of Pennsylvania*; J. D., 1976, *University of Maryland*.
- James F. Forsyth, Assistant Dean, B. A., 1966, *University of Connecticut*; M. A., 1968, *University of Michigan*.
- Larry S. Gibson, Professor of Law, B. A., 1964, *Howard University*; LL. B., 1967, *Columbia University*.
- Daniel S. Goldberg, Associate Professor of Law, A. B., 1968, *University of Rochester*; J. D., 1971, *Harvard University*.
- Everett F. Goldberg, Professor of Law, A. B., 1960, *Princeton University*; LL. B., 1963, *Harvard University*.
- Daniel F. Goldstein, Lecturer, A. B., 1969, *Amherst College*; J. D., 1973, *University of Texas*.
- Barbara S. Gontrum, Instructor and Director of the Law Library, B. A., 1972, *Purdue University*; M. S., 1973, *University of Illinois*; J. D., 1978, *Duke University*.
- Oscar S. Gray, Professor of Law, B. A., 1948, J. D., 1951, *Yale University*.
- Maxine Z. Grosshans, Senior Reference Librarian, B. A., 1963, *University of Pittsburgh*; M. A., 1969, *University of Chicago*.
- Dennis Guion, Reference Librarian, B. A., 1965, *Pan American University*; M. L. S., 1982, *Drexel University*.
- Ellen M. Heller, Lecturer, B. S., 1972, *Johns Hopkins University*; J. D., 1977, *University of Maryland*.
- Stanley Herr, Associate Professor of Law, B. A., 1967, J. D., 1970, *Yale University*; Ph. D., 1979, *Oxford University*.
- Alan D. Hornstein, Associate Professor of Law, A. B., 1965, M. A., 1967, *Long Island University*; J. D., 1970, *Rutgers University School of Law, Newark*.
- Carmina Hughes, Lecturer, B. A., 1976, *Bethany College*; J. D., 1979, *University of Maryland*.
- Laurence M. Jones, Professor Emeritus, A. B., 1930, J. D., 1932, *State University of Iowa*; LL. M., 1933, S. J. D., 1934, *Harvard University*.
- Robert I. Keller, Professor of Law, B. S., 1963, *University of Pennsylvania*; LL. B., 1966, *Harvard University*.
- Michael J. Kelly, Dean and Professor of Law, B. A., 1959, *Princeton University*; Ph. D., 1964, *Cambridge University*; LL. B., 1967, *Yale University*.
- Lawrence L. Kiefer, Professor of Law, A. B., 1958, *University of Florida*; M. S. L. S., 1960, *Case Western Reserve University*; J. D., 1966, *University of Maryland*.
- Andrew J. King, Assistant Professor of Law, B. A., 1963, *Antioch College*; LL. B., 1966, *Harvard University*; Ph. D., 1975, *University of Wisconsin*.
- Susan P. Leviton, Law School Associate Professor, B. A., 1969, J. D., 1972, *University of Maryland*.
- Jeffrey F. Liss, Lecturer, B. A., 1972, M. A., 1975, J. D., 1975, *University of Michigan*.
- Nancy Long, Lecturer, B. A., 1971, *Knox College*; J. D., 1977, *Georgetown University*.
- David Luban, Visiting Associate Professor of Law, B. A., 1970, *University of Chicago*, M. A., M. Phil., 1973, Ph. D., 1974, *Yale University*.

- ✓ Michael A. Millemann, Associate Professor of Law, A.B., 1966, *Dartmouth College*; J.D., 1969, *Georgetown University*.
- James J. Mingle, Lecturer, A.B., 1968, *St. Joseph's College*; J.D., 1973, *University of Virginia*.
- Hon. Charles E. Moylan, Jr., Lecturer, B.A., 1952, *Johns Hopkins University*; J.D., 1955, *University of Maryland*.
- Joseph F. Murphy, Jr., Lecturer, A.B., 1965, *Boston College*; J.D., 1969, *University of Maryland*.
- Lewis A. Noonberg, Lecturer, A.B., 1959, *Dartmouth College*; LL.B., 1962, *University of Maryland*.
- ✓ Richard L. North, Law School Associate Professor, B.A., 1971, *University of Detroit*; J.D., 1973, *St. Louis University*.
- A. McDonough Plant, Lecturer, A.B., 1959, *Princeton University*; LL.B., 1963, *University of Virginia*; M.L.A., 1978, *Johns Hopkins University*.
- Garrett Power, Professor of Law, A.B., 1960, LL.B., 1962, *Duke University*; LL.M., 1965, *University of Illinois*.
- Peter E. Quint, Professor of Law, A.B., 1961, LL.B., 1964, *Harvard University*; Dipl. in Law, 1965, *Oxford University*.
- Renelle Rae, Lecturer, B.A., 1973, *University of Northern Colorado*; J.D., 1977, *University of Denver*.
- Gregory L. Reed, Lecturer, A.B., 1967, *Duke University*; J.D., 1971, *University of Maryland*.
- Russell R. Reno, Professor Emeritus, A.B., 1931, J.D., 1927, *University of Illinois*; LL.M., 1940, *Columbia University*.
- ✓ William L. Reynolds II, Professor of Law, A.B., 1967, *Dartmouth College*; J.D., 1970, *Harvard University*.
- Karen H. Rothenberg, Assistant Professor of Law, B.A., 1973, M.P.A., 1974, *Princeton University*; J.D., 1979, *University of Virginia*.
- Jack Schwartz, Lecturer, B.A., 1972, *University of Maryland, Baltimore County*; J.D., 1975, *Yale University*.
- Paul W. Spence, Lecturer, B.A., 1975, *Johns Hopkins University*; J.D., 1978, *University of Maryland*.
- Doreen B. Sekulow, Assistant Dean, B.A., 1960, *Goucher College*; M.L.A., 1975, *Johns Hopkins University*.
- Jana B. Singer, Assistant Professor of Law, A.B., 1977, *Dartmouth College*; J.D., 1981, *Yale University*.
- Frederick N. Smalkin, Lecturer, B.A., 1964, *Johns Hopkins University*; J.D., 1971, *University of Maryland*.
- Hal M. Smith, Professor of Law, Ph.B., 1948, J.D., 1954, *University of Chicago*.
- Peter S. Smith, Associate Professor of Law, A.B., 1960, *Bowdoin College*; LL.B., 1963, *Cornell University*.
- Marc I. Steinberg, Professor of Law, A.B., 1972, *University of Michigan*; J.D., 1975, *University of California, Los Angeles*; LL.M., 1977, *Yale University*.
- Shale D. Stiller, Lecturer, A.B., 1954, *Hamilton College*; LL.B., 1957, *Yale University*.
- Paul F. Strain, Lecturer, B.S., 1966, *United States Naval Academy*; J.D., 1972, *Yale University*.
- Stephen C. Struntz, Lecturer, A.B., 1974, *Georgetown University*; J.D., 1977, *University of Maryland*.
- Richard B. Talkin, Lecturer, B.A., 1959, *Cornell University*; LL.B., 1965, *University of Maryland*.
- Charles M. Tatelbaum, Lecturer, LL.B., 1966, *University of Maryland*.
- Geoffrey S. Tobias, Lecturer, B.S., 1969, *U.S. Merchant Marine Academy*; J.D., 1974, *Georgetown University*.
- Edward A. Tomlinson, Professor of Law, A.B., 1961, *Princeton University*; A.M., 1962, *University of Washington*; J.D., 1965, *Harvard University*.
- ✓ Katherine V. Tooks, Associate Professor of Law, B.A., 1967, J.D., 1970, *University of California, Berkeley*.
- Bonnie A. Travieso, Lecturer, B.A., 1966, *Washington College*; J.D., 1975, *University of Maryland*.
- Spring Walton, Assistant Dean, B.S., 1967, *University of Missouri*; M.A., 1971, *East Tennessee State University*.
- ✓ Anthony Jon Waters, Associate Professor of Law, B.A., 1972, *University of Keele*; LL.M., 1974, *Yale University*.
- Arnold M. Weiner, Lecturer, B.A., 1955, LL.B., 1957, *University of Maryland*.
- Tony Weir, Lecturer, B.A., 1960, *Cambridge University*; M.C.L., 1962, *Tulane University*.
- ✓ Marley S. Weiss, Associate Professor of Law, B.A., 1971, *Barnard College*; J.D., 1974, *Harvard University*.
- Roger Wolf, Lecturer, B.A., 1962, *Harvard University*; LL.B., 1967, *George Washington University*.
- J. Joel Woodey, Professor of Law, A.B., 1957, *Johns Hopkins University*; LL.B., 1961, *Harvard University*.
- Gordon G. Young, Associate Professor of Law, B.A., 1967, *Rollins College*; J.D., 1970, *New York University*; LL.M., 1972, *Harvard University*.
- Robert A. Zarnoch, Lecturer, B.A., 1967, *Loyola College*; M.A., 1969, *American University*; J.D., 1974, *Georgetown University*.

ACADEMIC CALENDAR, 1985–86

Summer Session 1985

May 28, Tuesday
Registration
May 28, Tuesday
Classes begin
July 4, Thursday
Independence Day holiday
July 19, Friday
Last day of class
July 22–25, Monday-Thursday
Examination period

Fall Semester 1985

August 23, Friday
Registration
August 26, Monday
Classes begin
September 2, Monday
Labor Day holiday
November 27, Wednesday
Thanksgiving recess begins after
last class
December 2, Monday
Instruction resumes
December 7, Saturday
Last day of classes
December 11, Wednesday
Fall semester examinations begin
December 20, Friday
Fall semester examinations end

Spring Semester 1986

January 10, Friday
Registration
January 13, Monday
Instruction begins
January 15, Wednesday
King's birthday holiday
March 22, Saturday
Spring recess begins after
last class
March 31, Monday
Instruction resumes
May 3, Saturday
Last day of classes
May 7, Wednesday
Spring semester examinations
begin
May 16, Friday
Spring semester examinations
end
May 23, Friday
Commencement exercises

Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity

Preamble. At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the university and the student, they are nevertheless conventions which the university believes to be central to the learning and teaching process.

Faculty Rights and Responsibilities.

- (1) Faculty shall share with students and administration the responsibility for academic integrity.
- (2) Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
- (3) Faculty are responsible for the structure and content of their courses, but they have the responsibility to present courses that are consistent with their descriptions in the university catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.

- (4) Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
- (5) Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
- (6) When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with university regulations.

Student Rights and Responsibilities.

- (1) Students shall share with faculty and administration the responsibility for academic integrity.
- (2) Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- (3) Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
- (4) Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
- (5) Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.

- (6) Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
- (7) When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

Institutional Responsibility.

- (1) Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
- (2) Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
- (3) Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

(Adopted May 8, 1981 by the Board of Regents)

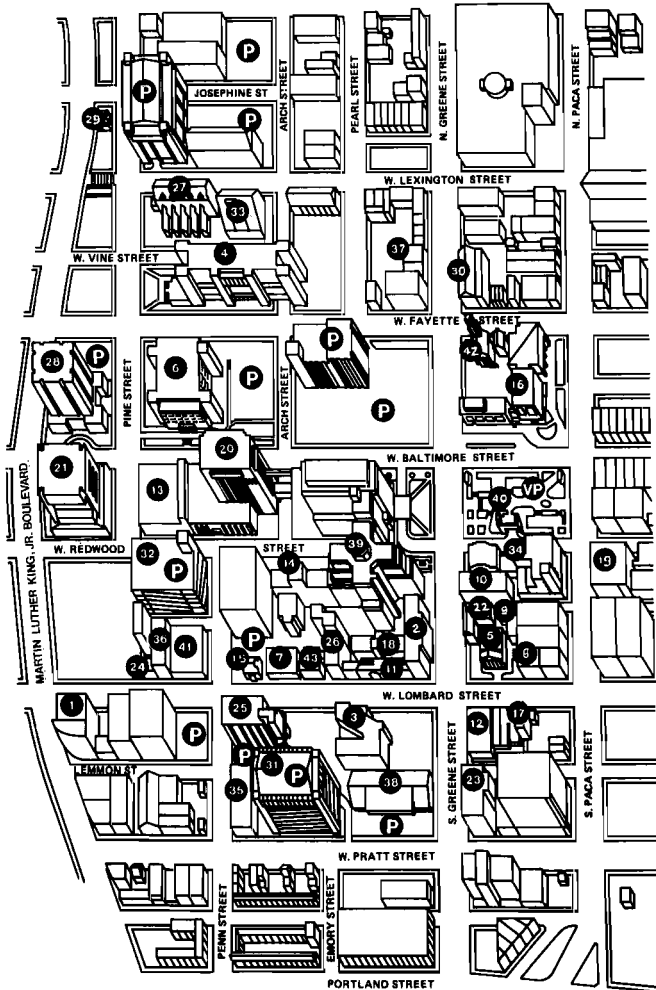
**The University of Maryland
Position on Acts of Violence and
Extremism Which Are Racially,
Ethnically, Religiously or Politically
Motivated**

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the university will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. The university reserves the right to change a provision or requirement at any time within the student's term of residence. The university further reserves the right, at any time, to ask a student to withdraw when it considers such action to be in the best interests of the university.

CAMPUS MAP

University of Maryland at Baltimore



University & Campus-Related Buildings

1. Administration Building
737 W. Lombard St.
2. Allied Health Professions Building, 32 S. Greene St.
3. Baltimore Student Union
621 W. Lombard St.
4. (Walter P.) Carter Center
620 W. Fayette St.
5. Davidge Hall
522 W. Lombard St.
6. Dental School
Hayden Harris Hall
666 W. Baltimore St.
7. Dunning Hall
636 W. Lombard St.
8. East Hall, 520 W. Lombard St.
9. Gray Laboratory
520 W. Lombard St.
10. Greene Street Building
29 S. Greene St.
11. Health Sciences Building
610 W. Lombard St.
12. Health Sciences Library
111 S. Greene St.
13. Howard Hall
660 W. Redwood St.
14. Institute of Psychiatry and Human Behavior
645 W. Redwood St.
15. Kelly Memorial Building
650 W. Lombard St.
16. Law School, Lane Hall
500 W. Baltimore St.
17. Lombard Building
511 W. Lombard St.
18. Maryland Institute for Emergency Medical Services
Systems Shock Trauma Center
22 S. Greene St.
19. Medical Faculty Foundation
Diagnostic Center
419-421 W. Redwood Street
20. Medical School
Frank C. Bressler Research Building, 655 W. Baltimore St.
21. Medical School Teaching Facility, 10 S. Pine St.
22. Medical Technology
31 S. Greene St.
23. Methadone Program
121 S. Greene St.
24. Newman Center
712 W. Lombard St.
25. Nursing School
655 W. Lombard St.
26. Parsons Hall
622 W. Lombard St.
27. Pascault Row
651-655 W. Lexington St.
28. Pharmacy Hall
20 N. Pine St.
29. Pine Street Station
210 N. Pine Street
30. Poe School, 520 W. Fayette St.
31. Pratt Street Garage and Athletic Facility, 646 W. Pratt St.
32. Redwood Hall
721 W. Redwood St.
33. Ronald McDonald House
635 W. Lexington St.
34. School of Social Work and Community Planning
525 W. Redwood St.
35. State Medical Examiner's Building, 111 Penn St.
36. Storage Building
710 W. Lombard St.
37. Tuerk House
106 N. Greene St.
38. University Health Center
120 S. Greene St.
39. University of Maryland Medical System,
22 S. Greene St.
40. University Plaza and Garage
Redwood and Greene Sts.
41. Western Health Center
700 W. Lombard St.
42. Westminster Hall
515 W. Fayette St.
43. Whitehurst Hall
624 W. Lombard St.



University of Maryland
School of Law
Baltimore, Maryland 21201