

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

DAVID HOFFMAN, FOUNDER AND FIRST PROFESSOR,  
UNIVERSITY OF MARYLAND SCHOOL OF LAW,  
*FROM A COURSE OF LEGAL STUDY, 1836*

**UNIVERSITY OF  
MARYLAND  
SCHOOL OF LAW  
1989-90**

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

# CONTENTS

<b>General Information</b>	2	<b>Fees, Registration and Financial Aid</b>	19	Student Evaluations of Faculty	33
History	2	Fees	19	Honor Code	33
Governance	2	Effect of Failure to Pay	20	Examinations	33
Program of Instruction	3	Registration	21	Grading System	34
Students and Faculty	3	Withdrawal and Refund of Fees	21	Grade Reports and Transcripts	34
Equal Opportunity	3	Financial Aid	21	Repeating Courses	34
Law School Complex	3	Law School Scholarships	22	Exclusion and Probation	35
Location	5	University Grants	23	Student/Faculty Conduct	36
Maryland Law School Alumni Association	5	The College Work Study Program	23	Voluntary Withdrawal	36
Westminster Preservation Trust	5	Law School and Other Loans	23	Privacy of Records	36
Endowed Lectures and Programs	6	<b>Career Services</b>	25	Honors and Prizes	36
The Maryland Institute for Continuing Professional Education of Lawyers, Inc.	6	Nondiscrimination Policy	26	<b>Faculty and Staff</b>	39
Maryland Bar Center	7	Bar Registration	26	<b>Curriculum</b>	58
Office of State's Attorneys' Coordinator	7	<b>Student Activities</b>	27	Juris Doctor Program	58
Environmental Law Program	7	Student Bar Association	27	Dual Degree Programs	60
Law and Health Care Program	8	Maryland Law Review	27	Courses at Other Institutions	61
Law and Entrepreneurship Program	9	Maryland Journal of Contemporary Legal Issues	27	Summer Session	62
East Asian Legal Studies Program	10	Maryland Journal of International Law and Trade	28	Course Requirements	62
Occasional Papers/Reprints Series in Contemporary Asian Studies	10	Moot Court	28	Schedules and Course Selections	63
Central Administration Services	10	International Law Society	29	Description of Required and Elective Courses	65
<b>Admission</b>	12	Black Law Student Association	29	<b>Administration, Faculty and Staff</b>	88
Admissions Criteria	13	National Lawyers Guild	30	School of Law Administration	88
Determination of In-State Status	15	Women's Bar Association	30	University of Maryland	88
Application Procedure	16	Student Volunteer Advisors	30	University of Maryland at Baltimore	88
Admission of Advanced Standing, Visiting and Guest Students and Foreign Trained Attorneys	17	Phi Alpha Delta	30	Law Faculty and Professional Staff, 1989-90	89
Prelaw Study	18	Asian/Pacific-American Law Student Association	31	<b>Policy Statements</b>	92
		Maryland Public Interest Law Project, Inc.	31	<b>Maps</b>	94
		Christian Legal Society	31	<b>Academic Calendar, 1989-90</b>	96
		Jewish Law Students Network	31		
		Maryland Environmental Interest Group	31		
		<b>Academic Regulations and Awards</b>	32		
		Requirements for Graduation	32		
		Residency Requirement	32		
		Attendance	33		

# GENERAL INFORMATION

"A lawyer without history or literature is a mechanic, a mere mason; if he possesses some knowledge of these, he may venture to call himself an architect."

Sir Walter Scott

"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

## 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 associate deans for academic and student affairs, and assistant deans for administration, admissions and student services, alumni and development, and career services.

## 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 600 day and 230 evening students are enrolled; 49 percent of the total is female and 20 percent is minority.

The class of 193 day (including five part-time day) and 61 evening students enrolling in August 1988 was drawn from 118 undergraduate schools. Students enrolling in the day class averaged 26 years of age and the average age for evening students was 30. Forty-seven students had earned graduate degrees. Sixty-three students in the 1988 entering class came from outside of Maryland, from 15 states, the District of Columbia and the U.S. Virgin Islands.



The faculty numbers approximately 85 persons, including leading attorneys and judges who teach at the school part-time, for a student-faculty ratio of approximately 16:1. 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.

## Equal Opportunity

The University of Maryland is an equal opportunity institution with respect to both education and employment. The university's policies, programs and activities are in conformance with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, religion, age, national origin, sex and handicap.

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

## Law School Complex

The School of Law constitutes an unusual, attractive and functional series of buildings surrounding two inner courtyards, one of which is the famous Westminster Graveyard. One wing of William Preston Lane, Jr. 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 Program, which includes work areas for student "practitioners," four law offices and a courtroom. The law offices and courtroom are equipped with remote control video equipment which permits (with client permission) videotaping of students' lawyering activity for later critique and learning. The two wings of Lane Hall are joined by a new (1989) student lounge. The Westminster Hall is used as a reading room of the adjacent law library, and its design accommodates a variety of school and community activities. The offices of the *Maryland Law Review* and the *Maryland Journal of International Law and Trade* are located in the parish hall.

*Thurgood Marshall Law Library.* The Thurgood Marshall Law Library, the largest academic law library in the state of Maryland, occupies an attractive four-story facility adjacent to the School of Law. The library is open 106 hours a week and is regarded as a major resource both for the faculty and students of the School of Law, and for the community at large. A collection of approximately 260,000 volumes, including subscriptions to some 4,200 serials, periodicals, legal looseleaf services and other continuations is among the most extensive in the state. As a partial government depository, the library receives and provides ready access to publications of the federal government in a number of key areas.

Through a network of computerized services, the Law Library provides easy and rapid access to a wide range of information, including the holdings of the other libraries within the University of Maryland System. An inter-campus delivery service makes the sharing of resources among the campuses efficient. Access to and participation in national databases makes it possible to obtain materials through national interlibrary loan channels to augment the library's already extensive collection.

In addition to the traditional types of library collections, the Marshall Law Library continues to enhance nontraditional formats such as video and audio materials. An attractive media center offers students the opportunity to view material in a comfortable, technologically up-to-date environment.



The staff of the library provides a full range of reference services and research librarians are available to assist with special projects and in-depth research assignments. An extensive instruction program is conducted by library staff, including first year introduction to legal research and computerized research services, and advanced research for upper class students.

The library maintains a full-service Media Services Department with the responsibility for videotaping classes and moot court arguments as well as lectures and student presentations. A number of other services, including dubbing and duplication of tapes and the videotaping of special events may be arranged.

*Computer Resources.* Recognizing that computers will play an ever increasing role in the practice of law, the law school is actively pioneering the use of computers for legal instruction by incorporating the use of computers in specific classes, by making a wide variety of automated instructional materials available, and by providing comprehensive training in legal computer applications.

The school maintains a fully equipped computer laboratory (the TAL Center—Technology Assisted Learning Center) consisting of 30 IBM AT compatible PCs. Each PC is equipped to provide access to the Westlaw and LEXIS research databases, word processing, outlining and thought processing software, legal instruction/exercises, and essential legal utilities. The TAL Center provides a place for students to take advantage of the current technology and allows the faculty to experiment with innovative course materials.

Faculty and staff are a part of the STARLAN computer network, a means of connecting personal computers for researching, and exchanging information not only within the law school campus, but with universities around the world. For the Clinical Law Program, faculty use the network to track all casework and communicate with the clinic students. This allows both the student and faculty member to keep up to date with the latest revisions of essential documents and communications.

## 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, a graduate school and the University of Maryland Medical System constitute the University of Maryland at Baltimore (UMAB).

Full of old-world charm and tradition, 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. It ranks among the nation's leading industrial and port centers.

Near the School of Law, an exciting 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, the Harborplace food and shopping pavilions, U.S.S. *Constellation*, boating facilities, restaurants, hotels and a broad promenade along the water's edge.



*Downtown Baltimore with the Law School circled.*

To the west and southwest of the law school, Barre Circle and Ridgely's Delight neighborhoods are 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, faculty and administration. Among the programs which the association sponsors for students is "Lunch With a Lawyer," which offers an opportunity to begin learning about the pros and cons of law practice early in the educational process. In addition, the association provides refreshments during orientation, complimentary coffee and donuts during exams, a graduation award for the student who exhibits outstanding service to the school,

a reception for graduates and their families at graduation, and an "After-the-Bar Bash" following the July bar exam. For the alumni, the association publishes a semi-annual newsletter, and sponsors numerous programs including career development seminars, admission workshops for relatives and friends of alumni, class reunion dinner dances and other social and educational events.

## 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 a handsome gothic reading room for the adjacent law library in addition to an area for concerts, ceremonial functions, parties and meetings.

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

### Endowed Lectures and Programs

*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 Sobeloff Lecture is held annually in the spring, bringing to the school speakers of national prominence.



*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.

*Stuart Rome Lectures.* The general subject areas included in the series are health care law, the challenges facing the profession of law, and the critique of our existing systems and suggestions for change. The subject matter reflects the areas of interest of Stuart Rome in whose memory the series was established. Stuart Rome was a prominent member of the Baltimore legal community who gave generously of himself to enhance health care and the arts, as well as the legal profession.

*The Robert M. Goldman Visiting Scholar Program.* The Goldman Program was established by the law firm Frank, Bernstein, Conaway and Goldman in honor of Mr. Goldman, class of 1941. It gives the law school, as well as the Baltimore legal community, access to new directions and thinking in the law and closely related disciplines, developed by the ablest thinkers in the United States.

### 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 located in the new Maryland Bar Center (adjacent to the law school). MICPEL schedules approximately 125 programs a year in various locations around the state and has a publication list of nearly 175 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.



## Maryland Bar Center

The Maryland Bar Center is a pioneering venture in American legal education, which has placed the University of Maryland School of Law at the center of the legal profession in the state. The newly renovated Poe School now houses the Maryland State Bar Association and The Maryland Institute for Continuing Professional Education of Lawyers, Inc., along with over a dozen lawyers, all of whom have become part of the law school's program. The Bar Center's lawyer tenants work with the Clinical Law Program and practice courses, teach in the classroom and perform in a variety of other roles that engage them in legal education and provide models of law practice for students.

## 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 School of Law 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 Dario Broccolino, Esquire.

## Environmental Law Program

As environmental problems command increasing attention throughout the world, environmental law has become one of the most rapidly growing legal specialties. The law school's

Environmental Program offers students unique opportunities to prepare for careers in this challenging and expanding field. Because of its proximity to the Chesapeake Bay and the loci of federal and state environmental policymaking, the school is uniquely situated for the study of public law responses to environmental problems.

Now in its third year, the Environmental Program has developed a broad curriculum of environmental courses. In addition to survey courses in environmental and administrative law, several seminars are offered on environmental topics including environmental ethics and regulation of toxic substances. Two new environmental seminars will be offered during the 1989-90 academic year. A seminar on global environmental issues will be offered at the law school in conjunction with the university's new Center for Climate Change, established by EPA in 1989. A seminar on environmental ethics, politics and economics will be offered by Mark Sagoff, a nationally known environmental philosopher from the university's Center for Philosophy and Public Policy.

In addition to seminars and regular course offerings in environmental law, students may participate in an Environmental Law Clinic and an Environmental/Administrative Law Workshop. The clinic and workshop enable students to integrate the theory and practice of environmental law through direct participation in the environmental policymaking process. Student practice in the Environmental Law Clinic has included national environmental litigation in the federal courts, participation in EPA and state administrative hearings, providing testimony to Congress, and representing environmental and citizen groups in a wide variety of cases. Students in the workshop gain experience in environmental practice before administrative agencies by participating in actual rulemaking proceedings. The Lloyd M. Gerber Environmental Litigation Fund was established in memory of Mr. Gerber, class of 1960, to help meet expenses incurred in litigating environmental cases by the Environmental Law Clinic.

Students also may gain practical experience in the environmental field through the school's externship and Asper fellowship programs. These programs enable students to obtain credit for working with environmental agencies and public interest groups under the supervision of faculty and practicing attorneys. Students may obtain 13 credits for a semester-long externship with the Washington office of the National Wildlife Federation. Other organizations that have sponsored externships or Asper fellowships include the Sierra Club

Legal Defense Fund, the Maryland Attorney General's Office and the Maryland Department of Natural Resources.

The Environmental Program is part of the university's multidisciplinary Coastal and Environmental Policy (CEP) Program. The CEP Program was established in 1987 as a joint venture between the School of Law, the Center for Environmental and Estuarine Studies (CEES), and the School of Public Affairs. The program provides students from the three schools with opportunities for interdisciplinary research, education, and public service on environmental problems. Each year the CEP Program sponsors a national environmental symposium. The fall 1989 symposium, which will be co-sponsored by the Center for Climate Change, will focus on global environmental issues.

In light of the growing importance of science in environmental policy, students are encouraged to pursue opportunities for interdisciplinary study. For example, students in the Environmental Law Clinic are working with graduate scientists from the university's Toxicology Program on a long-range project to develop controls on toxic pollution in the Chesapeake Bay. Students also are permitted to obtain up to nine units of law school credit for courses taken outside of the law school. The broad array of environmental science programs within the university offers

numerous opportunities for interdisciplinary work. Students may pursue a joint J.D./M.S. degree through the university-wide Graduate Program in Marine-Estuarine-Environmental Sciences. Students also may obtain a joint J.D./M.A. degree in environmental policy in cooperation with the School of Public Affairs.

Students interested in environmental policy may participate in a student environmental organization, the Maryland Environmental Interest Group (MEIG). MEIG sponsors guest speakers, field trips, and public service projects related to environmental protection. MEIG is a charter member of the National Association of Environmental Law Societies (NAELS), and MEIG members participate in a growing national network of environmental law students.

For further information contact Professor Percival, director of the environmental program.

### **Law and Health Care Program**

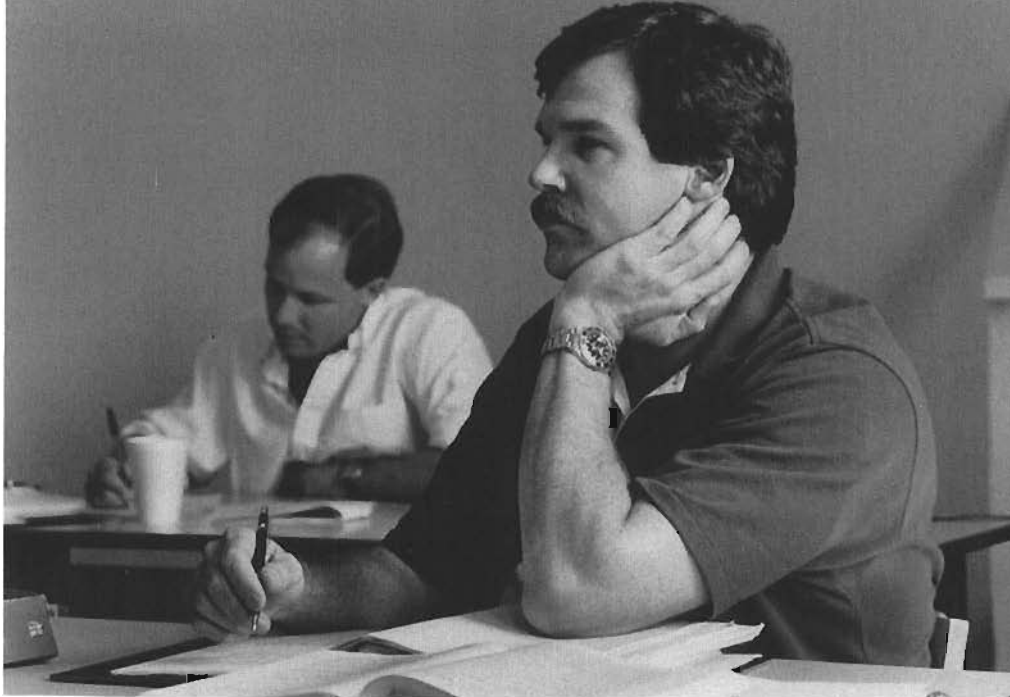
The Law and Health Care Program has evolved during the last few years as a major course of study within the law school. The law school currently offers nine courses in the area of law and health care. As a result, it has one of the most comprehensive law and health care programs in the country. Two courses—Law and Medicine and Health Care Law—are the foundation courses for students interested in health law. Other courses now being offered include seminars on Law and Biomedical Sciences; Civil Rights of the Handicapped; Law and Psychiatry; Legal and Social Problems of the Elderly; and Antitrust and Health Care.

Independent of these courses, the law school's clinical education program provides an opportunity for students, under faculty supervision, to represent clients in cases involving health care for children, legal issues of the handicapped, the mentally ill and persons with AIDS.

In addition to its core courses and clinical program, the law school is developing a series of interdisciplinary courses on law and health care issues with the schools of medicine, nursing, dentistry and social work. These courses are a response to a growing awareness that the issues confronting our health care system are complex and controversial and call for professionals who can address them from an interdisciplinary perspective.

Through the law school's Asper Fellowship program, students have an opportunity to work with attorneys in nonprofit organizations on health care issues. During the 1988-89 academic year, health law placements included the general counsel's office at University Hospital, Johns Hopkins Health System, the National Institutes of Health, and the Food and Drug Administration. The Law and Health Care Program also sponsors a speakers series on issues related to health law. Last year, speaker topics included the right to forego medical treatment and the regulation of fetal tissue transplants.

Professor Karen Rothenberg is the program's director.



### **Law and Entrepreneurship Program**

The Law and Entrepreneurship Program is the law school's newest interdisciplinary program, and is currently in its first year of operation. The program has two principal goals. First, it will train business lawyers to advise start-up and developing companies, primarily in the high technology area. Second, the program will contribute to the accelerating economic development of the Baltimore-Washington region by helping to provide affordable legal services to emerging high-tech companies. These two goals dovetail in the core of the program—an internship component in which law students will assist in representing developing companies, providing affordable legal services to companies participating in the Technology Advancement Program, a business incubator, and the Maryland Industrial Partnerships program, a public funding/technology transfer program. Both of these organizations are sponsored by the Engineering Research Center of the University of Maryland College Park.

In addition to its internship component, the Law and Entrepreneurship Program will include a coordinated series of courses, such as special sections of Business Associations and the Business Planning Seminar. This series of courses will expand as the program develops, and will become a cohesive course of study providing comprehensive training in both the theoretical and practical aspects of business lawyering.

Also, the program will sponsor a series of informal seminars within the law school on specialized topics in corporate, securities and other relevant areas of law, and sponsor or co-sponsor more formal symposia and conferences, including some of an interdisciplinary nature, on important issues of entrepreneurship and economic development.

The program is directed by Professor Mark Sargent.

## East Asian Legal Studies Program

The East Asian Legal Studies Program offers interested students a course on Chinese Law and a seminar on Soviet, Chinese and Western Approaches to International Law. It also provides an opportunity for advanced work through independent research for credit and an active extracurricular program, including conferences, informal seminars, speakers and visiting scholars from East Asia. The working Chinese Law Library maintained by the program is among the best in this country.

In 1979 the program established the "Maryland Studies in East Asian Law and Politics Series," which has so far published 10 books. Shorter manuscripts may be published in the Occasional Papers/Reprints Series in Contemporary Asian Studies. Professor Hungdah Chiu is the director of the program and he is assisted by Ms. Chih-Yu Wu (senior research/administrative assistant), David Simon (lecturer), David Salem (ad hoc editor) and Mitchell A. Silk (consultant).

## 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 six issues and



each will contain one or more articles discussing current problems relating to East Asia. The goal of this series is to provide a forum for scholars in 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 90 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), Shao-chuan Leng (Virginia), Toshio Sawada (Member of the United Nations International Trade Law Commission), Gottfried-Karl Kindermann (University of Munich, W. Germany) and others. The publication is also assisted by staff members of the Maryland International Law Society. Ms. Chih-Yu Wu (M.P.S., Maryland) is the managing editor.

## Central Administration Services

*Student and Employee Health.* Students of the School of Law can receive health care at Student and Employee Health, located in the UMAB Professional Building, 419 West Redwood Street, Suite 160. The office is open Monday through Friday, 8:00 a.m. to 4:30 p.m. Patients are seen by *appointment only* (328-6790), although emergencies are seen on a walk-in basis. The office is also open until 7 p.m., Monday through Thursday, for emergencies only.

Coverage is provided 24 hours a day, 365 days a year, by the faculty of the Department of Family Medicine. A doctor can be reached after hours and on weekends by calling 328-6790 or 328-5140. Arrangements can be made with the doctor on call if the student needs to be seen after hours. To save emergency room fees, students should not go directly to the emergency room unless the situation is life-threatening.

Counseling services are available through the Campus Counseling Service which is staffed by several psychiatrists and a psychologist. The office is located on the fourth floor of the Professional Building. For appointments, call 328-7415.

Full-time students are required to have health insurance with certain minimum benefits. An excellent policy is available through UMAB. At registration, all full-time students must either purchase the UMAB policy or waive it by September 30 by showing proof of comparable coverage. Proof of comparable insurance coverage must be shown each year, even if the UMAB policy was previously waived.

All new students are required to have a physical exam and to document immunity to childhood illnesses. This may be done by a private doctor or it can be done at Student and Employee Health at no charge (call 328-6790 for an appointment as soon as possible). Physical exams done by a private doctor include the completion of a medical history form available from Student and Employee Health.

All family members can be seen at a reduced rate through Family Medicine Specialists, the faculty practice of the Department of Family Medicine. The family physicians provide care for the entire family, including obstetrical and pediatric care. Family Medicine Specialists is located in the same suite as Student and Employee Health. Call 328-5140 for appointments.

*Residence Life.* The University of Maryland at Baltimore maintains two campus housing facilities. Pascault Row, a fully furnished apartment complex, consists of 81 units with space for 178 students. The Baltimore Student Union housing facilities provide dormitory style living accommodations. Rooms are located on the fourth and fifth floors of the Student Union with space available for 98 students.

Application forms and other information can be obtained by writing the Residence Life Office, University of Maryland at Baltimore, 621 W. Lombard Street, Baltimore, Maryland, 21201, or call (301) 328-7766.

*Parking.* On-campus parking is available to students. Commuters may park in the Lexington Garage (Lexington and Pine Streets) between 6 a.m. and 11 p.m. The garage operates on a first come, first served basis. Com-



muting students must obtain a parking permit from the Parking Services Office then pay the established daily rate when parking in the garage.

Students who live in on-campus housing pay for parking by the semester or year and are guaranteed 24-hour parking in a garage adjacent to their residence facility. For more information about parking on campus, write Parking Service Office, University of Maryland at Baltimore, 737 West Lombard Street, Baltimore, Maryland 21201 or call 328-6603.

*The Baltimore Student Union.* Located on the southeast end of the campus, the Student Union offers a variety of services and entertainment, including The Student Union Cafe, located on the lower level. The Division of Residence Life and the Campus Bookstore are located on the first floor. There is a ride board in the lobby of the union to help students locate rides and riders to various locations.

The University Student Government Association (USGA) maintains an office on the second floor. Records and Registration, along with the Office of Student Affairs, Office of

Student Services, Off-Campus Housing service, and the Division of Student Financial Aid are housed on the third floor of the Student Union. A Job Bank which lists part-time on- and off-campus positions is located within the Division of Student Financial Aid. Additionally, the Baltimore Student Union has meeting rooms which can accommodate groups of 12 to 200. Reservation of meeting rooms may be arranged through the Residence Life/Student Union Office (328-7766).

*Recreational Facilities.* The Athletic Center is on the tenth floor atop 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, including aerobics and self-defense, are offered through the Athletic Center. For more information, call 328-3902.

# ADMISSION

"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**

"Having spent ten years in public service, I have had ample opportunity to observe attorneys. I have found that if I ask a lawyer a question, I get an answer. If I ask a second lawyer the same question, I get a second answer. If I ask a third lawyer that question, I get yet another answer and the first two lawyers change their minds. Thus, I seek a law degree in self-defense."

Joseph J. Griffith, Ph.D.

"The sacredness of human life is a formula that is good only inside a system of law."

Oliver Wendell Holmes, Jr., from **The Humane Imagination**

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 February 15. 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 February 15 may seriously prejudice the applicant's 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 February 15. An initial file 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 March and the remaining places in the class are then allocated. Late applicants may be considered for positions on a waiting list. Applications received after May 1 will be returned.



Admission standards for the evening division are substantially the same as the standards for 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. Since in recent years there have been 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.

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.

Admission is highly competitive. For fall 1989, approximately 3,100 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 40 and 3.35, respectively. An LSAT-UGPA profile of this applicant group is included in *The Official Guide to U.S. Law Schools*.



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 its ability to predict law school performance: physical handicaps, LSAT retakes (multiple LSAT scores normally are 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.* Applicants are encouraged to submit references from instructors under whom they have studied or with whom they have 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.* Applicants are strongly encouraged to supplement the information provided on the form, particularly if the questions on the application do not elicit information which the candidate feels is relevant to a judgment on his or her admission.

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 candidates.

When an applicant from another minority group presents similar circumstances, he or she may 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.* Applicants are encouraged 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. Financial aid is not available for international students coming to the United States on a student visa.

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's College Park, 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 Bachelor of Arts or Bachelor of Science, as the case may be. The degree 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.

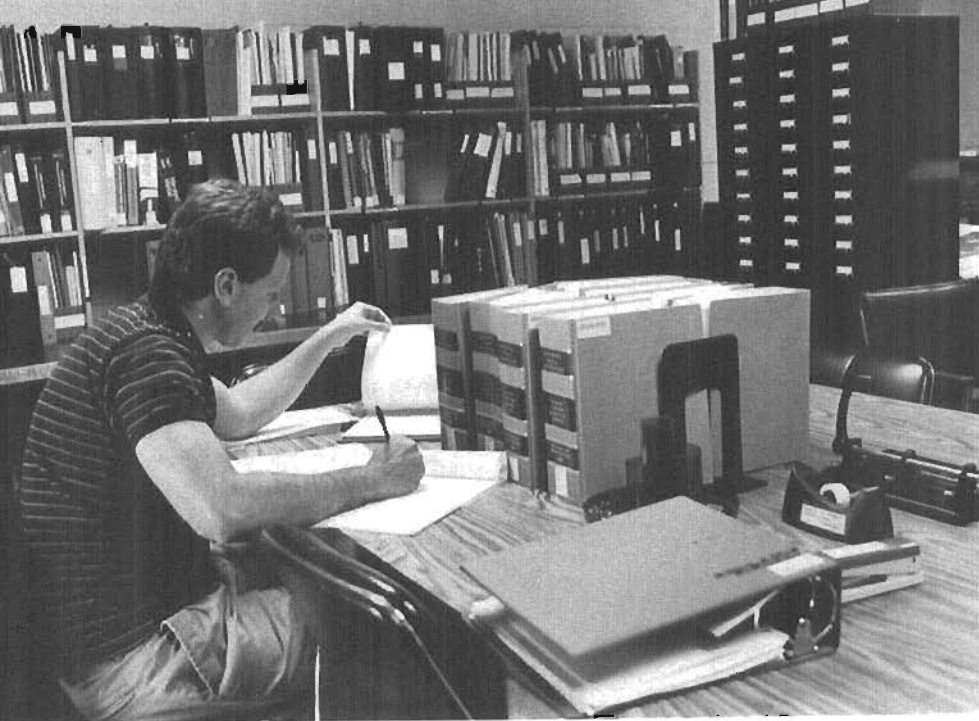
## Determination of In-State Status

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 Office of Records and Registration, 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 Office of Records and Registration in writing within 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 Office of Records and Registration.



## Application Procedure

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

Committee on Admissions  
University of Maryland  
School of Law  
500 West Baltimore Street  
Baltimore, MD 21201  
(301) 328-3492

1. *Application for Admission.* The Application for Admission must be completed and submitted to the Admissions Committee together with a check or money order in the amount of the application filing fee of \$25.00. The LSAT/LSDAS registration packet includes a Law School Application Matching Form which must be submitted with the Application for Admission. To preserve the candidate's rights to privacy, Law School Admission Services (LSAS) has agreed not to release an LSDAS report to any school that does not furnish LSAS with an Application Matching Form. If you do not submit a matching

form, 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 1988 need not submit the matching form.

2. *Transcripts.* Analysis of transcripts and calculation of the undergraduate grade point average is performed for the school by the Law School Data Assembly Service (LSDAS). Each applicant must subscribe to the service by filing a subscription order form, available at undergraduate schools, from Law School Admission Services, or directly from the law school. This subscription 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 packet, 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 submit an Application Matching 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 subscription with LSDAS may be granted to those who have submitted the required material since September 1988 in support of a prior application for admission to this school. Request for such waiver should be clearly made on the current admissions application.

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 September/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; the June 1990 test results may not be used in support of a 1990 application. The LSAT must have been taken since September 1986.

### Admission of Advanced Standing, Visiting and Guest Students and Foreign Trained Attorneys

*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.



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 transfer no more than 32 such credits (credits are transferred, grades are not).

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 1988. 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 to be taken in the academic year in which the student is then engaged. The February 15 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.

*Guest Student Applicants.* Law school courses ordinarily are open only to candidates for the Juris Doctor degree. However, with the exception of Legal Method and Legal Theory and Practice, and contingent on the availability of space in the course in question, and with the approval of the course instructor, individuals who are not students at the University of Maryland School of Law will be allowed to enroll in appropriate law school courses provided that such enrollment is consistent with the ABA standards. A separate application is used by those requesting admission as guest students.

*Foreign-Trained Attorneys.* Foreign-trained attorneys may apply for admission as non-degree students by



submitting an application for admission, an official record of their previous academic training, including law school work, and at least two references; they are not required to take the LSAT. Limiting enrollment to available space, the admissions committee may accept those candidates who present records suggesting ability to be competitive with the general academic level of our student population. The law school's academic regulations and procedures apply to these students as to all other students. Anyone admitted to this program who later wishes to become a candidate for the J.D. program would have to apply again for admission (and might be required to take the LSAT) through the admissions committee. All information regarding foreign trained attorneys should be sent directly to the law school.

## 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.

Prospective students are encouraged to investigate at an early date the rules for admission to the bar of any state in which they may eventually wish to practice.

For additional information see *The Official Guide to U.S. Law Schools*, 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.

# FEES, REGISTRATION AND FINANCIAL AID

Fees (per semester, 1989-90)

## DAY DIVISION

Tuition, in-state	\$2,255.00
Tuition, out-of-state	\$4,101.00
Supporting facilities	\$ 82.00
Student activities	\$ 20.00
Student health	\$ 29.50
Student Government Association	\$ 5.00

## EVENING DIVISION

Tuition, in-state	\$1,693.00
Tuition, out-of-state	\$3,077.00
Supporting facilities	\$ 29.00
Student activities	\$ 13.00
Student Government Association	\$ 2.50

## MISCELLANEOUS CHARGES

Application (becomes matriculation fee upon registration)	\$ 25.00
Diploma, payable at the beginning of final semester	\$ 30.00
Late registration	\$ 25.00
Change of registration	\$ 10.00
Health insurance (tentative one person, 1989-90)	\$ 300.00
Malpractice fee	\$ 112.00

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

Students carrying fewer than nine credit hours in the day division or fewer than seven credit hours in the evening division will be charged tuition on the basis of: in-state—\$154 per semester hour carried; out-of-state—\$286 per semester hour carried. (The rules relating to the determination of in-state status are set out on page 15.) 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.

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

Tuition and fees are payable on a semester basis, August 25, 1989 for the fall semester, and January 12, 1990 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 \$30.00 at the beginning of the semester in which they plan to graduate.

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.

"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

"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.



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.

The 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 Student and Employee 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 health insurance waiver from Student and Employee Health. Information concerning the student health insurance program may be obtained from Student and Employee Health. Rates are subject to change.

Students participating in the in-house law clinics are required to carry malpractice insurance. The cost for incoming day students is \$112.00.

## Effect of Failure to Pay

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 to which there is a default. Any registration or advance registration for a subsequent semester will be cancelled. The student will not be permitted to return to the school until the student (i) pays, or makes and follows the conditions of a satisfactory arrangement to pay, the student's unpaid tuition and fees; and (ii) thereafter is readmitted to the school by the dean. However, if the student then is subject to exclusion from the school for any reason other than unpaid tuition or fees, the student can be readmitted only by the Administrative Committee. The student's required administrative withdrawal does not obviate the student's financial obligation to the university. For purposes of the rules on academic exclusion, the student shall be treated as having withdrawn from the school without the right to return.

A student who does not pay, or make and follow the conditions of a satisfactory arrangement to pay, any financial obligations to the University of Maryland other than for tuition and fees that in aggregate exceed \$25.00 shall not be entitled to

advance register, arena register or graduate from the school until the student pays, or makes and follows the conditions of a satisfactory arrangement to pay, the aggregate amount owed. The term "financial obligations to the University of Maryland other than for tuition and fees" includes bills for library fines, photocopying fees, bills for university housing and student health services, amounts owed by reason of emergency loans made by the university, bills owing to departments of the university other than the School of Law, and any similar financial obligations to the university.

### 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 the Registrar's Office.



### Withdrawal and Refund of Fees

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.

A student desiring to leave the school at any time during the academic year after classes begin must file with the dean a letter of resignation and must file with the Registrar's Office an Application for Withdrawal bearing the proper signatures. 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:

<i>Period from Date Instruction Begins</i>	<i>Percentage Refundable</i>
<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%

### Financial Aid

*Purpose.* The financial aid program is available 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, enrolled at least half time, in good standing and making satisfactory progress toward the degree. 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.

*Need.* 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. For the 1989-90 academic year, basic costs, including tuition and fees, are expected to be approximately \$11,000. Expenses for nonresidents are expected to be \$3,600 higher than for residents.

*Application.* Financial aid applications are available from the Financial Aid Office and applications 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.

Applications consist of the College Scholarship Service Financial Aid Form (FAF), a Student Information Form, and—for first time applicants—a Financial Aid Transcript. (Each year a certain number of

applications are chosen for review by the federal government. This verification may require additional information from the applicant.)

### **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.

*Associated Italian American Charities Memorial Scholarship No. 13*—Established in 1986, to provide a scholarship for a third-year law student of Italian heritage. The award is based on need and merit. The recipient is selected during the second term of the second year.

*The Dorothy Anne Beatty Memorial Scholarship Fund*—Established in memory of Dorothy Anne Beatty, class of 1976, by her family, friends and colleagues.

*Louise Biggs Caffrey Scholarship*—Established in 1988 in memory of Louise Biggs Caffrey, a law student from 1986 through 1987. Preference will be given to female law students who demonstrate a sense of vision and purpose and a commitment to a more just society.

*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.

*The Ellis O. Cohen Memorial Scholarship*—Established by Mrs. Rose Cohen in memory of her husband, a graduate of the class of 1925. Income from this fund will provide scholarship support for Maryland law school students in need of financial assistance.

*Thomas B. Finan Memorial Scholarship Fund*—Established by the Allegany 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.

*Robert M. Goldman Scholarship Fund*—Established in 1982 as a tribute to Robert M. Goldman, class of 1941, by his partners and friends.

*Isaac and Catharine S. Hecht Scholarship Fund*—Established by the family and friends of Isaac Hecht, class of 1938.

*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, class of 1981.

*Joseph Meyerhoff Scholarship Fund*—Established in 1986 in memory of Joseph Meyerhoff, class of 1920, by the director of the Joseph Meyerhoff Fund.

*The John Henry Murdock Scholarship Fund*—Established through a bequest by John Henry Murdock, class of 1953.

*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.

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

*The George L. Russell, Jr. Scholarship*—Established in honor of Judge Russell, class of 1954, to provide scholarships for black Maryland residents at the law school. Awards will be made on the basis of need and merit.

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

*Semmes, Bowen & Semmes Scholarship*—Established by Semmes, Bowen & Semmes to provide scholarships based on need and merit. The recipient will be known as the Semmes, Bowen & Semmes Scholar.

*The Joseph Tydings Fellowship in Law*—Established in honor of Joseph Tydings, class of 1953.

*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.

*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.

## University Grants

University grants are available to students who demonstrate significant financial need.

## The College Work Study Program

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 non-profit agency. Eligible students may be employed for as many as 20 hours per week.

## Law School and Other Loans

*Alliance Loans through the Bank of Boston*—The Bank of Boston makes loans to students at a variable interest rate tied to the prime lending rate plus 2%. This is the only loan program available to students who are not U.S. citizens or permanent residents.

*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.

*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 328-7347.

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

*Grad Ed Loans through Sallie Mae*—Students are eligible to apply for Grad Ed Loans if they are U.S. citizens, nationals, or permanent residents residing in California, Delaware, the District of Columbia, Florida, Georgia, Illinois, Maryland,

Massachusetts, Michigan, Missouri, New Jersey, New York, Ohio, Pennsylvania, or Virginia. Students may borrow from \$1,500 to \$7,500 per year, up to a total of \$15,000.

*Guaranteed Student Loans (GSL)* (also known as Stafford Student Loans) are available through participating banks, credit unions, and savings and loan institutions to students with financial need. Students may borrow up to \$7,500 per year to a combined aggregate maximum of \$54,750 for both undergraduate and graduate loans.

*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.

*Law Access Loan (LAL)*—The LAL program offers loans whereby eligible students may borrow \$1,000 to \$10,000 per academic year; however, all loans received, including the LAL, may not exceed \$21,500 for the academic year.

*Loans for Parents*—Parents of dependent graduate students are eligible to borrow up to \$4,000 per year for costs related to their child's education.

*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.

*Perkins Loan* (formerly National Direct Student Loan—NDSL)—federal program that allows the University of Maryland at Baltimore to extend loans to students who demonstrate exceptional financial need. Loans range from \$450 to \$4,000 per year, to an aggregate maximum of \$18,000 including undergraduate study.

*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.

*Supplemental Loans for Students (SLS)* (formerly ALAS/CLAS/PLUS)—are available for law students through participating banks, credit unions, and savings and loan institutions. These loans are made to students regardless of financial need. However, all financial assistance, including this loan, may not exceed the total cost of education for the academic year.

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

## CAREER SERVICES

The law school Career Services Office, under the direction of an assistant dean, provides career planning and employment counseling services for students and alumni/ae. The counseling focuses on law-related employment opportunities and careers, job search and interviewing skills, resume preparation, internships, postgraduate studies and bar admission. Career Services also serves as a clearinghouse of career information and maintains a comprehensive career resource library. The library contains part-time and full-time employment listings for students and graduates, legal directories, career planning publications and professional journals.

In addition, Career Services acts as a liaison for students and graduates with employers interested in hiring student law clerks and attorneys. The Baltimore-Washington legal job market is quite active and offers myriad employment opportunities. Career Services directs an expanding on campus interviewing program for law firms, corporations and government and public interest agencies recruiting students and new graduates. Approximately 150 legal employers interview on campus each academic year.

Also, Career Services coordinates resume forwarding and off campus interviewing programs for legal employers wishing to invite students to firm offices for interviewing. During 1987, approximately 170 legal employers from 35 states participated in the resume forwarding and off campus interviewing programs. The law school is also a member of the Mid-Atlantic Consortium for Law Placement, a group of nine schools that sponsors an annual recruiting conference for legal employers interested in hiring first-, second- and third-year students.

As of December 1988, 95% of the law school's 1988 graduating class had responded to an employment survey. Among the responding graduates, 95% had obtained employment, a percentage higher than the national average. Among the employed graduates in the class of 1988, 45% are in private law firms, 24% are serving judicial clerkships, 17% in government and other public interest organizations, 4% in corporations and businesses and a total of 5% in military service, academic study and other legal positions. Reported beginning salaries for 1988 graduates averaged in the mid- to high thirties.

A Minority Hiring Advisory Board was recently established to advise Career Services in implementing programs to assist students with career planning and job search. The board also acts as a liaison with area legal employers to assist students in successfully competing in the legal job market. In 1985, Career Services developed the Career Exploration Fellowship, a unique program providing

"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

"An advocate should carry himself well, gay of face, smiling and mild; he should be humble and human, while at the same time guarding the authority of his estate, controlling his impetuosity; he must not be moved by anger even when the disputants are moved to anger by discordant and unreasonable words. He should instruct his clients not to burden him with irrelevancies, and to await the convenient place, time space and hour to speak to him. He is under no duty to declare too much of his intention to his clients."

**Translation of a Code of Conduct for Medieval Lawyers**

opportunities for second-year minority students to work as paid law clerks in large law firms in the Baltimore area. The program received a National Association for Law Placement "Award of Excellence" for cooperative efforts in minority recruitment programs. Career Services also sponsors ATLAS, a mentoring program for all minority students. In 1989, ATLAS received the Maryland Association for Higher Education Award of Merit for student services programs.

Career Services sponsors speaker series programs about legal practice and career options, co-sponsors with the Student Bar Association an annual career fair and works with an Alumni/ae Association Placement Committee in sponsoring special student-alumni/ae programs and services. Special programs are offered for first-year students, including "Lunch with a Lawyer," orientation sessions and a job search workshop series. Career Services publications include student and alumni/ae newsletters, employer brochures and reports of annual employment statistics.

Career Services assisted students in organizing a student-directed Maryland Public Interest Law Project to raise funds to pay salaries of students to work in public interest law organizations as summer law clerks. Grants were awarded to 12 students to work in various public interest organizations during the summer of 1989.

An extensive network of law school alumni/ae exists to provide students with information about the legal profession and aid students with job search. Career Services conducts an annual survey to maintain an updated directory of alumni/ae participating in student advising programs.

### **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 Office be available only to employers who hire and promote on a nondiscriminatory basis.

### **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 Career Services.

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 Career Services, or by writing to Mr. Bedford Bentley, Secretary, State Board of Law Examiners, or Mrs. Joanne Doggwillo, Clerk to the Board, District Court Building, Annapolis, Maryland 21404.

Forms and information for admission and registration for the bar of Maryland are available in Career Services.

Career Services conducts workshops each semester to assist students with bar admission and bar examination registration procedures.

# 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 as well as lectures by members of the bench and bar on legal and professional problems, conducts social functions and financially supports a variety of student organizations. An Executive Council is elected from each class by the respective classes.

## Maryland Law Review

The *Maryland Law Review*, edited and operated by students of the School of Law, appears quarterly. The review publishes on a broad range of topics, ranging from issues of national scope and interest to issues of particular interest to Maryland lawyers. Student writing receives special emphasis. Selection for membership is on a competitive basis.

Students may participate on the review for up to four semesters, first as a staff member and then as either an assistant editor or a member of the Editorial Board. Upon recommendation by the review's faculty advisor, students may receive credit (graded pass/fail) as follows: staff members and assistant editors, one credit per semester; managing, research and executive editors, three credits per semester; editor-in-chief, four credits per semester; and all other named editors, two credits per semester.

Selection to the *Maryland Law Review* is an honor and an opportunity for training of high value.

## Maryland Journal of Contemporary Legal Issues

The *Maryland Journal of Contemporary Legal Issues*, published by students at the School of Law, focuses on current issues raised by law and law's impact on society. Each edition presents scholarly articles on a featured topic of national scope and articles which explore the status of the featured legal issue in Maryland. In addition to articles on the featured topic, several articles on various other contemporary legal issues may appear.

Upon the recommendation of the faculty advisor to the *Maryland Journal of Contemporary Legal Issues*, four to five staff members each may



"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*

"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*



receive up to one credit (pass/fail) for each semester's participation. Each of up to four members of the Editorial Board may receive up to two credits per semester. Each student may receive a maximum of six credits.

In order to receive credit and to be a staff member of the *Maryland Journal of Contemporary Legal Issues*, one must be selected through the petitioning process, write a publishable paper each semester, and fulfill various editorial duties (e.g., cite- and source-checking, proofreading, etc.) and office duties (e.g., solicitation of advertising, subscription management, etc.).

### **Maryland Journal of International Law and Trade**

The *Maryland Journal of International Law and Trade* 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 advisor, Professor Hundgah Chiu,

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 15, 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 21 per semester for third-year students and 15 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 advocacy. This program, which involves several separate competitions, offers students an opportunity to gain valuable experience in oral presentation, brief writing, and related legal research.

The first round of Moot Court is mandatory for all students. Day students participate in Moot Court in the spring semester of their first year and evening students in the spring semester of their second year or during the summer. All second-year day students and eligible evening students may participate in the second round of Moot Court which takes place in the fall semester. The best advocates in this round are eligible for membership on the Moot Court Board. In the spring semester, all interested second-year day students and eligible evening students may participate in the Morris B. Myerowitz Moot Court Competition. Participation is mandatory for all new Moot Court Board members. The two best oralists and the two best brief writers in this competition receive prizes donated by the Myerowitz family. The Moot Court Board selects from among the students participating in the Myerowitz competition the school's three-member National Moot Court Team. The national team then represents the school the following year in the national competition sponsored by the Association of the Bar of the City of New York.

Upon recommendation of the faculty advisor to the Moot Court Board, students receive one credit per

semester for each semester of participation in the Moot Court program after the first round. Students chosen to serve on the national team may receive for this activity one additional credit during each semester of their third year. Moot Court credit is earned on a pass/fail basis.

In addition to the school's national team, other teams represent the school in nationwide competitions, which have included: The Jerome Prince Invitational Evidence Moot Court Competition, The Kaufman Securities Moot Court Competition, The Benjamin N. Cardozo Entertainment and Communications Law Moot Court Competition, and The Jessup International Moot Court Competition. With the approval of a faculty member, students may receive credit for their participation as one-credit independent written work or as part of their work in a seminar or course.

### **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 the 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 the BLSA-Booker T. Washington Middle School Tutorial Program, career day lectures on law as a career for young blacks and providing holiday baskets of food for needy members of the community. The Maryland chapter has received several national BLSA honors and community service awards for its achievements.



### 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 (PAD) Law Fraternity International 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.

### 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 Bar Association

The Women's Bar Association (WBA) is a nonprofit 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. WBA 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 divisions.



### **Asian/Pacific-American Law Student Association**

APALSA seeks to address the concerns and needs of students with Asian/Pacific backgrounds or interests through mutual support, networking with National APALSA and similar minority groups at other law schools, contact with the Asian/Pacific-American community, especially minorities in the legal profession, and recruitment to increase Asian/Pacific-American enrollment at the University of Maryland.

### **Maryland Public Interest Law Project, Inc.**

Maryland Public Interest Law Project (MPILP) is a nonprofit corporation of Maryland law students devoted to bringing together students and public interest organizations. Summer clerkship experiences often determine the area of law in which a student decides to practice. Although public interest organizations need competent new attorneys, many lack funding to pay summer clerks. Consequently, for many students it is financially impossible to gain experience in public interest law. MPILP seeks to unite students with these public interest organizations. By fundraising from law students, alumni/ae and members of the legal community, MPILP will provide stipends to organizations to hire law students and provide students with public interest law experience. At the same time, public interest organizations will receive needed



legal assistance. MPILP is a member of the National Association of Public Interest Law, the coordinating group for almost 47 similar projects nationwide.

Additionally, through their public interest speaker series MPILP works to inform students of public interest career choices.

### **Christian Legal Society**

The Christian Legal Society (CLS) at the University of Maryland is a student-oriented and student-led group affiliated with a national organization of over 10,000 lawyers and students. CLS at Maryland has three principal aims: apply the Christian faith to law, reach out to the community with the life-changing message of Jesus Christ and work for justice at all levels in society.

CLS seeks to help Christian law students integrate their faith with the law through regular group study of God's word, mutual support and various sponsored seminars, conferences, speakers and workshops. The CLS chapter also recognizes that the Christian faith is a dynamic and vital thing and seeks to make this faith

available and comprehensible to the UMAB community at large. The CLS chapter is committed to true "progress" by rebuilding the traditional core of truths necessary for justice. The group is active in sponsoring speakers, debates and films as well as taking an active role in community events.

### **Jewish Law Students Network**

The Jewish Law Students Network (JLSN) is a nationwide organization with chapters at virtually every law school in the United States and Canada. The JLSN seeks to address the needs and concerns of Jewish law students. This is done by arranging programs on topics of interest, providing assistance with holiday observance, and assisting where needed within the local and international Jewish community. On a national level, the JLSN hosts a yearly conference, and sponsors seminars and exchange programs in Israel.

### **Maryland Environmental Interest Group**

Students interested in environmental policy may participate in a student environmental organization, the Maryland Environmental Interest Group (MEIG). MEIG sponsors guest speakers, field trips, and public service projects related to environmental protection. A charter member of the National Association of Environmental Law Societies (NAELS), MEIG and its members participate in a growing national network of environmental law students.

# ACADEMIC REGULATIONS AND AWARDS

"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**

"What can be asked of the artist in law is not that he present or espouse utterly certain conclusions if he tries for this, indeed, he is following an *ignis fatuus*, trying to play a sonata on a sunbeam but rather that he continually explore, with disciplined imagination, the means to justice within the legal system, and that at the same time he be continually responsive to the demand for reasoned justification within that system. The continued search for creative resolution of this tension is one of the main things that the art of the law is about."

Charles L. Black, Jr., Sterling Professor Emeritus of Law, Yale University

## Requirements for Graduation

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

- (1) Fulfill all course requirements and the writing requirement (see *Curriculum; Required Courses*);
- (2) Satisfy the requirements of good standing, i.e., not be subject to exclusion (see *Grading System and Exclusion and Probation*);
- (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. Courses offered at 4:25, 5:05 or 5:25 p.m., or on Saturdays, are considered both day and evening courses for purposes of this rule.

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 this section lists the amount of a full-time equivalent semesters residency credit received for different credit loads. 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.

### Residency Credit

Course Credits	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.*



### Attendance

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. Copies of the rules relating to implementation of this policy may be obtained from the Dean's Office, and all newly entering students are given a copy of these rules at registration.

Classes and seminars may not be taped without the teacher's prior permission.

### Student Evaluations of Faculty

At the end of each semester all students are required to submit faculty evaluations. Students not submitting the evaluations may be denied the privilege of continuing in the school.

### Honor Code

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.

### Examinations

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.

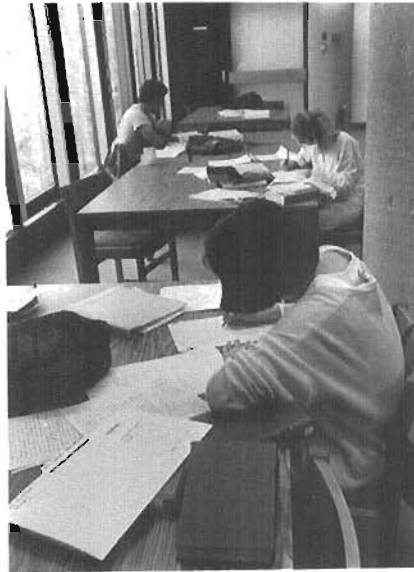
A student absent for an examination in any course must report to the dean as soon as the circumstances which caused the absence permit and have an acceptable excuse; otherwise a grade of F (55) will be entered.

## 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). The grade I (incomplete) will remain on the transcript even after the work has been completed.

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 con-



verted to a 55 (F). The dean will approve the extension of an incomplete only in extraordinary circumstances.

Grading in a year-long clinic and in Trial Planning and Advocacy 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/course. 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, whether higher or lower, replaces the old grade in the student's grade point average.

## Grade Reports and Transcripts

Official transcripts, which may be obtained from the Office of Records and Registration, 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 who fails an elective course may, but need not, repeat the course. Moreover, a student may repeat a course the student has not failed, but only for one course on one occasion during the student's law school career unless otherwise permitted by the dean.

A student who is required to repeat a 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 of 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 excluded permanently from the school; (2) with a weighted cumulative average of from 64.0 to 65.9, may continue in the school on academic probation 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 on academic probation.

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 of 67.0, or better, including all work done since entering law school, and (2) weighted averages of 67.0 or better for the most recent academic year.



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 academic 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. The Administrative Committee cannot consider the petition for readmission of any student who, at the time of

making the petition, is in default (i) with respect to tuition or fees, or (ii) with respect to any financial obligations of the student to the University of Maryland other than for tuition and fees that in aggregate exceed \$25.00, until the default has been resolved. See heading **Effect of Failure to Pay** at page 20 of this catalog.

Readmission will be granted after academic exclusion 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. However, 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 one vote more than needed to have a majority vote of the committee, determines that exceptional circumstances warrant readmission. The committee's decision on readmission will be final.

A student who is readmitted to the school after having been academically excluded is on academic probation.

Academic 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.

### **Student/Faculty Conduct**

The Faculty Council reserves the right to require the withdrawal of any student whose continued presence would not, in the judgment of the council, be of benefit to the student or would be detrimental to the best interests of the school. The rights reserved to the faculty council in this paragraph shall be exercised as provided in the student disciplinary and appeals procedure.

Any student who has questions or concerns—although they may seem “minor”—about sexual harassment, whether from other students, faculty or the staff of the law school, should bring those concerns to the attention of the dean. Since many students find it more comfortable to talk with others about these issues, they should feel free to talk with any of the deans, any member of the faculty with whom they feel comfortable, the counselor for law students at the Student and Employee Health, or fellow students such as members of the Women’s Bar Association. These individuals and the Women’s Bar

Association have background materials available about sexual harassment. The dean strongly disapproves of dating between students and faculty.

The Faculty Council also reserves the right to make such changes in the above regulations as may from time to time seem desirable. The rights reserved to the Faculty Council in this paragraph may be exercised by the council itself or by the dean or the Administrative Committee subject to review by the council.

### **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, subject to the right of the student to petition the Administrative Committee for readmission.

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.

### **Privacy of Records**

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 dean’s office.

### **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.

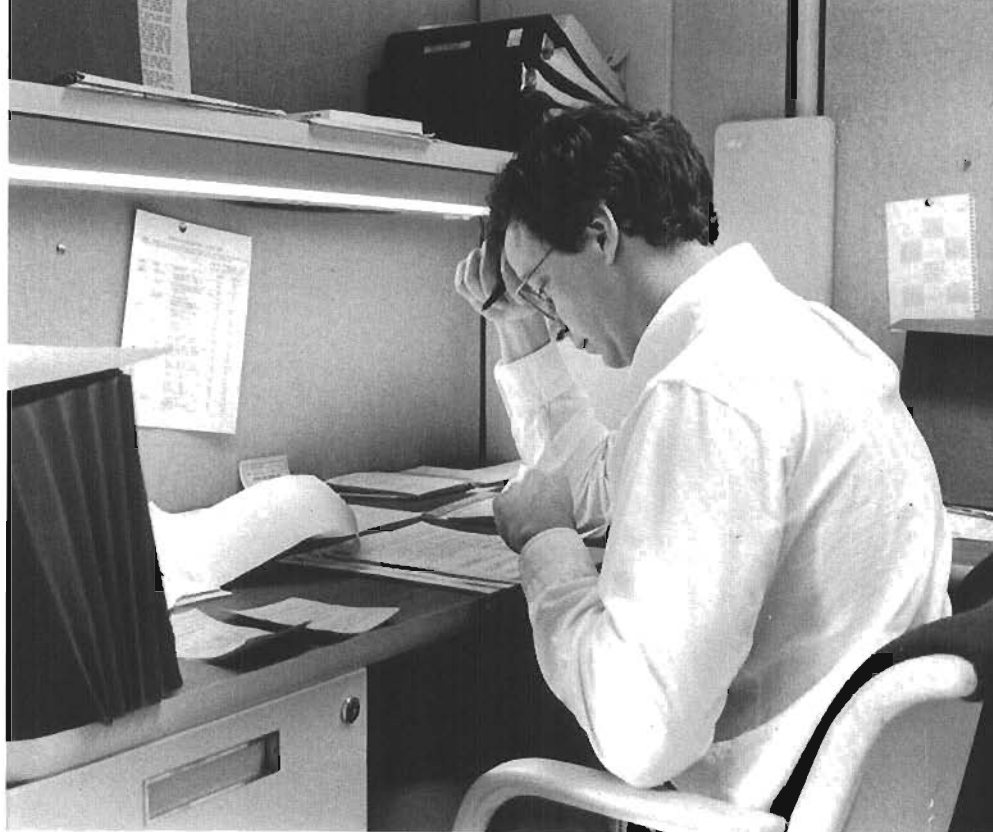
*Graduation with Honor* is determined by the Faculty Council and may be awarded to students who meet *requirements for graduation and who* attain a weighted cumulative average of 79.0 or better in all work done at the law school, and are in the top one-third of the combined day and evening graduating class.

*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 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 Journal of Contemporary Legal Issues* to have submitted the most significant article for publication in the *Journal*; 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 certificates to the students who have done the best work in Estate and Gift Taxation and in Income Taxation.

*The Hoffberger Clinical Law Prize*, established in 1986 by Leroy Hoffberger, is awarded annually to an outstanding member of the graduating class who has excelled as a student lawyer in the Clinical Law Program.

*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 18th 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 Quinn, Ward and Kershaw Clinical Advocacy Prize* is awarded annually to a graduating student in the Clinical Law Program who demonstrates outstanding skills of advocacy on behalf of a client.

*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 Larry B. Shoda Award* is awarded annually to an evening division member of the graduating class who has achieved scholastic excellence and demonstrated the special commitment required of evening students.

*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 pre-eminent.

*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.



## FACULTY AND STAFF



### **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*.

*Civil Procedure I; Civil Procedure II; Maryland Practice and Procedure Seminar.*

### **E. Clinton Bamberger, Jr., Professor of Law**

B.S., 1949, Loyola College; J.D., 1951, Georgetown University. Mr. Bamberger 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



"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."

Michael 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 others." Charge against Socrates, as stated in *Apology*, 300 B.C.

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

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. In 1986 he received the annual award for law teachers of the Society of American Law Teachers. Mr. Bamberger was the Lawyer of the Year, 1988, St. Thomas More Society of Maryland, a Fellow-in-Residence at The Netherlands Institute for Advanced Study in the Humanities and the Social Sciences at Wassenaar, The Netherlands from January until July, 1989 and a Visiting Professor, Law Faculty of The University of The Witwatersrand, South Africa, Fall, 1989.  
*Clinical Law Program.*



**Taunya Lovell Banks,  
Professor of Law**

B.A., 1965, Syracuse University; J.D., 1968, Howard University. Professor Banks joined the faculty in 1989. She taught previously at the University of

Tulsa and Texas Southern University where she also served as associate dean. Before entering legal education Professor Banks had a varied professional background, consulting with black candidates and elected officials in Mississippi, teaching, and litigating civil rights cases. She is past chair of the AALS Section on Minority Groups. Professor Banks also served on and chaired subcommittees of the Oklahoma Governor's AIDS Task Force and the Oklahoma Constitutional Revision Study Commission. Her primary research interests are in the area of disability law, civil rights, and gender issues.

*Civil Rights of Persons with Disabilities Seminar; Legal Method-Torts; Legal Theory and Practice/Torts.*

**Barbara L. Bezdek,  
Law School Associate Professor**

B.A., 1975, University of South Carolina; J.D., 1978, Columbia University; LL.M., 1986, Georgetown University. Since 1984, Ms. Bezdek has been assistant professor of law at the City University of New York Law



School at Queens College, with primary teaching in: *Work of a Lawyer and Law in a Market Economy*. From 1982 to 1984 she was a graduate fellow at the Harrison Institute for Public Law, Georgetown University Law Center, and from 1978 to 1982 Ms. Bezdek was a staff attorney for the Center for Auto Safety. She was a member of the Board of Directors, Washington Peace Center, and was a member of the Women's Legal Defense Fund's Battered Women Counseling Force.  
*Legal Theory and Practice.*



**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, constitu-

tional law, labor law and legal history. *Constitutional Law Workshop; Contracts I; Contracts II; Legal History Seminar; English Legal History.*



**Irving Breitowitz,  
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 Getzen-danner 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; 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. Prior to joining the Maryland faculty in 1975, Mr. Brown practiced poverty law in Washington, D.C. and Baltimore. He is the author of *Maryland Civil Litigation* and other publications



concerning civil and constitutional litigation. Mr. Brown is president of the ACLU of Maryland, and has formed Brown and Goldstein, a small litigation law firm, which is operating out of the Maryland Bar Center in association with the law school. *Legal Method-Civil 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



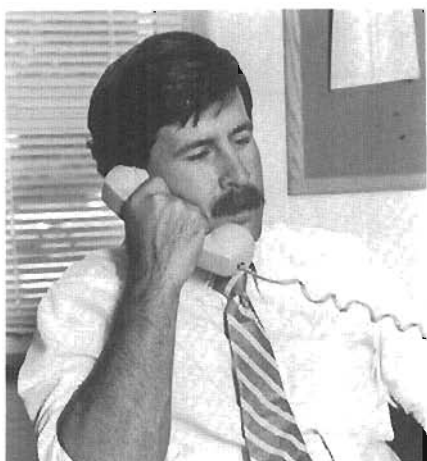
Governor's Commission to Revise the Annotated Code of Maryland and an Academic Fellow of the American College of Probate Counsel. *Criminal Law; Estates and Trusts; Legal Method-Property; Legal Problems Workshop; Property I; Property II.*

**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. *Criminal Law; Evidence; Patents, Copyrights, Trademarks, and Unfair Business Practices.*



**W. Scott Burns,  
Law School Assistant Professor**

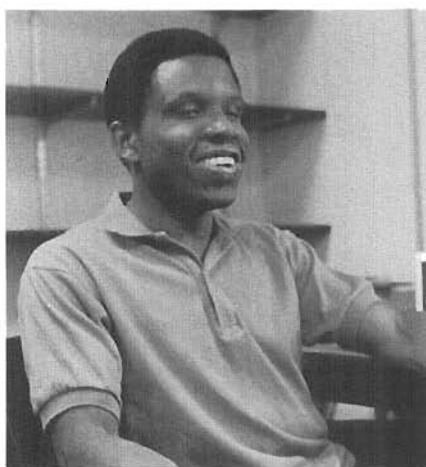
B.S., 1977, Haverford College; J.D., 1982, University of Maryland. Mr. Burns joined the faculty in 1988 as an instructor in the Clinical Law Office. In addition he is affiliated with the university's Chesapeake Coastal and Estuarine Policy Program. Until recently Mr. Burns worked as an attorney for the Chesapeake Bay Foundation, a non-profit conservation organization.

*Clinical Law Program.*

**Maxwell O. Chibundu,  
Assistant Professor of Law**

B.A., 1980, Yale University; M.A. in Law and Diplomacy, 1984, Tufts University; J.D., 1984, Harvard University. Following graduation from Harvard University in 1984, Mr. Chibundu worked with Wilmer, Cutler and Pickering as an associate primarily in litigation matters. Other areas of work included general corporate transactions and regulation of foreign direct investments. He was also actively involved in *pro bono* work in the areas of employment discrimination, "set-aside" programs in government contracting and enforcement of United States antiapartheid laws.

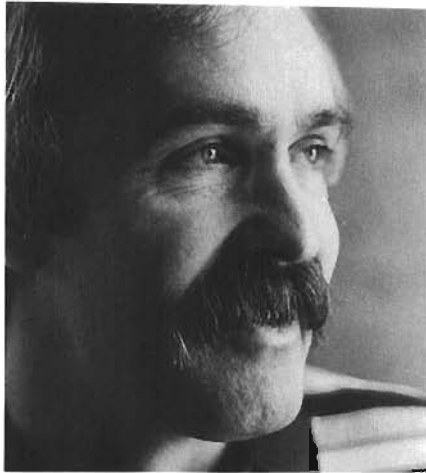
*Legal Method-Civil Procedure; Securities Regulation; Securities Regulation Seminar.*



**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. 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 80 articles in the field of international and comparative law. His books include *People's China and International Law* (with J. Cohen, 1974); *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); *Criminal Justice in Post-Mao China: Analysis and Documents* (with S.C. Leng, 1985); *The Future of Hong Kong* (with Y. C. Jao and Y. L. Wu, 1987) and *The Draft Basic Law of Hong Kong: Analysis and Documents* (1988).

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 served as president of the Association of Chinese Social Scientists in North America (1984-86) and president of the American Association for Chinese Studies (1985-87). 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. *International Law; International Trade Law Seminar and Course; Problems of International Law Course and 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 and has taught at Indiana University Law School at Bloomington as a visiting professor. *Counseling and Negotiation; Legal Method-Civil Procedure.*

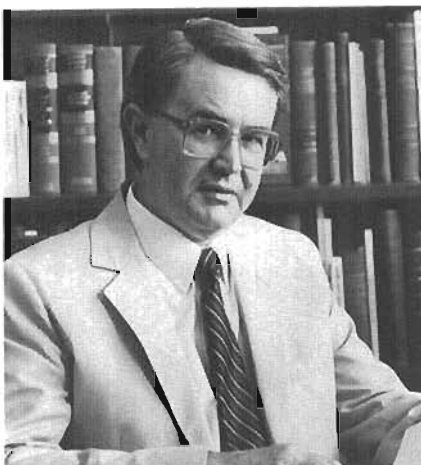
**Karen Czapanskiy,  
Associate Professor of Law**

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 served on the faculties of the University of Hawaii Law School and the Washington College of Law, American University and as law clerk to the Honorable Rita C. Davidson, Court of Special Appeals of Maryland. She serves on the Maryland Joint Special Committee on Gender Bias in the Courts, the Advisory Committee of the Domestic Violence Legal Clinic of the House of Ruth of Baltimore, and on the Advocacy Committee of the Child Support Enforcement Administration. She is a member of the Executive Committee of the Section on Women in Legal Education of the AALS. *Children, Parents and the Law Seminar; 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



**Marc Feldman,  
Law School Associate Professor**

B.A., 1971, Washington University; LL.M., 1981, Harvard University. Mr. Feldman was admitted to practice in Virginia through the "Study Under an Attorney" provision. Following this apprenticeship, Mr. Feldman served with the Baltimore Legal Aid Bureau, was associated with a small law firm in Washington, and taught at Rutgers-Camden Law School. Mr. Feldman served as Executive Director of the Fresno-Merced (CA) Counties Legal Services from 1985 to 1988. *Legal Theory and Practice.*



**John W. Ester,  
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. He was associate dean from 1985 to 1988 and acting dean in 1986.

*Domestic Relations; Torts I; Torts II.*



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 Profession; Trial Practice.*



**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 recruitment and admissions, 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 has served as reporter to the Court of Appeals of Maryland Standing Committee on Rules of Practice and Procedure and as 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.*



**Theresa Glennon,  
Assistant Professor of Law**

B.A., 1980, J.D., 1984, Yale University. Ms. Glennon joins the faculty after working as an attorney for four years at the Education Law Center, a nonprofit public interest law firm. Her litigation practice focused on issues affecting students with disabilities. Following her graduation from law school, Ms. Glennon served as law clerk for the Honorable Maryanne Trump Barry of the U.S. District Court of New Jersey. *Legal Theory and Practice.*

**Daniel S. Goldberg,  
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 various tax programs for tax lawyers, including 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.  
*Income Taxation.*



**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.  
*Legal Method-Property; Legal Theory and Practice/Property; Property.*

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

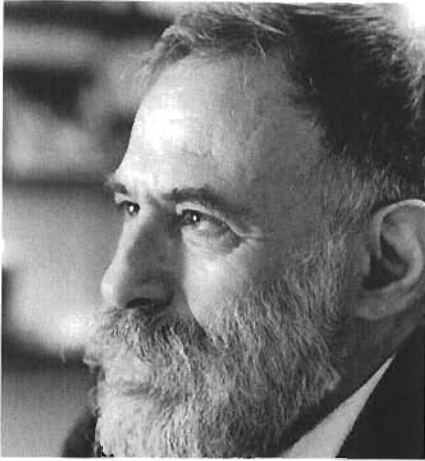
B.A., 1972, Purdue University; M.S., 1973, University of Illinois; J.D., 1978, Duke University. Before joining the faculty in 1979, Mrs. Gontrum was associate law librarian at the Duke Law Library. She teaches legal research in the law school.



**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-adviser 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 (with H. Schulman and F. James) of *Cases and Materials on the Law of Torts*, and (with F. Harper and F. James) of *The Law of Torts*. He is a member of the American Law Institute, the Selden Society and Phi Beta Kappa. *Business Associations; Insurance; Torts I; Torts II*.

**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 Kennedy Fellow at Balliol College, Oxford. 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 U.S. President's Committee on Mental Retardation, and the monitors appointed by the U.S. District Court in Massachusetts. Mr. Herr is chairperson of the Legal Advocacy Committee of the Association for Retarded Citizens of the United States and has published and participated in litigation on the rights of children, homeless persons and disabled persons. He also served on the Governor's Commission to Revise the Mental Retardation and Developmental Disabilities Law.

*Clinical Law Program; Law and the Homeless Seminar; Special Topics: Practicing Public Interest Law.*



**Diane Hoffmann,**  
**Law School Assistant Professor**

A.B., 1976, Duke University; M.S., 1980, J.D., 1986, Harvard University. After receiving her master's degree from Harvard School of Public Health, Ms. Hoffmann worked as a

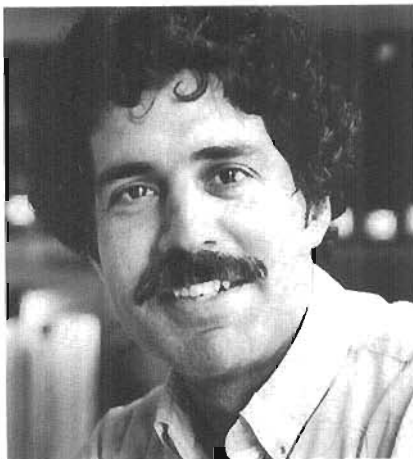
policy analyst and advisor to the Massachusetts Secretary of Environmental Affairs for three years. In 1983, she began her studies at Harvard Law School. After completing law school she was an associate with the firm of Dewey, Ballantine, Bushby, Palmer & Wood in Washington, D.C. where she worked with a number of attorneys, including Mr. Joseph Califano,



former Secretary of Health Education & Welfare, on legal issues in the areas of health, environmental and food & drug law. Ms. Hoffmann's current teaching and research activities are in the areas of health law, legal problems of the elderly and biotechnology. She lectures frequently to physicians and scientists on these issues and has a joint appointment with the law school and the Center for Public Issues in Biotechnology at UMBC. *Health Care Law; Legal and Social Problems of the Elderly.*

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

B.A., 1965, M.A., 1967, Long Island University; J.D., 1970, Rutgers University; M.A., 1986, St. John's College. 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 on a variety of legal subjects. Mr. Hornstein has served as a visiting tutor at the Graduate Institute in Liberal Education at St. John's College. He is special reporter to the Evidence Subcommittee on Rules of Practice and Procedure of the Court of Appeals of Maryland. As associate dean he is responsible for the development of the academic program, including issues relating to the curriculum, teaching, and faculty and student research. *Evidence; Idea of Law in Western Culture Seminar.*



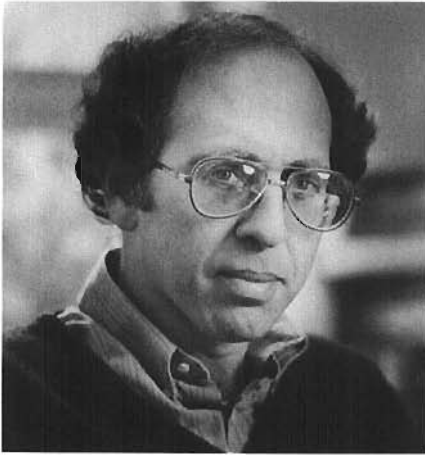
**Robert I. Keller,**  
Professor of Law

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 Partners and Partnerships.*

**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 was an attorney and secretary of an urban consulting subsidiary of The Rouse Company. He then served as counsel to the mayor of Boston. 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 and Practice and Procedure of the Court of Appeals of Maryland since joining the faculty in 1972. *Legal Profession; Legal Theory and Practice/Legal Profession.*



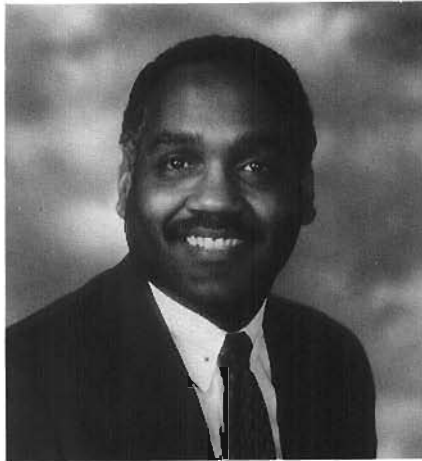


**Andrew J. King,  
Associate Professor of Law**

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 II*; *Legal Method-Property*; *Property II*.

**Homer C. La Rue,  
Law School Associate Professor**

B.A., 1970, Purdue University; J.D., 1974, M.I.L.R., 1975, Cornell University. Mr. La Rue was among the founding faculty of the City University of New York Law School at Queens College where he was an associate professor. He has taught a variety of courses in Civil Procedure, Labor Law and Alternate Dispute Resolution. Mr. La Rue's positions prior to going into teaching include serving as the director of the Cornell University School of Industrial and Labor Relations Extension Program in New York City, as the director of the New York City Regional Office of the New York State Public Employment Relations Board, as an assistant U.S. attorney for the Eastern District of New York and as an assistant general counsel for District Council 37, AFSCME, AFL-CIO.



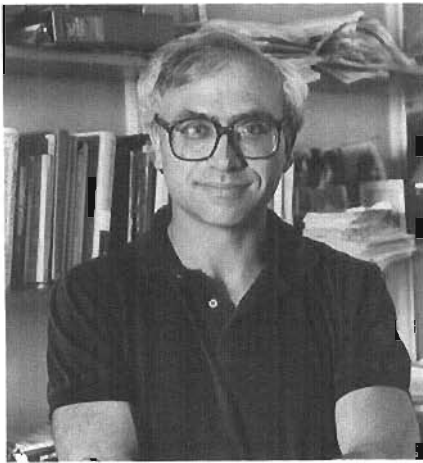
Mr. La Rue has been active in the area of labor mediation and arbitration and has designed programs for the training and introduction of minorities into the field of labor arbitration. He is also a professional mediator and arbitrator.

*Legal Theory and Practice.*



**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 and chairperson of the Board of Directors of the Maryland Disability Law Center. She is also a commissioner for the Baltimore City Department of Social Services. Ms. Leviton has written and participated extensively in representing children in special education proceedings and the Juvenile Court. *Clinical Law Program.*



**David J. Luban,  
Professor of Law**

B.A., 1970, University of Chicago; M.A., M.Phil, 1973, Ph.D. 1974, Yale University. Mr. Luban joined the faculty on a regular basis in 1986, after several years at the Institute for Philosophy and Public Policy at the University of Maryland, College Park, during which he frequently taught the Legal Profession course at the law school. He retains his affiliation as a research scholar with the institute. Before coming to the University of Maryland in 1979 he taught philosophy at Yale and at Kent State University, and he has visited at Harvard Law School, Dartmouth College, and the Max Planck Institute in West Germany. Mr. Luban is the editor of *The Good Lawyer* (1983) and the author of *Lawyers and Justice—An Ethical Study* (1988), and has published numerous articles on legal ethics and on political and legal philosophy. He edits the *National Reporter on Legal Ethics and Professional Responsibility*

and was 1988 chair of the Association of American Law Schools Section on Professional Responsibility. He is on leave in 1989-90 on a Guggenheim Fellowship.  
*On leave 1989-90.*

**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 10 years, having 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 fiscal planning and management, 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 has been chairman of the Maryland State Bar Association's Judicial Nominations Committee, secretary of the Maryland Legal Services Corporation, and chairman of the Correctional Reform Section of the Maryland State Bar Association and has both published extensively and participated as an attorney in major constitutional litigation.

*Constitutional Law; Legal Theory and Practice/Civil Procedure; Legal Theory and Practice/Legal Profession; Special Topic: Death Penalty Case Study.*



**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.*



**Robert V. Percival,  
Assistant Professor of Law and  
Director, Environmental Law  
Program.**

B. A., 1972, Macalester College; M. A., 1978, J. D., 1978 Stanford University. Mr. Percival joined the faculty in 1987 after serving as senior attorney for the Environmental Defense Fund. While in law school, he was managing editor of the *Stanford Law Review* and was named the Nathan Abbott Scholar for having the highest GPA in his graduating class. Following graduation, Mr. Percival served as a law clerk for the Hon. Shirley M. Hufstедler of the U.S. Court of Appeals for the Ninth Circuit and for Justice Byron R. White of the U.S. Supreme Court. He served as special assistant to the first U.S. Secretary of

Education before joining the Environmental Defense Fund in 1981. Mr. Percival is the director of the interdisciplinary Coastal and Environmental Policy Program. Mr. Percival is the author of a book and several articles on legal history, environmental policy and public interest law.

*Clinical Law Program; Environmental/ Administrative Law Workshop; Environmental Law; Environmental Law Seminar.*



**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.

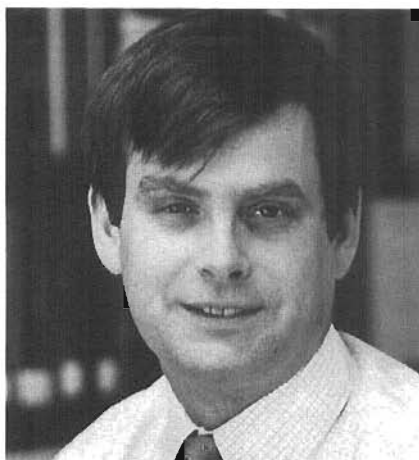
*Legal Method-Property; Property II; Land Use Planning.*



**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. In 1985-86 he was a Fulbright Senior Research Fellow at the Law Faculty of the University of Tuebingen (Federal Republic of Germany).

*Comparative Constitutional Law; Constitutional Law; First Amendment; Torts II.*



**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.

*Basic Business Concepts; Business Associations; Conflict of Laws; Contracts I; Federal Jurisdiction.*

**Doreen Rosenthal,  
Assistant Dean for Alumni and  
Development**

B.A., 1960, Goucher College; M.L.A., 1975, Johns Hopkins University. Ms. Rosenthal 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 development, planning, alumni programs, special events and projects and the management of Westminster Hall.



**Karen H. Rothenberg,  
Associate Professor of Law and  
Director, Law and Health Care  
Program**

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 serves on the Board of Editors for the *Bioethics Reporter*, and recently has written articles on the right to forego treatment, AIDS and the health care worker, medical decision-making for children, surrogacy and the duty to provide emergency care. She also lectures extensively to medical groups on legal issues in health care and recently served on the NIH Expert Panel on the Content of Prenatal Care and on the NIH Task Force on the Use of Diagnostic Ultra-sound Imaging in Pregnancy. She also serves as legal counsel to the American College of Nurse-Midwives and is on the board of the National Health Law Program. *Law and Medicine; Legal Method-Torts.*

**Mark A. Sargent,  
Professor of Law**

B.A., 1973, Wesleyan University; M.A., 1975, J.D., 1978, Cornell University. Professor Sargent joined the faculty in 1989 after serving for several years as a member of the faculty of the University of Baltimore School of Law. He also taught as a visiting professor at the law schools of American University and Southern Methodist University, and practiced securities law with the Boston law firm of Csaplar & Bok. Professor Sargent has served as co-reporter for the Revision of the Uniform Securities Act and chair of the Task Force for Revision of the Maryland Securities Act, and has published extensively in the areas of state securities and takeover regulation. In addition to teaching courses in corporate and securities law, he directs the Program in Law and Entrepreneurship. *Basic Business Concepts; Business Associations; Business Planning Seminar.*

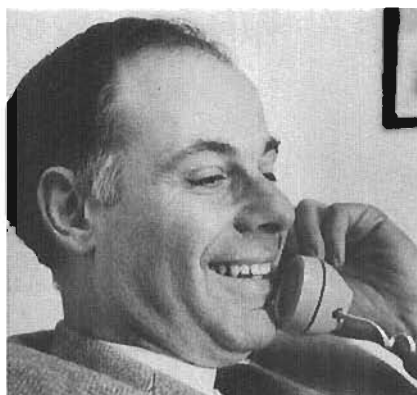
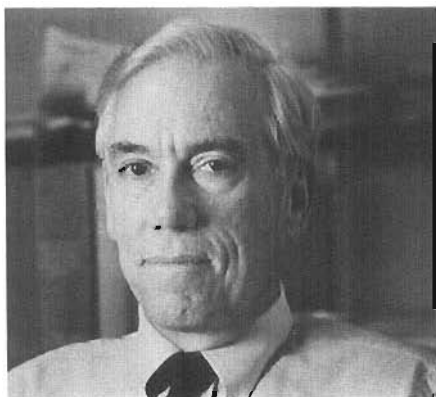


**Jana B. Singer,  
Assistant Professor of Law**

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 Honorable 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. Ms. Singer has written on family law and children's issues and is currently a member of the Board of Advisors to the Childcare Mediation Service. *Employment Discrimination; Family Law; Legal Method-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 antitrust.  
*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; Juvenile Justice; Pre-Trial Civil Litigation; Trial Planning and Advocacy.*

**Palma Strand,  
Law School Assistant Professor**

B.S., 1978, J.D., 1984, Stanford University. Following her graduation from Stanford Law School where she was executive editor of the *Law Review*, Ms. Strand served as law clerk for the U.S. Court of Appeals, D.C. Circuit and to Justice Byron White, U.S. Supreme Court.  
*Administrative Law.*



**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





**Katherine L. Vaughns,  
Associate Dean for Students and  
Associate Professor of Law**

B.A., 1967, J.D., 1970, University of California, Berkeley. Prior to joining the law faculty in 1984, Professor Vaughns 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 Pacific Telephone Company. She belongs to a wide variety of professional groups, including the ABA Sections on Administrative Law (in which she serves as a member of the Immigration Committee), General Practice (in which she serves as co-chair of the Professional Competence Committee), Legal Education and Bar Admissions and Litigation; and the AALS Committee on Bar Admissions and Lawyer Performance. She has previously belonged to the ABA Section on Individual Rights and Responsibilities (in which she serves as vice chair of the Minority Rights and Equal Opportunity Committee); the ABA Young Lawyers Division Committee on Minorities in the Profession (of which she served as chairperson); the NBA Committee on Legal Education (of which she served as co-chair), Los Angeles County Bar Association (in which she served as a member of the Board of Trustees); and Black Women Lawyers Association of Southern California (of which she 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.

*Civil Procedure I; Complex Litigation; Immigration Law.*

to the Administrative Conference of the United States and to the Maryland Judicial Conference on the simplification of state post conviction procedures. During the fall semester 1989, he will be on leave at the University of Lyons (France) to teach comparative law.

*Contracts II; Legal Method-Contracts; Legal Problems Workshop.*



**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. He spent a part of the spring semester of 1986 as a visiting professor of law at the University of Colombo, Sri Lanka. 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 I; Contracts II; Criminal Law; Criminal Law Problems Seminar.*

**Deborah J. Weimer,  
Assistant Professor of Law**

B.A., 1975, State University of New York at Old Westbury; J.D., 1978, New York University; L.L.M., 1987, Temple University. Ms. Weimer joined the faculty on a full-time basis in 1988, after many years in public interest law practice. She received a grant from the New York University Public Interest Law Foundation to do law reform litigation and legislative work on behalf of disabled textile workers in South Carolina and Georgia. She was chair of the Employment Law Task Force while a staff attorney with Palmetto Legal Services, and recently continued her employment and labor law practice with a small civil rights firm in Takoma Park, Maryland. Ms. Weimer has taught at Brooklyn Law School, where she created the bankruptcy component of the Federal Litigation Clinic, and at Temple University School of Law. She has published in the area of employment and labor law.  
*Clinical Law Program.*



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

B.A., 1976, J.D., 1979, University of Maryland; M.J.S., 1982, Stanford Law School. An honors graduate of Maryland's class of 1979, Ms. West taught at Cleveland-Marshall College of Law for three years and in 1985-86 she was visiting assistant professor at Stanford Law School. In 1982 Ms. West received a Master of Juridical Science degree from Stanford where she was a teaching fellow. Ms. West was affiliated with the Center for Philosophy and Public Policy in College Park as a visiting research fellow in 1988-89 and in spring 1989 she was visiting professor of law, University of Chicago.  
*Constitutional Law; Jurisprudence Seminar; Law and Literature Seminar.*

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

B.A., 1971, Barnard College; J.D., 1974, Harvard University. In 1984, Ms. Weiss left the position of associate general counsel of the United Auto Workers to join the faculty as associate professor of law. Ms. Weiss had worked in the UAW Legal Department since her graduation from Harvard Law School. Ms. Weiss serves as secretary-treasurer of the Public Sector Labor Relations Conference Board.  
*Employment Law; Labor Law; Torts I.*

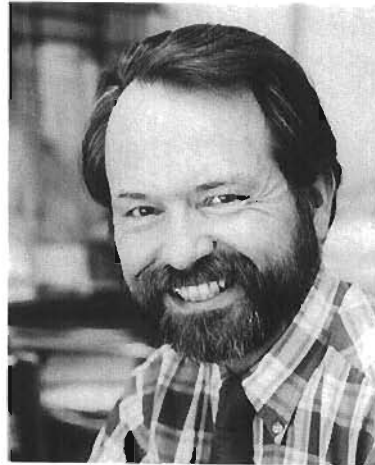




**Roger C. Wolf,**  
**Associate Professor of Law**

B.A., 1962, Harvard College; J.D., 1967, George Washington University. Mr. Wolf served in the United States Peace Corps in Tunisia from 1962 to 1964. In 1967 he started the *National Clearinghouse for Legal Services*. Mr. Wolf was a Reginald Heber Smith Fellow with the Washington D.C. Neighborhood Legal Services Program from 1968 to 1970 and was managing attorney of a neighborhood law office. He was director of the Columbus Community Legal Services and director of the Clinical Law Program at Catholic University from 1970 to 1973 and taught at the law school until 1978 when he left to farm and start vineyards. He has been teaching at the University of Maryland Law School since 1982 and is currently director of the Attorney General's Consumer Protection Clinic. Mr. Wolf has been the reporter for the Special Committee on Alternative

Dispute Resolution of the Maryland State Bar Association and for the past two years has co-chaired the committee. *Alternative Methods of Dispute Resolution; Attorney General Clinic.*

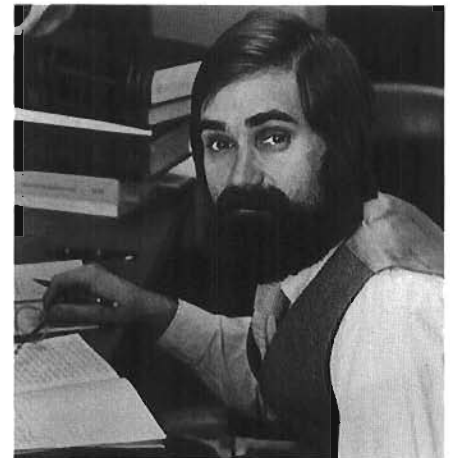


**J. Joel Woodey,**  
**Professor of Law**

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 coauthored practice materials for continuing legal education programs. *Constitutional Law Seminar; Counseling and Negotiation; Legal Method-Civil Procedure II.*

**Gordon G. Young,**  
**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 administrative business law and federal jurisdiction. He has published articles dealing with federalism, constitutional law, corporate governance and criminal procedure. *Administrative Law; Federal Jurisdiction; Legal Method-Contracts I.*



# CURRICULUM

"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

## 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.

Beginning with the 1988 entering class, all day division students will be required to take one of a number of designated clinical or quasi-clinical offerings. Approximately half the class will undertake this work in the second semester, the other half in the third semester. The work is designed to introduce students to the roles and responsibilities of acting as a professional in the law through the supervised provision of legal services to the under-represented.

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 tax law, environmental law, estates and trusts, criminal law, health services law, 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 actual cases and the responsibilities to actual clients. The E. McClure Rouser Clinical Resource Fund, established in memory of Mr. Rouser, is 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 externships 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, an increasing number 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.

Rapidly growing legal specialties, such as environmental law and health care law, increasingly require lawyers to work with scientists and professionals from other disciplines. To prepare law students for this role, students in the Clinical Law Program's Environmental Clinic will work directly with scientists on projects undertaken by the interdisciplinary Coastal and Estuarine Policy Program. Law students and medical students also will collaborate in a seminar on health policy issues raised by AIDS.

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. The wide variety of seminars is designed to satisfy students' interests in particular fields of law, leading to the production 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.

*J.D. and Master's Level Programs.* The School of Law offers seven separate four-year programs leading to a Juris Doctor (J.D.) degree and a master's degree in business administration, criminal justice, environmental sciences, liberal education, 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's in Marine-Estuarine-Environmental Sciences (MEES)** program provides students with a broad background in environmental sciences drawing on biology, chemistry, and physical sciences. It is university-wide, interdisciplinary program with courses available on all campuses of the university.

The **Master of Arts in Liberal Education** helps students to develop the skills of the liberal arts through the study and discussion of works that are among the richest sources of our Western intellectual tradition. The degree is offered through the Graduate Institute in Liberal Education at St. John's College in Annapolis.

The **Master of Policy Sciences** program teaches 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 on 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, 36 credits in liberal education courses, 30 credits in policy science courses, 39 credits in public affairs courses or 51 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 and by the advisor designated by the other school.

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 nonlaw credits applied toward a student's Juris Doctor degree requirements must be approved in advance by Dean Vaughns.

### **Courses at Other Institutions**

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

(A) The student receives, from the associate dean of the University of Maryland School of Law, advance approval to take the course; and

(B) The student receives a grade of C or better in the course (credits transfer, the grade does not); 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 associate dean's discretion. For purposes of this policy, an academic year consists of a fall semester and the immediately following spring semester.

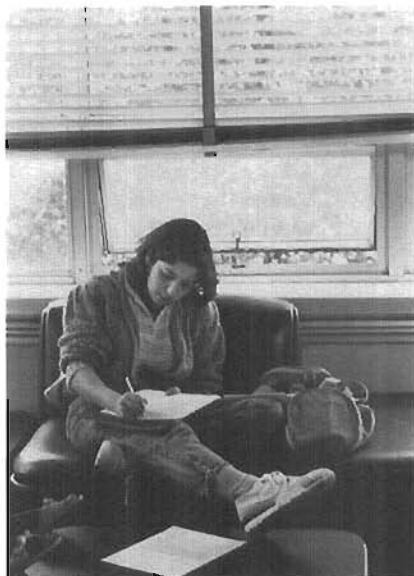
A student at the University of Maryland School of Law may receive credit for any course taken during a summer session at an ABA-accredited law school if the student receives, from the associate dean of the University of Maryland School of Law, approval in advance to take the course and receives a grade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

*Other Fields.* A student may receive law school credit for up to nine credit hours of graduate level course work from institutions outside the law school for which the student received a grade or grades indicating satisfactory completion of the course(s) (many graduate schools do not consider "C" work satisfactory.) (Credits transfer, the grade does not). 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 Vaughns. Graduate credits earned prior to commencement of law school studies may not be applied toward requirements for the J.D. degree except as provided for dual degree programs.

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 1989, Alternative Methods of Dispute Resolution, Asper Fellowship, Clinical Law Program, Commercial Paper, Counseling and Negotiation, Domestic Relations, Independent Written Work, Legal History I, Legal Writing, 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. The law school reserves the right to cancel summer session courses that are undersubscribed.

### Course Requirements

The following requirements must be satisfied before graduation:  
**These courses must be taken:**

- (1) Civil Procedure I & II  
 Constitutional Law  
 Contracts I & II  
 Criminal Law  
 Criminal Procedure  
 Evidence  
 Income Taxation  
 Legal Method and/or Legal Theory & Practice and/or Clinic and/or Workshop  
 Legal Profession  
 Moot Court  
 Property I & II  
 Torts I & II
- (2) One of the following perspective courses: Arms Control Seminar; Chinese Law; Comparative Constitutional Law; Comparative Law; Environmental Law Seminar; Ethics, Politics and Economics; Idea of Law in Western Culture Seminar; International Environmental Law Seminar; International Trade Law Seminar or Course; International Law; International Transactions; Jewish Law; Judicial Function Seminar; Jurisprudence Seminar or Course; Law and Economics; Law and Literature, Law, Lawyers and Apartheid; Legal History I; Legal History II; Legal History Seminar; Legal Process; Philosophy of Law Seminar; Problems of International Law Course or Seminar; Protection of Human Rights: A Comparative Study;



Racial Discrimination and the Law; Roman and Modern Civil Law; Soviet, Chinese and Western Approaches to International Law Seminar; Women and the Law Seminar; and possibly, depending upon the topic, Criminal Law Topics Seminar, or Special Topics in Law. Also, the summer program in Aberdeen, Scotland will satisfy this perspective requirement.

**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 1989-90, with the exception of Idea of Law in Western Culture Seminar, Business Planning Seminar and the possible exception of Maryland Practice and Procedure—see that course description below);
- (2) By doing independent written work under the supervision of a full-time faculty member 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. Except in course with seminar level enrollment (approximately 15) and with prior approval of associate dean.

For the writing requirement to be satisfied, the faculty member supervising the written work must certify that the work is of substantial quality. A student may write a paper in satisfaction of the requirements of two seminars taken simultaneously, if it is approved by the seminar instructors and the Curriculum Committee in advance and on condition that the seminar instructors consult with each other on supervising the paper and on the grade. (The grade need not be the same for each seminar.) A project of this nature will not be approved by the Curriculum Committee unless it is at least the equivalent of four-credit independent written work.

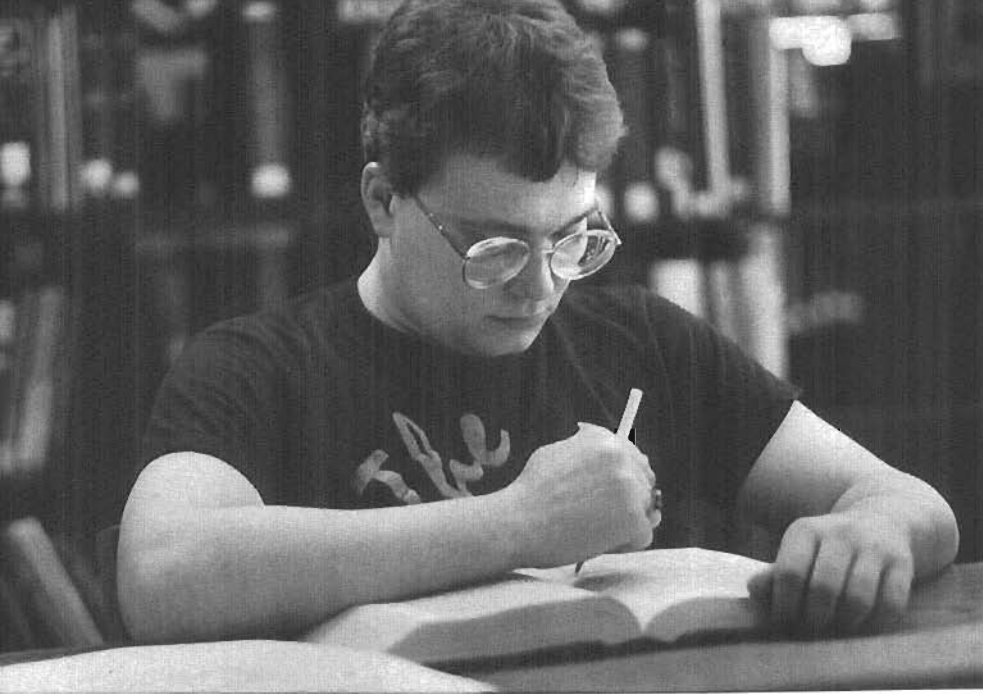
A student may not obtain credit for both independent written work and a seminar, course or other offering (including Moot Court, *Maryland Law Review* or *Maryland Journal of International Law and Trade*) for a single piece of written work, unless this is approved by the Curriculum Committee pursuant to the procedures and conditions for doing independent written work for more than two credits.

## Schedules and Course Selections

*First-Year Students' Schedules.* Full-time day students take all first-year required courses 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 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 6:25 p.m. and 10:15 p.m.

Part-time day students take nine credits in the fall semester. These credits usually will include Civil Procedure I (3), Contracts I (2), Legal Method-Process (2) and Torts I (2); the spring semester schedule requirement is 10 credits, including Civil Procedure II (3), Contracts II (3), Legal Method-Process/Moot Court (1) and Torts II (3).



*Upper-Class Students' Schedules.* 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 8 nor more than 12 hours during the third, fourth, fifth, sixth, seventh and eighth semesters of residence.

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. Courses offered at 4:25, 5:05 or 5:25 p.m. or on Saturdays are considered both day and evening courses for purposes of this rule.

*Course Selection.* Students are not permitted to delay taking required courses, such as Constitutional Law, Income Taxation and Evidence.

Students are permitted to switch from one section of a course to another, if enrollment in the other section does not exceed the maximum permitted.

Students assigned to different sections of a course may switch with one another, if both register for the course and plan to take it. Both students must submit the written request to Dean Forsyth.

Any student beyond the first year who has been assigned to a section of a multi-sectioned offering and who has previously been assigned to one or more courses taught by the same instructor for more than three credits (not counting the section at issue) will be assigned upon request to a different section.

The rules on section-switching (a) apply to a transfer from one day or evening section to another, to a transfer from a day section to an evening section, and to a transfer from an evening section to a day section; but (b) do not apply to first-year

courses or to the "limited enrollment" courses, such as Trial Practice and Counseling and Negotiation, where special registration procedures are followed.

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.

For rules relating to multiple credit for a single piece of written work, see page 76.

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, the instructor. At the time of advance registration, instructors may state exceptions to this general add-drop rule. 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.

## Description of Required and Elective Courses

This list includes only those courses which are being taught during 1989-90 or which have been offered since 1986-87. 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 indicates 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.

### Accident Law Seminar\* (3)

Accident law is widely perceived as the scene of a revolution. As pressure mounts to change the role played by traditional tort notions of causation,

fault, and compensation, commentators increasingly argue for the abolition of the tort system and its replacement by systems of social insurance and governmental regulation. The purpose of this seminar is to examine the moral and political underpinnings comport with various proposals for changing tort law.

*Day (Law 547 D)—Mr. Strudler*

### Accounting (2)

Accounting is 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 may not take this course.

*Day (LAW 500 C)—Mr. Fishman.*

### Administration of Criminal Justice Seminar\* (3)

This seminar 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; 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)—Ms. Strand, Mr. Young; Evening (LAW 501 H)—Mr. Dash.*

### 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.

*Day/Evening (LAW 502 H)—Not offered 1989-90.*



### **Advanced Legal Research**

The course will cover six general areas: defining a research topic and planning research; legal and non-legal secondary sources; statutes and legislative history; executive and administrative sources; on-line and print methods of casefinding, and Constitutional law and history.

There will be a set of readings, a series of lectures, an extended research assignment and a small group workshop for each of these six areas. *Day (Law 552 D)—Ms. Gontrum and Mr. Grahek*

### **Alternative Methods of Dispute Resolution (3)**

This course will examine methods of dispute resolution, other than litigation, including negotiation, conciliation, mediation, fact-finding, minitrials, and arbitration. It will also explore the use of various hybrid procedures and other mechanisms specifically designed to meet the needs of a particular controversy or categories of controversies. Consideration will be given to use of these alternative mechanisms in the private sector, ver-

sus their use in court-annexed programs or by government agencies. A primary area of focus will be the role of the lawyer in each of the different processes. Simulations will be conducted to develop practice skills and as a basis for exploring the public policy and other issues that arise in this area.

*Day (Law 545 D)—Mr. Wolf; Evening (Law 545) Mr. Wilner; Summer 1989—Mr. Wolf.*

### **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. Gunst.*

### **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.

*Evening (LAW 560 E)—Mr. Noonberg.*

### **Arms Control and the Law Seminar\* (3)**

This seminar will examine the role of law, lawyers and the legal process in arms control. In addition to introducing the student to nuclear test ban negotiations, the Non-Proliferation Treaty, Strategic Arms Limitation Talks, the Anti-Ballistic Missile Treaty and the Strategic Defense Initiative, the seminar will emphasize the significant challenges facing the lawyer in drafting and negotiating a treaty.

*Evening (LAW 523)—Mr. Heintz.*

### **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 two-credit Asper during their law school careers. However, students clerking for federal judges and state appellate judges may earn two credits per semester for two semesters or three credits for one semester. To earn two 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

three-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 and Summer 1989 (LAW 528 C)*—Ms. Leviton.

### **Attorney General's Consumer Protection Clinic (8)**

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 eight credits, four in each semester or for eight credits in one semester. *Evening (LAW 559 J)*—Mr. Wolf.

### **Basic Business Concepts (1)**

This course is designed primarily for students with little or no background in business. The goal of the course is to achieve a sufficient level of business literacy so that students will feel comfortable with law school courses in such subjects as corporations, taxation and securities. The fundamentals of business activity and business law will be discussed. Among the subjects covered will be basic real estate transactions, basic accounting, financial statements, business valuation, and the basic concepts involved with business organizations.

*Day (Law 523 D)*—Mr. Fishman and Mr. Sargent, Mr. Fishman and Mr. Reynolds.

### **Biotechnology: Ethical and Public Policy Issues Seminar\* (3)**

This course will examine some of the philosophical, public policy, and legal implications of biotechnology. After an introductory segment on the essential concepts, mechanisms and techniques of the new technology, the course will consider the ethical and legal issues surrounding such topics as human gene therapy, genetic screening and testing, the patenting of live organisms, the ownership of human

tissues and cells, the deliberate release of engineered organisms into the environment, and the assessment and communication of the associated risks. No background in biotechnology is necessary.

*Day (LAW 500 D)*—Not offered 1989-90.

### **Business Associations †(3) or (4)**

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.

The four-credit section of Business Associations will include more extensive treatment of general and limited partnerships, corporate finance and the special problems of developmental companies. Special emphasis will be placed on the business lawyer's planning function in transactional contexts.

*R: Accounting.*  
*Day (LAW 579 C)*—Mr. Gray, Mr. Reynolds, Mr. Sargent (4 credits); *Evening (LAW 579 H)*—Mr. Clarke.

### **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. This seminar does not satisfy the graduation writing requirement.

*P: Business Associations, Income Taxation, Corporate Taxation I.*  
*Day (LAW 504 C)—Mr. Fishman (at 5:25 p.m.), Mr. Sargent.*

### **Children, Parents & the Law Seminar\* (3)**

This seminar will examine the role of children and parents in the legal system. It will explore such topics as procreation and reproduction (including surrogate parenting and the new reproductive technologies), children's rights within the family, child neglect and abuse, adoption and the juvenile justice system.

*Day (LAW 512 C)—Ms. Czapanskiy.*

### **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)—Not offered 1989-90.*

### **Civil Procedure I (3) and Civil 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 (Civil Procedure I—LAW 502 A)—Mr. Auerbach, Ms. Vaughns; Civil Procedure II—(LAW 503 A)—Mr. Auerbach; Evening (Civil Procedure I—LAW 502 F)—Ms. Vaughns; Civil Procedure II—(LAW 503 F)—Mr. Auerbach.*

### **Civil Rights of Persons with Disabilities 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, the right to education, the rights to treatment and to refuse treatment, residential care, civil commitment and after care, access to advocacy services, non-

discrimination and equal employment opportunity, guardianship and consent and family law matters.  
*Day (LAW 540 D)—Ms. Banks.*

### **Clinical Law Program (5), (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.

For students contemplating a career in the rapidly growing field of environmental law, the clinic now offers an environmental specialty. With the Chesapeake Bay as their "client" students electing the environmental specialty will work directly with scientists and other professionals involved in the Coastal and Estuarine Policy Program, gaining hands-on experience in environmental lawyering from a public interest perspective. *Day (LAW 569 D)—Faculty; Summer 1989—Faculty.*

### Commercial Paper †(2)

The course will emphasize the traditional payment devices of check and note under Article Three of the UCC and the attendant banking rules under Article Four, but substantial time will also be devoted to the rapid growth of



commercial law in the areas of credit cards, automated banking and debit cards, new banking procedures and regulations, stocks and bonds under Article Eight and fundamental concepts of negotiability under Article Seven, Documents of Title. *Day (LAW 520 D)—Mr. Breitowitz, Ms. Williams; Evening (LAW 520 J)—Mr. Smalkin.*

### Communications Law Seminar\* (3)

This seminar will examine issues in communications law selected from a broad range of matters concerning the mass media and voice/data telecommunications, such as limitations on publication, access, regulation and deregulation of the broadcasting and telephone systems, and cable and satellite communications. *Day (LAW 549 D)—Not offered 1989-90.*

### Comparative Constitutional Law: The Federal Republic of Germany Seminar\* (3) and/or Course (2)

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 two-credit course.

However, any student with a reading knowledge of German may take the course at his/her option as a three-credit seminar. This is a perspective course.

*Day/Evening (LAW 511 C) at 5:25 p.m.—Mr. Quint.*

### **Comparative Law (2)**

The course will focus on the civil law systems of France and Germany. The features of those systems covered will include: 1) the limited role assigned to the regular judiciary and the greater role played by specialized administrative and constitutional tribunals and by an all-encompassing code; 2) the non-adversarial features of both the civil and criminal justice systems; 3) the law of obligations (i.e., contracts and torts) as derived from Roman, code and judicial sources. The emphasis throughout the course will be on legal process rather than on substantive law.

*Day (LAW 506 C)—Not offered 1989-90.*

### **Complex Litigation (3)**

This is an advanced course in federal civil procedure. The focus is on the transformation of the traditional mode of litigation—the simple, straightforward two-party lawsuit—to a new model designed to handle the ever-increasing complexity of multi-party, multi-theory litigation. Also, the role of judges in this new model is more paramount. This course brings together the myriad procedures, techniques, theories and approaches which make up the process of complex litigation with the goal of expanding the understanding and expertise of lawyers who will litigate complex cases.

*Day (LAW 537 D)—Ms. Vaughns.*



### **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 data bases, computer crime, and protection of privacy. No background in computer technology or terminology is required.

*Day (LAW 561 D)—Not offered 1989-90.*

### **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/Evening (LAW 507 C) at 5:05 p.m.—Mr. Reynolds.*

### **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. Quint, Ms. West; Evening (LAW 504 F)—Mr. Millemann.*

### **Constitutional Law Seminar\* (3)**

Students will study various problems in constitutional litigation, history and issues. Pending cases and recent decisions will be given special attention. Members of the seminar will be expected to conduct research in one or two areas and, in addition to preparing a paper based on the material, will also be responsible for two oral presentations to the seminar on the topics.

*P: Constitutional Law Day (LAW 510 C) and Evening (LAW 510 H)—Mr. Woodey.*

### **Constitutional Law Workshop (3)**

The Constitutional Law Workshop, for students enrolled in Constitutional Law, combines discussions of constitution law with a practicum involving



simulations and group writing exercises. Students will work in groups of six. Each student will act as the senior member of the group for one exercise. The exercises include an opinion for a case currently pending before the Supreme Court. Grading is based primarily on group rather than individual work, but a portion of the grade will be based on class performance and greater weight will be given the exercise for which the individual student is the senior member. *Day (LAW 525 D)—Mr. Bogen.*

### **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. In the evening Contracts I is 3 credits and Contracts II is 2 credits. *Day (Contracts I—LAW 500 A)—Mr. Reynolds, Mr. Waters; Day (Contracts II—LAW 501 A)—Mr. Tomlinson, Mr. Waters; Evening (Contracts I—Law 500 E) and (Contracts II—LAW 509 E)—Mr. Bogen.*

### **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. The course will cover both subchapter "C" and subchapter "S" corporations.

*C: Business Associations. P: Income Taxation.*

*Day (LAW 578 D) and Evening (LAW 578 J)—Mr. Keller.*

### **Corporate Taxation II (2)**

This course will provide an extensive treatment of acquisitive reorganizations, recapitalizations and corporate divisions, and the nonrecognition and basis provisions associated with such transactions. The tax treatment of affiliated corporations, including the special problem of consolidated returns, will also be covered.

*P: Business Associations, Corporate Taxation I, Income Taxation. Evening (LAW 589)—Mr. Durst.*

### **Corporate Tax Workshop (1)**

Enrollment is limited to those concurrently enrolling in Corporate Tax II. The class will meet 6 or 7 times during the semester. Students will work in one or more simulated problems in corporate tax, including elements of tax planning.

*Day (LAW 531 D)—Not offered 1989-90.*

### **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, Mr. Woodey; Evening (LAW 505 J)—Ms. Battaglia; Summer 1989—Mr. Woodey.*

### **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) and Evening (Law 514 H)—Mr. Breitowitz.*

### **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, Mrs. Brumbaugh; Evening (LAW 510 F)—Mr. Waters.*

### **Criminal Law Problems Seminar\* (3)**

Mr. Smith's section 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.

Mr. Christie's seminar will provide a perspective on the American criminal justice system by examination of specialized aspects of the English criminal justice system.

*Day (LAW 515 C)—Mr. P. Smith, and at 5:25 p.m.—Mr. Christie.*

### **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. J. Evans; Evening (LAW 511 F)—Mr. Davis.*

### **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), Evening (LAW 516 H) and Summer 1989—Mr. Ester.*

### **Employment Discrimination Law (3)**

This course will survey the federal and state equal employment laws prohibiting race, sex, religion, national origin, age and handicap discrimination. The historical development of these laws and the interpretive theories of disparate treatment and adverse



impact will be examined. Selected applications, such as affirmative action, reverse discrimination, sexual harassment, reproductive health hazards and genetic screening, will be studied. 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 D)—Ms. Singer.*

### **Employment Law (3)**

This survey course on the regulation of the employment relationship will focus on individual employee rights and managerial rights in the work place. The course will explore legal issues regarding formation and dissolution of the employment relationship, and establishment and enforcement of

terms and conditions of employment. The course provides basic coverage of the major statutory and common developments governing the employment relationship as to nonunion (and in some instances, also unionized) employees, including federal statutes such as the minimum wage and overtime law, the Pension Reform Act, and the Occupational Safety and Health Act; major topics of legislative and regulatory controversy, such as polygraph testing, drug testing, psychological and medical screening; and state common law developments in contract and tort regarding termination of employment. This course will not duplicate the course in Labor Law, where the focus is on collective, rather than individual rights in the work place, and students may take both courses.

*Day (LAW 506 D)—Ms. Weiss.*

### **Environmental Law (3)**

This course surveys the rapidly growing field of environmental law with particular emphasis on how legal institutions have responded to problems of pollution and toxic substance control. The course will consider alternative approaches to prevention and remediation of environmental contamination and the role of private citizens in the development and enforcement of environmental policy.

*Day/Evening (LAW 517 H) at 4:30 p.m.—Mr. Percival.*

### **Environmental Law Seminar: Ethics, Politics and Economics\* (3)**

The seminar will focus on three case studies: Los Angeles ozone (Clean Air Act); Westway Project (NEPA and Clean Water Act); and regulation of benzene (OSHA and Clean Air Act).

Students will explore the politics as well as the litigation and policy analysis associated with these three major controversies. One major goal of the seminar is to examine how public law adjusts to and can be understood in terms of economic and political realities.

*Day (Law 554 D)—Mr. Sagoff.*

### **Environmental Law Seminar: Regulating Environmental Risks\* (3)**

This seminar will explore the use of risk assessment and risk management techniques in environmental policy-making. The statutory standards for regulatory action under the major environmental statutes and the roles of Congress, the courts and regulatory agencies in environmental risk management will be analyzed. The seminar will consider how different types of risks are evaluated and how regulatory priorities are determined. The role of scientific and economic data in regulatory decisions and informational thresholds for regulatory action also will be considered. Each student will prepare a paper on a topic selected in consultation with the instructor.

*Day (LAW 501 D)—Mr. Percival*

### **Environmental/Administrative Law Workshop (2)**

Students enrolled in either Environmental Law or Administrative Law may elect this two-credit offering, which will examine how administrative agencies make actual environmental policy decisions. The workshop will give students an opportunity to apply materials being studied contemporaneously in Environmental Law or Administrative Law in the

context of administrative proceedings currently before environmental agencies. After studying agency procedures, each student will select a rule-making proceeding to follow and will develop a set of written comments to be used in that rulemaking. The course will enable students to gain insights into how statutory directives are translated into regulations and how private parties can influence environmental policy decisions. Class sessions will combine exploration of legal and policy issues with consideration of the strategic dimensions of practicing before administrative agencies.

*Day (LAW 531 D)—Mr. Percival*

### **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.

*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)—Not offered 1989-90.*

### **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)—Not offered 1989-90.*

### **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; Evening (Law 524 H)—Ms. Testa.*

### **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, not offered in 1989-90, the subject matter is examined more intensively. Day (LAW 508 B)—Mr. Brumbaugh, Mr. Gibson; Evening (LAW 508 F)—Mr. Hornstein.

#### **Externships (4) to (13)**

A limited number of full semester externships allows students to earn credit for work with governmental or public interest groups. Past externships have included the National Wildlife Federation and the Center for Law and Social Policy and its cognates, the National Women's Law Center and the Media Access Project. Before a student will be permitted to participate in such a program certain conditions must be met:

- (1) The requesting student must find a faculty member with expertise in the area who is willing actively to supervise the experience;
  - (2) The curriculum committee must approve the request;
  - (3) The student must submit satisfactory monthly written reports to the supervising professor and, if practicable, periodically meet with the professor;
  - (4) After the externship ends, the student must write a detailed paper evaluating the experience;
  - (5) The supervisor(s) of the student at the "extern" agency or institution must provide an evaluation to the law school finding that the student's performance was satisfactory; and
  - (6) The student's grade will be on a "pass/fail" basis.
- (LAW 599 H)—Faculty.

#### **Family Law (3)**

This course will explore legal issues relating to the formation, maintenance and dissolution of family relationships. These issues include state and federal regulation of marriage and of nonmarital cohabitation, legal and economic consequences of marriage and divorce, custody and support of children, domestic violence and the rights and obligations of unwed parents. Special attention will be paid to the relationship between the family and the workplace and to current constitutional issues affecting family members. It will not duplicate the course in Domestic Relations, and students may take both courses. Day/Evening (LAW 511 D) at 5:05 p.m.—Ms. Singer.

#### **Federal Criminal Law Seminar\* (3)**

This course will focus on questions of federalism as they apply to a federal law of crimes, specifically mail and wire fraud, R.I.C.O., intangible property, and the role of existing social mores in influencing the legislatures and the courts when they decide whether certain conduct is criminal or "merely dishonest."  
Day (LAW 510 D)—Mr. Waters.

#### **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. Young; Evening (LAW 525 H)—Mr. Reynolds.

### **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)—Not offered 1989-90.*

### **First Amendment Seminar\* (3) and/or Course (2)**

This course will survey the doctrines of freedom of speech, press and association, as developed under the First Amendment by the Supreme Court of the United States. In addition, some attention will be devoted to more general explorations of free speech theory. Although this offering is principally a course with a required examination, a limited number of students will be permitted to take it as a 3-credit seminar, in which case a seminar paper will be required instead of the examination.

*P: Constitutional Law  
Day/Evening (LAW 526 C)—  
Mr. Quint.*

### **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 1989-90.*

### **Government Contracts (2)**

The course deals with the specialized rules and dispute resolution procedures of federal government contracts which in many cases depart significantly from the patterns of the common law and the U.C.C. The course will afford students a second, and deeper, look at some of the same problems they encountered in first-year contracts and in commercial law as examined through the perspective of an alternative regulatory scheme. By comparing and contrasting the common law and statutory rules governing private contracts with the regulatory scheme governing public contracts, students will be in a position to make intelligent and informed judgments as to what approach may be preferable as a matter of policy.

*Day (LAW 564 C)—Not offered 1989-90.*

### **Health Care Law (2)**

This course examines the American health care system and focuses on issues not studied in any detail in the Law and Medicine course. Such issues to be explored may include the organization and regulation of health care institutions; quality control and peer review organizations; the emerging role of alternative delivery settings;

cost containment; health planning and certificate of need; utilization review; Medicare and Medicaid; health insurance; access to health care; and antitrust and health care. *Day/Evening (LAW 516 D) at 5:25 p.m.—Ms. Hoffman.*

### **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/Evening (LAW 550 D) at 5:25 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/Evening (LAW 551 D)—Ms. Vaughns.*

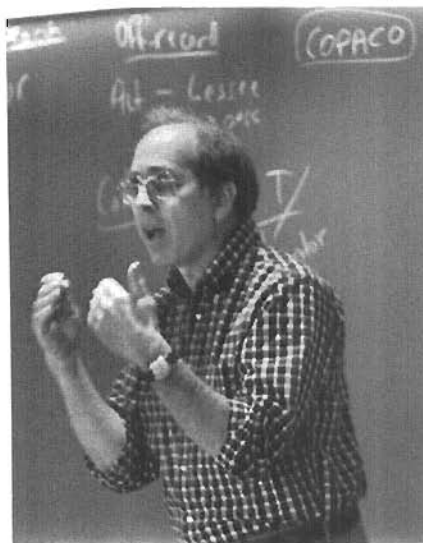
## Income Taxation (3)

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 pro-

ject 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), Evening (LAW 518 H) and Summer 1989—Faculty.*

## Injunctions (2)

This course will emphasize problems of issuance and enforcement of injunctions and their relationship to other equitable remedies. The development of structural injunctions will be fully covered.

*(LAW 514 G)—Not offered 1989-90.*

## 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 Environmental Law Seminar\* (3)

This seminar will focus on several recent case studies, and may include the issue of ozone depletion and the evolution of the Montreal Protocol for the Protection of the Ozone Layer; the ongoing process of international negotiations concerning global climate change; the influence of the World Bank and other multilateral development banks on the environment of developing countries; the potential for agreements to protect tropical forests and other endangered environments through agreements to reduce foreign debt; the legal regimes applicable to ocean pollution; the U.S.-Japan whaling dispute; and the recently proposed convention for Antarctica.

A major focus will be to understand the factors leading to successful international agreements, the appropriateness of alternative strategies for influencing the global environment potentially open to the United States, and environmental impact statements on U.S. governmental actions overseas.

*Day (Law 555 D)—Mr. Miller.*

### 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 Moot Court (1) or (2)

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.

*(LAW 538 C)—Mr. Chiu.*

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

This seminar 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)—Mr. Chiu and Mr. Simon.*

### **International Transactions (3)**

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 1989-90.*

### **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 1989-90.*

### **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)—Not offered 1989-90.*

### **Jurisprudence Seminar\* (3) and/or Course (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.

*Day (LAW 548 C)—Ms. West.*

### **Labor Law (3)**

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

*Day (Law 534 C)—Ms. Weiss.*

### **Labor Law Seminar\* (3)**

This seminar includes advanced work in such topics as statutory and common law individual employment rights, workers' democratic rights within unions, labor relations in the public sector, and individual versus collective rights and interests in the workplace, labor-management cooperation, and worker ownership.

*P: Either Employment Law or Labor Law R: Employment Discrimination Law*

*Day (LAW 565 C)—Ms. Weiss.*

### **Land Use Planning (2)**

This course studies public controls on the use of land including zoning, subdivision regulations, official plans, water and sewer permits, impact fees and environmental laws. Attention is

paid to the judicial review of the constitutional, political and economic issues which these controls present.  
*Day/Evening (LAW 535 C) at 5:25 p.m.—Mr. Power.*

### **Law and Biomedical Sciences Seminar\* (3)**

This seminar examines the legal and ethical issues raised in various health care settings and by the rapid expansion of medical technology. The issues explored may include informed consent; medical experimentation; foregoing life-sustaining treatment; abortion; the new reproductive technologies; surrogate parenting; genetic screening; genetic engineering; and organ transplantation.  
*Day (LAW 596 C)—Not offered 1989-90.*

### **Law and Economics Seminar\* (3) and/or Course (2)**

This course will introduce the student to the application of welfare economics to the analysis of problems in law and jurisprudence. Topics will include some of the following: The Case Theorem and the efficiency analysis of common law rules; the ethical critique of efficiency; elementary social choice theory leading to the proof of Arrow's Theorem; Prisoner's Dilemma and free-rider problems; Newcomb's problem and the concept of rational choice; Nash's solution to the bargaining problem; Kahneman and Tversky's critique of utility theory.

The course will not presuppose any background in mathematics beyond high school algebra and geometry, but students must be willing to work with symbols.

*Day (LAW 548 D)—Not offered 1989-90.*



### Law and Education Seminar\* (3)

This seminar will analyze constitutional, statutory, regulatory and common law influences on 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*

### Law and the Homeless Seminar\* (3)

This seminar will explore the causes of, and legal responses to, homelessness in the United States. The purpose of the seminar is to examine the roles of lawyers, courts, legislatures, and executive branch agencies in alleviating or aggravating the problems of the homeless. Topics for discussion will include public policies on shelter and housing, rights to shelter and to alternative housing, zoning restrictions, income maintenance, creation of advocacy systems, deinstitutionalization and rights to aftercare, compulsory treatment and shelter, legal problems of homeless children, rights to vote, and directions for legislative and other legal reforms. Each student will prepare a paper on a topic selected in consultation with the instructors. In addition, students will visit one or more shelters and conduct intake interviews with homeless persons seeking legal assistance.

*Day (LAW 536 C)—Mr. Herr and Ms. Hollandsworth.*

### Law and Literature Seminar\* (3) and/or Course (2)

The seminar will examine a few major "legal novels" (literary classics with law as subject matter), and the growing body of theoretical writings regarding the nature of interpretation, and the relationship (if any)



between the legal and literary interpretive enterprise. Each student will be required to write and present a paper centering on a work of legal literature, or alternatively, on some aspect of the interpretation debate. A limited number of students will be permitted to take the seminar as a two-credit course with a required final exam but no paper.

The seminar will have three parts. Part I will examine several legal novels, in conjunction with competing interpretive studies of those novels by legal scholars. Part II will examine the interpretation debate in jurisprudence, and its increasing dependence on theories of interpretation borrowed from literary theory. Part III will evaluate this growing interdisciplinary field, and compare it with its closest interdisciplinary rival: the law and economics movement.

*Day (LAW 589 G)—Ms. West.*

### Law and Medicine (2)

This course serves as an introduction to legal issues in medical practice and health care. Such areas to be explored may include medical education; licensure; professional discipline; hospital privileges; the physician-patient relationship; medical records and confidentiality; informed consent; special problems of the minor patient; AIDS and public health policy; death and dying; and medical malpractice.

*Day (LAW 567 C)—Ms. Rothenberg.*

### Law and Psychiatry Seminar\* (3)

The law has an increasingly important place in the practice of psychiatry. Commitment, the right to treatment, the right to refuse treatment, release of insanity acquitees, Tarasoff warnings and malpractice are a few of these areas. This seminar will discuss these issues in a medico-legal clinical fashion. A paper will be required.

*Evening (LAW 566 H)—Ms. Callegary and Mr. Rapoport.*

### Legal and Social Problems of the Elderly (3)

This course will focus on several of the major legal and social problems confronting the elderly today. These include public benefits; eg. Medicaid and Medicare; planning for old age, i.e., wills, insurance, and annuities; dealing with the health care system: rights of nursing home and hospitalized patients; and substituted decision-making for elderly incompetent patients, i.e., guardianship, durable powers of attorney and living wills. The course will integrate substantive and skill building components by providing students with an opportunity to (1) interact with elderly individuals, (2) practice interviewing, counseling, writing and oral communication skills, and (3) learn about and

appreciate the roles of other professionals involved in providing services to the elderly. Although the course will be targeted to law students, three or four of the sessions will be held jointly with a class at the school of social work and students from both schools will have an opportunity to work together on a project outside of class. Students may take this course and Legal Problems of the Elderly Seminar.

Day (LAW 532 D)—Ms. Hoffman.

### **Legal History I (2)**

This course deals with the history of American law from the 17th to the mid-19th centuries. It examines the complex relationship between legal institutions and the economic, political and social transformation of American society and values.

Evening (LAW 541 H) Summer, 1989—Mr. King.

### **Legal History II (2)**

This course will survey American legal history from the mid-19th century to the present. Among the topics covered will be legal formalism, legal realism, and feminist legal theory; changes in contracts, torts, property, administrative and constitutional law; the decline of the market and the rise of the new deal state; the evolution of the legal profession and legal education.

Day (LAW 551 C)—Mr. King.



### **Legal History Seminar: English Legal History\* (3)**

This seminar examines the development of the common law in England from the Norman Conquest to the nineteenth century. Topics discussed include the writ system, the origins of the jury, the role of the charter, the conflict between ecclesiastic and royal courts, the systems of law and equity, the development of the action on the case, the evolution of contract and the utilitarian critique of the system. Students desiring to take the course in the spring semester should meet with the instructor early in the fall semester to discuss paper topics.

Day (LAW 564 D)—Mr. Bogen.

### **Legal Journalism (2)**

This course will seek to acquaint the student with the rudiments of writing on legal subjects and legal issues for nonlawyer readers of newspapers,

magazines, newsletters and other general-interest publications. The aim is to familiarize the student with the dynamics as well as techniques of journalism. Reading materials will include essays and guides to effective writing. Assignments will include preparation of news stories or news releases, profiles, book reviews, and an article suitable for submission to a newspaper op-ed page editor. This course will not satisfy the law school's writing requirement.

Day (LAW 533 D)—Not offered 1989-90.

### **Legal Method-Process-Civil Procedure I (5)**

### **Legal Method-Process-Civil 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), and see Procedure I and II for descriptions of those components of these courses. Day (LMP-Procedure I—LAW 520 A)—Mr. Brown, Mr. Chibundu, Mr. Condlin. (LMP-Procedure II—LAW 521 A)—Mr. Condlin, Mr. Woodey.

### **Legal Method-Process-Contracts I (4)**

### **Legal Method-Process-Contracts II (4)**

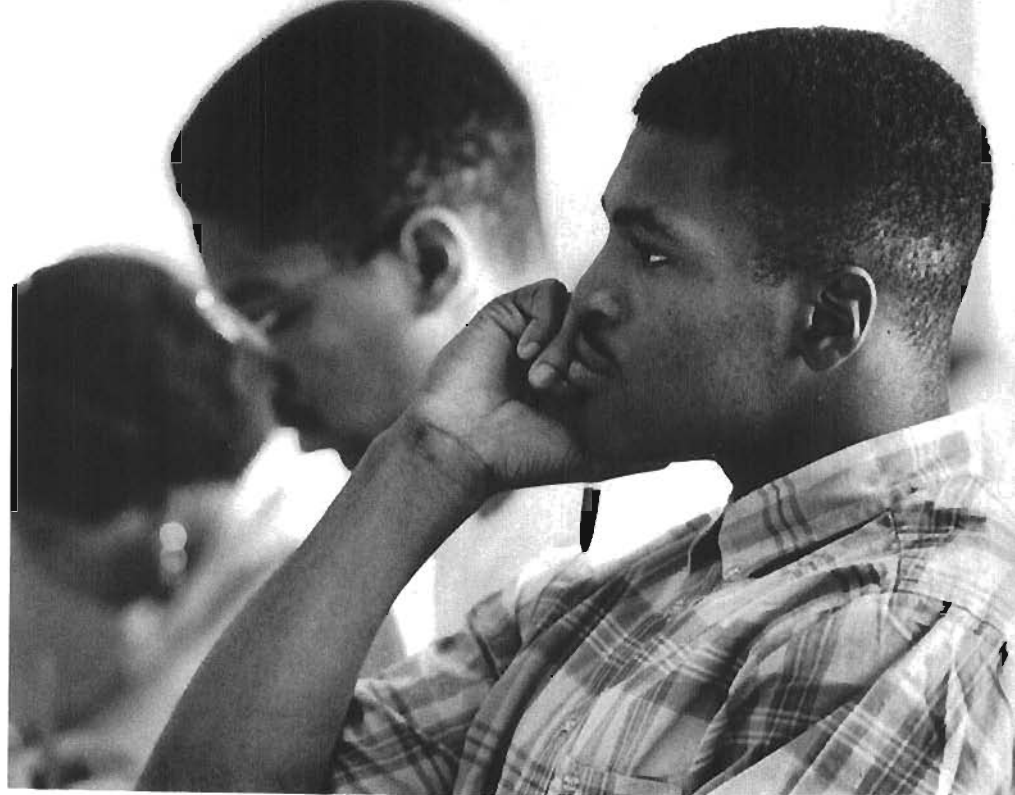
These first-year courses integrate the techniques, skills and principles of legal method and basic legal process with the substantive law of contracts. They are taught in small group sections facilitating student participation to an optimum extent. The legal method-process component is designed to give 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)—Mr. Reynolds, Ms. Singer, Mr. Young. (LMP-Contracts II—Law 513 A)—Mr. Tomlinson.*

### **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), and see Criminal Law and Criminal Procedure for descriptions of those components of these courses. *Day (LMP-Criminal Law—LAW 522 A)—Not offered 1989-90.*

### **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)—Not offered 1989-90.*

### **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), and see Property I and II for descriptions of those components of these courses. *Day (LMP-Property I—LAW 519 A)—Mr. E. Goldberg. Evening (LMP-Property I—LAW 519 E)—Mr. King, Mr. Power; Day (LMP-Property II—Law 5)—Mrs. Brumbaugh.*

### **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), and see Torts I and II for descriptions of those components of these courses.

*Day (LMP-Torts I—LAW 516 A)—Ms. Banks, Ms. Rothenberg.*

### **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. Students may take this seminar and Legal and Social Problems of the Elderly.

*Evening (LAW 512 D)—Not offered 1989-90.*

### **Legal Problems Workshop**

This workshop will allow first-year students to apply what they have learned in their first-year courses to a set of concrete problems. It will include simulations (e.g., students interviewing the instructor as the client) and will require a number of short written exercises. The focus will be on forcing students to integrate

what they have learned rather than to approach a problem as a Property problem or a Contracts problem, etc. The amount of skills training in the offering will depend on the nature of the problems developed by the instructor.

*Day (Law 525A)—Mrs. Brumbaugh, Mr. Tomlinson.*

### **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 1989-90.*

### **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, Mr. Davis; Evening (LAW 552 H)—Mr. Kelly.*

### **Legal Theory and Practice Courses**

In these courses, students will undertake a number of carefully selected clinical practice experiences under close faculty supervision. Students will meet regularly with their instructors to review the substantive, professional, ethical and craft issues raised by their work and to explore the connections between what is taught in the classroom and the practice of law as they are experiencing it. The experiences will be combined with the material taught in traditional courses. *Day (LTP-Civil Procedure II, Law 530A)—Mr. Millemann, et al. Day (LTP-Property II, Law 531A)—Mr. E. Goldberg, et al. Day (LTP-Torts II, Law 532A)—Ms. Banks, et al.*

### **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)—Ms. Lovill, Mr. H. Smith; Summer 1989—Ms. Lovill.*

### **Legislation Seminar\* (3)**

This seminar 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 seminar 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.

*Evening (LAW 544 H)—Mr. Bereano.*

### **Maryland Journal of Contemporary Legal Issues (1) or (2)**

Upon the recommendation of the faculty advisor, four staff members 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 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 *Journal*, i.e., editing, source checking and proofreading. See also page 27 for additional descriptive information. (LAW 529 C)—*Faculty Advisor.*

### **Maryland Journal of International Law and Trade (1) or (2)**

Upon recommendation of the journal's faculty advisors, students may receive credit (graded on a pass/fail basis) 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 15, 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 21 per semester for third-year students and 15 per semester for second-year students. See also page 28 for additional descriptive information. (LAW 518 D)—*Faculty Advisor.*

### **Maryland Law Review (1) to (4)**

Upon recommendation of the review's faculty advisor, 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. See also page 27 for additional descriptive information.

(LAW 509 C)—*Faculty Advisor.*

### **Maryland Practice and Procedure Course (2)**

This course 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.

*Day (Law 571 C) and Evening (Law 571 H)—Mr. Gibson.*

### **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. Auerbach; Evening (LAW 541 J)—Mr. Radowsky, Mr. Sykes.*

### **Moot Court - Required (1)**

The first round of Moot Court is mandatory. Day students participate in Moot Court in the spring semester of their first year and evening students in the spring semester of their second year or during the summer. Students gain experience in legal research, brief writing and oral presentation. Moot Court credit is earned on a pass/fail basis.

*Day (LAW 519 A)—Faculty. Evening (LAW 519 E)—Mr. Lee; Summer 1989—Mr. Davis.*

### **Moot Court - Elective (1) or (2)**

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

Upon 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). Students chosen as the national team may receive one additional credit for the activity. Moot Court credit is earned on a pass/fail basis. See also page 28 for additional descriptive information.

*Day (LAW 519 C)—Faculty Advisor.*

### **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/Evening (LAW 545 C) at 5:05 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 issues.

*Day (LAW 507 D)—Not offered 1989-90.*

### **Pre-trial Civil Litigation (3)**

Through discussion and simulation, students will become familiar with all aspects of civil pre-trial practice, including fact investigation, motion practice, formal and informal discovery and trial planning.

*Day (LAW 533 C)—Ms. Liang, Mr. P. Smith.*

### **Problems of International Law Seminar\* (3) and/or Course (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 students will be able to take the seminar as a two-credit course with a required final examination but no papers.

*Day (LAW 558 D)—Mr. Chiu.*

### **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, transfer of property interests, recording systems, landlord and tenant relationships, water and support rights, nuisance and public regulation of land use.

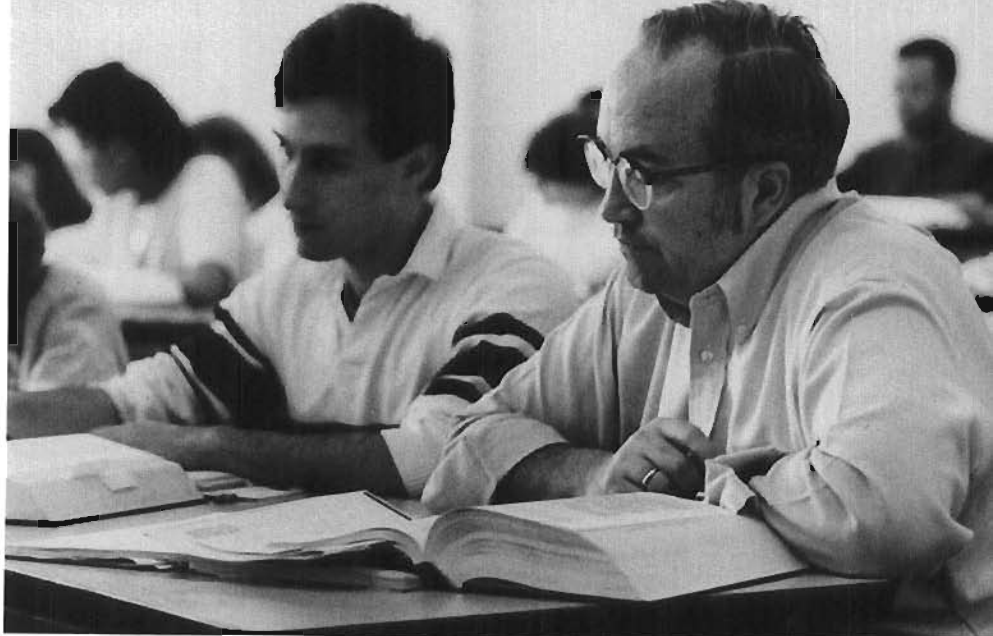
*Day (Property I—LAW 504 A)—Mrs. Brumbaugh, Mr. E. Goldberg; and (Property II—LAW 505 A)—Mrs. Brumbaugh, Mr. Power; Evening (Property II—LAW 508 E)—Mr. King.*

### **Protection of Human Rights Seminar\* (3) and/or Course (2)**

This seminar begins with an historical introduction to the development of international and regional human rights laws and the systems designed to enforce those rights. After the overview, the class will concentrate on several international human rights laws and the ambivalent role of the United States in the development and subsequent ratification of such laws. The class will focus on, *inter alia*: (a) the Genocide Convention and the 40-year debate in the United States over ratification; (b) the Inter-American Human Rights law, the legality of the registration of journalists and the abortion controversy under that law; (c) the treaty banning racial discrimination and provisions thereof that conflict with the First Amendment; (d) the treaty against torture, its application to the death penalty, and the case law emanating from the European regional human rights system on the definition of torture. Evening (Law 596 E)—Mr. Fitzpatrick.

### **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* Day/Evening (LAW 546 C) at 5:25 p.m.—Mr. Hankins.



### **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 transactions. 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*. Day (LAW 510 D)—Ms. 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. Evening (LAW 547 H)—Mr. Oliver and Ms. Sheehan.

### **Remedies (3)**

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)—Not offered 1989-90.

### **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 574 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. Smalkin; Evening (LAW 521 J)—Ms. Williams.

### **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.

R: *Accounting*. C: *Business Associations*.

Day (LAW 550 C)—Mr. Chibundu.

### **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 advisor or litigator context.

C: *Business Associations*. R: *Securities Regulation*.

Day (LAW 558 C)—Mr. Chibundu.

### **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)—*Not offered* 1989-90.

### **Special Topics in Law (2)**

Content for Special Topics in Law, taught as a limited enrollment seminar but not satisfying the writing requirement, will vary from year to year. In 1989-90 several sections of this course will be offered.

**Mr. Broccolino's section** will introduce the student with the unique importance of the prosecutor in the American criminal justice system, and how that role developed historically, and how it continues to evolve today. The course will examine the various issues facing today's prosecutors from an ethical prospective. Each student will be required to write a paper analyzing the conduct of a prosecutor in a contemporary case.

**Professor Herr's section** will offer an opportunity for Asper Fellows to integrate a study of public interest law with reflection based on their experience in working in a public interest law setting. Students will examine such issues as the definition of public interest law; history and current status of this practice sector; selection of clients and areas for law reform; lawyer accountability; organizational sponsorship and funding; the role of private as well as public lawyers in public interest law; lawyer recruitment and retention; evaluating legal and social change strategies; and the future of public interest practice. Students will keep a diary of their experience, and write two short papers in lieu of an examination. Central to the examination of these issues, and providing the focus for the seminar will be students' own experience in public interest legal work.

**Professor Millemann's section** will study his death penalty case in Florida. It presents a variety of challenging issues, including issues of professional role and responsibility.  
Day (Law 599C)—Mr. Broccolino, Mr. Herr, Mr. Milleman.

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

This 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.  
Day (LAW 549 C) *Not offered* 1989-90.



### **State and Local Taxation (2)**

The course will provide a comprehensive review of the development and application of state income, sales and property taxes. There will be an emphasis on constitutional issues posed by such taxes in the areas of jurisdiction to tax, burdens on interstate commerce and fair apportionment. Special attention will be given to the Maryland income, sales and property tax statutes and related case law.

Day (LAW 522 D) *Not offered*  
1989-90.

### **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/Evening (LAW 530 D) at 5:05 p.m.—Mr. Keller.

### **Tax Policy (2)**

The course will deal with advanced topics in income taxation, with special emphasis on tax policy considerations. Topics covered will vary from year to year.

P: *Income Taxation*.  
Day (LAW 539 C)—*Not offered*  
1989-90.

### **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)—*Not offered*  
1989-90.

### **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)—Mr. Ester, Mr. Gray; and (Torts II—LAW 507 A)—Mr. Gray, Mr. Quint; Evening (Torts I—LAW 506 E)—Ms. Weiss; (Torts II—LAW 507 E)—Mr. Ester.

### **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. Dantes; Evening (LAW 544 J)—Mr. P. Smith.

### **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*.  
(LAW 554 C)—Mr. Dash, Mr. Weiner (Saturday); Evening (LAW 554 H)—Mr. Cramer, Mr. Murphy; Summer 1989—Mr. Dantes.

### **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. Czapaniskiy.

# ADMINISTRATION, FACULTY AND STAFF

"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."

Oliver Wendell Holmes, Jr.

"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**

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Alan Hornstein, *Associate Dean*  
Kathryn Vaughns, *Associate Dean*  
James F. Forsyth, *Assistant Dean*  
Linda A. McDonnell, *Assistant Dean*  
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Raymond J. Miller, Ph.D., *Vice Chancellor for Agricultural Affairs*  
Donald L. Myers, M.B.A., *Vice Chancellor for General Administration*  
Patricia S. Florestano, Ph.D., *Vice Chancellor for Governmental Relations*  
Edgar B. Schick, Ph.D., *Vice Chancellor for Policy and Planning*  
Robert G. Smith, M.A., *Vice Chancellor for University Relations*

## University of Maryland at Baltimore

William J. Kinnard, Jr., Ph.D., *Acting President*  
John M. Dennis, M.D., *Vice President, Academic Affairs*  
Charles W. Tandy, M.B.A., *Vice President, Administration*  
Barbara C. Hansen, Ph.D., *Vice President, Graduate Studies and Research*  
Judith M. DeSarno, *Vice President, Institutional Advancement*  
Morton I. Rapoport, M.D., *President and Chief Executive Officer, University of Maryland Medical System*  
Errol L. Reese, D.D.S., *Dean, Dental School*  
Michael J. Kelly, Ph.D., *Dean, School of Law*  
John M. Dennis, M.D., *Dean, School of Medicine*  
Frieda M. Holt, Ed.D., *Acting Dean, School of Nursing*  
David A. Knapp, Ph.D., *Acting Dean, School of Pharmacy*  
Ralph L. Dolgoff, Ph.D., *Dean, School of Social Work*

## Law Faculty and Professional Staff, 1989-90

- Bernard Auerbach, Professor of Law, A.B., 1945, *Yeshiva University*; J.D., 1950, *New York University*; LL.M., 1959, *Yale University*.
- Kathy Baker, Assistant Director of Career Services, B.S., 1986, *Towson State University*.
- E. Clinton Bamberger, Jr., Professor of Law, B.S., 1949, *Loyola College*; J.D., 1951, *Georgetown University*.
- Taunya L. Banks, Professor of Law, B.A., 1965, *Syracuse University*; J.D., 1968, *Howard University*.
- Lynne A. Battaglia, Lecturer, B.A., 1967, M.A., 1968, *American University*; J.D., 1974, *University of Maryland*.
- 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*.
- Barbara L. Bezdek, Law School Associate Professor, B.A., 1975, *University of South Carolina*; J.D., 1978, *Columbia University*; LL.M. 1986, *Georgetown University*.
- Pamela Bluh, Assistant Director 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, Assistant Professor of Law, B.A., 1976, *Johns Hopkins University*; J.D., 1979, *Harvard University*.
- Dario J. Broccolino, Lecturer, B.S., 1967, *Loyola College*; J.D., 1970, *University of Baltimore*.
- 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*.
- W. Scott Burns, Law School Assistant Professor, B.S., 1977, *Haverford College*; J.D., 1982, *University of Maryland*.
- Ellen Callegary, Lecturer, B.A., 1975, *Johns Hopkins University*; J.D., 1978, *University of Maryland*.
- Maxwell O. Chibundu, Assistant Professor of Law, B.A., 1980, *Yale University*; M.A. in Law and Diplomacy, 1984, *Tufts University*; J.D., 1984, *Harvard University*.
- 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*.
- Michael Christie, Lecturer, M.A., 1966, LL.B., 1968, *University of Aberdeen, Scotland*.
- David Clarke, Jr., Lecturer, A.B., 1978, J.D., 1981, *Harvard University*.
- Robert J. Condlin, Associate Professor of Law, B.A., 1966, *Siena College*; J.D., 1969, *Boston College*; LL.M., 1976, *Harvard University*.
- Michael Cramer, Lecturer, B.A., 1955, *Penn State University*; J.D., 1958, *George Washington 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*.
- Hon. Andre M. Davis, Lecturer, B.A., 1971, *University of Pennsylvania*; J.D., 1978, *University of Maryland*.
- Michael C. Durst, Lecturer, B.A., 1975, *Williams College*; M.A., 1978, *Massachusetts Institute of Technology*; J.D., 1981, *University of California, Berkeley*; LL.M., 1985, *Harvard University*.
- John W. Ester, 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*.
- Marc Feldman, Law School Associate Professor, B.A., 1971, *Washington University*; LL.M., 1981, *Harvard University*.
- Nelson I. Fishman, Lecturer, B.S., 1954, *University of Pennsylvania*; J.D., 1976, *University of Maryland*.
- Robert B. Fitzpatrick, Lecturer, B.A., 1964, J.D., 1967, *George Washington University*.
- James F. Forsyth, Assistant Dean, B.A., 1966, *University of Connecticut*; M.A., 1968, *University of Michigan*.
- Karen Friedel, Director of Annual Giving and Alumni Programs, B.A., 1985, *Loyola College*.
- Larry S. Gibson, Professor of Law, B.A., 1964, *Howard University*; LL.B., 1967, *Columbia University*.
- Theresa Glennon, Assistant Professor of Law, B.A., 1980, J.D., 1984, *Yale University*.
- Daniel S. Goldberg, 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*.
- 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*.
- David Grahek, Associate Director of the Law Library, B.A., 1974, *Tufts University*; J.D., 1977, *Boston University*; M.S., 1985, *Simmons College*.
- Oscar S. Gray, Professor of Law, B.A., 1948, J.D., 1951, *Yale University*.
- Maxine Z. Grosshans, Research Librarian, B.A., 1963, *University of Pittsburgh*; M.A., 1969, *University of Chicago*.

- Dennis Guion, Assistant Director for Resource Management, B.A., 1965, *Pan American University*; M.L.S., 1982, *Drexel University*.
- Peter H. Gunst, Lecturer, B.A., 1966, *Johns Hopkins University*; J.D., 1969, *University of Maryland*.
- Grover Hankins, Lecturer, B.A., 1962, *Augustana College*; J.D., 1972, *University of Illinois*.
- Frank O. Heintz, Lecturer, B.A., 1966, *Yale University*; J.D., 1976, *University of Maryland*.
- 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*.
- Diane Hoffmann, Law School Assistant Professor, A.B., 1976, *Duke University*; M.S., 1980, J.D., 1986, *Harvard University*.
- Marla Hollandsworth, Lecturer, B.A., 1979, *University of Missouri, Columbia*; J.D., 1983, *University of Maryland*.
- Alan D. Hornstein, Associate Dean and Professor of Law, A.B., 1965, M.A., 1967, *Long Island University*; J.D., 1970, *Rutgers University, Newark*; M.A., 1986, *St. John's College*.
- 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*.
- Andrew J. King, Associate Professor of Law, B.A., 1963, *Antioch College*; LL.B., 1966, *Harvard University*; Ph.D., 1975, *University of Wisconsin*.
- Homer C. LaRue, Law School Associate Professor, B.A., 1970, *Purdue University*; J.D., 1974, M.I.L.R., 1975, *Cornell University*.
- Paula L. Laing, Lecturer, A.B., 1979, *Brown University*; J.D., 1982, *Boston University*.
- Hon. Michael W. Lee, Lecturer, B.A., 1975, *Macalester College*; J.D. 1978, *University of Maryland*.
- Susan P. Leviton, Law School Associate Professor, B.A., 1969, J.D., 1972, *University of Maryland*.
- Kathryn W. Lovill, Lecturer, B.A., 1979, *Wake Forest University*; J.D., 1988, *University of Maryland*.
- David Luban, Professor of Law, B.A., 1970, *University of Chicago*, M.A., M. Phil, 1973, Ph.D., 1974, *Yale University*.
- Deborah J. McCalpin, Information Services Librarian, B.A., 1982, *University of California*; B.A., 1973, *University of Waterloo*; M.L.S., 1987, *University of Buffalo*.
- Linda A. McDonnell, Assistant Dean, B.S., 1983, *University of Maryland University College*.
- Michael A. Millemann, Associate Professor of Law, A.B., 1966, *Dartmouth College*; J.D., 1969, *Georgetown University*.
- Alan Miller, Lecturer, A.B., 1971, *Cornell University*; M.P.P., 1974, J.D., 1974, *University of Michigan*.
- Karen Morgan, Bibliographic Resources Librarian, B.A., 1967, *Appalachian State University*.
- Hon. Charles E. Moylan, Jr., Lecturer, B.A., 1952, *Johns Hopkins University*; J.D., 1955, *University of Maryland*.
- Hon. 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*.
- James C. Oliver, Lecturer, B.A., 1977, *Bucknell University*; J.D., 1980, *University of Virginia*.
- Laura Orr, Research Librarian, B.S., 1980, J.D., 1986, *Temple University*; M.L.S., 1987, *Indiana University*.
- Robert V. Percival, Assistant Professor of Law, B.A., 1972, *Macalester College*; M.A. 1978, J.D. 1978, *Stanford 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*.
- Jonas R. Rappeport, Lecturer, B.S., 1950, M.D., 1952, *University of Maryland*.
- 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*.
- Hon. Lawrence F. Rodowsky, Lecturer, A.B., 1952, *Loyola College*; LL.B., 1956, *University of Maryland*.
- Doreen B. Rosenthal, Assistant Dean, B.A., 1960, *Goucher College*; M.L.A., 1975, *Johns Hopkins University*.
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- Rose M. Saenz, Systems Librarian, B.A., 1979, *University of New Orleans*; M.L.S., 1981, *Louisiana State University*.
- Mark Sagoff, Lecturer, B.A., 1963, *Harvard University*; Ph.D., 1970, *University of Rochester*.
- Mark A. Sargent, Professor of Law, B.A., 1973, *Wesleyan University*; M.A., 1975, J.D., 1978, *Cornell University*.

Jane Sheehan, Lecturer, B.A., 1971, *University of Maryland*; J.D., 1977, *University of Baltimore*.

David Simon, Lecturer, A.B., 1969, *St. John's College*; J.D., 1977, *University of Maryland*.

Robin P. Simonds, Research and Computer Development Specialist, B.A., 1980, *Yale University*; J.D., 1983, *University of Colorado*.

Jana B. Singer, Assistant Professor of Law, A.B., 1977, *Dartmouth College*; J.D., 1981, *Yale University*.

Hon. 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*.

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Palma Strand, Law School Assistant Professor, B.S., 1978, J.D., 1984, *Stanford University*.

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Edward A. Tomlinson, Professor of Law, A.B., 1961, *Princeton University*; M.A. 1962, *University of Washington*; J.D., 1965, *Harvard University*.

Katherine L. Vaughns, Associate Dean and Associate Professor of Law, B.A., 1967, J.D., 1970, *University of California, Berkeley*.



Anthony Jon Waters, Associate Professor of Law, B.A., 1972, *University of Keele*; LL.M., 1974, *Yale University*.

Deborah J. Weimer, Assistant Professor of Law, B.A., 1975, *State University of New York at Old Westbury*; J.D., 1978, *New York University*; L.L.M., 1987, *Temple 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*.

Robin L. West, Professor of Law, B.A., 1976, J.D., 1979, *University of Maryland*; M.J.S., 1982, *Stanford Law School*.

Christine Williams, Lecturer, B.A., 1970, *S.U.N.Y. Binghamton*; J.D., 1976, *University of Kentucky*.

Hon. Alan M. Wilner, Lecturer, A.B., 1958, M.L.A., 1966, *Johns Hopkins University*; J.D., 1962, *University of Maryland*.

Roger Wolf, Associate Professor of Law, 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*.

Chih-Yu Wu, Senior Administrative/Research Assistant of East Asian Legal Studies Program, B.A., 1978, *Soochow University*; M.P.S., 1985, *University of Maryland*.

Gordon G. Young, Professor of Law, B.A., 1967, *Rollins College*; J.D., 1970, *New York University*; LL.M., 1972, *Harvard University*.

# POLICY STATEMENTS

## 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.

### *Students 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 Responsibilities*

- (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.



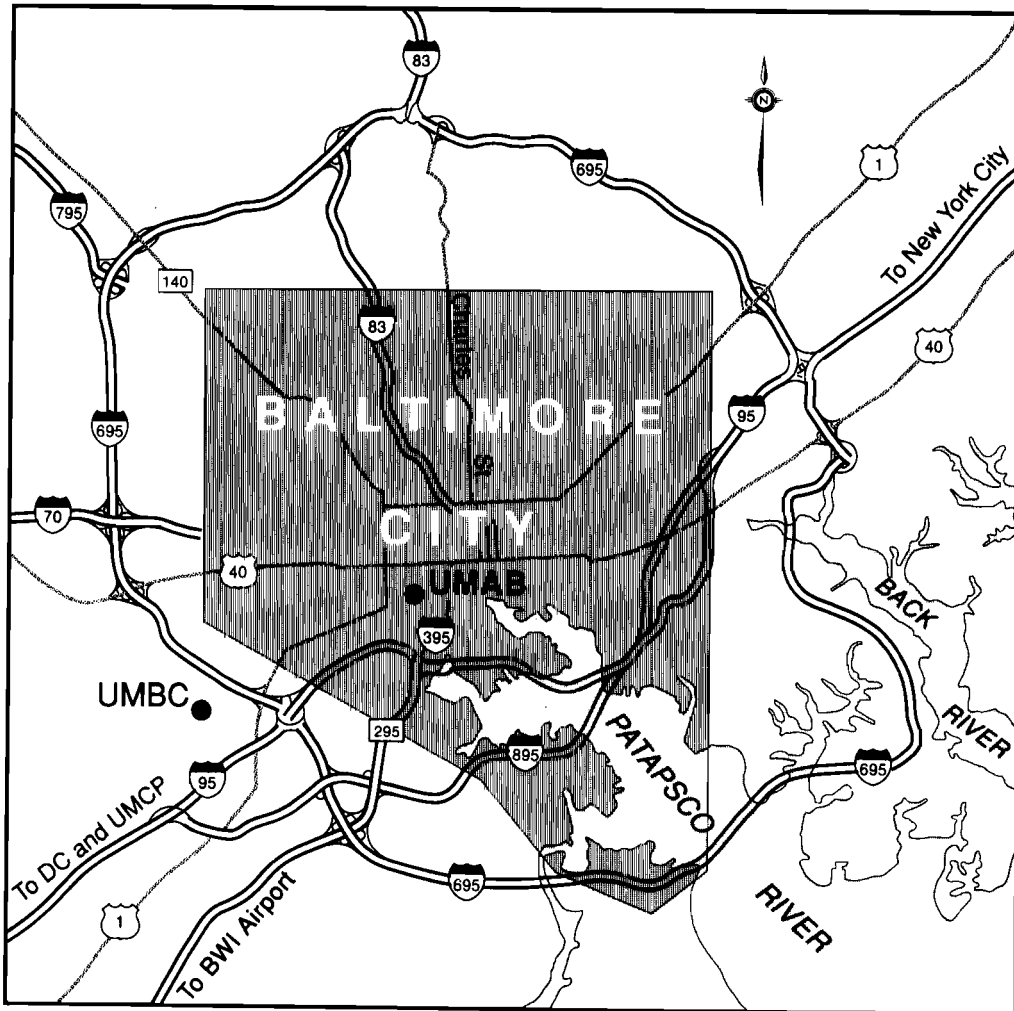
**Service to Those with Infectious  
Diseases**

It is the policy of the University of Maryland at Baltimore to provide education and training to students for the purposes of providing care and service to all persons. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements, yet protecting the interest of students and faculty participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures, such penalties to include suspension or dismissal.

The provisions of this publication shall not be construed as a contract between any applicant or student and the University of Maryland. The university reserves the right to change any admission or advancement requirement at any time. The university further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interests of the university.

# MAPS



## Directions to the University of Maryland School of Law

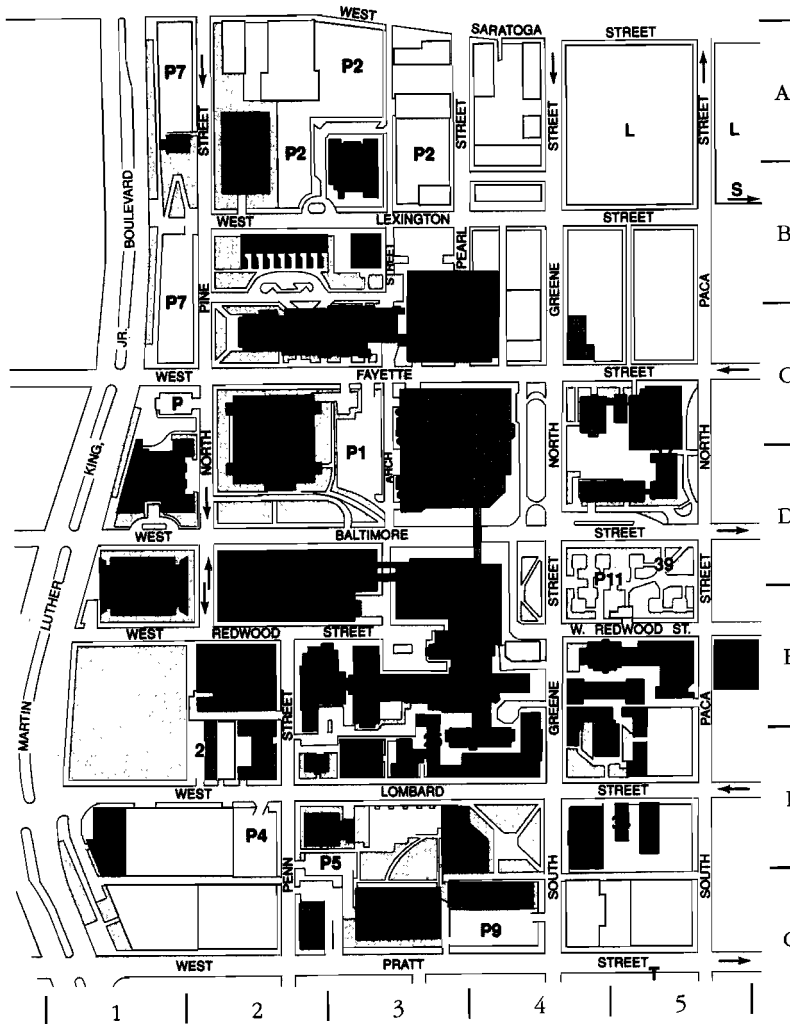
**From north of Baltimore:** South on I-95 through Fort McHenry Tunnel to Rte. 395 (downtown Baltimore) and exit onto Martin Luther King, Jr., Blvd., staying in the right lane.

At third traffic light, turn right onto Baltimore St., turn right at first traffic light onto Greene St.; turn left at next traffic light onto Redwood St. and immediately into the entrance for the underground University Plaza Garage.

**From south of Baltimore:** North on I-95 to Russell St. exit. North on Russell St. (which becomes Paca St.) through eight traffic lights to Redwood St. Turn left on Redwood St. and immediately into the entrance for the underground University Plaza Garage.



# University of Maryland at Baltimore



T Baltimore Trolley Works to Inner Harbor (G5)  
 L Lexington Market (A5)  
 S Metro Subway Station (B5)

■ University Buildings  
 ■ Campus-Related Buildings  
 → Direction of Traffic Flow

## University & Campus-Related Buildings

1. Administration Building  
737 W. Lombard St. (F1)
2. Allied Health Professions Building, 32 S. Greene St. (E-F4)
3. Baltimore Student Union  
621 W. Lombard St. (F3-4)
4. (Walter P.) Carter Center  
630 W. Fayette St. (C2-3)
5. Davidge Hall  
522 W. Lombard St. (F4-5)
6. Dental School  
Hayden Harris Hall  
666 W. Baltimore St. (C-D2)
7. Dunning Hall  
636 W. Lombard St. (F3)
8. East Hall  
520 W. Lombard St. (F5)
9. Gray Laboratory  
520 W. Lombard St. (E5)
10. Greene Street Building  
29 S. Greene St. (E4-5)
11. Health Sciences Building  
610 W. Lombard St. (F4)
12. Health Sciences Library  
111 S. Greene St. (F4)
13. Hope Lodge  
636 W. Lexington Street (A-B3)
14. Howard Hall  
660 W. Redwood St. (D-E2)
15. Institute of Psychiatry and Human Behavior  
645 W. Redwood St. (E3)
16. Kelly Memorial Building  
650 W. Lombard St. (F2)
17. Law School and Marshall Law Library  
500 W. Baltimore St. (C-D5)
18. Lombard Building  
511 W. Lombard St. (F5)
19. Maryland Bar Center  
520 W. Fayette St. (C4)
20. Medical School  
Frank C. Bressler Research Building, 655 W. Baltimore St. (D2-3)
21. Medical School Teaching Facility, 10 S. Pine St. (D-E1)
22. Medical Technology  
31 S. Greene St. (E4)
23. Newman Center  
712 W. Lombard St. (F2)
24. Nursing School  
655 W. Lombard St. (F2-3)
25. Parsons Hall  
622 W. Lombard St. (F3)
26. Pascault Row  
651-655 W. Lexington St. (B2)
27. Pharmacy Hall  
20 N. Pine St. (D1)
28. Pine Street Police Station  
214 N. Pine Street (A1)
29. Pratt Street Garage and Athletic Center  
646 W. Pratt St. (G3)
30. R Adams Cowley Shock Trauma Center  
Penn and Redwood Sts. (E2-3)
31. Redwood Hall  
721 W. Redwood St. (E2)
32. Ronald McDonald House  
635 W. Lexington St. (B3)
33. School of Social Work  
525 W. Redwood St. (E5)
34. The Shaw House  
513 W. Lombard St. (F5)
35. State Medical Examiner's Building, 111 Penn St. (G2)
36. University Health Center  
120 S. Greene St. (G4)
37. University of Maryland Medical System  
22 S. Greene St. (E3-4)
38. University of Maryland Professional Building and The University Club  
419-21 W. Redwood Street (E5)
39. University Plaza  
Redwood and Greene Sts. (D5)
40. Veterans Administration Medical Center  
Baltimore and Greene Sts. (C-D3)
41. Western Health Center  
700 W. Lombard St. (F2)
42. Westminster Hall  
515 W. Fayette St. (C4)
43. Whitehurst Hall  
624 W. Lombard St. (F3)

### Parking Facilities

- P1. Dental Patient Lot (C-D3)
- P2. Koester's Lot (A-B3)
- P3. Lexington Street Garage (A-B2)
- P4. Lombard Square (F2)
- P5. Nursing Lot (F2-3)
- P6. Pearl Garage (B-C3)
- P7. Pine Street Lots (A-B1)
- P8. Pratt Street Garage (G3)
- P9. Tempo/Health Center Lot (G4)
- P10. University Garage (E2)
- P11. University Plaza Garage-Visitor Parking (D-E, 4-5)

# ACADEMIC CALENDAR, 1989-90

## Summer Session 1989

May 31, Wednesday  
Registration  
May 31, Wednesday  
Classes begin  
July 4, Tuesday  
Independence Day holiday  
July 21, Friday  
Last day of class  
July 24-27, Monday-Thursday  
Examination period

## Fall Semester 1989

August 25, Friday  
Registration  
August 28, Monday  
Classes begin  
September 4, Monday  
Labor Day holiday  
November 22, Wednesday  
Thanksgiving recess begins after  
last class  
November 27, Monday  
Instruction resumes  
December 9, Saturday  
Last day of classes  
December 13, Wednesday  
Fall semester examinations begin  
December 22, Friday  
Fall semester examinations end

## Spring Semester 1990

January 12, Friday  
Registration  
January 15, Monday  
King's birthday holiday  
January 16, Tuesday  
Instruction begins  
March 17, Saturday  
Spring recess begins after last class  
March 26, Monday  
Instruction resumes  
May 5, Saturday  
Last day of classes  
May 9, Wednesday  
Spring semester examinations begin  
May 18, Friday  
Spring semester examinations end  
May 25, Friday  
Commencement exercises





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