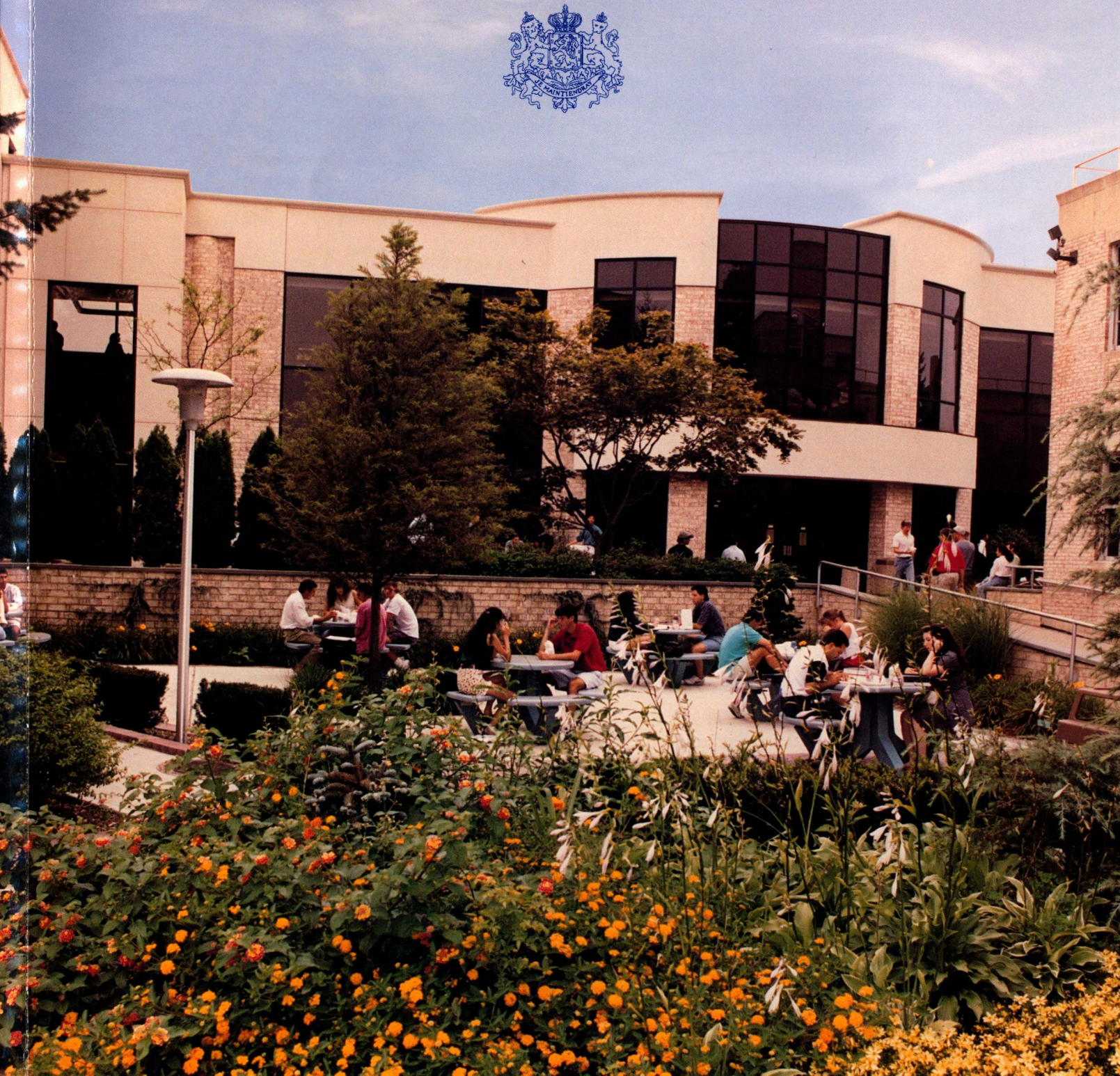


# HOFSTRA UNIVERSITY SCHOOL OF LAW

1996-1997





# HOFSTRA UNIVERSITY

## SCHOOL OF LAW

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Hofstra University continues its commitment to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual preference, age, national origin, or physical or mental disability in the conduct and operation of its educational programs and activities, including admission and employment. This statement of nondiscrimination is in compliance with Title IX of the Education Amendments of 1972, federal and other regulations. Inquiries regarding compliance with the foregoing should be addressed to the Affirmative Action Officer of the University.



## MESSAGE FROM THE DEAN

I doubt that there are very many law students today who have chosen their careers because they view the law as a convenient and comfortable profession to "fall" into for lack of better alternatives. Law school is rigorous and demanding and for many, somewhat humbling. Lawyers are viewed with respect, but also with suspicion. Nonetheless, you have chosen well. The law is a marvelous profession which offers opportunities for advancement and self-satisfaction far beyond most others. It is, I believe, a true meritocracy where success depends on talent, hard work, tenacity, and one's sense of values. In addition, a law degree presents an extraordinary choice of career options. Lastly, and most important, whatever path in the law one might choose, it provides the opportunity to experience the very special sense of satisfaction that comes from a career spent helping people – helping them to live their lives in peace, in decency, and with dignity.

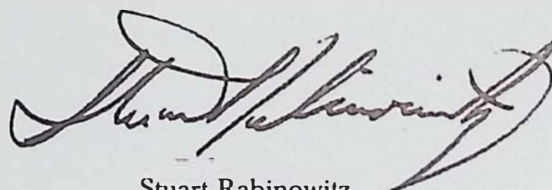
The choice of the "right" law school for the aspiring lawyer is more elusive. Luckily, it is difficult for an applicant to be terribly mistaken. There are many schools which will provide a student with the opportunity to obtain a quality legal education. Beyond that, however, there are differences among schools. The trick for the applicant is to find the one which best suits his or her needs and inclinations.

I believe that the student who would benefit the most from a legal education at Hofstra is one who seeks a rigorous preparation for entry into the profession, with special emphasis on writing and skills training. It is also one whose vision of learning encompasses not only the classroom experience, but also informal discussions with faculty and colleagues in offices and student lounges; attendance at lectures by prominent judges, scholars, and practicing attorneys; participation in conferences on the law and the legal profession; the devotion of time and effort to indigent clients in our voluntary *pro bono* program; and active involvement in the life of the law school community.

The cornerstone of Hofstra's success is an extraordinarily talented and dedicated faculty. Its men and women are drawn from prestigious law firms, public interest organizations and services, governmental agencies, and corporate counsel departments. They are persons of academic distinction, many of whom are recognized as national authorities in their disciplines. They also are committed to excellence in teaching; Hofstra takes great pride in its exceptional classroom teachers. We have a faculty who care deeply about legal education in general and about their individual students in particular. They make it a point to be accessible to students outside of the traditional classroom setting.

We seek those students who demonstrate high academic achievement and a commitment to the highest ideals of the legal profession. Our student body is a rich and diverse mix of men and women who come to us either directly upon the completion of their undergraduate education or who decide to attend professional school later in life. They desire and receive an excellent legal education taught in an exciting and innovative way. Our curriculum is designed to provide a broad-based legal education that will equip students to practice law in every state and federal court in the nation. Our emphasis is primarily upon the teaching of legal analysis, lawyering skills, and professional responsibility. At the same time, we provide the opportunity for interested students to develop expertise in a number of particular areas of the law. For example, our extensive offerings in litigation and trial practice, consisting of a mix of classroom, simulation, and clinical courses, present a unique in-depth exposure to advocacy skills and strategy. Other areas of possible concentration include Alternative Dispute Resolution, Corporate, Constitutional, Criminal, Family, International, Labor, and Tax Law.

Hofstra offers a rigorous, vibrant, but collegial academic atmosphere. This intellectually challenging yet nurturing atmosphere makes Hofstra a very special place at which to obtain a legal education.



Stuart Rabinowitz  
Dean of the School of Law  
Hofstra University



## FACULTY



### **Stuart Rabinowitz**

*Dean and Alexander M. Bickel Distinguished Professor of Communications Law*

B.A., City College of New York

J.D., Columbia University

Stuart Rabinowitz became Dean of the Hofstra University School of Law on September 1, 1989. Having joined the faculty in 1972, he has taught every class that has graduated from the Law School. In addition to serving as the Alexander M. Bickel Distinguished Professor of Communications Law, Dean Rabinowitz' other areas of special interest include civil procedure, federal courts, and conflict of laws. He also has participated as a special litigation counsel in a wide variety of private and *pro bono* cases.

Dean Rabinowitz served as a member of the Nassau County Commission on Government Revision which was charged with drafting a new charter and a new form of government for the county. He is the recipient of the Martin Luther King Living the Dream Award, EOC; Distinguished Service in the Cause of Justice, Legal Aid Society; UJA Federation Leadership Award; Bar Association of Nassau County, Proclamation for Outstanding Service to Both the Legal Profession and the Community; and the Faculty Distinguished Service Award, Hofstra University.

Dean Rabinowitz received his Juris Doctor degree, *magna cum laude*, from the Columbia University School of Law, where he was a Member of the Board of Editors of the *Columbia Law Review* and a Harlan Fiske Stone Scholar. He served on the Columbia faculty as an Associate in Law and then practiced law with a major New York City law firm. He is a member of Phi Beta Kappa and the American Law Institute. He previously served as Associate Dean and as Vice Dean of the Hofstra University School of Law.



### **M. Patricia Adamski**

*Vice Dean and Adolph J. and Dorothy R. Eckhardt Distinguished Professor of Corporate Law*

B.A., University of Wisconsin

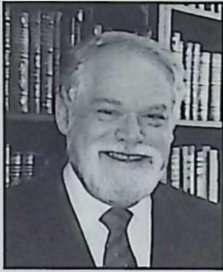
J.D., University of Virginia

Professor Adamski has been a member of the faculty since 1979. She teaches primarily in the corporate area; her courses include the basic Business Organizations and Securities Regulation courses as well as seminars in Corporate Takeovers, Corporate Governance, and Advanced Securities. In addition, she regularly teaches the first-year course in Contracts. Professor Adamski received the Law Faculty Distinguished Service Award for 1988-1989. She has been Vice Dean since 1989 and serves as the Adolph J. and Dorothy R. Eckhardt Distinguished Professor of Corporate Law.

Before coming to Hofstra, Professor Adamski was an Associate at Dewey, Ballantine, Bushby, Palmer & Wood in New York. At that firm she specialized in corporate and securities litigation, which is her area of expertise.

Professor Adamski has coauthored and regularly revises a major treatise on the responsibilities and liabilities of corporate officers and directors. She also has written in the area of securities litigation. Professor Adamski is a member of the American Bar Association Committee on the Federal Regulation of Securities and its subcommittee on litigation.





### **Burton C. Agata**

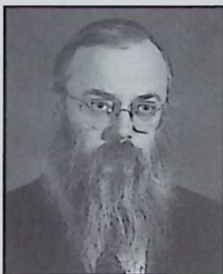
*Max Schmertz Distinguished Professor of Law*

A.B., J.D., University of Michigan

LL.M., (Trade Regulation), New York University

Professor Agata has been a member of the faculties of the Universities of Montana, Houston, and New Mexico. He also has been a Visiting Faculty Member at the University of Wisconsin and New York University. He has served as Interim Dean of the Hofstra School of Law. His teaching areas include criminal law, trade regulation, and evidence, and he has authored numerous articles in those areas. He was Codirector of the Northeast Regional Program of the National Institute for Trial Advocacy and the Director of the Advanced Practice Institute, Hofstra's program of continuing legal education. He has been Special Counsel to the New York State Senate Minority and Consultant to the New York City Charter Revision Commission. Professor Agata also was Reporter-Consultant to Action Unit Number 7 of the New York State Bar Association, which was charged with studying and making recommendations for the improvement of New York State's criminal justice system. He served as Senior Counsel to the National Commission on Reform of Federal Criminal Laws (the Brown Commission) just prior to coming to Hofstra.

Professor Agata has been elected to membership in the American Law Institute and is a Life Fellow of the American Bar Foundation. He presently is a Member of the State Antitrust Law Committee of the ABA Section on Antitrust Law. He is a Member of the Executive Committee of the Criminal Justice Section, the Committee to Study New Sentencing Legislation and Chair of the Committee on Revision of the Penal Law and has been Vice Chair of the Committee on the Donnelly Act of the New York State Bar Association. He has served as a Member of the Committee on Trade Regulation and the Council on Criminal Justice of the Association of the Bar of the City of New York, as the Chairman of the Criminal Law Section of the Association of American Law Schools, and as Chairman of the Committee on Research of the American Bar Association's Section on Criminal Law. In addition, he has conducted numerous studies as Director of the Comparative Study of the American Bar Association Criminal Justice Standards and New York Law, Director and Consultant for a Federal Judicial Center Study on Admissions and Discipline of Attorneys in Federal Courts, and Consultant to the Institute of Judicial Administration on the implementation of criminal justice standards. He also has been a Consultant to the Temporary New York State Commission on Constitutional Revision, the United States State Department, the Department of Health, Education, and Welfare, and the White House Special Agency on Drug Abuse Prevention and served as Chairman of the New York State Task Force on Standards and Goals for Prosecution and Defense. He also has been Special Counsel to the New York City Office of Collective Bargaining.



### **Robert A. Baruch Bush**

*Harry H. Rains Distinguished Professor of Arbitration and Alternative Dispute Settlement Law*

B.A., Harvard University

J.D., Stanford Law School

Professor Bush is a former Research Fellow of the Center for Comparative Judicial Studies in Florence, Italy, and of the Yale Law School, and a former Sheldon Travelling Fellow of Harvard University. As Deputy Director of Community Dispute Services of the American Arbitration Association in San Francisco, he initiated and managed the west coast's first neighborhood mediation program. He has served as an educational and program consultant with government, business, and community agencies, developing and presenting courses on dispute settlement outside the courts. His research and publications have concentrated on economic analysis of access to justice, comparative judicial procedure, and alternative dispute resolution.





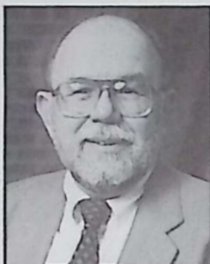
### **Robin Charlow**

*Associate Professor of Law*

A.B., Vassar College

J.D., Cornell University

Professor Charlow served as Law Clerk to the Honorable Richard J. Cardamone, United States Court of Appeals for the Second Circuit, and then argued regularly before the circuit as Appellate Counsel in the Federal Defender Unit of the Legal Aid Society. She was Senior Legislative Analyst for the New York City Office of Management and Budget, covering tort, environmental, and energy law, and capital expenditures. Before coming to Hofstra, she served as a full-time consultant to the National Advisory Committee of Federal Public and Community Defenders in connection with the development of federal sentencing guidelines. She has lectured on federal bail and sentencing reforms, abortion, hate speech, separation of church and state, and sex-based employment discrimination, and she serves on the Due Process Committee of the National Board of the ACLU. Her writings are in the areas of criminal law and constitutional law.



### **David Arthur Diamond**

*Professor of Law*

A.B., LL.B., Harvard University

LL.M., New York University

Professor Diamond teaches in both the procedure and trial practice areas and in areas concerned with families and children. He is a Co-Director of the Northeast Regional Trial Practice Program of the National Institute for Trial Advocacy, which is held at Hofstra each year. He teaches and writes on legal problems of public education and in the area of civil litigation. He is a member of the Board of Directors of Mobilization for Youth Legal Services, where he was once employed as Chief Welfare Attorney and later as Director of the Law Reform and Test Case Unit. Prior to coming to Hofstra School of Law, Professor Diamond taught at Syracuse Law School and had previously been an Associate at Hughes, Hubbard and Reed in New York.



### **J. Herbie DiFonzo**

*Associate Professor of Law*

B.S., St. Joseph's College

J.D., M.A., Ph.D., University of Virginia

Professor DiFonzo's professional interests range from Criminal Law to American Legal History to Domestic Relations. Last year he was a Visiting Assistant Professor at Chicago-Kent College of Law, teaching Family Law and Legal Writing. His career has been eclectic. Following law school graduation, he was selected as an Attorney General's Honors Law Graduate by the United States Department of Justice. He later served as a federal prosecutor, specifically as Assistant United States Attorney for the District of Columbia, and as Special Assistant United States Attorney for the Eastern District of Virginia. His subsequent law practice focused on criminal defense, appeals, and domestic relations, but also included an assortment of torts, contracts, and professional malpractice litigation. Along the way, he has taught college history courses, graduate courses introducing civil law attorneys to common law jurisprudence, and written and directed amateur theatricals. His research specialty is American Legal History, particularly the intersection of criminal and family law. His first book, *Beneath the Fault Line: The Culture of Divorce in Twentieth-Century America*, will be published in 1996. He also plays as much piano and basketball as he can.





## Janet L. Dolgin

*Professor of Law*

B.A., Barnard College

M.A., Ph.D., Princeton University

J.D., Yale University

Professor Dolgin practiced law with the New York City law firm of Davis Polk & Wardwell. In addition to being an attorney, she is an anthropologist and has written about constitutional, international, and family law. She previously taught anthropology at Teachers College, Columbia University and at the Hebrew University in Jerusalem. Professor Dolgin lectured in Israel during the 1988-89 academic year as a Fulbright Scholar.

Her recent scholarly work is in the area of family law and has included analyses of legislative and judicial responses to surrogate motherhood ("Status and Contract in Surrogate Motherhood" in the *Buffalo Law Review*; "Status and Contract in Feminist Legal Theory of the Family" in the *Women's Rights Law Reporter*); parental alcohol and drug abuse ("The Law's Response to Parental Alcohol and 'Crack' Abuse" in the *Brooklyn Law Review*); gestational surrogacy and unmarried fathers ("Just a Gene" in the *UCLA Law Review*); the transition of the family law system from one based on notions of status to one based on contract ("The Family in Transition," in the *Georgetown Law Journal*); and "intentional" parenthood ("The Intent of Reproduction" in the *Connecticut Law Review*). She is currently writing a book about the law's response to reproductive technology.



## Robert Ellis

*Associate Professor of Law*

B.A., Yale University

J.D., Harvard University

Professor Ellis is a graduate of Harvard Law School and holds a Bachelor of Arts degree in Philosophy from Yale College. After law school he practiced transactional corporate law at the law firms of Debevoise & Plimpton and Mayer, Brown & Platt, specializing in complex financings and securities issuances. Professor Ellis is admitted to the New York State Bar and is a member of the Association of the Bar of the City of New York.



## Eric M. Freedman

*Associate Professor of Law*

B.A., J.D., Yale University

M.A., Victoria University of Wellington (New Zealand)

Professor Freedman has two primary areas of academic interest. One is constitutional law and history, with a special emphasis on the history of the Revolutionary period and First Amendment topics. The second is litigation-centered and includes the fields of civil and criminal procedure and strategy, with a focus on the death penalty.

Hofstra University awarded him its 1993-94 Stessin Prize for Outstanding Scholarship for his article "Why Constitutional Lawyers and Historians Should Take a Fresh Look at the Emergence of the Constitution From the Confederation Period: The Case of the Drafting of the Articles of Confederation." In 1992 the University chose him to deliver its Distinguished Faculty Lecture based on his article "The Law as King and the King as Law: Is a President Immune From Criminal Prosecution Before Impeachment?"

Professor Freedman was previously a litigation associate with the New York City firm of Paul, Weiss, Rifkind, Wharton and Garrison, where he pursued both a general commercial practice and numerous *pro bono* matters. Professor Freedman also has held a judicial clerkship on the United States Court of Appeals for the Second Circuit, studied abroad on a Fulbright Scholarship, and served as an Editor of the *Yale Law Journal*.

Professor Freedman chairs the Committee on Civil Rights of the Association of the Bar of the City of New York and is a member of the Association's Special Committee on Representation in Capital Cases. He is actively involved in the continuing professional education of lawyers and in providing *pro bono* litigation advice and representation.





## Monroe H. Freedman

*Howard Lichtenstein Distinguished Professor of Legal Ethics*

A.B., LL.B., LL.M., Harvard University

Professor Freedman served as Dean of the Hofstra Law School from 1973 to 1977. In an article in *The New York Times*, he was credited with bringing to the Law School "unprecedented national prominence and high standards."

Described in the *Harvard Law Bulletin* as "a lawyer's lawyer," Professor Freedman has represented lawyers throughout the country and testifies frequently as an expert witness on lawyers' ethics. As stated recently in *The Journal of the Legal Profession*, "It is no exaggeration to say that [Monroe Freedman's] thinking, writing, and lectures . . . have been the primary creative force in legal ethics today, both in the practice of law and in legal education."

His first book, *Lawyers' Ethics in an Adversary System*, received the ABA's Gavel Award Certificate of Merit. His latest book is *Understanding Lawyers' Ethics*, which was published in 1990. Selections from his book and articles are part of the assigned reading in most law schools in the United States, and his writings have been relied upon by numerous courts, including the Supreme Court of the United States. From 1980 to 1982 Professor Freedman was the Director of the United States Holocaust Memorial Council (a Presidential appointment) under the chairmanship of Nobel Peace Prize Laureate Elie Wiesel. In 1987 Professor Freedman received a Martin Luther King Award for "decades of work to advance human dignity and social justice."



## Leon Friedman

*Joseph Kushner Distinguished Professor of Civil Liberties Law*

A.B., LL.B., Harvard University

Professor Friedman, a former Associate at Kaye, Scholer, Fierman, Hays and Handler, was Director of the Committee for Public Justice and a Staff Attorney for the American Civil Liberties Union. He has argued or written the briefs for many important Supreme Court cases dealing with issues of the First Amendment, abuse of government power, and criminal procedure. He has also served as the Associate Director of the Committee on Courtroom Conduct of the Association of the Bar of the City of New York. *Disorder in the Courts*, which he wrote with Professor Norman Dorsen of New York University, is considered the leading work on that subject. Professor Friedman is the former General Counsel for Chelsea House Publishers and a leading copyright lawyer. He is the author of law journal and newspaper articles and a number of books, one of which, *The Justices of the U.S. Supreme Court, 1789-1969*, received the Scribes Award as the outstanding book on a legal subject during 1970.

He lectures regularly to federal judges around the country under the auspices of the Federal Judicial Center on civil rights and criminal procedure. He frequently lectures continuing legal education gatherings such as the Practising Law Institute and the American Law Institute/American Bar Association on civil rights, civil procedure, and the first amendment.





### **Linda Galler**

*Associate Professor of Law*

B.A., Wellesley College

J.D., Boston University

LL.M., New York University

Professor Galler has practiced law as an associate in two New York City firms, Shearman & Sterling and Milbank, Tweed, Hadley & McCloy. She has broad experience in federal income tax matters, primarily in corporate transactions and international aspects of United States taxation. Professor Galler has published in the areas of international taxation, corporate taxation, administrative law, and court procedure. She is a member of the ABA Section of Taxation Standards of Tax Practice Committee and currently serves as Chair for Continuing Legal Education and Membership Coordinator.



### **Mitchell Gans**

*Professor of Law*

B.B.A., J.D., Hofstra University

Professor Gans was formerly an Associate in the Tax and Trust Estates Departments at Simpson, Thacher & Bartlett and Law Clerk to the Honorable Jacob D. Fuchsberg, Associate Judge, New York State Court of Appeals. Professor Gans has lectured extensively to various bar associations concerning taxation and trusts and estates issues. His scholarly research and writing have focused principally on those areas of taxation in which trusts and estates questions are implicated. Professor Gans' most recent article, published in the *Virginia Tax Review*, dealt with tax planning and policy issues implicit in the use of certain types of trusts under which the grantor retains an interest—popularly known as grantor retained income trusts (GRIT's) and grantor retained annuity trusts (GRAT's).



### **William R. Ginsberg**

*Rivkin, Radler, Dunne & Bayh Distinguished Professor of Environmental Law*

B.A., Antioch College

J.D., Yale University

Professor Ginsberg teaches in the environmental, property, and real estate fields. He is a Vice President and Member of the Board of Citizens' Housing and Planning Council of New York, President of the Catskill Center for Conservation and Development, and former Chair of the New York State Bar Association Section on Environmental Law. He chairs the Special Committee on International Environmental Law and is a former member of the Environmental Law and Planning and Zoning Committees of the Association of the Bar of the City of New York. Professor Ginsberg is a member of the National Advisory Board of the Trust for Public Land and a member of the Advisory Committee of the Land Conservation Law Institute.

He has served as a Hearing Officer for the New York State Department of Environmental Conservation on matters concerning municipal and hazardous waste disposal and is the author of a report on the Love Canal tragedy for the Interagency Task Force on Hazardous Wastes. He has published, lectured, and consulted on a variety of subjects in environmental, property, and governmental fields.

Prior to his association with Hofstra School of Law, Professor Ginsberg practiced law as a Partner in the firm of Schwab, Goldberg, Price & Dannay. He was General Counsel and Director of Research of the New York State Temporary Commission on the Powers of Local Government; Commissioner and First Deputy Administrator for the New York City Parks, Recreation, and Cultural Affairs Administration; and Deputy and Acting Executive Assistant to the President of the New York City Council.





## John DeWitt Gregory

*Sidney and Walter Siben Distinguished Professor of Family Law*

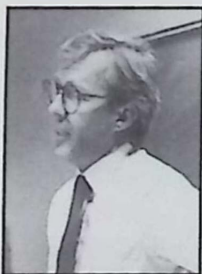
B.A., Howard University

J.D., Harvard University

Professor Gregory, a former Vice Dean of the Law School, teaches primarily in the areas of matrimonial and family law. He is an elected member of the American Law Institute, serving as an adviser to the Institute's Project on the Principles of the Law of Family Dissolution, and is a Fellow of the American Bar Foundation. He is the author of *The Law of Equitable Distribution* and *Understanding Family Law* (with Swisher & Scheible) and has written in the areas of juvenile law and constitutional law. He is a former Chair of the Section on Family and Juvenile Law of the Association of American Law Schools and of the Section on Minority Groups.

Following the general practice of law in Harlem and an association with a New York firm specializing in commercial and labor law, Professor Gregory served as an Assistant Attorney General in the Litigation Bureau of the New York State Department of Law. Subsequently, he was Assistant to the Commissioner for Departmental Legal Affairs in the Nassau County Department of Public Welfare and later served as Executive Director of Nassau Law Services, Inc. Professor Gregory is the former General Counsel and Executive Director of New York City's Community Action for Legal Services, Inc., the largest legal services program in the nation. Following his appointment to the Hofstra faculty, he was among the initial directors of the Community Legal Assistance Corp., the school's Neighborhood Law Office and first clinical program, where he worked as an attorney.

Professor Gregory has held appointments as Lecturer in Law and Social Welfare at the School of Social Work at Adelphi University and at the New York University School of Continuing Education. He is a Director of the Center on Social Welfare Policy and Law and the past Chair of the Committee on Matrimonial Law of the Association of the Bar of the City of New York. Professor Gregory received the Law Faculty Distinguished Service Award for 1978-79 and in 1982 received the Outstanding Faculty Award presented by the law school's chapter of the Black American Law Students' Association for his untiring dedication and service. In 1984 he was selected to deliver the Third Annual Hofstra University Distinguished Faculty Lecture.



## James Edward Hickey, Jr.

*Professor of Law*

B.S., University of Florida

J.D., University of Georgia

Ph.D., University of Cambridge (Jesus College)

Professor Hickey has practiced law with two Washington, D.C., law firms in the areas of international law, law of the sea, federal energy and natural resources law, antitrust law and administrative law. He has taught a general course in public international law at Cambridge University and he was a Visiting Fellow at the Research Centre for International Law at Cambridge University during the summers of 1985 and 1987. In the spring of 1993 he was Visiting Scholar at the Law Faculty of the University of New South Wales, Australia.

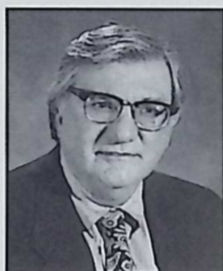
Professor Hickey publishes regularly in the fields of international law, federalism, the environment, and energy and natural resources law. He is coeditor of the book, *The Environment: Global Problems, Local Solutions*, published by Greenwood Press in 1994, and he is co-author of the casebook, *Energy Law & Policy*. Currently, Professor Hickey is editing a book on federalism in the U.S.A. and the states of the former U.S.S.R.

He is a foreign member of the Ukrainian Academy of Ecological Sciences and a member of the International Advisory Board of the Federal Agency on Bankruptcy of the Russian Federation. He recently was invited to join the International Consultative Council under the President of the Kalmyk Republic of the Russian Federation. He sits on the Council of the International Institute-Association on Regional Ecological Problems (IIAREP) which is based in



L'viv, Ukraine. He is a founding member and Coordinator of the Soviet-American New Economic Law Working Group, a member of the Soviet-American Budget Process Working Group and the Soviet American Banking Law Working Group.

Professor Hickey is a member of the ABA Special Committee on International Energy Law and the International Environmental Law Working Group of the American Society of International Law. He also has been a Special Assistant to the National Petroleum Council (Water Availability Task Group), a member of the Environment Peer Program Committee of Long Island Lighting Company and a *pro bono* consultant to the Citizen's Advisory Panel (CAP) established by order of the United States District Court for the Eastern District of New York.



### **Bernard E. Jacob**

*Professor of Law*

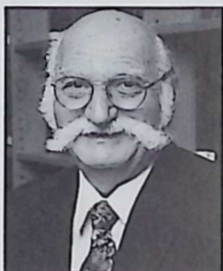
B.A., St. John's College

J.D., University of California at Berkeley

M.A., New School for Social Research

Ph.D., New School for Social Research

Professor Jacob is a former Law Clerk to Mr. Justice William O. Douglas, Supreme Court of the United States. His career, since completing his clerkship, has involved the practice of law, primarily real estate law, in California and New York, teaching at U.C.L.A. and Hofstra, and service in major state and federal government programs. From 1972 through 1981 he was a Partner in the New York law firm of Fried Frank Harris Shriver and Jacobson and early in his career was an Associate in the Los Angeles, California, firm of Gibson Dunn and Crutcher. He has served as Consultant to the California Department of Water Resources and was a Special Assistant to the Commissioner of the Federal Water Pollution Control Administration (a predecessor of the E.P.A.). He also served as Director of Reports, Analysis, and Policy in the Office of Foreign Direct Investment in 1968, being awarded a Departmental Certificate of Appreciation for his work in that capacity. Prior to his legal career Professor Jacob spent several years as an Associate of the Institute of Philosophic Research under Mortimer Adler. Professor Jacob has continued his work in philosophy, completing his Ph.D. at the New School for Social Research, New York, with a dissertation on Aristotle's *Art of Rhetoric*.



### **Samuel M. Kaynard**

*Professor of Law Emeritus*

B.A., College of the City of New York

J.D., New York University School of Law

LL.M., (Labor Law), Georgetown University

Professor Kaynard is a nationally recognized expert in the field of labor law and labor-management relations. He served as Regional Director of Region 29 of the National Labor Relations Board for 22 years. He was responsible for administering the National Labor Relations Act, which is the primary statute that establishes national labor law policy. Professor Kaynard administered the processing of election representation proceedings and unfair labor practice charges. During his tenure at the NLRB, he resolved critical labor disputes in various industries, including communications, construction, department stores, education, garment, health care, longshore, manufacturing, maritime, motion pictures, newspaper, professional athletics, radio, and television.

Professor Kaynard is a frequent speaker at national and international conferences concerning labor law. He participates in the activities of the Labor and Employment Law Committees of the American Bar Association, the New York State Bar Association, and the Association of the Bar of the City of New York. He is a Member of Phi Beta Kappa and has taught at several educational institutions and published articles on labor law.





## Lawrence Kessler

*Richard J. Cardali Distinguished Professor of Trial Advocacy*

B.A., J.D., Columbia University

Professor Kessler is a national expert in the field of trial advocacy training. He is the Director of the National Institute of Trial Advocacy's Master Advocates' Program, the Co-Director of the National Institute for Trial Advocacy's Northeast Regional Program, and a Team Leader and teacher in Advocacy Teacher Training and Trial Advocacy courses at law schools and agencies throughout the country. He has also designed advocacy programs for groups as diverse as the New York State Department of Health and the District Attorney's Office of Queens County.

Professor Kessler, former Law Clerk of Judge Edward C. McLean, United States District Court for the Southern District of New York, has also served on the faculty of the University of Cincinnati College of Law. He is a former Senior Trial Attorney for the Legal Aid Society, Federal Court Branch, and has actively practiced law as a criminal defense attorney in the Federal District Courts for more than 25 years.



## Stefan Krieger

*Associate Professor of Law*

B.A., University of Chicago

J.D., University of Illinois

Following law school, Professor Krieger served as a Law Clerk for Judge Hubert L. Will, Federal District Court, Northern District of Illinois, Chicago. He was a Staff Attorney at the West Side Office of the Legal Assistance Foundation of Chicago from 1977 to 1979. Professor Krieger was a clinical teacher for 13 years at the University of Chicago Law School and Southern Methodist University School of Law and has taught at Hofstra since 1992.

Professor Krieger specializes in the areas of public utility regulation, housing, and community development. At the Chicago clinic Professor Krieger and his students represented a statewide coalition of community groups in successful efforts in 1985 to obtain passage of the Energy Assistance Act, which prohibited utility shut-offs of low-income customers who paid 12 percent of their income to their utilities. At SMU Professor Krieger's students completed an extensive study of the Dallas County eviction courts that contained recommendations for reforming the system. Professor Krieger presently is cochair of the Housing and Economic Development Committee of the Village of Hempstead Neighborhood Advisory Council, a community organization dedicated to improving conditions in the village.

Professor Krieger's scholarly interests are in the areas of public utility regulation and litigation strategy. He recently published an article on nonunanimous settlements of public utility rate cases in the *Yale Journal on Regulation*. He is presently writing two textbooks, one on case planning (with Professor Neumann) and the other on interviewing, counseling, negotiation, and fact analysis (with Professor Neumann and two other coauthors).



## Eric Lane

*Eric J. Schmertz Distinguished Professor of Public Law and Public Service*

B.A., Brown University

M.A., State University of New York at Stony Brook

J.D., Fordham University

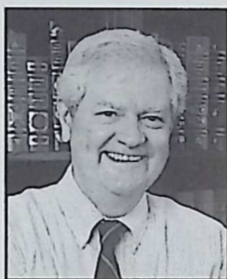
LL.M., New York University

Professor Lane is the Eric J. Schmertz Distinguished Professor of Public Law and Public Service at Hofstra University School of Law where he has been teaching since 1976. He teaches courses relating to the structure and processes of government. He is coauthor of a textbook on the legislative process



(with the Honorable Abner J. Mikva, Counsel to the President of the United States). He is also working with Judge Mikva on a second book to be published early in 1996.

Professor Lane has served as Counsel to the New York State Temporary Commission on Constitutional Revision. He has also served as Chair of the New York City Task Force on Charter Implementation (1990) and as Executive Director/Counsel to the New York City Charter Revision Commission (1986-1989). This commission was responsible for the most profound changes in the city's governmental structure since its inception. He also served for six years as Chief Counsel to the New York State Minority, where he was responsible for the management of the legislative process for the leadership of the minority.



### **Malachy T. Mahon**

*Siggi B. Wilzig Distinguished Professor of Banking Law*

B.A., Manhattan College

J.D., Fordham University

Professor Mahon is a former Law Clerk to Mr. Justice Tom C. Clark, Supreme Court of the United States. After practicing law in New York City, he taught at Fordham Law School, served as Chief Counsel to the New York State Governor's Special Committee on Criminal Offenders, and then as the founding Dean of the Hofstra School of Law from 1968 to 1973. He taught at the University of Texas Law School as the Wright C. Morrow Visiting Professor, and was Executive Director and Special Assistant Attorney General for the 1975 Meyer Investigation of the Attica Prosecutor's Office. From 1983 to 1986 he served as Member or Chairman of the Nassau County Board of Ethics. His book, written for a Special Committee of the Association of the Bar of the City of New York, *Mental Illness, Due Process and the Criminal Defendant*, has been widely cited and quoted by federal and state courts, including the U.S. Supreme Court. In addition, he has written a monthly column on developments in commercial law for the *New York Law Journal*, and is a member of the American Law Institute. He is a Member of the Uniform Commercial Code Committee of the American Bar Association's Section of Banking, Business, and Corporation Law.



### **Linda C. McClain**

*Associate Professor of Law*

A.B., Oberlin College

A.M., University of Chicago

J.D., Georgetown University

LL.M., New York University

Upon graduation from Georgetown University, where she served as an editor of the *Georgetown Law Journal*, Professor McClain practiced litigation at Cravath, Swaine & Moore for five years. She then obtained an LL.M. at New York University, where she pursued her research interests in jurisprudence, gender and the law, and lawyering theory. Her publications include "Atomistic Man' Revisited: Liberalism, Connection, and Feminist Jurisprudence" in *Southern California Law Review* (1992); "Rights and Irresponsibility" in *Duke Law Journal* (1994); and "Inviolability and Privacy" in the *Yale Journal of Law and the Humanities* (1995). She is a regular participant in the Columbia University Feminism and Legal Theory Conference. Professor McClain teaches Property, Feminist Legal Theory, Jurisprudence, and Law and the Welfare State. In the fall of 1993 she was a Visiting Associate Professor of Law at the University of Virginia Law School. Professor McClain is a member of the Association of the Bar of the City of New York and serves on the Committee on Women in the Profession.



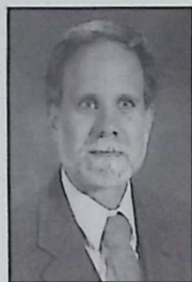


### **Mark L. Movsesian**

*Associate Professor of Law*

A.B., J.D., Harvard University

Professor Movsesian received his A.B. *summa cum laude* from Harvard College and his J.D. *magna cum laude* from Harvard Law School. As a law student Professor Movsesian was an editor of the *Harvard Law Review* and a recipient of the Sears Prize, which is awarded to the two highest-ranking students in the second-year class. Professor Movsesian has served as a Law Clerk to the late Chief Judge Harrison L. Winter of the United States Court of Appeals for the Fourth Circuit, as an attorney-adviser in the Office of Legal Counsel at the United States Department of Justice, and as a Law Clerk to Associate Justice David H. Souter of the Supreme Court of the United States. Professor Movsesian's interests include contracts, legislation, and private international law.



### **Richard K. Neumann, Jr.**

*Professor of Law*

B.A., Pomona College

Dipl., University of Stockholm

J.D., American University

LL.M., Temple University

Professor Neumann came to Hofstra in 1978 after teaching at the law schools of Temple University and Wayne State University. At Hofstra he has taught pretrial litigation, civil procedure, federal courts, legal writing, trial techniques, and clinical courses. Professor Neumann is the author of a textbook, *Legal Reasoning and Legal Writing*, published by Little, Brown & Co. in 1990 (second edition 1994). Among his law review articles are "After an Insurrection" in the *Yale Journal of Law and the Humanities* (1991) and "On Strategy" in the *Fordham Law Review* (1990). He is writing two additional textbooks, one on case planning (with Professor Krieger) and the other on interviewing, counseling, negotiation, and the analysis of facts (with Professor Krieger and two other coauthors). In the fall of 1992 he was a scholar in residence at the Palacky University Law Faculty in the Czech Republic. He is a member of the Board of Directors and the Executive Committee of the Association of Legal Writing Directors; has served for several years on the American Bar Association Committee on Communications Skills; and is a past chair of the Section on Legal Writing, Reasoning, and Research of the Association of American Law Schools.



### **Alan N. Resnick**

*Benjamin Weintraub Distinguished Professor of Bankruptcy Law*

B.S., Rider College

J.D., Georgetown University

LL.M., Harvard University

Professor Resnick, who teaches in the contracts, bankruptcy, and commercial law areas, joined the Hofstra faculty in 1974. He served as Associate Dean of the Law School from 1979 to 1981. He is coauthor (with Benjamin Weintraub) of a treatise titled *Bankruptcy Law Manual*, editor of a book titled *Bankruptcy Practice and Strategy*, and coeditor (with Professor Wypyski) of *Bankruptcy Reform Act of 1978: A Legislative History*. His articles have appeared in the *Rutgers Law Review*, *William and Mary Law Review*, *Banking*



*Law Journal*, *Commercial Law Journal*, *New York State Bar Journal* and in other professional publications. He is also co-author of a quarterly column on bankruptcy law published in the *Uniform Commercial Code Law Journal*. Professor Resnick was appointed by Chief Justice William H. Rehnquist to serve as Reporter to the Advisory Committee on Bankruptcy Rules of the Judicial Conference of the United States. A frequent speaker at professional seminars, Professor Resnick has lectured to audiences of bankruptcy judges in every region of the nation and has addressed the National Conference of Bankruptcy Judges at its annual convention. He also has taught at seminars for newly appointed bankruptcy judges sponsored by the Federal Judicial Center. He is a member of the National Bankruptcy Conference, the American Bankruptcy Institute, and a member of the Panel of Commercial Arbitrators of the American Arbitration Association. He has also served on the Board of Directors of the New York Civil Liberties Union-Nassau Chapter, and on the Professional Advisory Board of the Association for Children with Learning Disabilities.



### **Andrew Schepard**

*Professor of Law*

B.A., City College of New York

M.A., Columbia University

J.D., Harvard University

Professor Schepard's special interests are in family law, civil litigation, alternative dispute resolution, and developing simulation-based programs of clinical education. In 1995 Professor Schepard was awarded the Chair's Cup of the Family Law Section of the American Bar Association for "meritorious service exceeding what is expected of our leadership." Professor Schepard is a 1972 graduate of Harvard Law School and was Articles Editor of the *Harvard Law Review*. Following graduation he clerked for Judge James L. Oakes of the United States Court of Appeals for the Second Circuit. Later he was Special Counsel to the City Attorney of Los Angeles and in private practice in civil litigation with several law firms in Los Angeles and New York. He has served as a Special Consultant to the State Bar of California to develop legislative proposals to simplify court procedures. Professor Schepard was on the faculties of Columbia University and the University of Southern California Law School. While at Columbia he founded an interdisciplinary (law, psychiatry, and social work) Clinical Seminar on Advocacy for Children in which students served as law guardians. He was a principal consultant to the New York Law Revision Commission's Report on the Child Custody Dispute Resolution Process, which recommended a program of mediation for child custody disputes. Professor Schepard is a founder and project director for Parent Education and Custody Effectiveness (P.E.A.C.E.), an interdisciplinary, court-affiliated education program for parents to help them reduce the difficulties their children experience during divorce and separation. P.E.A.C.E. has produced an award winning video for parents and has been recognized by the Association of Family and Conciliation Courts for its "ongoing contribution to improving the lives of parents and children." Professor Schepard helped design PARTNERS, an educational program for high school students about the legal responsibilities of marriage and communication skills sponsored by the Family Law Section of The American Bar Association in use in more than 400 schools nationwide. He is the Director of the National Institute for Trial Advocacy's Northeast Deposition Program for Practicing Lawyers. Professor Schepard has written many articles about divorce, child custody law, procedure and mediation of child custody disputes, as well as other aspects of judicial administration. He was formerly Chairman of the Legal Affairs Committee of the National Governing Board of Common Cause and a member of the Board of Education of the Mamaroneck School District.





## **Eric J. Schmertz**

*Edward F. Carlough Distinguished Professor of Labor Law*

B.A., Union College

J.D., New York University

LL.D., Union College

Professor Schmertz served as Dean of the Hofstra University School of Law from 1982 to 1989. In May of 1981 he was named the Edward F. Carlough Distinguished Professor of Labor Law, occupying the school's first endowed Chair, and has been a Professor of Law at Hofstra since the establishment of its School of Law.

Professor Schmertz has had a distinguished career in public service. For the last 30 years he has been one of the country's top labor-management arbitrators and impartial chairman of several industries.

From 1960 to 1968, by appointment of Governor Nelson Rockefeller, he was Executive Director and Member of the New York State Board of Mediation. For 12 years following its inception in 1968, he was a Public Member of the three-member New York City Office of Collective Bargaining by appointment of the City of New York and the municipal labor unions. From 1967 to 1978 he was the chief mediator in virtually every contract negotiation between the City of New York and its firefighter unions; was impartial chairman between those parties for 14 years; and was the chairman of the arbitration board that ended the only firefighter strike in the city's history in 1974.

He has served as the arbitrator or mediator in other major public and private sector labor disputes in Pennsylvania, Massachusetts, Illinois, and New York, including the New York City nursing home strike of 1978, the apartment house strike in 1979, the strike of the Radio City Music Hall Rockettes in 1967, and the private sanitation strike of 1991. He arbitrated the first contract between the City of Chicago and its firefighter unions. In 1974, 1976, and 1978 he was commissioned by the governments of the Philippines and Thailand to set up arbitration systems for those countries.

By appointment of Mayor David N. Dinkins, Professor Schmertz was Commissioner of Labor Relations of the City of New York from 1990-91, following which former Governor Mario Cuomo appointed him a member of the New York State Public Employment Relations Board.

In 1992 President George Bush named him a Member of a Presidential Emergency Board to recommend settlements of labor disputes involving three of the nation's largest railroads.

He was the first recipient and occupant of the American Arbitration Association's J. Noble Braden Chair of Arbitration, has been a member of the Association's Board of Directors since 1987, and has been awarded the Whitney North Seymour, Sr., Arbitration Medal and the Alexander Hamilton Law Citation.

He is a member of the New York Bar and holds memberships in several bar associations and professional societies. With Russell L. Greenman, he is the author of the text, *Personnel Administration and the Law*, and has written numerous professional articles.



## **Norman I. Silber**

*Professor of Law*

B.A., Washington University

M.A., Ph.D., Yale University

J.D., Columbia University

After serving as Law Clerk to Judge Leonard I. Garth of the United States Court of Appeals for the Third Circuit, Professor Silber practiced with the law firm of Patterson, Belknap, Webb & Tyler. Professor Silber also taught history at Sarah Lawrence College and at Yale University before coming to Hofstra. He continues to interview attorneys for the Columbia University Oral History Project.

In addition to publications related to legal history, commercial law, and the Uniform Commercial Code which have appeared in the *Harvard Law Review*, the *Columbia Law Review*, the *Pittsburgh Law Review*, and other journals, Professor Silber has written a book about consumer protection, *Test and Protest*, and scripted a PBS television documentary about risk and consumer regulation. He has recently been involved in the redrafting of portions of the Uniform Commercial Code. Professor Silber has served as Chairman of the Consumer Affairs Committee of the Bar Association of the City of New York and as a director of the American Council on Consumer Interests.





## Ronald H. Silverman

*Peter S. Kalikow Distinguished Professor of Real Estate Law*

B.A., University of Michigan

J.D., University of Chicago

Professor Silverman has taught law since 1970, first at Syracuse University and since 1975 at Hofstra where he currently teaches property law, real estate transactions, land use regulation, and state and local government. He has also served as Staff Counsel to the Illinois Division of the American Civil Liberties Union, practiced business and corporate law for several years, and has been a member of the research staff of the American Bar Foundation. He has published a number of articles related to housing, and humanistic community development, and legal services for the poor. Professor Silverman is especially interested in the connections among law, economics, and other social science disciplines.



## Roy D. Simon, Jr.

*Professor of Law*

B.A., Williams College

J.D., New York University School of Law

Professor Simon joined the Hofstra law faculty in 1992. Prior to coming to Hofstra, he had been a Professor at Washington University in St. Louis since 1983, where he taught clinical courses, Pretrial Litigation, Trial Advocacy, Complex Litigation, Agency and Partnership, and Legal Profession. He has written law review articles on legal education, civil procedure, and legal ethics, and has written textbooks on pretrial litigation and professional responsibility. Together with Professor Stephen Gillers of N.Y.U., Professor Simon annually coauthors *Regulation of Lawyers: Statutes and Standards*, published by Little, Brown and Co. He is Chair of the AALS Section on Professional Responsibility, became Chair of the AALS Section on Litigation in January 1994, and is a member of the Nassau County Bar Association Professional Ethics Committee. He is a member of the Bars in Illinois, Missouri, and New York.

Professor Simon received his J.D. degree from N.Y.U., where he was editor in chief of the *N.Y.U. Law Review*. He clerked for the Honorable Robert Merhige in the United State District Court in Richmond, Virginia, and then joined Jenner & Block in Chicago as a litigation associate. After several years at Jenner & Block, Professor Simon joined a four-person litigation firm, where he stayed until he entered teaching in 1983.



## Peter Spiro

*Associate Professor of Law*

B.A., Harvard University

J.D., University of Virginia School of Law

Professor Spiro is a former law clerk to Justice David H. Souter of the United States Supreme Court and to Judge Stephen F. Williams of the United States Court of Appeals for the D.C. Circuit. After graduating from the University of Virginia School of Law, where he was Notes Editor of the *Law Review*, Professor Spiro served for two years as an attorney-adviser in the Office of the Legal Adviser, United States Department of State, including one year as a special assistant to Legal Adviser Abraham D. Sofaer. He has also served as a consultant to the United States Immigration and Naturalization Service. In 1993-94 he was a Council on Foreign Relations International Affairs Fellow, during which he studied the role of public interest groups in international affairs. Professor Spiro, whose research interests include international law and the law of United States foreign relations, has published articles in the *New York University Law Review*, the *Virginia Law Review*, *The New Republic*, and the *Washington Quarterly*, among others.





### **Marshall E. Tracht**

*Associate Professor of Law*

B.A., Yale University

J.D., M.B.A., University of Pennsylvania

Professor Tracht received his J.D. *magna cum laude* from the University of Pennsylvania Law school, where he was a member of the Order of the Coif. He received his M.B.A. from The Wharton School with Distinction. After law school Mr. Tracht was an associate at Arnold & Porter in Washington, D.C., practicing in the areas of real estate and bankruptcy. He clerked for the United States Bankruptcy Court for the District of Columbia and has written on real

estate development and construction financing, workouts, and bankruptcy.



### **Cheryl L. Wade**

*Associate Professor of Law*

B.A., State University of New York at Stony Brook

M.A., St. John's University

J.D., Hofstra University

Prior to joining the faculty, Professor Wade was a corporate associate at the New York City law firm of Paul, Weiss, Rifkind, Wharton & Garrison. During law school she was a member of the *Hofstra Law Review* and received the New York State Trial Lawyers' Thurgood Marshall

Award. She is a former teacher of Spanish and French in the New York City public school system.

Professor Wade is a member of the New York State Bar Association and the Metropolitan Black Bar Association. She serves on the Board of Directors of the Women's Action Alliance, a New York not-for-profit corporation. She has written law review articles on securities regulation, educational malpractice, and corporate social responsibility. She has been appointed to the Merrill Lynch Center for the Study of International Financial Services and Markets. She is a regular contributor to the *Corporate Finance Review*.



### **Vern R. Walker**

*Professor of Law*

B.A., University of Detroit

M.A., Ph.D., University of Notre Dame

J.D., Yale University

Prior to joining the faculty at Hofstra, Professor Walker was a Partner in the Washington, D.C., law firm of Swidler & Berlin. His area of particular expertise is the preparation, presentation, and critique of scientific evidence. His legal practice has included representation

before federal and state administrative agencies, with associated appellate judicial review, especially in health, safety, and environmental matters, and representation in civil litigation involving toxic torts and products liability. He is a member of the Bar of the District of Columbia and is admitted to practice before several United States district and appellate courts.

Professor Walker's doctoral and postdoctoral studies in philosophy emphasized epistemology, deductive and inductive logic, the conceptual foundations and methodologies of the sciences, artificial intelligence, and ethical issues involving health care. His doctoral dissertation was on the perception of objects by biological and mechanical systems.

Professor Walker's research and writing focuses on the use of scientific information and theory in societal decision making. He is coauthor of the book *Product Risk Reduction in the Chemical Industry* (1985). He is the author of numerous articles on the role of scientific uncertainty in legal concepts and doctrines. As an editor of the *Yale Law Journal*, he published a Note on timeliness issues in intervening as of right in federal civil litigation.





## Eugene M. Wypyski

*Andrew M. Boas and Mark L. Claster Distinguished Professor of Law Library Administration*  
LL.B., St. John's University  
M.L.S., Pratt Institute

Professor Wypyski, an attorney and professional librarian, is an original member of the faculty who has brought more than 20 years of distinguished experience to the task of assembling, developing, and administering the Hofstra Law School Library. His broad background includes legal education, government, bar association law library administration, and law publishing.

He has served as a consultant to many law school libraries throughout the United States, and his advice concerning law libraries is frequently sought by law firms. He compiled *Legal Periodicals in English*, coedited *United States International Trade Reports*, and coauthored (along with Professor Resnick) the 17-volume *Bankruptcy Reform Act of 1978—A Legislative History*. He is a past president of the Law Library Association of Greater New York and is former treasurer and member of the Executive Committee of the American Association of Law Libraries.



## David N. Yellen

*Associate Professor of Law*  
B.A., Princeton University  
J.D., Cornell University

Professor Yellen's main area of interest is sentencing reform. He is coauthor of *Federal Sentencing Law and Practice* (1994), a book about the federal sentencing guidelines, has written a number of articles about sentencing, frequently lectures to federal judges about sentencing, and has testified before the United States Sentencing Commission. He also serves as an adviser to the Families Against Mandatory Minimums Foundation.

Professor Yellen is also interested in white-collar crime. He advised President Clinton's transition team on white-collar crime, contributed a chapter to the *Lawyer's Desk Book on White-Collar Crime* (1991), and serves on the board of editors of the *Business Crimes Bulletin*.

Before coming to Hofstra, Professor Yellen was an Assistant Counsel to the Judiciary Committee of the United States House of Representatives. He also served as a law clerk to a federal district judge and practiced civil and criminal litigation with a Washington, D.C., law firm.



## LEGAL WRITING FACULTY

### Barbara S. Barron

*Legal Writing Instructor*

B.A., State University of New York at Albany

M.A., Columbia University

J.D., Hofstra University School of Law

Ms. Barron, a former Assistant District Attorney in the District Attorney's Office for New York County, has practiced extensively in the areas of commercial and matrimonial litigation on both the trial and appellate levels. Before attending law school, Ms. Barron was a Russian linguist with the Department of Defense.

Ms. Barron has been a team leader in the Hofstra Trial Techniques Program and has been a member of the Northeast Regional Program and the Master Advocates Program for the National Institute for Trial Advocacy.

### Kathleen M. Beckett

*Legal Writing Instructor*

B.A., Goucher College

J.D., Fordham University

Prior to joining the faculty, Ms. Beckett was a civil litigator in trial and appellate courts as a member of the New York firm of McCoy, Agoglia, Beckett & Fassberg. She has contributed articles on medical malpractice and trial techniques in negligence cases to publications of the New York State Bar Association, Practising Law Institute, and journals for practitioners. Her most recent publications include "Settlement of a Medical Malpractice Case," chapter 9, *Medical Malpractice* (1990) and "Presentation of Medical Proof in Medical Malpractice Cases," chapter 16, *Medical Malpractice* (1992). She has also served as a lecturer in C.L.E. programs for practicing attorneys sponsored by the New York State Bar Association; as an attorney panelist for the Medical Malpractice Panel of the Supreme Court of the State of New York; and as Special Appellate Counsel to the Nassau County Attorney. She is a member of the American and New York State Bar Associations.

### Pamela Edwards

*Legal Writing Instructor and Director of Minority Recruitment and Minority Student Affairs*

B.S., M.B.A., New York University

J.D., Fordham University

Ms. Edwards came to Hofstra from Lord Day & Lord, Barrett Smith, where she concentrated in commercial litigation. While in law school she was writing and research editor of the *Fordham Urban Law Journal*. Prior to attending law school, she worked for several years in banking management. Since 1991 she has been managing editor of the ALL-ABA Civil Practice course materials.

Ms. Edwards is active in numerous bar association activities and is a member of the Sex and Law Committee of the Association of the Bar of the City of New York.

### Peter M. Falkenstein

*Legal Writing Instructor*

B.A., J.D., University of Michigan

Mr. Falkenstein, a *magna cum laude* graduate of the University of Michigan Law School, was formerly a litigation associate at Proskauer, Rose, Goetz & Mendelsohn, where he concentrated in the areas of unfair trade practices and sports-related matters. He also maintained a general commercial practice as well as a substantial *pro bono* practice. Mr. Falkenstein is a member of the Sports Law Committee of the Association of the Bar of the City of New York. In his spare time he continues to pursue his former career as a professional jazz and blues pianist.



## **Donna L. Hill**

*Legal Writing Instructor*

B.A., George Washington University

J.D., Hofstra University

LL.M., Columbia University

Ms. Hill was an Assistant Corporation Counsel with the New York City Law Department, where she engaged in commercial litigation at both the trial and appellate levels. During law school she was an editor of the *Law Review*.

## **Florence Kerner**

*Legal Writing Instructor*

B.A., SUNY at Stony Brook

J.D., New York Law School

Ms. Kerner has long experience in appellate litigation, primarily with the Criminal Appeals Bureau of the Legal Aid Society of New York City. Before that she was law clerk to United States Magistrate Judge A. Simon Chrein. While in law school she was articles editor of the *New York Law School Law Review*.

## **CLINICAL STAFF ATTORNEY**

### **John J. Francis**

*Clinical Staff Attorney*

A.B., Lafayette College

J.D., Washington College of Law of the American University

John Francis earned his Juris Doctor at American University and holds a Bachelor of Arts degree in biology from Lafayette College. After law school he practiced criminal defense at The New York City Legal Aid Society, Criminal Defense Division, where he was a trial attorney. As Staff Attorney with the Criminal Justice Clinic and Housing Rights Clinic, Mr. Francis currently supervises students in all aspects of clinical representation of clients. He is admitted to the New York State Bar, the District of Columbia, and the United States District Court, Eastern District of New York.

### **Jose Luis Perez**

*Clinical Staff Attorney*

B.S., J.D., St. John's University

Jose Perez earned his Juris Doctor at St. John's University School of Law and holds a Bachelor of Science degree in Management from St. John's University as well. After law school he was associated with the Queens County District Attorney's Office, was a Staff Attorney with the Legal Aid Society Juvenile Rights Division, an Associate Attorney with the New York City Housing Authority Law Department, Anti-Narcotics Strike Force, and most recently served as Supervising Attorney of the Legal Aid Society Civil Division. He currently serves as the New York Regional President of the Hispanic National Bar Association.



## ADJUNCT FACULTY

### **R. Glenn Bauer**

*Special Professor of Law*

B.S., Yale University

J.D., University of Michigan

Professor Bauer has practiced as a specialist in Admiralty and Maritime Law for more than 40 years in New York City with the firm of Haight, Gardner, Poor & Havens. He has practiced as a litigator in the New York State and federal courts and in maritime arbitrations. He has been appointed as arbitrator in many maritime associations. He has been an active member and committee chair in the Maritime Law Association of the United States and the American Bar Association Section of International Law and Practice. He has written extensively in the field of charterparties and carriage of goods by sea and authored a supplement to *Poor on Charterparties and Ocean Bills of Lading*, 1974. He has recently coauthored a soon-to-be published fourth edition of *The Law of Demurrage*. He is an Adjunct Professor of Law at Cardozo Law School in New York City, where he teaches Admiralty and Maritime Law.

### **Joel L. Carr**

*Special Professor of Law*

B.A., Williams College

LL.B., Yale Law School

Professor Carr is currently of counsel to Speno Goldberg Steingart & Penn, P.C. He was formerly a partner at the New York City law firm of Patterson, Belknap, Webb & Tyler, where he specialized in general corporate practice. He also has served as in-house corporate counsel for a number of companies. He served four terms as the mayor of the Incorporated Village of Saltaire, New York. Professor Carr is an active member of the Association of the Bar of the City of New York and the Nassau County Bar Association.

### **Mitchell J. Cooper**

*Special Professor of Law*

B.S., State University of New York at Albany

J.D., Hofstra University

LL.M., New York University

Professor Cooper is a Partner in the firm of Spizz & Cooper, where he specializes in tax law. He is a Certified Public Accountant and was formerly a Tax Manager with Arthur Andersen & Co. and Senior Tax Attorney for Bristol Myers Company.

### **Doreen L. Costa**

*Special Professor of Law*

B.A., Rider College

J.D., Georgetown University Law Center

Professor Costa is a member of the New York City law firm of Brumbaugh, Graves, Donohue & Raymond and specializes in intellectual property counseling and litigation with an emphasis on copyright, trade secrets, and trademarks. She is a member of the International Trademark Association and the Suffolk County Bar Association and has lectured extensively in the area of trademarks and copyright.



## **Charles M. Davidson**

*Special Professor of Law*

M.I.A., Columbia University

LL.M., New York University

Professor Davidson is engaged in private practice with the international law firm of Baker & McKenzie. His practice involves international and domestic arbitrations, mediations, and complex commercial litigations in state and federal courts. Professor Davidson holds an LL.M. degree in trade regulation from New York University School of Law and an M.I.A. degree in international business from Columbia University School of International and Public Affairs.

## **Victor Futter**

*Special Professor of Law*

B.A., J.D., Columbia University

Professor Futter spent most of his career at Allied Corporation (now Allied-Signal), one of the 25 largest corporations in the United States, where he was Associate General Counsel and from which he retired as Vice President and Secretary. Prior to that he was at Sullivan & Cromwell. He was an editor of the *Columbia Law Review* and a Kent Scholar.

He is the recipient of distinguished service awards from both Columbia University and The American Society of Corporate Secretaries. He is familiar with the operation of corporate boards and has written extensively in this field. He is also on a number of nonprofit boards, is active in both the American Bar Association, where, among other things, he is chair of the Senior Lawyers Committee, an active member of the Corporate Laws Committee and the Association of the Bar of the City of New York, and is a member of the American law Institute.

He has previously taught at Hofstra University School of Law and for the past eight years has, with Professor Harvey Goldschmid, taught a seminar in corporate law at Columbia Law School.

## **Cecilia L. Gardner**

*Special Professor of Law*

B.A., Smith College

J.D., Hofstra University

Ms. Gardner is currently an Assistant United States Attorney in the Eastern District of New York. She handles complex and sensitive criminal prosecutions in the Garden City office of the United States Attorney. Prior to coming to the Eastern District of New York, she worked for the United States Department of Justice in the Organized Crime and Racketeering Section in Miami, Florida, and Newark, New Jersey, prosecuting members of organized crime. She also worked as an Examining Attorney for the New York City Department of Investigation, investigating allegations of official corruption among elected officials and civil servants in New York City. She has litigated numerous criminal cases in the United States District Court and argued frequently in the United States Court of Appeals for the Second and Third Circuits.

## **Jane F. Greenman**

*Special Professor of Law*

B.A., Cornell University School of Industrial and Labor Relations

J.D., New York University School of Law

L.L.M. Labor Law, New York University School of Law

Professor Greenman is a partner in the New York office of Hughes Hubbard & Reed and is chairperson of the firm's employee benefits practice. Her practice covers all areas of employee benefits with a particular specialty in the area of health and welfare benefits. Professor Greenman was an adjunct professor of law at Brooklyn Law School teaching employee benefits for 12 years and has written and lectured extensively about employee benefits issues, such as retiree



medical benefits, potential employer liabilities arising from managed care, contracting HMOs, COBRA, benefit planning for both large and closely held businesses, and retirement plan aspects of estate planning. She is also an active member of the employee benefits committees of the ABA Tax Section, the N.Y.S. Bar Association and the Association of the Bar of the City of New York and was cochair of the New York University School of Continuing Education's Health Law Institute.

## **Grant Hanessian**

*Special Professor of Law*

B.A., University of Pennsylvania

J.D., New York University

LL.M., Columbia University

Professor Hanessian is engaged in private practice with the international law firm of Baker & McKenzie. His practice involves international and domestic arbitration as well as commercial litigation before federal and state courts concerning domestic and transnational matters. After receiving his LL.M. degree from Columbia University School of Law, Professor Hanessian clerked for Judge Dominick L. DiCarlo, United States Court of International Trade. He has written in the area of international law.

## **Richard Herzbach**

*Special Professor of Law*

B.A., University of Cincinnati

J.D., Hofstra University

Professor Herzbach is a partner in the firm of Certilman Balin Adler & Hyman who specializes in Cooperative, Condominium, and Community Association Law. He was a member of Hofstra's Law School's inaugural class.

He was formerly an Assistant Attorney General in the New York State Attorney General's Office. There he gained his expertise in the New York State agency responsible for registering and enforcing public offering statements for all types of community associations that are offered for sale in and from New York State. He is an active member of the Nassau County and New York State Bar Associations. He is a member of the Committee of Cooperatives and Condominiums of the New York State Bar Association.

## **Lawrence Kurland**

*Special Professor of Law*

B.E.E. New York University

J.D. Brooklyn Law School

Mr. Kurland is a member of the Committee on Patents, Trademark, and Copyrights of the American Bar Association and the Federal Bar Association of the New York Patent, Trademark and Copyright Law Association. He taught as Special Professor of Patent Law at the Hofstra University School of Law from 1973 to 1978. He has published monographs on protection for computer software and protection under the Semiconductor Chip Protection Act of 1984. He worked as a Patent Examiner for the United States Patent and Trademark Office and as an assistant Patent Counsel for the National Security Agency.

## **Alan Lambert**

*Special Professor of Law*

M.D., SUNY Health Science Center at Brooklyn

J.D., Harvard University

Dr. Lambert practices personal injury and health care law at the firm of Arye, Kors & Lustig. He is also an attending neurologist at Nassau County Medical Center. Dr. Lambert received his medical degree from SUNY Health Science Center at Brooklyn and completed his neurology training at Nassau County Medical Center. Upon completing



residency training, he attended Harvard Law School where he was awarded his Juris Doctor degree *cum laude*.

Additionally, Dr. Lambert is a fellow of the American College of Legal Medicine. His legal research interests focus on managed health care and its impact on the traditional doctor-patient relationship from a legal and ethical perspective. He also lectures at hospitals on health law topics of interest to physicians.

## **Richard G. Leland**

*Special Professor of Law*

B.S., Cornell University

J.D., Hofstra University

Professor Leland is a partner in the New York City law firm of Rosenman & Colin, where he chairs the firm's Environmental Practice Group. He has extensive experience in regulatory and litigation matters involving a wide range of environmental law issues and now concentrates on providing environmental counseling in corporate and real estate matters.

## **Katherine Levitan**

*Special Professor of Law*

B.A., New York University

J.D., New York University

LL.M., New York University

Professor Levitan has been in private practice for the past 25 years in her own firm, Levitan & Pardes. She has had many years of experience in civil rights advocacy and employment discrimination and has been responsible for some of the major court decisions in this area. Ms. Levitan is a past president of the Nassau Women's Bar Association, a past president of the Nassau Chapter of the Civil Liberties Union, and is a Fellow of the American Academy of Matrimonial Attorneys. She is a member of the Ethics Committee, Matrimonial Committee, and Employment Law Committee of the Nassau Bar Association and a past chair of the Civil Rights Committee of that organization.

## **Lewis R. Mandel**

*Special Professor of Law*

A.B., Cornell University

J.D., Albany Law School of Union University

LL.M., (Taxation), New York University

Professor Mandel is a Special Trial Attorney in the Office of the Chief Counsel, Internal Revenue Service, Brooklyn District Counsel Office. He has extensive experience litigating cases before the United States Tax Court and in all areas of the law of taxation. He was formerly engaged in the private practice of law in the trusts and estates and real estate areas.

## **Patrick L. McCloskey**

*Special Professor of Law*

B.A., Villanova University

J.D., St. John's University

Professor McCloskey is the Executive Assistant District Attorney for Administration of Nassau County. He is an experienced trial attorney, has taught in Hofstra's Trial Techniques course as well as in the regional program of the National Institute for Trial Advocacy for more than 15 years, and is the author of *Witness Examination* (2 volumes), *Jury Selection*, and *The Criminal Law Deskbook*.



## **Michael E. McDermott**

*Special Professor of Law*

B.S., St. John's University

J.D., Southwestern University School of Law

Professor McDermott is a partner at Farrell, Fritz, Caemmerer, Cleary, Barnosky & Armentano, P.C., and is the head of the firm's Healthcare Department. His practice covers all areas of health care with particular emphasis in representing hospitals, physicians, HMO's, integrated delivery systems, nursing homes, home care agencies, and other health care providers. He has extensive experience in federal and state regulatory matters, managed care, hospital and physician risk management, transactional issues with respect to health care providers including structuring delivery systems, reimbursement, conversion of corporate status, multispecialty physician groups, sales of physician and other provider practices, as well as federal and state licensure matters. Prior to joining Farrell, Fritz, Professor McDermott was General Counsel at a major New York City teaching hospital for seven years. He has lectured extensively in the area of health care and is a member of the New York and California Bars, the National Health Lawyers Association and the American Academy of Healthcare Attorneys.

## **Katherine McManus**

*Special Professor of Law*

B.A., SUNY at Potsdam

J.D., Hofstra University

Katherine McManus is a Vice President and Manager of Legal Analysis in the Public Finance Department of Moody's Investors Service. She is responsible for providing legal support to analysts in the Public Finance Department. Professor McManus joined Moody's Corporate Department in 1985 and subsequently transferred to the Public Finance Department as manager of the Credit Support Group. Previously she was a Director of a low income housing group at the New York City Department of Housing Preservation and Development.

## **Richard S. Missan**

*Special Professor of Law*

B.A., LL.B., Yale University

Professor Missan practices law in New York City. The practice includes a special emphasis on corporate law, securities law, real estate law, and litigation. Mr. Missan previously served as General Counsel of Avis, Inc. He is active in the Association of the Bar of the City of New York and has chaired several subcommittees of the Association in the correctional law areas. Professor Missan is the revision author of *Corporations*, New York Practice Guide, Business and Commercial (Matthew Bender Co.) and is a member of the Panel of Mediators, U.S. District Court, Eastern District of New York.

## **Matthew Muraskin**

*Special Professor of Law*

B.A., J.D., New York University

M.A., Cornell University

Professor Muraskin was graduated from Washington Square College of New York University *cum laude* in 1957 and was elected to Phi Beta Kappa. He has a Master's Degree in Government from Cornell University which was



awarded to him in 1960. At Cornell he was an Olmstead Fellow in Public Law. In 1962 he was awarded his J.D. degree from New York University Law School.

Professor Muraskin has been Attorney in Chief of the Nassau County Legal Aid Society since 1979. Prior to joining the Nassau County Legal Aid Society in 1966, Professor Muraskin was Associate Appellate Counsel at the New York City Legal Aid Society and for a short time thereafter an Assistant District Attorney in the Queens County District Attorney's Appeals Bureau.

Over the years Professor Muraskin has briefed and/or argued more than 600 cases in the various federal and state appellate courts. Some of his more significant cases invalidated the wayward minor statute, obtained jury trials for youthful offenders, established the right of probation violators to appeal, and obtained for defense counsel the right to see presentence probation reports. He is also the lead counsel in two significant jail condition lawsuits (*Badgley v. Nassau County* and *Thompson v. Sheriff of Nassau County*).

Professor Muraskin has also been an adjunct faculty member at Long Island University C.W. Post Campus, has lectured for the Practising Law Institute, was a member of the Bishop of Rockville Centre's Criminal Justice Commission, served on the County Executive's Criminal Justice Blue Ribbon Panel and was a member of the External Review Committee of the New York State Commission of Correction. He is presently a member of the Nassau County Criminal Justice Coordinating Council, the Advisory Board of the Fund for Modern Courts, and the Professional Ethics and Criminal Law and Procedure Committees of the Nassau County Bar Association.

## **Beatty B. Page**

*Special Professor of Law*

B.A., Vassar College

J.D., Hofstra University

Professor Page is a partner in the national law firm of Hawkins, Delafield & Wood, specializing in the areas of finance documentation and asset securitization. She has been the primary attorney advising clients on the legal aspects, rating criteria, and financing documentation of credit enhancement products. She currently represents international and domestic banks in the public finance, credit enhancement, and derivatives areas. She is a member of the Business Law and International Law Sections of the American Bar Association, the New York State Bar Association, and has been appointed as a member of the Banking Law Committee and the Subcommittee on Derivative Products of the New York County Lawyers Association, the Financial Women's Association of New York, and the Women's Economic Round Table.

## **Neal R. Platt**

*Special Professor of Law*

B.S., Cornell University

J.D., Hofstra University

LL.M. (Trade Regulation), New York University

Professor Platt is a partner in the New York City firm of Shwal & Platt. He has represented primarily international companies in the establishment and conduct of their United States operations with particular emphasis on trademark and know-how licensing, distributorship arrangements, trademark registration, and antitrust compliance. He has conducted federal and state court litigation and administrative proceedings before the United States Patent and Trademark Office and, on antitrust questions, before the Federal Maritime Commission.

Professor Platt was Managing Editor of the *Hofstra Law Review*, and has published in trademark and constitutional law.



## **The Honorable C. Raymond Radigan**

*Special Professor of Law*

B.A., Brooklyn College

J.D., Brooklyn Law School

Judge Radigan serves as the Judge of the Surrogate's Court of Nassau County, New York. He has extensive experience in all aspects of estate practice, guardianship of the person and property of infants, conservatorship proceedings, and adoptions. Judge Radigan writes frequently about issues concerning wills, trusts, and estates. He is the author of *Surrogate's Forms with Commentary for Computer Use* and coauthor of the *New York Estate Administration* by Turano and Radigan. Judge Radigan serves as Chairman of the Executive Committee of the Surrogates Association of the State of New York.

## **Ben B. Rubinowitz**

*Special Professor of Law*

B.A., Boston University

J.D., Hofstra University

Ben Rubinowitz is a partner in the firm of Gair, Gair, Connason, Steigman & Mackauf, specializing in the areas of personal injury, medical malpractice, and products liability litigation. Mr. Rubinowitz has focused his career on the trial of major tort cases.

While a student at the Hofstra University School of Law, Mr. Rubinowitz was a member of the winning Northeast Regional Trial Team. He started his career as an Assistant District Attorney in Nassau County, New York. He has been active in teaching trial techniques and has taught at Harvard, Cardozo, Emory, Fordham, and Pace Law Schools. Additionally, Mr. Rubinowitz has been a Team Leader at the National Institute of Trial Advocacy and has been a member of N.I.T.A. National Program, Master Advocates Program, and Florida Regional Program. He has lectured extensively for the Practising Law Institute, New York County Lawyers Association, New York State Trial Lawyers Association, Continuing Legal Education, and has instructed classes in trial techniques at the United States Attorney's Office S.D.N.Y., Corporation Counsel for the City of New York, and at the Basic Course for Prosecutors.

## **Claire Saady**

*Special Professor of Law*

B.A., SUNY at Stony Brook

J.D., Western New England Law School

Professor Saady is a partner in the New York office of Haight, Gardner, Poor & Havens specializing in the area of labor and employment law. Her practice includes the representation of foreign and domestic clients against charges of discrimination in the workplace under Title VII of the Civil Rights Act, as amended, the Age Discrimination in Employment Act, the Americans with Disabilities Act and Family and Medical Leave Act, as well as state statutes prohibiting discrimination. She also has extensive experience in counseling corporate clients on compliance concerning employment-related issues including wage and hours, covenants not-to-compete, employee benefit issues, early retirement programs, hiring and firing policies, employment agreements, and employee manuals.

In connection with her representation of clients, Ms. Saady has appeared before the EEOC and various state administrative agencies, as well as state and federal courts throughout the United States including but not limited to New York, New Jersey, Massachusetts, Florida, Maryland, Washington State, Washington, D.C., California, Chicago, Oklahoma, and Pennsylvania. Ms. Saady has also lectured and written widely in the area of employment law and is an active member of the New York Bar.



## **Stephen W. Schlissel**

*Special Professor of Law*

B.A., University of Pennsylvania

J.D., Harvard University

Professor Schlissel is a Senior Partner in the law firm of Meltzer, Lippe, Goldstein, Wolf, Schlissel & Sazer, P.C., where he oversees the Matrimonial Department. He is the author of a two-volume work, *Separation Agreement and Marital Contracts* (Michie Co.). He is Continuing Legal Education Chairman of the New York chapter of the American Academy of Matrimonial Lawyers and the author of many articles.

## **Joel Segal**

*Special Professor of Law*

B.A., George Washington University

J.D., Hofstra University

Professor Segal practices law in New York City and is president of Pro Sports Management, Inc. He has extensive experience representing more than 100 professional athletes in contract negotiations and has procured successful endorsement contracts with prominent corporations such as Nike, Apex, Reebok, and Toyota. He holds a B.A. *magna cum laude* from the George Washington University and graduated from the Hofstra University School of Law as a member of the *Hofstra Law Review*.

## **Terence E. Smolev**

*Special Professor of Law*

B.B.A. (Accounting), Hofstra University

J.D., Washington College of Law, American University

L.L.M. (Taxation), New York University School of Law

Professor Smolev has been an Adjunct Professor in the Hofstra University School of Business Accounting Department for 24 years, teaching undergraduate and graduate law courses; was an accountant with the firm of Peat, Marwick & Mitchell & Co.; edited and wrote tax publications for Panel Publishers; and authored the chapter on charitable remainder trusts in the *Handbook of Wealth Management*.

During the Ford administration Professor Smolev was a member of the Internal Revenue Service Commissioner's Small Business Advisory Committee.

Professor Smolev has held various positions at Hofstra University, including Coordinator of Deferred Giving; President of the Alumni Organization; President of the School of Business Alumni; and currently is a Trustee of the University.

Professor Smolev is counsel to the North Merrick Union Free School District and currently maintains a private practice of law in Mineola, New York.



## **Bennett J. Wasserman**

*Special Professor of Law*

B.A., M.A., Hunter College

J.D., Hofstra University School of Law

Professor Wasserman engages in a broad-range civil practice with emphasis on professional liability litigation and alternate dispute resolution. He was a member of the inaugural staff of the *Hofstra Law Review* and then became its articles editor. An article that he published in Volume I of the *Hofstra Law Review*, "The Ubiquitous Detailman," has been recognized as one of the leading publications on the laws pertaining to prescription drug marketing. It became the subject of testimony before the U.S. Senate Health Committee and has been reprinted and cited authoritatively in numerous treatises and texts. He previously served as partner in and New Jersey counsel to the plaintiff's personal injury law firm of Lipsig, Sullivan & Liapakis, P.C., of New York City. In 1985 he was listed in *Town & Country* magazine's directory of "The Best Lawyers in the U.S.," and was admitted as a Certified Civil Trial Attorney by the Supreme Court of New Jersey.

Professor Wasserman has been involved in many cases involving issues of professional liability. He brings to the subject of attorney malpractice the experience of being one of the most frequently called upon expert witnesses in the field.

## **Peter Zablotzky**

*Special Professor of Law*

B.A., Pennsylvania State University

J.D., Columbia University

Professor Zablotzky is an Associate Professor of Law at the Touro Law Center. He is admitted to the New York and Pennsylvania State Bars and the Seventh and Eighth Districts of New York, and is a member of the Volunteer Lawyers for the Arts. He has published in the areas of torts, products liability, and civil rights.

## **ADMINISTRATORS**

### **Nancy D. Albin**

*Director of Law Alumni Affairs*

B.S., Boston University

J.D., Hofstra University School of Law

Ms. Albin is a 1995 graduate of Hofstra University School of Law. Prior to attending the School of Law, she worked as a Development Assistant for Independent Curators Incorporated. In her capacity as Director of Law Alumni Affairs, she is responsible for the development and coordination of alumni programs and events and alumni-related fund-raising activities. In addition, she serves as liaison to the Alumni Board of Directors. She is a member of the New York Bar.

### **Diane Bergner**

*Director, Public Sector Career Services*

B.A., William Smith College

J.D., Hofstra University School of Law

Prior to becoming Director, Public Sector Career Services, Ms. Bergner worked at Hofstra University School of Law as the Coordinator of The Center for Volunteer Service in the Public Interest. In that capacity she was responsible



for the coordination of the *pro bono* program at the Law School and was extremely successful in expanding the *pro bono* opportunities available to students, an effort that culminated in the creation of the Law School's Center for Volunteer Service in the Public Interest, which includes the Kurzer Community Education Outreach Program. Prior to coming to Hofstra, Ms. Bergner was in private practice and active in the Volunteer Lawyers Project of Nassau/Suffolk Law Services Committee, Inc.

## **Marjorie M. Daniels**

*Registrar*

B.F.A., Syracuse University

Marjorie Daniels received her Bachelor of Arts degree in Fine Arts from Syracuse University. Before coming to Hofstra she was a member of the staff of the Office of the Registrar at the Jacob D. Fuchsberg Law Center of Touro College in Huntington, NY. Prior to her experience as a law school administrator, she has served the community in several capacities among which were as a member of the Board of Directors of the Family Counseling and Education Center in Garden City and as cofounder of the Arts in Education Program in the Garden City Public Schools. Ms. Daniels is a member of the New York-New Jersey Association of Collegiate Registrars and Admissions Officers, the Middle States Association of Collegiate Registrars and Admissions Officers, and American Association of Collegiate Registrars and Admissions Officers, as well as the National Network of Law School Officers.

## **Amy Engle**

*Assistant Dean for Admissions*

B.A., Vassar College

M.B.A., Hofstra University

Dean Engle was graduated from Vassar College, and holds an M.B.A. in Marketing from Hofstra University. Following college she worked as a recruiter for Chemical Bank, and then as an account executive with NBC. Ms. Engle is a member of the National Network of Law School Officers and the Northwest Association of Prelaw Advisers. She is currently pursuing a doctorate in Higher Education at Columbia University.

## **Ivy Leibowitz**

*Senior Assistant Dean for External Relations and Special Professor of Law*

B.A., Hofstra University

M.A., Queens College

P.D., Long Island University

J.D., Hofstra University School of Law

Prior to becoming Senior Assistant Dean, Dean Leibowitz was a Legal Research and Writing Instructor at Hofstra. She created the *Pro Bono* Student Lawyers Project, which pairs law students with members of the private bar and those working in the public sector to enhance the delivery of legal services to the poor. Prior to joining Hofstra's faculty, Dean Leibowitz clerked with Magistrate David F. Jordan of the United States District Court for the Eastern District of New York, and she was a Litigation Associate with the Manhattan law firm of Schulte Roth & Zabel. While attending law school, she was articles editor of the *Hofstra Law Review*, student commencement speaker, and recipient of the Jonathan Falk Memorial Scholarship. She currently serves as a Trustee of the Long Beach City School District Board of Education.



## **Nancy E. Modell**

*Assistant Dean for Financial Aid*

B.S., University of Bridgeport

M.S., Queens College

In her capacity as the Assistant Dean for Financial Aid, Dean Modell has developed extensive familiarity with the Law Access Loan Program, the LAWLOAN Program, the Federal Family Education Loan Program, New York State Tuition Assistance Program, and many scholarship and grant programs available to law students. Dean Modell came to the Hofstra School of Law after serving as an Elective Teacher for the Oceanside Public School System. She obtained prior administrative experience at the Portledge School and as Placement Counselor and Office Manager for Office Temporaries, Inc.

## **Gary Moore**

*Director of Information Systems and Physical Plant*

B.S., Hofstra University

Gary Moore joined the Law School after working as Computer Operations Manager for more than four years at the University's Axinn Library. Among his many projects there he helped create the Axinn Library CD-ROM LAN (Local Area Network) Gallery, which is one of the finest facilities of its kind in the region. Gary received his Bachelor of Science degree in Computer Science from Hofstra in 1988. His tasks at the Law School include long- and short-term planning for computer purchases; training of faculty, administrators, and staff; and coordination of the maintenance and building operations at the School of Law.

## **Barbara T. Pace**

*Senior Assistant Dean for Student Affairs*

B.A., Hofstra University

J.D., St. John's University

Dean Pace joined Hofstra in December 1992 with more than ten years of law school administration experience, having been Director of Placement, Director of Development, and Assistant Dean for Alumni Relations at St. John's University School of Law. She taught Legal Writing there for five years. Dean Pace also served as the Faculty Coordinator of St. John's College Europa Program in Budapest, Hungary, and as Chair of the Metro Area Alumni/Development Consortium. Prior to her experience in law school administration, Dean Pace served on the staff of the New York State Temporary Commission on Rental Housing and engaged in the private practice of law. She currently serves as a member of the New York State Bar Association Committee on Legal Education and Admission to the Bar and as cochair of the Subcommittee on Bar Admission.



## **Michael J. K. Schiumo**

*Senior Assistant Dean for Career Services*

B.A., Cornell University

J.D., University of Virginia

Dean Schiumo came to Hofstra after having served as the Associate Director of Career Services at Boston University School of Law. At Boston University he helped design and implement a comprehensive program of professional counseling, programming, and job development for 1,300 J.D. and LL.M. students and numerous graduates. While at the University of Virginia School of Law, Dean Schiumo was a Senior Editor of the *Journal of Law and Politics*. After law school he practiced with Dechert, Price and Rhoads in Philadelphia, where he was a corporate associate. Dean Schiumo is currently the vice chair for the National Association for Law Placement (NALP) 1997 Annual Education Conference in Atlanta.

## **Diane Schwartzberg**

*Director of Career Services*

Diane Schwartzberg came to Hofstra Law School in 1980. During her 16 year tenure she has held a variety of positions within the Office of Career Services and currently serves as its Director. Her vast knowledge of the alumni and their whereabouts is legendary! Among her many leadership roles, Ms. Schwartzberg runs the On-Campus Recruiting Program held each fall at Hofstra. She has also held the positions of Northeast Regional Coordinator and Nominating Committee Member within the National Association of Law Placement. She currently sits on the Law Students Perspectives Committee and a subcommittee of the Lawyers in Transition of the Association of the Bar of the City of New York.

## **Susan W. Tiefenbrun**

*Administrative Director for the Center for the Study of Communications Law Information and Technology and  
Administrative Director of Law School International Programs*

B.A., University of Wisconsin

M.S., University of Wisconsin (Sorbonne, Paris)

Ph.D., Columbia University

J.D., New York University School of Law

Professor Tiefenbrun practices law in Westchester County and in New York City. Her special interests are international law, corporate law, real estate law, arbitration, and contracts. She speaks nine foreign languages; and before attending law school she taught French language and literature for 20 years at Columbia University, Sarah Lawrence College, and Brooklyn College. She worked in a French law firm in Paris and in the New York office of Coudert Brothers, where she handled international commercial transactions. Her fluency in Russian enabled her to participate in the opening of one of the first American law offices in Moscow, and she became a specialist in Eastern European joint venture laws, the laws of China and the Soviet Union. She has written many articles and a book-length study of Soviet laws and Eastern European joint venture laws. She recently completed a work on Soviet privatization.

She is a member of the New York Bar and the Connecticut Bar, and she is Vice Chairman of the Committee on Eastern European and Soviet Laws of the New York State Bar Association, an appointed member of the Committee on Comparative and Foreign Laws of the New York City Bar Association, Editorial Adviser of the Publications Committee of the American Bar Association, and a member of the Committee on International Law and Practice of the American Bar Association. She is a member of the American and Foreign Laws Society, the International Law Society, and many other professional societies, and she was appointed a panelist on commercial disputes of the American Arbitration Association.



# PROGRAMS BEYOND THE CLASSROOM

## CLINICAL EDUCATION

The School of Law believes that clinical education is an important part of a law student's educational program. Clinical education helps the student integrate the ability to analyze cases and statutes with an understanding of the lawyer's professional and social role. It also helps the law student develop important professional skills such as interviewing, counseling, negotiation, and trial advocacy. Finally, clinical education allows students who wish to include community service in their law school experience to do so.

Hofstra uses three methods of clinical education in its extensive program: client representation clinics, simulation-based courses, and externships. In the Law School's client representation clinics, students represent real clients with real problems. In its simulation-based courses, students perform client representation skills in detailed hypothetical situations created by faculty. In the Externship Program students participate in the ongoing work at law offices and judges' chambers. In all of the Law School's clinical programs, students receive intensive supervision from full-time faculty to maximize their educational experience.

## CLIENT REPRESENTATION CLINICS

Hofstra's first client representation clinics were established when the Law School was founded. The Law School's Community Legal Assistance Corporation, an umbrella organization for its client representation clinics, has long provided service to the community and representation to those in need.

The Law School is constructing a new building to house its clinical programs. The new building will provide expanded space for interview rooms, a hearing room and conference room, faculty offices, and student work space equipped with computers.

Third-year students enrolled in client representation clinics may appear in court on their clients' behalf. Students also plan strategy, conduct client and witness interviews, gather facts, negotiate settlements, conduct legal research, and draft pleadings.

In recent years clinic students successfully negotiated a settlement with a co-op which threatened to evict a family because of the number of children in the apartment, obtained a favorable money judgment against a local landlord for his failure to provide adequate heat to the clinic's clients during the winter months, and secured restoration of a client's utility service which was illegally terminated by the landlord.

Clinic students also represented a little boy who was denied a free appropriate public education because for two years his school had failed to recognize that he had a disability. When his disability was finally diagnosed, his problems had intensified to the point that he needed residential education for a year. The school refused to pay for the residential portion. The clinic students filed and argued a motion for summary judgment and lost;



they then filed an appeal with the Second Circuit. The case was settled, and the mother will not have to pay any residential charges for the special schooling.

The students also represented a middle-aged man who suffered from a severe attention deficit disorder. His place of employment was not accommodating his disability, and the social service agency which had placed him and had responsibility for job coaching services had failed to provide appropriate accommodations. The students persuasively argued that he should be granted status as a severely disabled individual and thus be eligible for State "supported employment." These services have previously been provided only for mentally retarded and mentally ill people, even though the law did not restrict the service to these populations.



In the case of first impression, the students made new law, thus opening up the availability of these services to other people with similar disabilities and work histories.

The students have also represented law students seeking accommodations on the bar examination and a medical student seeking accommodations in medical school.

The Community Legal Assistance Corporation, formerly known as the Neighborhood Law Office, is located on the Hofstra campus in a modern, fully equipped law office building a short distance from the main law school building. The following programs are the client representation clinics currently operated by the Law School:

### **Criminal Justice Program**

This program is a one-semester clinic in which students represent defendants in criminal cases in Nassau County District Court and in Hempstead and Mineola Village Courts.

During the semester, students represent clients in pretrial conferences, witness interviewing, motion and brief writing, case investigations, and trials—from jury

ingful work or internship experience with either a criminal defense or prosecution law office will help students meet their clinical responsibilities.

### **Disabilities Law Clinic**

The Disabilities Law Clinic is a new clinic that began handling cases in the fall of 1992. The clinic focuses principally on cases involving the Americans with Disabilities Act of 1990, transportation cases, public access cases, and employment discrimination cases. Students in the clinic represent individuals and are responsible for handling cases on their own (with faculty supervision) as much as possible. Students interview clients and witnesses, prepare pleadings and discovery, appear before courts and administrative agencies, negotiate settlements, and, when necessary, try cases.

### **Housing Rights Clinic**

In this program students handle a wide variety of housing cases for low-income clients: defenses of eviction cases, actions by tenants against landlords challenging substandard conditions in their apartments, fair housing and exclusionary zoning cases; public utility shut-off cases, and work on behalf of community groups for housing rehabilitation. Each student has a caseload of two or three smaller cases and one complex case. Students prepare and present their cases in state and federal courts.

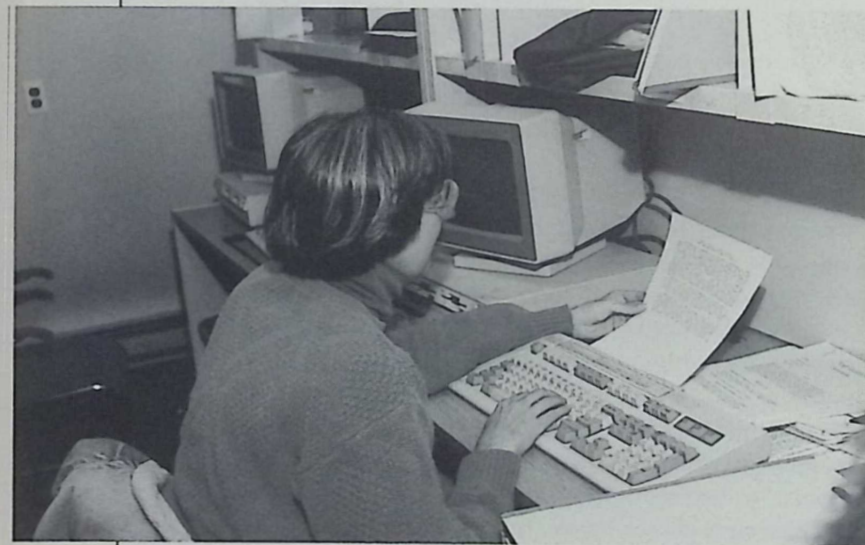
The course develops lawyering skills with special emphasis on litigation strategy, pretrial and trial preparation, and trial advocacy. In their representation of clients in actual cases, students have the opportunity to engage in interviewing and counseling, negotiation, fact investigation and discovery, oral advocacy, direct and cross-examination, and trial argument. Students also are exposed to all types of litigation by drafting research memoranda, strategy memoranda, pleadings, motions, and trial briefs. Special attention is placed on professional responsibility issues and strategic case planning methods.

Throughout the course a combination of teaching methods is employed, including classroom instruction, individual case supervision, simulations, and videotaped exercises. In the two-hour weekly seminar, topics include substantive housing law, case planning methods, and the progress of actual clinic cases. Students also perform simulated exercises (some of which are videotaped) related to their actual cases. The primary mode of instruction is one-on-one case supervision.

selection through verdict. Students provide thorough and zealous representation and are encouraged to develop novel and creative defenses.

Throughout the semester program students participate in a weekly seminar that focuses on developing lawyering and advocacy skills. Special attention is given to professional responsibility issues that arise in criminal law practice.

Students are expected to have taken Criminal Procedure, Evidence, and Trial Techniques. Prior mean-





### **Alternative Dispute Resolution Clinic**

The goals of the Alternative Dispute Resolution Clinic are to teach mediation skills, provide clinically supervised mediation experience, and provide direction in the advanced study of theoretical, legal, ethical, and practical issues posed by the use of mediation as an alternative to litigation. The clinic, a three-credit course, combines classroom instruction with supervised clinical practice. The students, under direct faculty supervision, mediate disputes at the Queens Mediation Center concerning claims of property damage and personal injury, consumer and landlord-tenant disagreements, and noise and "lifestyle" disputes.

### **Environmental Law Clinic**

This program provides an opportunity to work on current environmental issues with federal, state, or local environmental agencies, public interest law firms, and private practitioners engaged in *pro bono* work in the field. Students obtain direct experience with administration and implementation of environmental statutes or litigation in this field. Students have approximately 20 hours of clinical work each week and participate in a weekly seminar. Environmental Law is a prerequisite or may be taken concurrently.

## **SIMULATION-BASED COURSES**

Simulation-based education begins at Hofstra during the student's first year, with many options for continuation in the upper-class years.

### **Legal Writing and Research and Appellate Advocacy**

Recognizing that legal writing and research are critical to legal practice, Hofstra has designed a required program that emphasizes individualized instruction in these skills. The heart of the Legal Writing and Research Program is the periodic conference between the instructor and the student, during which the latter receives a thorough critique of each writing assignment. The instructor and student then agree on goals for improvement and in the next conference examine the student's subsequent writing to see whether these goals have been met. The writing instructors also conduct classes on techniques unique to legal writing and legal research. Legal Writing and Research is required of all first-year students. It is primarily a spring semester course, although research is taught in

the fall. Two credits are awarded at the end of the first year.

During the fall semester of the second year, all students take the course in Appellate Advocacy in which they receive instruction in persuasive writing, oral advocacy, and appellate advocacy. Each student represents a hypothetical client in a simulated appeal. The student submits two drafts of a brief, each of which is critiqued by the instructor, and the student argues the appeal orally before a panel of three judges who are role-played by a teacher, a practicing attorney, and a third-year student.

### **Trial Techniques**

This three-credit course given in January was originally developed by the National Institute for Trial Advocacy for the training of practicing lawyers. The NITA method of teaching consists of approximately two weeks of intensive instruction in every aspect of trial advocacy.

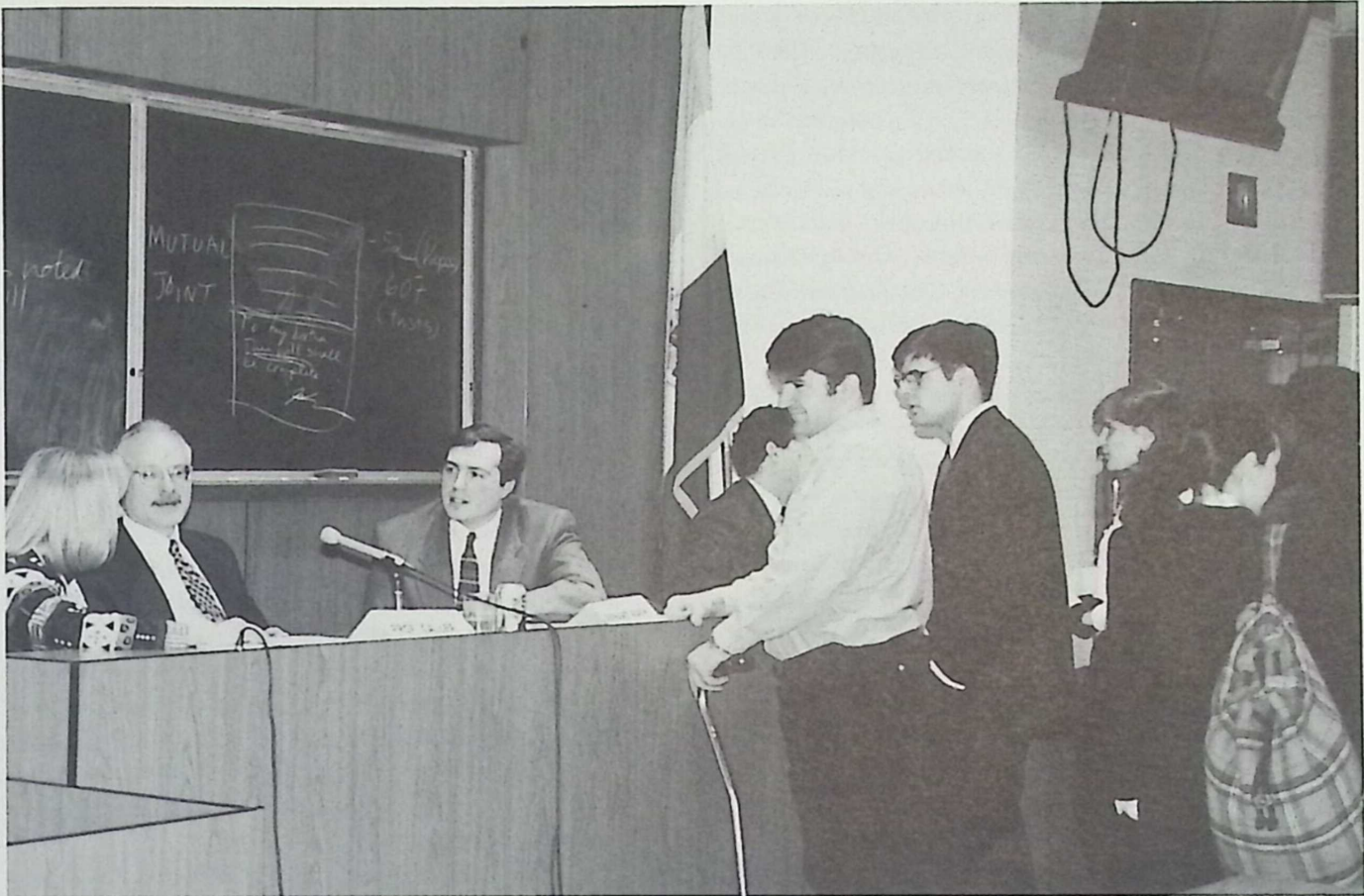
Students receive a set of NITA materials containing six complete case files, three civil and three criminal. From these files and additional materials, about 100 separate problems have been developed, covering every aspect of a trial from jury selection to closing argument. During the course of the program, students are given an opportunity to try two complete cases, one of which is argued before a jury. In addition, problems are supplemented by a textbook, lectures, and round table discussions.

The problems are structured so that students are first exposed to basic problems of conducting direct and cross-examination. From the outset, however, students must develop a theory of the particular examination, decide on an appropriate approach to bring out the facts consistent with the theory, prepare the witness, and perform the examination. The student must also anticipate evidentiary objections and defend his or her position when objections are made by others in the class or by the instructor.

For simple direct, cross- and redirect, the student then must prepare and demonstrate problems that require laying a foundation and introduction into evidence of various types of exhibit material including documents, photographs, x-rays, maps, charts, reports, and physical objects.

Once proficiency is established in basic techniques of examination, the problems become quite complex, requiring intensive preparation. In addition to complexity, the student must learn to deal with specialized situations involving examination of experts, children,





hostile and reluctant witnesses, and the like. Substantial questions of evidence are built into each problem to develop the student's proficiency in making and defending against objections.

The program is graded pass/fail. Attendance, however, is required and is taken daily. The program is open to second- and third-year students who have completed the basic course in evidence. Trial Techniques is also available on the same basis to students graduating in January. Interested students should obtain registration and tuition information from the Registrar's Office in early October preceding the January in which they seek to enroll.

### **Pretrial Litigation**

Pretrial Litigation is a simulation-based course in which students are divided into law firms which represent clients in complex civil litigation. The purpose of Pretrial Litigation is to improve law student understanding of the operation of procedural rules in context and the strategic choices and ethical dilemmas that typically face litigators.

A law firm for Pretrial Litigation usually consists of three students. Each law firm is assigned to one litigation group with other law firms. Each litigation group

is assigned to one of the instructors (the course is collectively taught by several faculty members) for supervision. This organization is designed to simulate quite realistically the practice of law in a modern law firm.

The student law firm is assigned to represent one of the parties to potential litigation in a simulated fact situation created by the instructors. Recent case files have included a lawsuit involving an incident involving release of radiation at a nuclear power plant and a claim for defamation and invasion of privacy arising from publication of a novel.

Student activity in the simulated case begins with an initial client interview and continues through development of a litigation and settlement strategy and then to the stages of litigation leading up to trial. Highlights of each student experience include client interviewing and counseling, detailed factual investigation, developing case strategy, drafting complaints and motions and oral argument of motions, drafting and objecting to written discovery (document requests, requests for admission and interrogatories), taking and defending depositions, and settlement negotiations.

In addition to case-based activities (meetings with clients, firm conferences, motion arguments, and depo-



sitions) faculty members conduct regular classes which cover topics related to pretrial litigation. Relevant readings are assigned and classes are conducted on a large group basis for the members of every law firm.

Pretrial Litigation makes extensive use of a computer-based electronic mail system (E-mail) to facilitate communication among course members, instructors, clients, and the outside world. E-mail communications are used for a variety of purposes. Students communicate with their supervising attorney, the "outside world" (e.g., government agencies or witnesses) reached via the instructor, each other, and the court via E-mail. The faculty makes course announcements and keeps close track of what the students are doing via the E-mail system.

Because of the electronic bulletin board, Pretrial Litigation is interactive: within broad limits, what the student does and experiences is dependent on his or her own strategy and performance. The faculty is able to constantly monitor student activity and performance via the electronic bulletin board, and the faculty can shape events in the simulated litigation to continuously challenge the student to learn and experience more.

Pretrial Litigation was cited for its innovative use of computer technology in a survey of law school computer learning activity conducted by the *New York Law Journal*. The National Institute of Trial Advocacy also published an article written by the faculty describing the course which was distributed to law teachers nationwide.

### **Family Law Practice Workshop**

This simulation-based workshop is an advanced course in family law. It requires the student to integrate legal doctrine with client representation skills.

The centerpiece of the workshop is preparation for and participation in settlement negotiations for a divorce involving significant property division and child custody issues.

Student teams of lawyers represent the husband or the wife. They interview the clients and write a detailed plan for upcoming settlement negotiations with the other spouse's lawyers. Following completion of the negotiation plans, student teams negotiate with each other concerning the divorce settlement. All negotiations are observed and critiqued by practicing matrimonial lawyers and mental health professionals.

In addition, students draft portions of separation agreements and make class presentations on the ethical issues that matrimonial lawyers face in daily practice. The workshop examines alternatives to litigation in

matrimonial practice, including mediation and arbitration.

The workshop is team taught by a law professor and a practicing matrimonial lawyer. Mental health experts participate in various aspects of the workshop. Prerequisite or corequisite: Family Law. Federal Taxation of Individuals is not a prerequisite but is strongly recommended. Enrollment is limited.

## **EXTERNSHIP PROGRAMS**

The competent practice of law requires many skills. Research and writing, the development of facts, and the ability to deal with parties, witnesses, and other lawyers are some of the more important and obvious of those skills. The Externship Program at Hofstra is one dimension of a skills program which includes trial advocacy, pretrial litigation, Inns of Court, appellate advocacy, in-house clinical programs, simulation courses, and independent study. The Externship Program is designed to afford students the opportunity to work directly with judges, prosecutors' offices, publicly funded criminal defense agencies, and other government agencies with a view toward developing lawyers' skills in real life situations with supervision and guidance by a full-time faculty member.

### **Judicial Externship Program**

The Judicial Externship Program provides an opportunity for students to serve as apprentices for state and federal judges for a semester. As judicial externs for approximately 15 hours per week, students do research, write memoranda, observe court proceedings, and discuss cases with their judges. Through conferences with the judges students gain insight into the effectiveness of litigation techniques and the practical impact of the judicial system. Students are supervised both by their judges and by the Law School program directors. Weekly seminars are held by the faculty directors.

### **Civil Externship Program**

The Civil Externship Program provides students with opportunities to learn lawyering skills through placements in a variety of nonprofit organizations or government agencies. Students work approximately 15 hours per week for such organizations as the state and federal judiciary, the New York State Attorney General, the New York State Department of Mental Hygiene, the New York Lawyers for the Public Interest, Nassau/Suffolk Legal Services, the Central American Refugee Center, the New York State Department



of Labor, and the Natural Resources Defense Council. Depending upon the particular placement, students may engage in all phases of legal work, including interviewing clients and witnesses, drafting legal documents, negotiating with attorneys, conducting research, and preparing legal memoranda. Students are supervised by the supervising attorney in the particular organization and by the Law School faculty directors, who also hold weekly seminars.

### **Criminal Externship Program**

The Criminal Externship Program provides an opportunity for students to learn about all phases of criminal law practice through placements in such agencies as Nassau, Queens, and King's County District Attorneys' offices and New York City, Nassau County, and Suffolk County Legal Aid offices. Students work approximately 15 hours per week and may be exposed to a wide variety of experiences, including legal research and writing, case investigation, witness interviewing, and courtroom advocacy. Each student's work is supervised by a supervising attorney in the appropriate organization as well as by the Law School faculty directors, who also conduct weekly seminars.

### **PRO BONO OPPORTUNITIES: THE CENTER FOR VOLUNTEER SERVICE IN THE PUBLIC INTEREST**

#### ***Pro Bono* Student Lawyers Project**

The *Pro Bono* Student Lawyers Project offers students the opportunity to do volunteer legal work with public interest organizations, courts, government, and regulatory agencies, nonprofit organizations, private firms working on *pro bono* cases, and with professors working on public interest cases. Students participate in most types of legal work: research and writing, assisting in case preparation, and doing client intake. A wide range of areas of law, such as criminal, health, environmental, elder, family, housing, and immigration, is offered. All legal work is done under the supervision of an attorney. Hofstra School of Law also has access to PBSA (Pro Bono Students America) computer database, a shared network of more than 1,000 volunteer placements, which enables students to be matched to placements based upon their own areas of interest and geographical preferences.

Students in the program volunteer their time without compensation or credit. In 1995-1996 more than 300 students participated. Some examples of placements include: Nassau County legal Aid Society, Long Island Housing Services, Nassau County Coalition Against Domestic Violence, Nassau/Suffolk Law Ser-

vices Committee, Inc., Bronx Legal Services, the Town of North Hempstead, the Legal Aid Society Juvenile Rights Division, and Mediation Alternative Project.

### **Kurzer Community Education Program**

The Kurzer Community Education Program seeks to develop and promote opportunities which enable law students to participate in community education outreach endeavors. Each component of the program places a special emphasis on law-related education. Kurzer projects include:

(a) Civil Liberties and Racial Relations Project - Law students teach a class to local high school students about the development of civil rights laws in this country and examine the causes of contemporary racial strife.

(b) Mock Trial Tournament - Law students assist judges and lawyers with the Nassau County Bar Association's Mock Trial Tournament for high school students.

(c) VITA (Volunteer Income Tax Assistance) - Law students offer assistance to persons who need help with the filing of their income tax returns. Students are trained by the Internal Revenue Service.

(d) *Pro Bono* Bankruptcy Clinic - Law Students participate in clinics at the Nassau County Bar Association where they assist clients with consumer bankruptcy matters.

(e) Adopt-A-School Project - Law students serve as guest lecturers, mentors, and tutors at a local elementary school.

### **R.E.A.C.H. (Research, Education, and Advocacy to Combat Homelessness)**

R.E.A.C.H. is a nonprofit, student-run organization which provides direct advocacy for homeless persons as well as legal support for community-based groups and organizations which work on homelessness and law income housing issues. Students have been running weekly clinics in Hempstead where they staff tables and provide information to homeless persons about medical and public entitlement programs, landlord/tenant issues, as well as inform the homeless about various community resources available to them. Members of the local bar lend their guidance and support to students involved in these clinics.

Other R.E.A.C.H. activities include a biannual food and clothing drive to provide help for needy people as well as an educational forum dealing with issues affecting the homeless.

R.E.A.C.H. students were the recipients of the New York State Bar Association President's *Pro Bono* Award for 1996.



### U.A.C. (Unemployment Action Center)

In August 1991 Hofstra University School of Law established a chapter of the Unemployment Action Center (U.A.C.). The U.A.C. is a nonprofit, student-run organization that offers free advice and representation to persons denied unemployment benefits. More than 100 student advocates have participated annually, each of whom has taken at least one case. Hofstra U.A.C. received the New York State Bar Association Law Student *Pro Bono* Award for 1992.

### THEODORE ROOSEVELT AMERICAN INN OF COURT

The School of Law participates in the American Inns of Court Program, which is patterned after the English Inns of Court to enable new lawyers and law students to apprentice with judges and experienced barristers. The selected Hofstra School of Law students and recent graduates meet regularly with prominent state and federal judges, highly skilled litigators, and Hofstra law professors to discuss substantive legal issues.

## J.D./M.B.A. PROGRAM

The J.D./M.B.A. program is a four-year joint program of the Hofstra School of Law and the Hofstra Frank G. Zarb School of Business. Students in good standing at the end of the first year of law school are eligible for admission if they have satisfied certain course prerequisites and otherwise meet the admissions standards of the Zarb School of Business. Information concerning these prerequisites may be obtained from the Zarb School of Business.

Law students must complete the usual M.B.A. application and submit the required undergraduate and graduate transcripts to the Graduate Admissions Office. The GMAT examination is required of all J.D./M.B.A. students. The regular application fee may be waived by a program coordinator.

The J.D./M.B.A. program provides students with:

- a) Knowledge of the administrative process necessary for attorneys pursuing careers in business and not-for-profit institutions.
- b) Specialized proficiency in fields auxiliary to law, such as accounting, banking, finance, investment, marketing, real estate, and taxation.
- c) Knowledge of the economic implications of legal processes.

Our complex economic and social environment

imposes significant demands on today's managers. Developments in areas such as product liability, tax reform, social responsibility of business, consumerism, franchising, and increased regulation of business have significantly affected the manager's role. Our J.D./M.B.A. program is designed to train managers to be aware of these developments and to develop business strategies which reflect these legal considerations.

In the past individuals seeking to obtain both J.D. and M.B.A. degrees often had to go to separate universities and pursue these degrees independently. The combined J.D./M.B.A. program enables students to receive both degrees within four years rather than five, to integrate both fields within coursework, and to receive field experiences that relate to both legal and business decision making.

### THE PROGRAM

Students may elect one of two programs, a thesis or a nonthesis program, depending upon their undergraduate education.

Due to the admission prerequisites in the Zarb





## Schedule

Year	Credits School of Law	Credits Zarb School of Business*
1	29	0
2	26	6
3	6	27
4	26	3/6
<b>TOTAL</b>	<b>87**</b>	<b>36/39***</b>

\* Does not include level 201 series of Zarb School of Business courses which students may satisfy with prior undergraduate courses or by taking additional courses after acceptance to the M.B.A. Program.

\*\* The School of Law will accept nine credits (three courses under advisement) of approved coursework from the M.B.A. program toward the J.D. degree. Students may receive academic credit toward the J.D. degree only for Zarb School of Business courses approved by the faculty of the School of Law. The Law School Registrar maintains a list of such approved courses.

\*\*\* Thirty-nine credits are required for the thesis program. The Zarb School of Business will accept nine credits under advisement from the J.D. program toward the M.B.A. degree.

School of Business, students who have obtained undergraduate business degrees will have different plans of study than students who have not done so. Thus students who must complete certain prerequisites in the Zarb School of Business will incur additional tuition charges.

The thesis program allows students to undertake research in a group environment or on an individual basis on a problem relating to law and business. The nonthesis program substitutes coursework in business research for the thesis experience. The requirements for the thesis and nonthesis programs may be obtained from the Registrar's Office of the School of Law.

### SCHEDULING AND TUITION

The following schedule is prescribed by the New York State Court of Appeals requirements relating to full-time student status in law school.

During the second year and the fourth year, J.D./M.B.A. students register for coursework in the School of Law. These students pay the yearly law school tuition in effect at that time.

J.D./M.B.A. students receive six graduate level credits of M.B.A. tuition coverage provided that they are full-time law students during this time period. This tuition amount may be applied only to the fall and spring semesters. While a student is a full-time law student, such students must also pay the prevailing law school tuition; such students must also pay the prevailing business school tuition for business school coursework beyond the six graduate business credits described above.

In the third year J.D./M.B.A. students pay the prevailing graduate business school tuition and no law school tuition.

J.D./M.B.A. students seeking additional coursework in the Zarb School of Business beyond that described above must pay the prevailing tuition rate. J.D./M.B.A. students are eligible for both School of Law and Zarb School of Business scholarship assistance and financial aid.

Credits earned at the School of Business during Summer Sessions or during the X Session in January will not be applied toward the requirements for the J.D. degree.



## SCHOLARLY PUBLICATIONS

### THE HOFSTRA LAW REVIEW

The basic legal periodicals in the United States are the law reviews, which are sponsored by law schools and managed and edited by law students. The *Hofstra Law Review* is a legal journal of general scope, published quarterly by the *Hofstra Law Review Association*. The Review is recognized as a leading journal in the legal community, cited by numerous other journals and in legal opinions across the country.

The *Hofstra Law Review* is student-run. Faculty serve on a Faculty Board of Advisers. Each spring members of the first- and second- year classes compete in a writing competition for membership on the *Review*. The membership is responsible for soliciting articles from legal scholars, considering unsolicited manuscripts for publication, editing published works, and maintaining the *Review's* reputation for timely publication of articles which expand the frontiers of legal scholarship.

There are several ways to qualify for membership:

- First-year students, who are in the top 5 percent of their class based on their second semester cumulative grade-point average, receive an invitation to join.
- First-year students may compete in an annual writing competition in which they are asked to write a memorandum of law analyzing a particular legal problem. Students may be selected on their writing competition scores alone or on a combination of writing score and cumulative grade-point average. Second-year students may also participate in the writing competition, but may not become *Review* members unless they plan to complete both the fall and spring semesters of their third year at Hofstra.
- A student may be invited to join on the basis of submission of a completed article deemed to be of publishable quality by the Board of Editors. Articles from third-year students must be submitted by the end of the second week of classes in the fall semester.

Each March a 14-member Board of Editors is selected, headed by the editor in chief. The board is responsible for carrying out *Review* policy and managing the publication.

*Review* membership presupposes a student's commitment to legal research and writing and a willingness to work long hours. In addition to the *Review's* publication work, each student member is required to write an analytical note or case comment for publication in the

*Review*. Members may elect to take *Law Review* for three credits during their second year of law school. During the spring semester of their third year of law school, members of the Board of Editors may elect two credits and associate editors may elect one credit. During the spring semester of their second year of Law School, upon the recommendation of a faculty adviser and the Board of Advisers, members are awarded two credits for the completion of a note of publishable quality and one credit for completion of staff responsibilities. During the spring semester of their third year of Law School, upon recommendation of the Board of Advisers, members of the Board of Editors are awarded two credits for satisfactory service and associate editors are awarded one credit for satisfactory service.

The board invites new students to visit its office and learn more about the organization. (See the Rules for Election of Nonclassroom Courses.)

### THE LABOR LAW JOURNAL

The *Hofstra Labor Law Journal* is a scholarly publication devoted entirely to the discussion of current issues in labor and employment law. Established in 1982, the *Journal* is widely regarded as one of the premier authorities in this field. Through its publication of articles written by some of the nation's preeminent labor law scholars and practitioners, the *Journal* has played an important role in helping to build the prestige of the School of Law.

The *Journal* is run by an editorial board composed of third-year students. Faculty serve on a Faculty Board of Advisers. New staff members are chosen through a school-wide writing competition each spring. While serving as staff members, students are afforded an opportunity to submit pieces which may be published along with other articles.

Recently, the *Journal* also has begun to nationally distribute a newsletter, the *LABORatory*, which is prepared entirely by the *Journal* staff.

Members may elect to take the *Labor Law Journal* for three credits in the spring semester of their second year of law school. During the spring semester of their third year of law school, members of the Board of Editors may elect two credits and senior staff members may elect one credit. During the spring semester of their second year of Law School, upon the recommendation of the Board of Advisers, members are awarded two credits for the completion of a note of publishable quality and one credit for completion of staff responsibilities. During the spring semester of their third year of Law School, upon recommendation of the Board of Advisers, members of the Board of Editors are awarded



two credits for satisfactory service and senior staff members are awarded one credit for satisfactory service.

### THE HOFSTRA LAW & POLICY SYMPOSIUM

The first volume of the *Hofstra Law & Policy Symposium* appears in 1996. Each issue of this new journal focuses on a single theme of interest to the legal community. A faculty member or members serve as faculty editor(s) for each symposium. Student editors



are selected by the faculty editor; student editors may assist the faculty editor in the solicitation and selection of articles and edit articles. Student editors also write a note, essay, book review, or other article on a topic related to their issue of the journal, as approved by the faculty editor.

Students may receive up to three credits for their work on the journal. These credits must be approved by the faculty editor and may be allocated over two or more semesters at the discretion of the faculty editor. No credit is given to a student who does not satisfactorily complete his or her own writing.

## SPECIAL PROGRAMS

### ALUMNI AFFAIRS

The School of Law maintains its own Office of Alumni Affairs to serve the approximately 5,300 graduates who have automatically become members of the Law Alumni Association. The Office of Alumni Affairs is dedicated to helping graduates maintain a close relationship with each other and with the School of Law.

Hofstra Law graduates remain actively involved in the advancement and growth of the School of Law. They attend social events, networking receptions, and class reunions; act as mentors, panelists, and lecturers; assist in law student admissions and career services; and serve on the Law Alumni Association Board of Directors. Many graduates contribute to advancing law school programs through annual gifts.

All Law School graduates receive the *Hofstra Law Report*, which is a biannual magazine, and an *Alumni Directory*. In addition, the Office of Career Services provides information, career counseling, and other assistance to Hofstra Law graduates.

### ALUMNI-STUDENT MENTOR PROGRAM

The School of Law sponsors the Alumni-Student Mentor Program, which pairs alumni with law students. The purpose of the program is to provide an opportunity for students to receive from practitioners an additional perspective concerning legal careers. The mentors commit themselves to meet with students on a regular basis to exchange information and professional experiences, such as observing trials, depositions, and negotiations. The program's flexibility enables pairings to be arranged during the academic year and during the summer months. Mentorships also may be arranged in different geographic regions of the United States.

### HOWARD KAPLAN MEMORIAL LECTURE SERIES

The Max and Victoria Dreyfus Foundation, Inc., has established an endowment for an annual lecture series in public interest law in memory of Howard Kaplan, a prominent attorney. The lecture series has hosted visits by a long list of distinguished jurists who address the student body, faculty, and members of the Hofstra community. A recent Kaplan Lecturer was Justice Antonin Scalia of the United States Supreme Court.

### LEGAL ETHICS

The faculty has been actively involved for many years in coming to grips with the most difficult issues of legal ethics.

•The School of Law was honored to host The Honorable Ruth Bader Ginsburg, Associate Justice of the United States Supreme Court, as the keynote speaker at the conference "Legal Ethics: The Core Issues" held in March 1996. Professors Monroe Freedman and Roy Simon organized and directed the conference which gathered a group of nationally recog-



nized legal ethics scholars and included discussions on a wide range of core issues such as the adversary system, conflicts of interest, settlement ethics, whistleblowing, and the future of the legal profession. Planning for the 1998 conference is already in progress; Associate Justice of the United States Supreme Court Anthony Kennedy will visit the Law School during the conference.

- Professor Burton C. Agata has served as Director and Consultant for a Federal Judicial Center Study on Admissions and Discipline of Attorneys in the Federal Courts and served as a Consultant to the Clare Committee for the Second Circuit.

He is the author of *Lawyers' Ethics in an Adversary System* (1975) and *Understanding Lawyers' Ethics* (1990). He has also served as Reporter and principal draftsman of the American Lawyer's Code of Conduct, and as Chairman of three ethics advisory committees, including the Legal Ethics Committee of the District of Columbia Bar.

- Professor Monroe Freedman is the Howard Lichtenstein Distinguished Professor of Legal Ethics at Hofstra University School of Law. His first book, *Lawyers' Ethics in an Adversary System* (1975), received the American Bar Association's Gavel Award Certificate of Merit. His most recent book, *Understanding Lawyers' Ethics* (1990), substantially expands and updates the earlier book. An article in *The Journal of the Legal Profession* reviewed Professor Freedman's work and concludes: "It is no exaggeration to say that (Monroe Freedman's) thinking, writing, and lectures...have been the primary creative force in legal ethics today, both in the practice of law and in legal education."

- Professor Leon Friedman was the Associate Director of the Committee on Courtroom Conduct of the Association of the Bar of the City of New York. *Disorder in the Courts*, which he wrote with Professor Norman Dorsen, is a leading work on that subject.

- Professor Roy Simon annually coauthors *Regulation of Lawyers: Statutes and Standards*, which is a compilation of codes and guidelines that govern lawyers. He is writing a textbook on lawyers and the legal profession, has published articles on legal ethics, and serves as an expert witness in matters involving professional conduct. He is Chair of the AALS Section on Professional Responsibility.

- Professor Eugene Wypyski has published a five-volume compilation of formal ethics opinions rendered by the Association of the Bar of the City of New York and the New York County Lawyers' Association. The work, titled *Opinions-Committees on Professional Ethics*, is an outgrowth of Professor Wypyski's active

involvement in this area for more than 20 years.

There is a substantial infusion of ethical perspectives in courses throughout the curriculum, including Contracts, Criminal Law, Corporations, Family Law, Taxation, and Labor Arbitration. In addition, a required course is devoted exclusively to Lawyers' Ethics.

## THE P.E.A.C.E PROGRAM PARENT EDUCATION AND CUSTODY EFFECTIVENESS

P.E.A.C.E is a court-affiliated interdisciplinary educational program for divorcing and separating parents. It encourages parents to assume responsibility for creating a postdivorce environment in which their children are their first priority.

The P.E.A.C.E. Project is a joint program of Hofstra University School of Law and Hofstra University Graduate Programs in Marriage and Family Counseling. It is cosponsored by the Interdisciplinary Forum on Mental Health and Family Law, an umbrella organization of representatives from leading legal and mental health organizations in New York State created by the New York Chapter of the American Academy of Matrimonial Lawyers.

P.E.A.C.E. operates its educational programs in cooperation with the New York State Office of Court Administration and interested members of Matrimonial Lawyers.

Hofstra Law students participate in P.E.A.C.E. in a variety of ways: They help develop curriculum materials, write papers researching and analyzing trends, several of which have been published in professional journals, make presentations to professional groups and help administer programs.

## PRELAW SUMMER INSTITUTE

The basic purpose of the institute is to give students an opportunity to experience an introduction to legal education in an intellectually rigorous but noncredit course in a relaxed atmosphere over the summer. The program is designed for those persons who have already decided to attend law school and for those who are trying to decide whether they have the interest and propensity to pursue legal education. The course is conducted in the same manner as regular law school courses and includes case statutory analyses and research techniques. It assists students in developing analytical skills, familiarity with the use of the law library, and writing and research techniques, all of which are essential for competent performance in law school.





All sections of the Institute are taught by members of the Hofstra Law Faculty. The research and writing components are supervised by the Director of the Law Library.

The course is open to students who have successfully completed at least two years of college. It is not mandatory for entering Hofstra students. The fact that a person either takes or does not take the course will not affect any admissions decisions at Hofstra School of Law.

#### SCHOLARS-IN-RESIDENCE PROGRAM

The Law School hosts a visiting scholar for a two-day to four-day period at least once and sometimes twice a year. The visiting scholar generally conducts classes, delivers an address to students and faculty, and meets with students and faculty informally at receptions and other gatherings. Recent Scholars-in-Residence have been: Professor Jesse H. Choper (University of California at Berkeley), Professor Marc S. Galanter (Wisconsin), Professor Morton J. Horwitz (Harvard), Professor Harold Koh (Yale), Professor Charles R. Lawrence (Stanford), Dean Michael Marchenko (Moscow State University), Professor Mari J. Matsuda (University of Hawaii), Professor Michael Olivas (University of Houston Law Center), Professor Cass Sunstein (University of Chicago), and Professor Akhil Reed Amar (Yale).

#### SUMMER STUDY ABROAD PROGRAM

The Hofstra University School of Law offers a four-week Summer Study Abroad Program in Nice, France, in cooperation with the Faculté De Droit de l'Université de Nice. The program is taught by law faculty from Hofstra and other universities. Each of the courses offered either has an international focus or compares American and European approaches to the law. Law classes are conducted in English. The program is open to students who have completed at least the first year of law school and who are currently in good standing at any ABA-accredited law school as well as to graduates of such approved schools. During the summer of 1994 the Nice program was offered in cooperation with Moscow State University and former Moscow State Dean Michael Marchenko. Two Russian students participated in the program. In 1995, during the first and second weeks of the program, the Honorable Antonin Scalia, Associate Justice of the Supreme Court of the United States, taught a two-credit course, Comparative Constitutional Law, with Professor Leon Friedman. The Honorable Ruth Bader Ginsburg, Associate Justice of the Supreme Court of the United States, will teach Comparative Constitutional Law in the program during the summer of 1998.

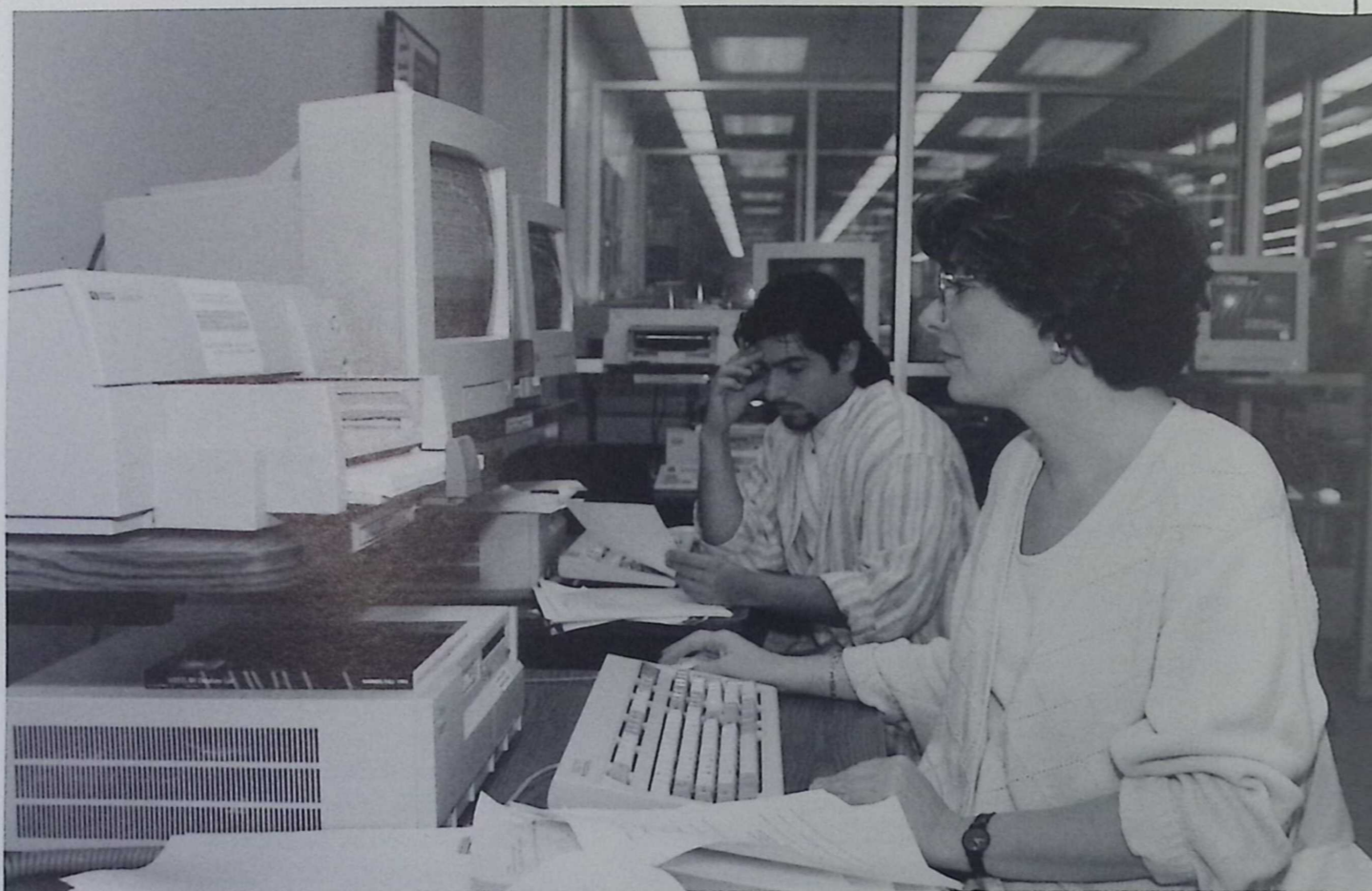


## THE LAW LIBRARY

The Law Library at the School of Law is one of the outstanding law libraries in the metropolitan area. It contains more than 440,000 volumes or equivalents, including the current annotated statutes of every state, reports of the decisions of the highest court of every state, and every state digest of reported opinions. In addition to British materials, a collection of legal biographies, and works on legal history and philosophy, the

trieval systems. Law students are trained to use LEXIS and WESTLAW by the law librarians and have direct access to the computer terminals to conduct legal research.

Staffed with professional librarians, four of whom are Members of the Bar, the library can accommodate more than 600 students at one time. The library is open seven days a week for a total of 99 hours. Arduous



library has more than 500 complete sets of and more than 900 current subscriptions to legal periodicals, and the usual texts, encyclopedias, and loose-leaf services. The library's microfilm collection contains the records and briefs of all United States Supreme Court cases from 1832 to date and a collection of United Nations and congressional documents. The library has been designated as a federal depository.

A major expansion of the Law Library provides extensive student study areas, including several student study rooms and two computer research laboratories. The Law Library houses 16 LEXIS terminals and 20 WESTLAW terminals, which constitute one of the largest centers of computer-assisted legal research in any law school in the country. LEXIS and WESTLAW are sophisticated computerized legal information re-

learning and scholarship, combined with the excitement of informal intellectual exchange, make the library one of the most important work areas in the school.

While the Law Library has been designed primarily to support the curriculum of the school, it also is used frequently by Members of the Bar who are attracted to the library by the caliber of its librarians and the quality of its collections.

The Law Library is a significant component of the Hofstra University Library system which is among the 5 percent of those American university collections which contain more than 1,000,000 volumes. All of Hofstra's library facilities are available for use by law students.



## ACADEMIC CHAIRS AND DISTINGUISHED PROFESSORSHIPS

**The Alexander M. Bickel Distinguished Professorship in Communications Law** was established in 1983 by several persons, including two graduates of the Yale Law School, where Professor Bickel was one of the more prestigious faculty members. He was a nationally prominent professor of constitutional and communication law. The Professorship is currently held by Dean Stuart Rabinowitz.

**The Andrew M. Boas and Mark L. Claster Distinguished Professorship in Law Library Administration** was established in 1986 by gifts from two graduates of the Hofstra School of Law, Andrew M. Boas, Class of 1980, and Mark L. Claster, Class of 1977. The purpose of the Professorship is to enhance law library administration. The Professorship is currently held by Professor Eugene M. Wypyski.

**The Richard J. Cardali Distinguished Professorship in Trial Advocacy** was established in 1989 in memory of Richard J. Cardali, who was a prominent attorney specializing in plaintiffs' negligence work. Mr. Cardali devoted a substantial amount of his time and energy to teach advocacy skills to other lawyers and to law students and the Professorship promotes the continued training of advocacy skills. The Professorship is held by Professor Lawrence W. Kessler.

**The Edward F. Carlough Chair in Labor Law**, established in 1981, honors the late Edward F. Carlough, who was the President Emeritus of the Sheet Metal Workers' International Association. It is funded by a gift from the Sheet Metal Workers' International Association. It supports the *Labor Law Journal*, a scholarly publication, and the annual Edward F. Carlough Labor Law Conference. The Chair is currently held by Professor Eric J. Schmertz.

**The Maurice A. Deane Distinguished Professorship in Constitutional Law** was established in 1986 by Maurice A. Deane, a graduate of the Hofstra University School of Law. The Professorship supports special studies, conferences, and other academic activity in the field of constitutional law. The Professorship is currently held by Professor Linda K. Champlin.

**The Jack and Freda Dicker Distinguished Professorship in Health Care Law** was established in 1985 by gifts from Mr. Ernest Dicker and his brothers Stanley and Daniel Dicker. It is in honor of their late father and mother. Under the Professorship, professional scholarly activities in the field of health care law

are undertaken. The Professorship is awarded to a professor with an outstanding background in health care law.

**The Adolph J. and Dorothy R. Eckhardt Distinguished Professorship in Corporate Law** was established in 1992 by gifts from Mr. Adolph J. Eckhardt and his wife, Mrs. Dorothy R. Eckhardt. The Professorship is designed to promote research, lecture series, and other scholarly activities in the field of corporate law. The professorship is currently held by Vice Dean M. Patricia Adamski.

**The Peter S. Kalikow Distinguished Professorship in Real Estate Law** was established in 1987 by a gift from Peter S. Kalikow, a prominent real estate developer and the Chairman and President of H. L. Kalikow Company. The Professorship is designed to promote research and scholarly activities in the field of real estate law. The Professorship is currently held by Professor Ronald H. Silverman.

**The Joseph Kushner Distinguished Professorship in Civil Liberties Law** was established in memory of the late Joseph Kushner, who headed a real estate concern involved in development and acquisitions in New Jersey. He was a survivor of the Holocaust and was keenly interested in the protection of civil liberties. The Professorship is endowed by contributions from his son, Charles Kushner, a graduate of the Hofstra School of Law Class of 1979. It promotes scholarly activities in civil liberties law. The Professorship currently is held by Professor Leon Friedman.

**The Howard Lichtenstein Distinguished Professorship in Legal Ethics** was established in memory of Howard Lichtenstein, the late Senior Partner of the law firm of Proskauer Rose Goetz and Mendelsohn. It has been endowed by that law firm and by friends of Mr. Lichtenstein. It supports planned monographs, lectures, and other scholarly activities in the field of legal ethics. The Professorship is currently held by Professor Monroe H. Freedman.

**The Harry H. Rains Distinguished Professorship in Arbitration and Alternative Dispute Settlement Law**, was established in 1983 by Muriel and Harry H. Rains. Mr. Rains was one of the founding members of the National Academy of Arbitrators. The Professorship is currently held by Professor Robert A. Baruch Bush.





**The Rivkin, Radler, Dunne & Bayh Distinguished Professorship in Environmental Law** was established in 1987 and funded by Rivkin, Radler, Dunne & Bayh, a prominent Nassau County law firm with a specialty in environmental law. The Professorship is the center for scholarly and professional activities in the environmental law field. The Professorship is currently held by Professor William R. Ginsberg.

**The Eric J. Schmertz Distinguished Professorship in Public Law and Public Service** was established in 1993 by friends of Professor Eric J. Schmertz to promote scholarship and activities in furtherance of public law and public service. The Professorship is currently held by Professor Eric Lane.

**The Max Schmertz Distinguished Professorship**, established in 1982, honors and perpetuates the memory of Max Schmertz, a business and political leader of the city of New Rochelle. It is funded by grants from Professor Eric J. Schmertz and Herbert Schmertz. It supports a Distinguished Lecture Series in various legal disciplines. The Professorship is currently held by Professor Burton C. Agata.

**The Sidney and Walter Siben Distinguished Professorship in Family Law and Torts** was established in 1984 and is supported by a gift from the law

firm of Siben & Siben. Its purpose is to promote scholarly research, conferences, and publications in the fields of torts and family law. The Professorship is currently held by Professor John DeWitt Gregory.

**The Benjamin Weintraub Distinguished Professorship in Bankruptcy Law** was established in 1984 to honor Mr. Weintraub's accomplishments as adviser and advocate for financially ailing businesses. Mr. Weintraub is counsel to Levin & Weintraub & Crammes, a nationally prominent law firm which he cofounded in 1933, and is a member of the National Bankruptcy Conference. An annual lecture series is held in conjunction with the professorship. The Professorship is currently held by Professor Alan N. Resnick.

**The Siggie B. Wilzig Distinguished Professorship and Center for Banking Law** was established in 1985 by gifts from The Trust Company of New Jersey and the Wilshire Oil Company of Texas in honor of Siggie B. Wilzig, New Jersey banker and philanthropist. The Professorship and Center are designed to provide a curriculum in banking law and to promote research, symposia, and other professional and scholarly activities in the field of banking law. The Professorship is currently held by Professor Malachy T. Mahon, founding dean of the Hofstra University School of Law.



# SUBJECT MATTER AREAS

The School of Law offers a wide and diverse range of courses. The courses listed below are arranged by general topical areas. Not every course listed below is offered during each academic year.

## Advocacy / Litigation

- Courses:** Alternatives to Litigation  
Appellate Advocacy  
Civil Procedure  
Conflicts of Law  
Evidence  
Family Law Practice Workshop  
Federal Courts  
Lawyer Malpractice  
Pretrial Litigation  
Remedies  
Selected Problems in New York Civil Practice  
Trial Techniques
- Seminars:** Advanced Trial Advocacy  
Advanced Trial Techniques: Use of Expert Witnesses  
Scientific Evidence
- Clinics:** Alternative Dispute Resolution Clinic  
Criminal Justice Clinic  
Disabilities Law Clinic  
Externship Program  
Housing Rights Clinic

## Commercial and Corporate Law

- Courses:** Accounting for Lawyers  
Antitrust  
Banking Law  
Business Organizations  
Commercial Paper  
Commercial Transactions Survey  
Consumer Transactions  
Contracts  
Corporate Finance  
Debtor-Creditor  
Franchising  
International Business Transactions  
Regulating the Sale of Goods: A Comparative Analysis\*  
Remedies  
Secured Transactions  
Securities Regulation  
Unfair Trade Practices
- Seminars:** Business Drafting  
Corporate Governance and Accountability  
Corporate Takeovers  
Debtor Rehabilitation  
Key Issues in Corporate Representation  
Not-for-Profit Organizations  
Public Finance  
Selected Problems in Securities Regulation

## Constitutional Law

- Courses:** Constitutional Law  
The First Amendment
- Seminars:** American Constitutional Interpretation  
Current Problems in Constitutional Law  
Death Penalty  
Employment Law  
Equal Protection  
Law and Race  
Legal Issues in Public Education  
Mass Media and the First Amendment  
Sex-Based Discrimination
- Clinic:** Disabilities Law Clinic

## Criminal Law

- Courses:** Courtroom Criminal Procedure  
Criminal Law  
Criminal Procedure
- Seminars:** Advanced Criminal Procedure  
Death Penalty  
Juvenile Justice  
Problems in Criminal Legislation  
Sentencing Reform  
White-Collar Crime
- Clinic:** Criminal Justice Clinic

## Environmental and Natural Resources

- Courses:** Emerging Transnational Environmental Law  
Energy, the Environment and the Global Economy  
Environmental Law  
Environmental Law in Commercial and Real Estate Transactions  
Health and Safety Regulation  
Law of the Sea
- Seminars:** Land Use Regulation  
Preservation Law  
Scientific Evidence

## Estate Planning

- Courses:** Estate and Gift Tax  
Wills, Trusts and Estates
- Seminars:** Aging and the Law  
Estate Planning
- Family Law**
- Courses:** Family Law  
Family Law Practice Workshop
- Seminars:** The Child, the Family and the State: Legal Issues Affecting Minors  
Equitable Distribution

\*Offered at Summer Law Program in Nice, France



### Governmental Law and Legislative Process

- Courses: Administrative Law  
Admiralty Law  
Antitrust  
Employment Law  
Energy, the Environment and the Global Economy  
Energy Law  
Environmental Law  
Health and Safety Regulation  
Immigration Law  
Labor Law  
Lawmaking Institutions  
Legislative Process  
Patent Law  
Securities Regulation  
State and Local Government  
Trademarks
- Seminars: Housing and Community Development  
Land Use Regulation  
Law and the Welfare State  
Legal Issues in Public Education  
Problems in Criminal Legislation  
Public Finance
- Clinics: Disabilities Law Clinic  
Housing Rights Clinic

### Health Law

- Courses: Health and Safety Regulations  
Health Law  
Products Liability
- Seminars: Aging and the Law  
Bioethics and the Law  
Managed Care and the Physician-Patient Relationship  
Scientific Evidence  
Selected Problems in Reproductive Technology
- Clinic: Disabilities Law Clinic

### International Law

- Courses: Comparative Constitutional Law\*  
Divorce: Comparative and International Perspectives\*  
Emerging Transnational Environmental Law  
Energy, the Environment, and the Global Economy  
European Union Law  
Foreign Relations and National Security Law  
Immigration Law  
International Arbitration  
International Business Transactions  
International Civil Litigation  
International Criminal Law  
International Law  
Law of the Sea  
Regulating the Sale of Goods: A Comparative Analysis\*
- Seminars: International Institutions  
International Protection of Human Rights  
International Taxation

### Labor Law

- Courses: Collective Bargaining  
Dispute Settlement  
Employment Law  
Labor Arbitration  
Labor Law  
National Labor Relations Board  
Practice and Procedure  
Sports Law  
Strikes, Boycotts, Picketing, and Injunctions
- Seminars: ERISA and Pension Rights  
Sex-Based Discrimination

### Legal History and Social Science

- Seminars: Economic Analysis of the Law  
Law and Literature  
Law and Society  
Legal History

### Philosophy and Ethics

- Seminars: Classics in Law and Rhetoric  
Feminist Legal Theory  
Jurisprudence  
Lawyers' Ethics  
Moral Dimensions of the Law

### Property Law

- A. Real Property**
- Courses: Land Use Regulation  
Property  
Real Estate Transactions
- Seminars: Cooperatives, Condominiums and Homeowner Associations  
Housing and Community Development  
Preservation Law  
Real Estate Finance
- Clinic: Housing Rights Clinic
- B. Intellectual Property**
- Courses: Copyright  
Patent Law  
Sports Law  
Trademarks  
Unfair Trade Practices
- Seminars: Advanced Patent Law  
Entertainment Law

### Taxation

- Courses: Estate Planning  
Federal Estate and Gift Tax  
Federal Income Taxation of Corporations  
Federal Income Taxation of Individuals  
Taxation of Partnerships
- Seminars: Advanced Corporate Tax  
ERISA and Pension Rights  
Federal Tax Policy  
Federal Tax Procedure  
International Taxation

### Torts

- Courses: Conflicts of Law  
Economic Analysis of the Law  
Environmental Law  
Insurance Law  
Lawyer Malpractice  
Products Liability  
Remedies  
Torts  
Unfair Trade Practices
- Seminar: Scientific Evidence

\*Offered at Summer Law Program in Nice, France



## GOALS IN THE FIRST YEAR OF LAW SCHOOL

Many entering law school students assume that their primary objective in law school is to learn "the rules," or legal doctrine. Undoubtedly, a major part of a law student's time is spent mastering substantive rules of law. This, however, is only the most elementary aspect of legal education. It is roughly analogous to the relationship between learning the alphabet and reading the poetry of Pound, Eliot, or Yeats.

come into conflict, requiring policy judgments that necessarily go beyond strictly logical analysis. In addition, lawyering skills include the ability to communicate effectively and persuasively, arguing on the basis of authority (including cases and legislation), analogy, and policy derived from social theory, from the expressed or presumed rationale of a rule, and from other sources of law. Other skills include interviewing, counseling, negotiating, and drafting.

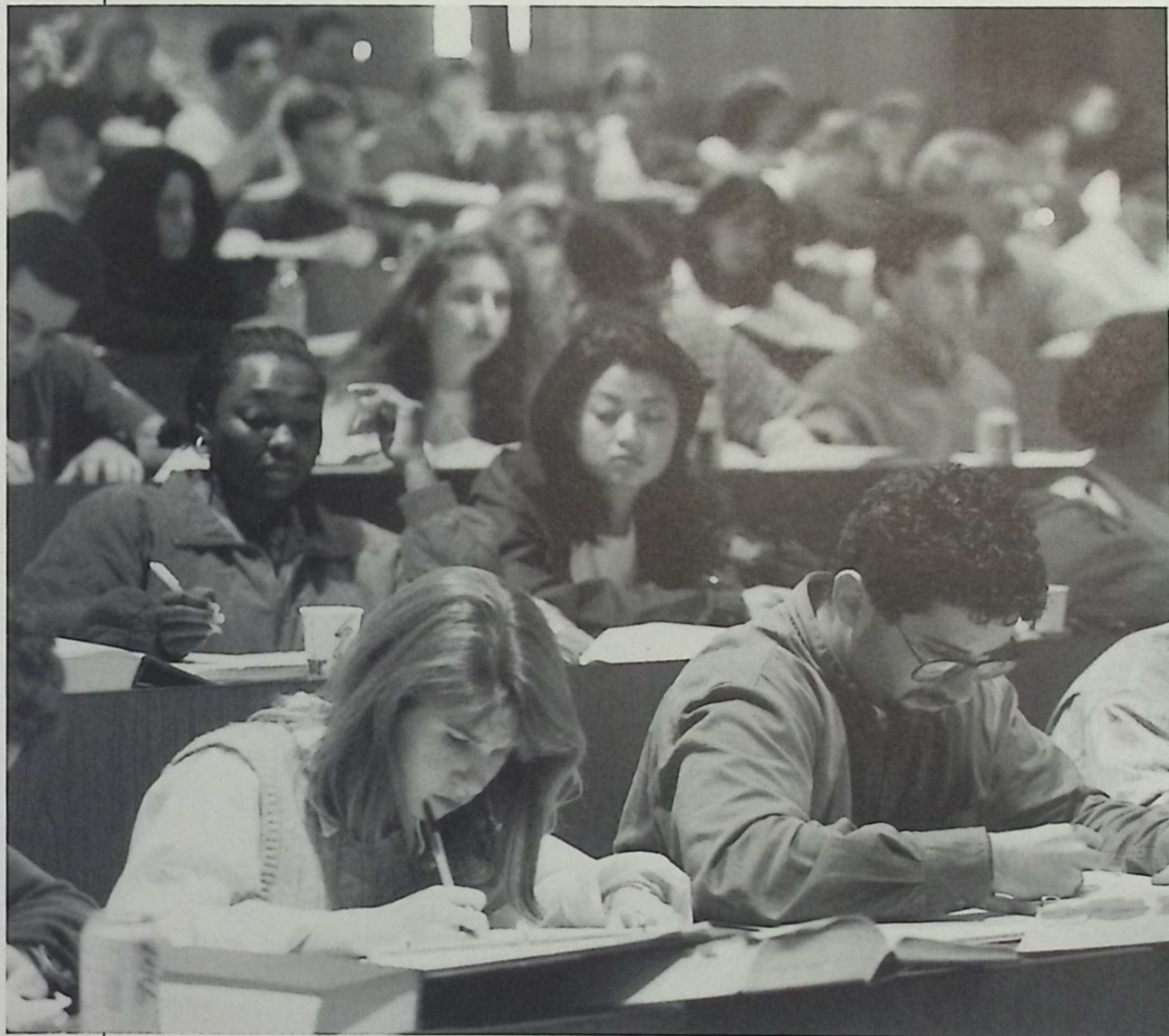
Further, early in the first year of law school, the student should begin to understand the importance of the procedural framework in which substantive rules operate. This basic framework includes the stages of litigation and an appreciation of problems of burden of proof, relevancy, and a variety of other evidentiary concerns.

The student should also become aware of the depth and complexity of issues of legal ethics or professional responsibility. These issues derive from the profession's obligations to society and the attorney's responsibilities to his or her client, to the court, and to other lawyers.

Finally, the student should obtain an

introduction to jurisprudence. This should include an appreciation of legal positivism, legal realism, natural law, and also a sense of justice and the legal system as a method—often an imperfect one—for achieving justice.

The primary purpose of the first year is to begin the student's mastery of lawyering skills. These include legal analysis—what is sometimes called "thinking like a lawyer." It involves close reading and understanding complex material, the application of logic, and an awareness of the way in which fundamental values can





## DESCRIPTION OF FIRST-YEAR COURSES

### 1700/1701 CIVIL PROCEDURE

(FALL, 3, SPRING, 2)

This course provides an introduction to the nature and functioning of judicial systems, including a survey of the major phases of civil litigation under the Federal Rules of Civil Procedure. Major emphasis is given to the reach of judicial authority, pleadings and amendments, pretrial discovery, the right to a jury trial, appellate procedure, and judgments and former adjudication. Major themes of the course are the relationship of procedure to substantive law and to the purposes and characteristics of procedural rules in the light of proposed reforms.

### 1705/1706 CONTRACTS I AND II

(FALL, SPRING, 3 EACH)

The concept of contract, which is concerned with relations based upon consent, is central in law as well as in political philosophy and theology. The course in contracts provides an opportunity to explore conflicts between fundamental social values, such as stability versus reform and freedom of contract versus regulation of fairness in dealing. The study of contracts also provides an introduction to a variety of lawyering skills, including analysis, drafting, counseling, legislative construction, and adversary method. The course covers legal remedies of contracting parties, creation and termination of contractual rights, consideration, conditions, assignments, third-party beneficiaries, consumer credit transactions, sales of goods under the Uniform Commercial Code, the relationship of contract and tort, and professional ethics.

### 1710 CRIMINAL LAW (FALL, 3)

This course is designed to enable the student to deal with substantive criminal law problems in both practical and policy terms. There is inquiry into the proper scope and objectives of the criminal law and exploration of the practicality of using the criminal law to achieve posited objectives. The elements of a crime are examined expositively and critically, as are problems of criminal responsibility. The course also provides an opportunity for critical examination of statutes at an early stage in the law student's career.

### 1715 LAWMAKING INSTITUTIONS IN CONTEXT: COURTS, LEGISLATURES, AND ADMINISTRATIVE AGENCIES IN THE AMERICAN LEGAL SYSTEM (SPRING, 3)

The goal of the course is to provide students with a context for understanding, analyzing, and evaluating American lawmaking institutions by examining those institutions and their processes from a historical, political,

and theoretical standpoint and, particularly, to compare and contrast their respective roles in the American legal system.

### 1720 LEGAL WRITING AND RESEARCH

(SPRING, 2)

This course introduces legal writing and research. The course is taught by full-time legal writing instructors who conduct classes and periodically meet individually with students to provide thorough critiques of student writing. The instructor and student then agree on goals for improvement and in the next conference examine the student's subsequent writing to see whether those goals have been met. Instruction on research skills begins in the fall semester and is integrated into instruction on writing.

### 1730/1731 PROPERTY I AND II

(FALL, 3, SPRING, 2)

Property law is studied as a social and legal institution to facilitate the acquisition, disposition, and use of personal and real property. More specifically, the course surveys problems related to personal property, the system of estates and future interests, the landlord-tenant relationship, the modern real estate transaction, and private arrangements affecting the use of land.

### 1735/1736 TORTS I AND II

(FALL, 3, SPRING, 2)

The law of torts concerns the principles governing redress of injuries resulting from intentional and unintentional wrongs against persons or their property. Particular attention is given to the relative functions of judge and jury in determining liability and damages and to the interplay between standards of liability and problems of proofs. The course also concerns an examination of affirmative defenses based upon the conduct of the plaintiff, with particular regard to situations in which the plaintiff might have consented to the alleged wrong. In the second semester the study of the law of torts examines modern trends in the allocation of liability. Emphasis is given to consideration of judicial administration, insurability, and possible alternative systems of compensation.

#### All first-year students must take the required program:

FALL SEMESTER*	CREDITS
Civil Procedure I	3
Contracts I	3
Criminal Law	3
Property	3
Torts I	3
	15 hours
SPRING SEMESTER	CREDITS
Civil Procedure II	2
Contracts II	3
Lawmaking Institutions	3
Legal Writing and Research*	2
Property II	2
Torts II	2
	14 hours

\*The course in Legal Writing and Research begins in the fall semester, but credits are awarded at the end of the spring semester. See page 25.



# THE COURSE OF STUDY

The School of Law admits students only in the fall semester. The course of studies is offered on a full-time basis over three academic years of two semesters each, with classes scheduled five days a week, chiefly between the hours of 9 a.m. and 6 p.m.

Courses, programs, and requirements may be modified or suspended at the discretion of the School of Law.



## Requirements for the J.D. Degree

To be eligible for the J.D. degree, students must:

1. Complete at least 87 credits.
2. Satisfy residency requirements by attending the School of Law for six full semesters with a minimum registration of 12 credits in each semester.
3. Pass all first-year courses.
4. Pass Appellate Advocacy, Constitutional Law I, and Constitutional Law II—required second-year courses.
5. Pass Lawyers' Ethics in either the second or third year.
6. Successfully complete the two upper-class writing requirements.

7. Achieve a cumulative average of at least 2.0 (C average).

The first-year program is required, and students must pass all courses to be eligible for graduation.

The curriculum for the second and third years at the School of Law is entirely elective, with the following exceptions. In the second year students must take Appellate Advocacy, Constitutional Law I, and Constitutional Law II. In the second or third year students must take Lawyers' Ethics.

## Upper-Class Writing Requirements

Students also must satisfy two upper-class writing requirements. The first upper-class writing requirement (Writing Requirement I) is satisfied by writing a substantial scholarly research paper in a seminar taught by a full-time faculty member or, alternatively, by registering for and submitting a substantial research paper for an independent study. The minimum acceptable grade for Writing Requirement I for both of these alternatives is C+. The grade of C+ must be for the paper itself, not a course grade that has been increased to reflect class participation. Writing Requirement I may also be satisfied by writing a publishable note for the *Hofstra Law Review*, the *Hofstra Labor Law Journal*, or by writing for the *Hofstra Law & Policy Symposium* provided that the award of writing credit has been approved by the appropriate Board of Faculty Advisers. Courses that may be taken to satisfy Writing Requirement I are listed in each semester's registration materials.

Writing Requirement II may be satisfied through writing a substantial research paper in a seminar or independent study or by writing a paper or series of papers in a drafting, simulation, clinical, or other course. Courses that may be taken to satisfy Writing Requirement II will be listed in each semester's registration materials. The cumulative writing necessary to meet Writing Requirement II must be at least 20 pages, and the writing must involve legal analysis, legal reasoning, and/or philosophical reflection. The minimum acceptable grade for Writing Requirement II is C+. The grade of C+ must be for the paper itself, not a course grade that has been increased to reflect class participation. Intensive faculty supervision is required to satisfy either writing requirement. A detailed sentence outline or draft must be submitted and commented upon by the faculty member.



## Other Academic Requirements

Students must register for at least 12 credit hours in each semester of the second and third years, but may not take more than 17 credit hours in any semester unless written permission to do so is obtained from the Dean's Office. To meet the 87-hour requirement for graduation, the total hours taken in the second and third years must be at least 58. There will be no academic credit granted at the Law School for any studies done elsewhere in the university unless the studies are part of a program approved by the Law School or the student has obtained prior permission from the Dean's Office. There will be no academic credit granted for studies at other law schools except in the case of a transfer student or a student who has obtained prior permission from the Dean's Office. Permission to visit at another school will be granted only under extraordinary circumstances. In any event, grades earned in courses taken at other law schools or at other schools of Hofstra University will not be counted in the computation of a student's grade-point average. The Dean will not grant permission for studies completed at an off-campus summer program sponsored by another law school unless the program is accredited by the American Bar Association.

## Admission to the Bar

Because many states require their residents to register prior to the start of the study of law in order to sit for the bar examination, applicants who reside outside of New York State or who intend to practice in another state should communicate with the Clerk, State Board of Law Examiners, of the state in which they currently reside or intend to practice concerning that state's requirements for admission.

New York State has no such registration requirement. The requirements for admission in New York State are contained in the Rules of the New York State Court of Appeals, copies of which are on file in the Dean's Office and the Law Library. The New York State Board of Law Examiners provides accommodations such as accessible sites, extended time, and separate rooms to students with disabilities.

## Leaves of Absence

A student who requires a leave of absence must apply in writing to the Dean for permission. Leaves of absence will be granted only upon a showing of com-

PELLING circumstances. Tuition will not be refunded if a leave of absence is granted. Upon recommendation of the Dean, the university will escrow tuition (except for the first \$250 deposit and \$600 second deposit submitted by incoming first-year students) as follows: leave of absence granted prior to the beginning of classes, 100 percent; during the first week of the semester, 75 percent; during the second week, 50 percent; and during the third week, 25 percent. No tuition will be escrowed on any leave of absence granted after the third week of the semester.

## Registration

All students must register at the School of Law during the official registration period preceding each semester. They will be required to provide such information as the School of Law may from time to time require. No one may attend lectures who is not duly registered as a regular or special student. A student who is registered for a course is permitted to drop the course or to alter or modify his program during the drop/add period. Courses and hours are subject to change. No student will be registered and no degree will be conferred in any but his or her proper name.

## Residence Requirements

To meet the requirements for graduation, students must have six full semesters in residence with a minimum of twelve credits in each. (See the section entitled Summer School Program, which contains rules concerning early graduation.)

## Summer School Program

The Law School expects to offer one session during the summer of 1997. The summer school session will last for seven weeks of class plus exams. Classes meet for the same number of 50-minute class periods as they do during a regular semester: a total of 28 periods for a two-credit course, a total of 42 periods for a three-credit course, and a total of 56 periods for a four-credit course. Students may accelerate graduation by one semester by attending summer sessions for two summers. Such students will be able to complete the credits required for graduation in two and one-half calendar years. It is not possible to accelerate graduation by more than one semester.

If fewer than six credits are taken per summer session, that session cannot be considered with respect to satisfying the attendance requirements for early



graduation. However, students who take any courses during the summer would be able to take fewer credits during regular semesters, but no less than 12 per semester.

### Privacy Rights

Hofstra University School of Law has adopted regulations to protect the privacy rights of its students in accordance with the provisions of the Family Educational Rights and Privacy Act of 1973. Copies of these regulations are available upon request from the Office of the Registrar, Room 114 Law School.

### Student Concerns

Students are invited to address concerns or complaints in the first instance to the Senior Assistant Dean for Student Affairs, who will respond orally or in

writing or will refer the student to the Vice Dean or Dean, as appropriate.

### Withdrawal from the School of Law

If a student finds it necessary to withdraw from law school for reasons that were not foreseeable when tuition was paid, the student must apply in writing to the Dean of the School of Law for permission to withdraw. Upon recommendation from the Dean, the university will remit tuition (except for the \$250 first deposit and \$600 second deposit submitted by incoming first-year students) as follows: application received prior to the beginning of classes, 100 percent; during the first week of the semester, 75 percent; during the second week, 50 percent; and during the third week, 25 percent. No refunds will be granted on any application that is received after the third week of the semester.

A student withdrawing during any semester without approval of the Dean is not entitled to remission of tuition and will automatically receive a failing grade in all courses.

## NONCLASSROOM COURSES

	Credits	Non-Classroom Hours
Alternative Dispute Resolution Clinic <sup>2</sup>	3	1
Environmental Law Clinic <sup>1</sup>	6	6
Externship Program <sup>2</sup>	3	2
Hofstra Labor Law Journal <sup>3,4</sup>	2-5	2-5
Hofstra Law & Policy Symposium <sup>3,4</sup>	3	2
Hofstra Law Review <sup>3,4</sup>	2-5	2-5
Independent Study <sup>5</sup>	2-6	2-6
National Moot Court Team <sup>3</sup>	2	2
Community Legal Assistance Program		
Criminal Justice Program		
(one semester program) <sup>1</sup>	6	4
Disabilities Law Clinic <sup>1</sup>		
(one semester program)	6	4
Housing Rights Clinic <sup>1</sup>		
(one semester program)	6	4

#### Applicable Rules

1. During any semester in which this course is elected, the student must take classroom course(s) equaling a minimum of four credit hours, and the combined credits of the classroom and nonclassroom course(s) must equal at least 12 credit hours.
2. During any semester in which this course is elected, the student must take classroom courses equaling a minimum of seven credit hours, and the combined credits of the classroom and nonclassroom course(s) must equal at least 12 credit hours.
3. During any semester in which this course is awarded, the student must also elect at least ten classroom credit hours.
4. Information is available from the Registrar's Office concerning credits and conditions for taking these courses.
5. The maximum number of Independent Study credit hours which a student may elect is six. No more than four credit hours may be elected in one semester, and no separate election can be made for fewer than two credit hours. During any semester in which an Independent Study is elected, the student must also elect at least ten classroom credit hours. Independent Study programs may be elected by a student as an individual project or a joint project with other students. The decision to accept a proposed Independent Study program is at the discretion of the regular faculty member who supervises the program. No registration for Independent Study will be final until a regular faculty member has agreed to the appropriate credit hours and signified in writing a willingness to supervise it. Such writing must be filed before the time to add or drop a course expires.

### Rules for Election of Nonclassroom Courses

The New York Court of Appeals Rules for Admission of Attorneys permit Hofstra students to select up to 20 semester hours of nonclassroom courses during their course of study. In calculating this 20-hour limitation, only the nonclassroom portion of clinical and like courses must be counted. The nonclassroom hours attributable to clinical and similar courses are set forth in the chart below.

The Court of Appeals rule also requires the student to elect at least ten classroom credit hours each semester, except during a semester in which a student elects the Alternative Dispute Resolution Clinic, the Environmental Law Clinic, the Community Legal Assistance Program (Criminal Justice Program, Disabilities Law Clinic, or Housing Rights Clinic), or the externship program. The rules of the School of Law require a student to elect a minimum of 12 credit hours (total classroom and nonclassroom credit hours) each semester with a minimum of 58 credit hours in the second and third years.

The current courses in the curriculum that are classified as nonclassroom courses are contained in the following table. Each course title is followed by a footnote(s) specifying academic regulations that apply to students who enroll in that course.



## SECOND- AND THIRD-YEAR LAW COURSE DESCRIPTIONS

### 2750 ACCOUNTING FOR LAWYERS (2)

This course provides a survey of common business problems encountered by the financial lawyer, including analysis of the component parts of financial statements and of the legal problems created by the public's unknowing reliance on them as an accurate report of the success or failure of business operations. (A student who has completed more than six hours of accounting will not be permitted to elect this course.)

### 3700 ADMINISTRATIVE LAW (3)

This course provides a study of the processes of decision making by administrative agencies and their control by legislators and courts. It centers on the tension between the need for delegation of power to agencies sufficient to ensure effective government and the need to limit that power and protect the citizen from government oppression and fairness. The course focuses particularly on administrative procedure and deals with the concept of administrative discretion and the constitutional, statutory and common-law doctrines that control discretion in administrative decision making. Also considered are contemporary issues that bear upon the fairness of governmental action, e.g., right to notice and hearing, confrontation of witnesses, ex parte communications, institutional decisions, combination of functions.

### 2753 ADMIRALTY LAW (2)

This course provides an introduction to the general maritime law and practice and procedures in admiralty. It examines such issues as admiralty jurisdiction and federalism; the Federal Supplemental Rules of Procedure for Admiralty Claims; maritime liens; the carriage of goods by sea, Hague-Visby Rules, and the Carriage of Goods by Sea Act; charterparties and arbitration; salvage; general average; collision; personal injury and death; limitation of liability; international treaties and conventions; and pollution of the seas.

### 2754 ADVANCED APPELLATE ADVOCACY (2)

In this course students are taught advanced appellate litigation skills by preparing a brief for an actual appellate case from an original record.

Students work in simulated law firms and are required to organize the record on appeal as well as outline the transcripts and proceedings of the trial court. The students identify, research, and evaluate issues and develop a theory for the appeal as well as determine the concomitant brief strategy. The students

also prepare appellate briefs which include both the factual and legal issues. Students also argue the case in moot court exercises.

Applicable rules of appellate procedure and practice are discussed and observed. Individual conferences are held to critique drafts of briefs.

Students also engage in various classroom exercises to aid in preparing their own case. Observations of appellate courts in practice will be arranged.

### 2762 ADVANCED CORPORATE TAX (2)

This course studies advanced problems in corporate taxation. Particular topics include liquidations, collapsible corporations, corporate reorganizations and divisions. Prerequisite: Federal Income Taxation of Corporations.

### 2767 ADVANCED CRIMINAL PROCEDURE (2)

This course will examine complex legal issues arising from criminal prosecutions, organized along the procedural stages of a typical criminal prosecution. Investigative issues, including wiretapping and the use of the grand jury to conduct investigations, are examined. Legal issues relating to the drafting of the charging instrument, and the applicability of statutory schemes to actual criminal conduct are reviewed. Right to counsel, the roles of the prosecutor and defense counsel, discovery techniques, and trial tactics are also examined. Sentencing issues and postconviction remedies are studied. Several practical exercises in drafting of an indictment and preparing a case for trial are included.

### 3708 ADVANCED LEGAL RESEARCH (3)

Following a review of basic research procedures, with emphasis on primary source materials, bibliographic research is conducted in the areas of legislative materials, including legislative histories, administrative materials, and sources of the law. Emphasis is placed on the availability and use of treatises, forms, records and briefs, microforms, and other materials used in practice. Attention is also directed toward the establishment and use of law office libraries. Enrollment is limited and requires permission of the instructor.

### 2769 ADVANCED MEDIATION SEMINAR (2)

Students in this course read studies by prominent mediation researchers and theorists, view tapes, read transcripts of actual mediation sessions, and observe



simulated mediation. Class lectures and discussions use these materials as a basis for close examination of questions about the use of mediation in general, the specific practices that mediators employ in current practice, the possibilities of alternative approaches to mediation theory and practice, and the philosophical premises that underlie both theory and practice. This intense examination of the theory, practice, and premises of mediation is used to raise larger questions about the nature of conflict and dispute resolution and the relation of dispute resolution processes and institutions to broader societal value frameworks and world views.

#### **2768 ADVANCED PATENT LAW SEMINAR (2)**

This course is specifically directed at students who intend to practice in the field of Patent Law. It is recommended only for students who have completed the Patent Law Course and who have an undergraduate education in science or engineering which will qualify them for the field. The course is practice-oriented and addresses both Patent Office and federal court practice.

#### **2771 ADVANCED PROBLEMS IN SECURITIES REGULATION SEMINAR (2)**

The seminar involves an analysis of problems arising under the express and implied civil liability provisions of the Securities Act of 1933 and Exchange Act of 1934. Both procedural problems and substantive liability, including class action certification, aiding and abetting, the scope of Rule 10b-5, tender offer litigation, and other current problems are examined. Prerequisite: Business Organizations.

#### **2712 ADVANCED TRIAL ADVOCACY (2)**

This course provides a practical and intensive experience in conducting a trial. Using fact patterns, documentary evidence, and deposition testimony, students conduct all phases of a trial. Weekly exercises are devoted to a specific skill utilized in examining diverse witnesses (including professional, lay, hostile, expert, sympathetic, or child witnesses) or to voir dire and opening or closing statements. Students are expected to conduct an in-depth analysis of the specific skill and to perform demonstrations during each class. Students are further required to justify how they have designed and conducted each examination with respect to its given purpose (advancing the student's legal theory, eliciting facts supporting that theory, while creating an

"overall effect" that will enhance his/her case.) The course is specifically designed to provide opportunities for students to improve their ability to control witnesses and to enhance their ability to create a "persona" in the courtroom that will assist them in winning their case.

Students submit memoranda on legal theories, requests to charge or motions *in limine* in anticipation of evidentiary rulings.

The course concludes with student teams conducting a live, full-day, jury trial. Students are graded on the basis of their overall performance in the course. The course is structured to simulate the intensity necessary to prepare and try a case to a jury. It is a very demanding experience.

Enrollment is limited to 20 students. If more students sign up than can be accommodated in the course, selections are made by the instructor on the basis of interest, experience, career plans, and law school record. At the time of registration, please submit a letter indicating why you wish to take the course, along with your resume. Prerequisite: Trial Techniques.

#### **2776 ADVANCED TRIAL TECHNIQUES: USE OF EXPERT WITNESSES (2)**

This course builds upon the National Institute for Trial Advocacy model of trial practice skills training. Students function in law firms which are involved in a case in which an expert witness plays a key role. The course deals with problems associated with the use of the lawyer's own expert to examine a case file to understand whether there is a case and what its strengths and weaknesses are, principles and constraints on the discovery of the adversary's experts, the use of the lawyer's own expert to prepare to take the deposition of the other side's expert, taking the deposition of an adversary expert, preparing one's own expert to be deposed, the deposition of one's own expert, and the preparation for and conduct of trial examination of one's own expert and the adversary expert.

The course has limited enrollment. Prerequisite: Trial Techniques. Pretrial Litigation is also desirable, although not required.

#### **2777 AGING AND THE LAW SEMINAR (2)**

This seminar examines the legal problems of the elderly, the fastest growing segment of American society, and the long range policy issues arising out of the "graying" of America. Focus is placed on problems of income maintenance through government benefits and private pensions; the health care system; long-term care in nursing homes and other settings; and control over decision making for the elderly through guardian-



ship, protective services, and durable powers of attorney. An interdisciplinary perspective on these issues is emphasized.

### **3716 ALTERNATIVE DISPUTE RESOLUTION CLINIC (3)** (3 credits in one semester)

Prerequisite: Alternatives to Litigation. (See description under Clinical Education: see also the Rules for Election of Nonclassroom Courses.)

### **3720 ALTERNATIVES TO LITIGATION (3)**

This course examines how various dispute-handling processes can and do operate as alternatives to litigation and judicial dispute resolution. It focuses on the wider "dispute-handling system," of which courts are only one part. The course is both theoretical and practical in approach, and involves having students observe diverse dispute-handling processes in actual operation. It is a paper course that fulfills the writing requirement.

The course traces the history of, and the recent rise of interest in, alternative dispute-handling processes; it also outlines a conceptual framework to understand the distinctions among different processes. Examination then focus on specific processes, starting with adjudication itself, and including arbitration, mediation, negotiation, and hybrids and variants. In each case, readings and class analysis focus on various questions about the character, operation, practical uses, and policy goals of the process in question.

In connection with classroom study, students are assigned to make several (prearranged) field visits to various public and private agencies, and observe actual cases being handled through different processes (such as commercial or consumer arbitration, family or neighborhood mediation). Class discussion and analysis of these observations follows.

This course is part of the first combined effort to establish an alternative dispute resolution curriculum by a major law school and the nation's leading private dispute settlement organization, the American Arbitration Association.

### **3724 AMERICAN CONSTITUTIONAL INTERPRETATION (2 or 3)**

What theoretical concepts guide Constitutional decision making? Over the last score years, a great deal of attention has been given to this question. This course develops and analyzes some of these theoretical concepts, including "neutral principles" of Constitutional

decision making, "original intent," and interpretivism/fundamental rights. The course considers attempts to develop comprehensive, that is unified, theories of Constitutional decision making and whether such efforts at unification are themselves misguided. Finally, these theories and their limits are considered in the context of specific areas of Constitutional decision making, including federalism, separation of powers and equality (race/ethnicity, gender). Prerequisite: Constitutional Law.

### **3732 ANTITRUST (3)**

This course provides an examination of the law and policy embodied in the Sherman Act, the Clayton Act, and the Federal Trade Commission Act, which are the major federal statutes concerned with the control of private economic power.

### **2783 APPELLATE ADVOCACY (2)**

This required course teaches the skills of persuasive writing, oral advocacy, and appellate practice, including recognition of preserved error, theory development, use of a record, use of the rules of an appellate court, writing within a procedural posture and a standard of review, and writing persuasive fact statements, point headings, questions presented, and argumentation in depth.

### **2790 BANKING LAW (2)**

This course examines the basic structure of bank regulation under federal law and the differences among banking institutions, with particular attention to the powers of and limitations upon national banks and bank holding companies. When the course is taught as a seminar a paper is required on a topic selected by the student and approved by the instructor.

### **3734 BIOETHICS AND THE LAW (3)**

This seminar explores contemporary problems involving law, medicine, and ethics. The rights of patients, the responsibilities of physicians, and the interests of society are examined in the contexts of medical treatment, AIDS, death and dying, abortion, the new reproductive technologies, genetics, and organ transplants. Some class sessions are conducted at a nearby hospital with the participation of its medical personnel.

### **2792 BUSINESS DRAFTING SEMINAR (2)**

This intensive course provides instruction on corporate practice problems typically encountered in a



law firm setting. The course examines a wide range of corporate instruments (including corporate charters and bylaws) and also closely analyzes statutory provisions dealing with corporate governance and practice. Students are given weekly writing assignments, crafting documents after analysis of the relevant substantive areas.

The course ranges over diverse areas, such as effectuating desired close corporation control provisions, permitted exculpatory provisions for directors, analysis of the fiduciary duties of directors, preferred stock clauses, corporate resolutions and minutes, prospectus writing, shareholder relationships and agreements, employment agreements, and real estate documents, including contracts of sales and leases. (Enrollment is limited.)

#### **4701 BUSINESS ORGANIZATIONS (4)**

This course provides an examination of the nature, formation, promotion, and financing of corporations and partnerships. It also considers the roles of management and shareholders and explores issues of corporate responsibility and the public interest.

#### **3736 THE CHILD, THE FAMILY, AND THE STATE: LEGAL ISSUES AFFECTING MINORS (2 or 3)**

This course is about children and the law. It examines selectively a number of critical legal issues relating to children, emphasizing the allocation of decisional power among the child, the family, and the state. Among the topics which may be considered are the child's economic relationship within the family, parental discipline and child abuse, medical treatment of children, child custody, legal representation of children, and foster care.

#### **3738 CLASSICS IN LAW AND RHETORIC: A CLOSE READING SEMINAR (3)**

A classic is a text that has come through history, passed forward with recommendation by one generation to the next. As a consequence, there is likely to be an important core of meaning associated with the text; but that core may be more difficult to get at due both to the loss of original context and to the diversity of perspectives provided by successive waves of readers. A different text or texts, in law, legal or political philosophy or rhetoric, is announced for each semester and subjected to a close and intensive joint reading by teacher and students. Collateral reading (commentary and historical background, including other texts of the

time) is encouraged, but not required. The student should relate the text to the practices of law. The student chooses a topic, in consultation with the teacher for a research essay.

#### **3740 COLLECTIVE BARGAINING (3)**

This course examines major legal principles underlying collective bargaining and contract administration. The class considers, in a representative collective bargaining context, legal procedures and practical methods to achieve labor and management objectives and to resolve labor-management disputes in private employment. Prerequisite: Labor Law.

#### **3744 COMMERCIAL PAPER (3)**

This course provides an opportunity to study a broad range of advanced problems relating to systems of payment: negotiable instruments, check collection, Federal Reserve regulations, clearinghouse agreements, automation systems, electronic funds transfers, documents of title, letters of credit, and related matters. Particular attention is given to Articles III and IV of the Uniform Commercial Code.

#### **4711 COMMERCIAL TRANSACTIONS SURVEY (4)**

This course provides a survey of commercial law. It consolidates into one course topics considered separately in the courses Secured Transactions and Commercial Paper. Articles III, IV, and IX of the Uniform Commercial Code, related federal statutes and regulations, and related provisions of the Bankruptcy Code are examined in depth. (The course is not open to students who take Secured Transactions or Commercial Paper.)

#### **2809 COMPARATIVE CONSTITUTIONAL LAW (2)**

This course undertakes a comparative examination of constitutional problems under differing legal systems. The legal regimes studied are selected from among the following: the United States, France, Great Britain, Germany, and the Scandinavian countries. Among the issues examined is the force and effect of various international treaties that address human rights issues. The problems examined involve such issues as hate speech, religious expression, privacy protection, entitlement to government benefits, and separation of powers problems. The course proceeds by examining how varying legal systems would treat the same set of facts, and attempts to address the origins and consequences of the differences.



### **3755 CONFLICT OF LAWS (2 or 3)**

This course involves analysis of the complex legal problems arising when an occurrence cuts across state or national boundaries, including jurisdiction of courts, effects of out-of-state judgments and rules of decision applicable in multistate transactions.

### **3760 CONSTITUTIONAL LAW I (3)**

The object of this course is to present the constitutional problems raised by the relationship of each of the branches of the federal government to each other and those presented by the relationship between the federal government and the states. Emphasis is on the role of the courts as a part of and as a definer and arbiter of those relationships. Specifically, the course covers Article III of the Constitution and the related problems of the federal courts in operation, the powers of Congress and the President and the controls of each over the other, state powers as they are affected by the existence or exercise of federal powers, and intergovernmental immunities. The thrust of each inquiry is related to contemporary problems and issues. This is a required course during the fall semester of the second year.

### **3761 CONSTITUTIONAL LAW II (3)**

The object of the course is to present a thorough analysis of the Bill of Rights and the Fourteenth Amendment (exclusive of criminal due process questions). Special emphasis is given to the constitutional developments in due process and equal protection with particular reference to the rights of the individual against state and federal authority. The extent of First Amendment protection is also examined. This is a required course during the spring semester of the second year.

### **3773 CONSUMER TRANSACTIONS (3)**

This course explores substantive law and policy considerations related to consumer protection and consumer behavior in the marketplace. The primary approach is transactional and is grounded in those purchase and use arrangements that are available to retail consumers of goods and services. The Federal Trade Commission Act, the Truth in Lending Act, the Magnuson-Moss Warranty Act, laws affecting billing, credit reporting, and debt collection are discussed, as well as common law approaches to fraud and deception. The course also considers aspects of tort law and food and drug regulations as they relate to product liability and product safety.

### **2808 COOPERATIVES, CONDOMINIUMS, AND HOMEOWNER ASSOCIATIONS (2)**

This course examines the tremendous increase and sweeping changes taking place in modern types of housing involving community types of living. The course delves into the organization, sale, and operation of each type of development stressing New York Law as a model from which both federal and other states have borrowed extensively. It includes the legal benefits and disadvantages of each development from the prospective of an owner and developer. Students work with a course book which includes cases, applicable statutes, governmental regulations, and documents of existing developments. The course emphasizes problem solving involving actual situations using basic understanding of applicable statutes and cases. An examination is the basis of the grade.

### **3778 COPYRIGHT (3)**

This course examines basic principles of copyright law, including unfair competition and other topics bearing on the protection of literary, musical, and artistic works. There are also discussions of contract negotiations in literary, theatrical, and entertainment fields.

### **2807 CORPORATE FINANCE (2 or 3)**

This course deals with financial theories and legal doctrines relating to the publicly held corporation, including problems of valuation, capital structure, dividend policy, and mergers. Consideration is also given to the principal features of federal securities regulations under the Securities Act of 1933 and the Securities Exchange Act of 1934. Prerequisite: Business Organizations.

### **2810 CORPORATE GOVERNANCE SEMINAR (2)**

This seminar considers questions which face corporate practitioners today as counsel, litigators, or legislators, such as the various forces which bear on the corporation, who are its constituencies, to whom are directors and the corporation accountable, what are the respective roles of the Board of Directors and management, the functions of Board committees, how are Chief Executive Officers hired and fired, the problems surrounding executive compensation, shareholder resolutions, derivative suits and class actions, the activism and role of institutional investors, labor unions as shareholders, and the ethical problems of corporate



counsel. A corporate executive (e.g. a General Counsel), a corporate lawyer from a major law firm, or a judge will generally attend each seminar. Attendance is limited to 20. A paper is required.

### **2819 COURTROOM CRIMINAL PROCEDURE (2)**

This course involves an intensive study of the Fourth Amendment, i.e., the law of arrest, search and seizure, with an emphasis on New York State law. Specific topics include probable cause, as well as exceptions to the warrant requirement, such as search incident to arrest, the automobile exception, hot pursuit, plain view doctrine, inventory searches, and stop and frisk law. The course also involves a study of practical courtroom techniques, including jury selection, opening statements, direct examination, cross-examination, and summation. It is intended both for prospective prosecutors and defense attorneys and is designed to enable them to be effective advocates in the courtroom for their prospective positions. Actual suppression hearings concerning suppression of tangible evidence are conducted.

### **CRIMINAL JUSTICE PROGRAM (6)**

Prerequisites: Criminal Procedure, Evidence, Trial Techniques. (See description under Clinical Education, see also Rules for Election of Nonclassroom Courses.)

### **4751 CRIMINAL PROCEDURE (4)**

This course considers the administration of criminal justice in all its aspects, including both police practices and prosecutorial actions. Particular attention is given to the right of counsel, transcripts, and other aids; police/court relations; the law of arrest, search, and seizure; wiretapping and electronic eavesdropping; entrapment; police interrogation and confessions, lineups, and other identification procedures; and the scope of the exclusionary rule. It also examines the legal and practical problems presented in the administration of criminal justice from the point of bail to post-conviction review, including preliminary examination, discovery, joinder and severance of parties, speedy trial, guilty pleas, the function of the jury, sentencing, appellate and habeas corpus review, and prisoners' rights.

### **2824 CURRENT PROBLEMS IN CONSTITUTIONAL LAW (2)**

In this limited enrollment course each student acts the role of a Supreme Court member by discussing and deciding pending cases before the court. Each week a group of nine members of the course meets for two hours, having read the briefs and record in a case pending before the Supreme Court. The students do their own research and come to class prepared to discuss and vote on the case. Each week a different student acts as Chief Justice, begins the discussion, and then assigns the writing of the opinions after a tentative vote is taken. Thereafter, a student writes the opinion to which he or she has been assigned. Each student writes at least two full opinions during the semester. These generally consist of one majority opinion and one dissent, but a student may be assigned two dissents or two concurring opinions.

### **3791 DEATH PENALTY (3)**

This seminar is an introduction to a controversial and expanding field of law that implicates a number of fundamental problems of our judicial and political system. Topics covered include the problems posed by the unique finality of the death penalty, the requirements that the Supreme Court has imposed in an attempt to deal with these problems, the procedural requisites for invoking those requirements, and the history and effectiveness of political agitation on the issue.

### **3794 DEBTOR-CREDITOR (3)**

This course relates to the rights and obligations of debtors and creditors, including bankruptcy, attachment, execution and enforcement of judgments, judicial and statutory liens, priorities, supplementary proceedings, fraudulent conveyances, and preferential transfers under federal and state laws. This course includes a study of the forms of relief available under the Bankruptcy Code for consumers and business debtors, with particular attention to chapter 7 (liquidation), chapter 11 (reorganization), and chapter 13 (adjustment of debts for individuals with regular income). Prerequisite: Business Organizations.



### **2825 DEBTOR REHABILITATION SEMINAR (2)**

This seminar focuses on the methods of restoring a debtor to financial health through rehabilitation and avoidance of liquidation. Although individual debt adjustments under Chapter 13 of the Bankruptcy Code are covered, the major emphasis is on nonbankruptcy business arrangements and business reorganizations under Chapter 11 of the Bankruptcy Code. A research paper is required. Prerequisite: Debtor-Creditor.

### **DISABILITIES LAW CLINIC (6)**

(See description under Clinical Education, see also Rules for Election of Nonclassroom Courses.)

### **3799 DISPUTE SETTLEMENT (3)**

During the first part of the course, students negotiate a complete collective bargaining agreement. The students reduce to written form the terms of the agreement. Conciliation and mediation techniques are used when necessary. In the second part of the course, students handle the types of issues that arise in arbitration or in an NLRB proceeding by serving as advocates or as the arbitrator of a simulated case. Each student prepares a brief concerning the dispute and participates in a simulated hearing. Prerequisite: Labor Law and one additional labor law course.

### **2828 DIVORCE: COMPARATIVE AND INTERNATIONAL PERSPECTIVES (2)**

This course focuses on how the legal systems of different nations regulate the dissolution of formal marriage and how treaties and the common law regulate the international recognition and enforcement of divorce and custody judgments. It compares the legal doctrines and policy assumptions that regulate divorce in the United States and selected western European countries. Topics covered include the legal grounds upon which marriages can be dissolved as well as the issues with which courts must deal in dissolving marriages: distribution of family wealth, child and spousal support, and postdivorce parenting arrangements. The course also compares the procedures and policies used by different countries (e.g., adversarial litigation, mediation, and expert evaluation) for making divorce-related determinations. Finally, the course examines the text and operation of an international treaty, the Hague Convention on International Child Abduction, which determines the appropriate nation to litigate international child custody disputes, and the common

law doctrine that recognition of a divorce decree rendered by a foreign state can be against the "public policy" of the recognizing state. (Offered at Summer Law Program in Nice, France.)

### **3803 ECONOMIC ANALYSIS OF LAW (3)**

The course examines the use of economic analysis in the development and study of legal rules and institutions, considering the extent to which economic theory can and should be applied legal problems. After a short introduction to economic principles, we examine the application of economic theory to specific legal issues in the law of property, contract, tort, and business regulation and consider the philosophical justifications and critiques of the economic approach to legal policy.

### **3805 EMPLOYMENT LAW (3)**

This course analyzes the evolving area of federal and state regulation of the employment relationship. Students explore the theoretical underpinnings and practical impact of nondiscrimination statutes such as Title VII of the Civil Rights Act of 1964, (which prohibits discrimination based on race, color, religion, sex, or national origin), the Civil Rights Act of 1991, the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act of 1990, and the Occupational Safety and Health Act. Attention also is devoted to study the employment at will doctrine, truth-detecting devices, the regulation of pensions and benefits, unemployment compensation, worker compensation, the Fair Labor Standards Act, state regulatory schemes, and the impact of the preemption doctrine. Heavy emphasis is placed on understanding the interests of employees and employers regarding these issues. Students have the opportunity to supplement the traditional examination of some of these substantive issues by using appropriate computer-assisted legal instruction exercises. (There are no prerequisites for this course.) A final examination is given.

### **3808 ENERGY LAW AND POLICY (3)**

Energy Law and Policy examines the federal regulation of the natural resources used in the production, distribution, and consumption of energy. The course explores the basic ideas behind government regulation and the basic concepts of energy law and policy in the context of energy decision making and policy making processes. The course takes an interdisciplinary approach and considers the economic, legal, political, and ethical dimensions of energy law.



The course is comprised of three parts. Part I is "Decision Making and Policy making Structures" and presents the necessary background for the course. It presents basic economic and political concepts and analyzes the legal framework in which energy law and policies are made. Part II is "Decision Making Methodologies" and examines two analytic tools, ratemaking and cost-risk-benefit analysis, which decision makers use to arrive at decisions involving public policy. Part III is "Energy Resources" and applies the concepts in the first two parts to specific natural resources. A detailed examination is made of oil, natural gas, coal, nuclear power, hydropower, electricity, and alternative energy sources such as solar, geothermal, and synthetic fuels.

The course enrollment is limited.

### **2826 ENERGY, THE ENVIRONMENT, AND THE GLOBAL ECONOMY (2)**

This course explores substantive energy and environmental laws in a way that demonstrates their growing interdependence and internationalization in the emerging global marketplace. All lawyers practicing in the 21st century increasingly must be prepared to analyze domestic legal problems in an interdisciplinary, global context. The course examines the interrelationships among domestic energy and environmental laws on such energy topics as coal, oil and natural gas, electricity, nuclear power and nuclear waste, alternative energy sources, and such environmental topics as global warming, deforestation, and air and water pollution. It also addresses regional and global international law, including institutional structures, treaties, custom, state responsibility, sovereignty over resources, human rights, and trade.

The course is taught using a combination of teaching techniques, including lectures on the fundamental principles of energy law, environmental law, and international law, and group discussion of specific case studies to demonstrate the integration of energy and the environment, the interrelationship of domestic and international laws and policies, and the interplay of the economic principles and ethics.

### **2827 ENTERTAINMENT LAW SEMINAR (2)**

This seminar concentrates on fundamental factors which a practitioner in the fields of entertainment and intellectual property law should know. Emphasis is given to the business and practical aspects of entertainment law practice, with particular focus on contract

concepts and specific drafting issues. Class attendance and participation are required and considered in determining the grade for the course. Copyright law is not required but is encouraged as background. An examination is required and several short written assignments also may be required.

### **3812 ENVIRONMENTAL LAW (3)**

This course examines the common law and statutory responses to contemporary environmental issues. These responses are considered on local, state, and national levels. Federal statutes which are emphasized include the National Environmental Policy Act, the Clean Water Act, Resource Conservation and Recovery Act, and the Comprehensive Environmental Response, Compensation and Liability Act (Superfund). Legal intervention in areas such as resource management and allocation are considered, as well as emerging legal, political, and economic issues surrounding land ownership and use.

### **5806 ENVIRONMENTAL LAW CLINIC (6)**

Environmental Law is a prerequisite or may be taken concurrently. (See description under Clinical Education; see also the Rules for Election of Nonclassroom Courses.)

### **2830 ENVIRONMENTAL LAW IN COMMERCIAL AND REAL ESTATE TRANSACTIONS (2)**

This course integrates substantive environmental law issues into real estate and commercial transactions. Statutes and regulations affecting both regulated and nonregulated businesses such as the Comprehensive Environmental Response, Compensation and Liability Act (Superfund) are analyzed and issues arising under them which are frequently encountered in transactions are considered and resolved in the context of specific transactions. This is a problem method course and grading is based upon written work, including drafting of environmental portions of transactional documents. Prerequisite or corequisite: Environmental Law or consent of instructor.

### **2832 EQUAL PROTECTION SEMINAR (2)**

This course focuses on the equal protection clause of the Constitution. The seminar deals with the theoretical and practical application of this concept to a variety of legal propositions. A paper is required. Constitutional Law is a prerequisite or corequisite.



### **2834 EQUITABLE DISTRIBUTION SEMINAR (3)**

This seminar examines property division upon marriage dissolution. Among the subjects that the students examine are the historical development of equitable distribution, the power to divide property, valuation of assets, classification of property, the meaning of "equitable," and tax consequences of equitable distribution.

### **2835 ERISA AND PENSION RIGHTS SEMINAR (2)**

The ERISA and Pension Rights Seminar seeks to introduce fundamental concepts essential to a basic understanding of the pension benefits field. The course reviews relevant provisions of the Internal Revenue Code and ERISA together with related regulations, administrative rulings, and court cases. Initial class sessions and readings provide a basic introduction to the legal concepts and complicated technical requirements applicable to tax-qualified retirement plans and review alternative types of retirement plans and demographic, economic, and practice considerations related to plan selection and administration. The course then branches out to explore the interaction of pension rules and concepts with other areas of law such as fiduciary principles, corporate law (e.g. mergers, acquisitions and divestitures), labor management relations, securities laws, employment discrimination laws (Title VII, ADEA, ADA, FMLA, etc.), bankruptcy laws, debtor-creditor rights, and domestic relations laws. The course examines legislative regulatory and case law developments in the context of contemporary legal and policy considerations.

### **2838 ESTATE PLANNING (2 or 3)**

This course provides an extensive examination of the techniques of estate planning and the drafting of wills and trusts. Through the distribution of problem and other materials, students are provided with an opportunity for analysis of various methods of handling potential estates in light of income, gift, and estate tax considerations. Prerequisite or corequisite: Federal Estate and Gift Tax. For third year students only, the Professor may waive the prerequisite.

### **2833 ETHICAL PROBLEMS IN FEDERAL TAX PRACTICE (2)**

This seminar addresses the legal ethical obligations of tax lawyers serving in different roles, including return preparer, audit policy representative, litigator, planner, negotiator, ruling seeker, tax policy commen-

tator, and government lawyer. Students draft proposed ethics opinions on the application of ethical standards to tax lawyers in varying circumstances. Prerequisite or corequisite: Federal Income Taxation of Individuals.

### **2837 EUROPEAN UNION LAW (2)**

This course examines the legal and institutional framework of the European Union. The evolution of the EU is set in an historical framework by examining the particular challenges faced by Europe on the road to economic, social, and political integration. The course also includes a strong comparative theme, contrasting the EU to other international organizations as well as to such federal structures as the United States. Specific topics considered include the operation of EU decision making and judicial powers; implementation of the free movement of goods, services, workers, and capital among Member States; and recent controversies surrounding security, immigration, and monetary policy.

### **4761 EVIDENCE (4)**

The course involves an analysis of materials that are popularly but erroneously labeled the "Rules of Evidence." These include technical common law formulations as well as the modern codes. Special emphasis is placed on the Federal Rules. These are viewed comparatively with the Model Code, the Uniform Rules, various state codes and the common law. Proposals for reform are studied throughout the course. The notion of a rigid set of rules eventually gives way to an understanding of the controlling significance of the concepts of relevance, probative value, and reliability.

### **2839 EVOLVING TRANSNATIONAL ENVIRONMENTAL LAW (2)**

The course uses transnational environmental issues, such as global warming, stratospheric ozone depletion, and biodiversity (endangered species), to explore the interrelationship between such threats to the global environment and national or subnational regulatory activities. Prior to the 1992 Rio Conference, these subjects had already achieved a high degree of recognition and substantial action on an international and national level. The course covers the subject matter in a legal, economic, and political context. The study of these subjects includes an introduction to the factual background of the problems to provide a common basis of understanding; an examination of pertinent existing laws, treaties, and statements of intent and their economic and political ramifications; and discus-



sion of the future based on an analysis of current and past trends, including consideration of the degree to which contemporary approaches are likely to be successful in avoiding serious harm to the global environment.

### **3826 EXTERNSHIP PROGRAM (3)**

In this course students are placed in the offices of judges or other nonprofit agencies, including regulatory, prosecutorial and legal defense agencies. Each student works 15 hours per week at the assigned office, and must produce a minimum of 25 pages of substantial written work based upon legal research over the course of the semester. The course includes a weekly seminar in which students examine substantive and ethical legal issues that have arisen during their placements. Each student presides over a session of the seminar on more than one occasion. Additionally, all students meet with a supervising faculty member on a regular basis to review their written work, the substantive and ethical issues with which they have been dealing, and the functioning of their placement in general. The faculty supervisor is also in contact with the attorney in charge of each placement during the semester to insure the continued quality of the placement. This course may be taken only once by a student and is graded on a pass/fail basis.

### **3831 FAMILY LAW (3)**

This survey course is a study of state intervention in family relationships. The teacher may select topics from among the following: informal and nontraditional familial relationships, control of reproduction and current reproductive technology, antenuptial and separation agreements, adoption, termination of parental rights, divorce, property distribution, child custody, spousal and child support, paternity proceedings, and the role of the lawyer as counselor.

### **4772 FAMILY LAW PRACTICE WORKSHOP (4)**

This simulation-based workshop is an advanced course in family law. It requires the student to integrate legal doctrines with client representation skills.

The centerpiece of the workshop is preparation for and participation in settlement negotiations for a divorce involving significant property division and child custody issues.

Student teams of lawyers represent the husband or the wife. They interview the clients and write a detailed

plan for upcoming settlement negotiations with the spouse's lawyers. Following completion of the negotiation plans, student teams will negotiate with each other concerning the divorce settlement. All negotiations are observed and critiqued by practicing matrimonial lawyers and mental health professionals.

The workshop also focuses on ethical issues in matrimonial practice as well as interviewing, counseling and drafting skills.

A psychiatrist and psychiatric residents in training will participate in some workshop sessions. Prerequisite or corequisite: Family Law. Federal Taxation of Individuals is not a prerequisite but is strongly recommended. Enrollment is limited.

### **3835 FEDERAL COURTS (3)**

This course analyzes the jurisdiction and functioning of the federal courts, the distribution of authority between federal and state courts, and the roles of federal and state law in the federal system. Topics include the constitutional limits of federal judicial power, the original jurisdiction of the district courts; the role of state courts in enforcing federal law, the distinction between state and federal questions, the rule of decision in federal litigation, and the conflicts between the state and federal judicial systems. Emphasis is placed on legislative proposals with respect to the jurisdiction of the federal courts.

### **2836 FEDERAL ESTATE AND GIFT TAX (2)**

This course provides an intensive introduction to federal estate and gift tax laws. Through the analysis of problem materials that are distributed during the semester, students study such concepts as gross estate, taxable gifts, valuation, the marital deduction, transfers with retained interests, and taxation of insurance. Prerequisite: Wills, Trusts, and Estates.

### **3785 FEDERAL INCOME TAXATION OF CORPORATIONS (3)**

A study is made of the basic concepts of federal income taxation of corporate transactions. Among the areas included are incorporation, dividends, redemptions, liquidations, and multiple corporations. The materials used include the Internal Revenue Code, Regulations, Revenue Rulings and other publications of the Internal Revenue Service, and case law. Prerequisite: Federal Income Taxation of Individuals and Business Organizations.



#### **4805 FEDERAL INCOME TAXATION OF INDIVIDUALS (4)**

The federal income tax system is studied with emphasis on basic concepts rather than detailed computations. Significant attention is given to the public policy served by various provisions of the Internal Revenue Code. The Internal Revenue Code, Regulations, Revenue Rulings, and other publications of the Internal Revenue Service, as well as case law, are analyzed in depth.

#### **2840 FEDERAL TAX POLICY SEMINAR (2)**

This seminar explores a variety of policy issues confronting legislators, scholars, and practitioners in the field of federal taxation. Topics include competing models of taxation, equity and simplicity as goals of a tax system, tax legislation versus direct subsidies for implementing specific social and economic incentives for capital investment and international trade. A research paper is required. Prerequisite: Federal Income Taxation of Individuals.

#### **2843 FEDERAL TAX PROCEDURE (2)**

This course examines the basic rules of federal tax procedure, focusing primarily on civil tax matters. Topics covered include the sources of federal tax procedure; IRS organization, operation, and administration; ruling requests and determination letters; retroactive and prospective changes in IRS interpretations; the doctrine of estoppel, consistency, and equality as applied to IRS actions; audit and summons powers of the IRS; deficiencies, interest, and penalties; refund claims; statute of limitations, waivers, and the mitigation provisions; appeals and settlement procedures within the IRS; forums available for judicial review of IRS determinations; assessment and collection procedure; injunctions and suits to restrain assessment and collection; disclosure obligations imposed by the IRS by the Tax Reform Act of 1976 and the Freedom of Information Act; confidentiality of tax returns; and criminal investigations. Prerequisite: Federal Income Taxation of Individuals.

#### **3839 FEMINIST LEGAL THEORY (3)**

This course examines "feminist" jurisprudence or legal theory as a distinct project. It examines how feminist theorists have asked about sex and gender in understanding and critiquing our legal system and its norms. The course explores a number of debates within contemporary feminist legal theory, among

them whether, in view of differences among women based on race, class, ethnicity, sexual orientation, and the like, it is possible to speak about women as a category. The format of the course is to offer a general introduction to a range of feminist legal scholarship and then to assess how feminist legal scholars attempt to resolve internal debates within feminist theory and how they bring feminist analysis to bear on a number of contemporary issues of law and public policy. Specific practical applications have included, for example, legal regulation of sexuality and reproduction, motherhood and family, employment issues, poverty and social welfare policy, sex difference and sex equality, and violence. We also consider some feminist work in disciplines other than law. The course requirement is either an examination or a paper. If the paper option is selected, it will satisfy either upper-class writing requirement.

#### **2848 FOREIGN AFFAIRS AND THE CONSTITUTION (2)**

This course examines how U.S. law both constrains and is constrained by U.S. foreign relations and the foreign policy making process. The course focuses on the constitutional allocation of responsibility among the executive, legislative, and judicial branches in matters relating to foreign affairs, including the war, treaty making, and spending powers. Unique aspects of the law making process in the foreign relations context are illuminated through historical case studies to include, among others, the use of force in Grenada, Panama, the Persian Gulf, Somalia, and Haiti; the Iran-Contra affair; and the controversy surrounding interpretation of the Anti-Ballistic Missile Treaty. The involvement of state and local governments and of private actors in foreign affairs is also considered from a constitutional pragmatic. Finally, the course examines how treaties, international instruments, and international law in general interact with domestic legal mechanisms, and how the national security context affects such individuals' rights as those provided under the First and Fourth Amendments. All topics address the need for possible reform of foreign relations law as the United States moves forward into the post-Cold War era. A paper is required.

#### **2849 FRANCHISING (2)**

This course examines the contractual and legal relations between companies engaged in the sale of goods and services at different levels of distribution,



such as relations between franchiser and franchisee and those between manufacturer and distributor. The course places particular emphasis on disclosure and renewal obligations imposed on franchisers by federal and state laws, the antitrust laws applicable to vertical restraints, such as exclusive-dealing arrangements and tie-ins (with discussion of the Department of Justice Guidelines on Vertical Distribution Restraints), and the practical problems frequently encountered by negotiators and drafters of distribution agreements, using an actual distributorship agreement as a point of reference. Prerequisite: Business Organizations.

### **3846 HEALTH AND SAFETY REGULATION (3)**

This course provides a survey of the basic problems in administrative law, but does so by focusing almost exclusively on administrative agencies that regulate public health and safety. Procedural problems under the Administrative Procedure Act are addressed, as well as substantive and evidentiary questions posed by health and safety regulation. In addition, by studying several agencies in detail, the course presents a comparative study of administrative structures. Agencies studied in the course typically include the Food and Drug Administration, the Occupational Safety and Health Administration, the Consumer Product Safety Commission, the Environmental Protection Agency, and the National Highway Traffic Safety Administration. A final examination is given.

### **3844 HEALTH LAW (3)**

This seminar examines a variety of legal problems arising out of the American health care system. Among the topics discussed are the regulatory mechanisms aimed at promoting better quality in health care and the problems in reforming the tort system for compensating for medical injuries. The course also examines issues in the organization of the health care delivery system, in access to this system, and in controlling its costs. Antitrust aspects of the system are discussed.

### **3868 HOUSING AND COMMUNITY DEVELOPMENT (3)**

This course involves an intensive interdisciplinary examination of selected problems related to topics such as quality control in housing markets, racial and economic discrimination in housing, eminent domain and urban renewal, cooperative and condominium development, historic preservation, real property tax-

ation, and federal and state subsidy and revenue sharing programs. Course focus varies from year to year, with assigned materials reflecting various relevant social science and financial perspectives.

### **HOUSING RIGHTS CLINIC (6)**

(See description under Clinical Education; see also the Rules for Election of Nonclassroom Courses.)

### **3872 IMMIGRATION AND NATIONALITY LAW (3)**

This course undertakes a comprehensive examination of the procedural and substantive elements of immigration and nationality law. Specific topics include eligibility for immigrant and nonimmigrant visas, the exclusion of deportation of aliens, as well as relief therefrom, and the availability of political asylum for individuals claiming persecution in home countries. The course closely examines relevant provisions of the Immigration and Nationality Act, and as appropriate explores immigration law through the lens of constitutional, administrative, and international law.

### **3877 INDEPENDENT STUDY (2 to 6)**

Independent Study Projects may be arranged for work in specialized areas of the law or particularly advanced subject areas. Although we cannot guarantee satisfaction of every student request, there are two types of Independent Study Projects that may be applied for: (1) individual student research under the direction of a regular faculty member; and (2) research by a group of students under the direction of a regular faculty member. In all cases a written proposal must be submitted detailing the intended research, and the written permission of the faculty member must be obtained before the project is begun. The amount of credit to be awarded for the research (two to six credits) is determined by the supervisor of the project based upon the scope and complexity of the project. Note that the Court of Appeals requires a minimum of ten classroom hours per week; students electing Independent Study must take this into account. (See the Rules for Election of Nonclassroom Courses.)

### **2873 INSURANCE LAW (2)**

This course examines the fundamental legal principles of fire, life, and marine insurance such as insurable interest, concealment, representation, warranty, illegality, waiver and estoppel, subrogation, contribution, and rights of assignees and beneficiaries.



## 2875 INTERNATIONAL ARBITRATION (2)

This course covers all aspects of international commercial arbitration, including advantages and disadvantages of international arbitration; drafting of the arbitration agreement; appointment and authority of arbitrators; commencing arbitration; applicable law and terms of reference; provisional remedies; presentation of the case; and form, content, and enforceability of awards. Particular attention is given to the rules of the American Arbitration Association and the International Chamber of Commerce, the UNCITRAL Rules and Model Law, U.S. Code, Title 9, Article 75 of the New York C.P.L.R., and the New York Convention on Recognition and Enforcement of Foreign Arbitral Awards.

## 2876 INTERNATIONAL BUSINESS TRANSACTIONS (2)

This course comprises two components. The first part of the course examines a documentary sale of goods across national boundaries. We discuss the requirements of the United Nations Convention on Contracts for the International Sale of Goods and address the operation of bills of lading and letters of credit. The second part of the course introduces students to United States trade law by examining selected topics in United States import regulation, including customs valuation, assessment of countervailing and antidumping duties, and escape clause and section 301 proceedings.

## 2878 INTERNATIONAL CIVIL LITIGATION IN UNITED STATES COURTS (2)

The expansion of international trade and investment in recent years has greatly increased the significance of civil litigation involving foreign parties and transactions in the United States courts. Such litigation raises concerns not usually present in civil litigation between domestic parties: the application of international and foreign law, the proper role of courts in resolving disputes that might affect foreign policy, and the possibility of conflict between state and federal regulation of foreign commerce. In addressing these concerns, courts have attempted to balance competing domestic and foreign interests and to minimize judicial intrusion in foreign affairs. This course examines selected topics in international civil litigation and determines how successful the courts have been. Topics include jurisdiction of United States courts over foreign defendants, service of process abroad, forum selection;

gathering of evidence abroad, the Foreign Sovereign Immunities Act, extraterritorial application of United States law, and the recognition and enforcement of foreign judgments.

## 2877 INTERNATIONAL CRIMINAL LAW (2)

This course analyzes transnational criminal activity, with an emphasis on the scope and sources of international law. Detailed analysis focuses on the problems associated with jurisdiction and extradition. Among the specific issues discussed are the transferability of penal sanctions, diplomatic immunity, and the political offense exception. The course also includes discussion of the substance and efficacy of the multilateral conventions and bilateral treaties addressing air piracy, narcotics prosecution, money laundering, securities fraud, and tax evasion.

## 2882 INTERNATIONAL HUMAN RIGHTS LAW SEMINAR (2)

This seminar addresses international human rights law. It examines both customary international law and treaties that govern the individual and collective rights of humans and the duties of states to respect those human rights.

The course uses a combination of lectures and problems to explore the United Nations human rights machinery, regional structures, as well as problems of enforcement in considering a wide range of human rights and state duties. The major international human rights instruments are dealt with in detail including the United Nations Charter, the Universal Declaration on Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights. Students take an examination, make a presentation, and write a paper in this course.

## 2880 INTERNATIONAL INSTITUTIONS (2)

This course addresses the legal personality of global and regional international institutions created by states. Those institutions include the United Nations and its constituent organs, NATO, the World Bank, NAFTA, and the Law of the Sea Tribunal. The course examines the international law predicates for those and other institutions, the international law made by those institutions, and the impact that those institutions have on domestic law systems and private parties.



### **3881 INTERNATIONAL LAW (3)**

This is the basic course in public international law. Emphasis is given to the foundational theories of the international legal system; the sources of international law including custom and treaties; the concepts of statehood, recognition of governments, and diplomatic and consular immunities; the nature and scope of a state's exercise of jurisdiction including state immunity and the act of state doctrine; and the application of international law before international courts and within national legal systems. The course also examines the ability of international institutions to respond to present international crises.

### **2879 INTERNATIONAL LAW SEMINAR (2)**

This seminar focuses on the development of International Law since World War II. There is a short review of the basic tenets of the post-World War II decentralized legal system (sovereign supremacy and nonintervention) which is followed by an examination of the manner, if any, by which this system has attempted to remedy modern problems created by, among other things, new technology (both military and commercial), the recommendation of finite resources and economic interdependence, the growing demand for international protection of human rights, and increasing concern for the environment. One hypothesis that is suggested for discussion and research is that the decentralized legal order cannot accommodate the above-noted changing social, political, and economic realities. In regard to this hypothesis, the student is asked to examine, among other things, various international treaties and institutions. Finally, the students are asked to discuss and evaluate alternative world legal order systems. A paper is required. Prerequisite: International Law or the permission of the instructor.

### **2885 INTERNATIONAL TAXATION SEMINAR (2)**

This seminar examines federal tax issues relating to transnational activities. It considers United States taxation of foreign persons and enterprises operating in the United States as well as United States-based multinational enterprises operating abroad. Sample topics include tax treaties, use of tax havens, investment in United States real property, international sales of goods, and choice of entity in foreign investment. Students may take a final examination or submit a paper. Prerequisite: Federal Income Taxation of Individuals.

### **2888 JURISPRUDENCE (3)**

The course examines the philosophy of law by focusing upon certain questions or problems of jurisprudence with the context of a number of contemporary legal and policy debates. It assesses the nature of and basis for legal rights, justifications for and critiques of rights, and the relationship between rights and responsibility. The course considers the relationship between law and morality, exploring different theories about toleration and pluralism and the extent to which law should embody a majority's moral convictions and visions of the good life. The course materials consist of general theoretical legal works, judicial opinions, and some nonlegal materials, as well as specific analyses of such issues as the legal treatment of abortion, euthanasia, homosexuality, family, and speech. The readings have typically included jurisprudential writings reflecting the perspectives of, for example, liberalism, communitarianism, feminism, Critical Race Theory, law and economics, and pragmatism.

The format of the course is a combination of lecture and discussion. The course requirement may be satisfied either by a paper or by a final examination. In addition, there are a few short written assignments to be completed during the course of the semester.

### **2887 JUVENILE JUSTICE SEMINAR (2)**

This seminar examines the history, philosophy, and current issues concerning the separate juvenile justice system. Among the issues that may be considered are the constitutional protections applicable to the juvenile justice process, the treatment of noncriminal misconduct, waiver to adult court, confidentiality, the roles of police, lawyers and social workers, and sanctions.

### **2889 KEY ISSUES IN CORPORATE REPRESENTATION (2)**

This seminar simulates legal analysis and decision making by corporate counsel within the context of a general counsel's office of a corporation. Among other topics the seminar will deal with the role of corporate counsel, corporate litigation involving class actions and derivative suits, the relationship of corporate counsel to the corporation, indemnification of corporate directors and officers, litigation involving subsidiaries, and relations between the corporate litigant, the media, and the government. A series of short papers addressing the hypothetical problems studied by the class is required.



### 3884 LABOR ARBITRATION (3)

The course examines in detail the procedural and substantive law of labor arbitration. Part I reviews relevant statutes, court decisions, rules of the American Arbitration Association and other appointing agencies, and the Code of Ethics for Arbitrators. Part II analyzes the doctrines of procedural and substantive arbitrability as well as the application of the rules of evidence to the labor arbitration process. Part III studies the grievance procedure, progressive discipline, and remedies. Part IV is devoted to a comprehensive analysis of the major substantive issues that reach arbitration—from absenteeism to subcontracting. The students analyze arbitration opinions and awards to understand the arbitration process from the labor, management and neutral perspectives. Students may participate in a simulated arbitration hearing. Prerequisite: Labor Law.

### 3889 LABOR LAW (3)

This course provides a detailed study of federal, state, and local labor relations statutes in private and public employment, their interpretation by the National Labor Relations Board and other agencies, related court decisions, and the law of collective bargaining, mediation and conciliation, and arbitration.

### 3898 LAND USE REGULATION (3)

This offering broadly examines the government regulation of diverse urban, suburban, and rural land uses. As such, it reflects an intriguing intersection of public law and business law subject matters and is an offering in applied constitutional and administrative law. It also integrates information about the real estate development industry and important economic and sociological perspectives.

Students study relevant aspects of nuisance law, zoning, and urban planning, as well as selected density, growth, and environmental legislation and regulations. The history and legislative/administrative process of local land use regulation, as well as various government tools and techniques such as height, bulk, and use controls, incentive zoning, transferable development rights, planned unit developments, and contract and conditional zoning are covered. A variety of problematic growth control, racial and anticompetitive effects associated with government efforts to restrict the use of real estate are examined.

### 2891 LAW AND LITERATURE (2)

This seminar uses works by Barth, Hawthorne, Melville, Wright, Pynchon, King, Thoreau, Sacco, Vanzetti, Wilde, and Kafka along with relevant case law to explore some of the recurring problems in the law. The course examines themes such as the individual's relationship with society, the effect of drawing lines between public and private life, the justification for civil disobedience, and the role of the administrative state in the legal order.

Requirements: A short (2-3 page) paper is due each week. Class participation is required. No examination is given.

### 3911 LAW AND RACE (3)

This course offers an overview of how race has been reflected in American law, emphasizing both a historical perspective and current legal issues that involve race as a major consideration. The course examines slavery and American law in the case of *Dred Scott v. Sanford*, reviews the Reconstruction Period and the passage of the postwar amendments, and analyzes landmark United States Supreme Court decisions interpreting the Thirteenth and Fourteenth Amendments. Current legal issues involving race as a major consideration in the court's decision making will also be considered, including the right to an education, to housing, to employment, and to courtroom justice. A central question throughout the course is to determine to what extent the courts have relegated the interests of blacks and other minorities to a secondary role and to determine what constitutionally permissible, affirmative measures exist to remedy this situation.

### 2894 LAW AND SOCIETY (2)

This course is designed to demonstrate the mutual dependency in any given society of conceptions of law and basic cultural assumptions. Analysis of anthropological and legal materials focuses on revealing the basic assumptions behind legal process. Students are encouraged to discover that conceptions of jurisprudence other than their own exist and to gain, from the analysis of law and legal process, access to the culture of the larger society, as its contours are revealed in a variety of ethnographic details and patterns.



## 2895 LAW AND THE WELFARE STATE (2)

The seminar examines the modern "welfare state" in the United States, a term encompassing the statutory programs associated with the Social Security Act of 1935 and the War on Poverty of the 1960s programs including not only the means-tested programs conventionally understood as "welfare" (such as Aid to Families with Dependent Children and Food Stamps), but also contribution-based "social insurance" programs (such as retirement benefits). The seminar provides an overview of the basic structure of the welfare state and considers in greater detail a limited number of programs. It considers the most recent wave of legislative welfare reform and the impact of such reform upon the welfare state at the federal, state, and local levels. We also assess ongoing legal and constitutional challenges to such reforms (for example, the exclusion of categories of women and children from benefits in order to discourage certain reproductive behavior). The seminar also examines the normative foundations for the welfare state, looking at the historical context of the New Deal and the Great Society programs and arguments rooted in political and legal philosophy, including federal and state constitutions. We consider a range of contemporary critical perspectives on the welfare state and assess the complex set of assumptions underlying the welfare state, including assumptions about citizenship, gender roles, the meanings of independence and dependency, rights and responsibility, work and family, and about the significance of race and class differences in accounting for poverty. Students may take an examination or write a paper.

## 2898 LAW OF INTERNATIONAL TRADE (2)

This course addresses the law that governs trade in goods and services across national borders. The focus is United States law, but the course also addresses international agreements, such as the General Agreement on Tariffs and Trade and the North American Free Trade Agreement. The course considers trade in the aggregate and covers the following topics: the theory of comparative advantage as a basis for the law of international trade; constitutional authority to regulate international trade; most-favored-nation status and national treatment of goods and services; safeguards and adjustment assistance; subsidies and countervailing duties; "dumping" and anti-dumping duties; and the World Trade Organization.

## 3916 LAW OF THE SEA (3)

This course concerns the public international law of the sea. It addresses the legal rules that bind states in their international relations on maritime matters. The major maritime zones recognized in international law (internal waters, territorial sea, contiguous zone, continental shelf, exclusive economic zone, high seas and the deep seabed) are defined and the rights and duties of states in each maritime zone are examined. The course emphasizes decisions of international courts and tribunals and the applicable treaties and conventions on the law of the sea, such as the Law of the Sea convention which entered into force in 1994.

## 2796 THE LAW'S RESPONSE TO REPRODUCTIVE TECHNOLOGY (3)

The context of this seminar is revolutionary changes in the means of human reproduction now occurring. The advent and development of reproductive technology have abruptly expanded the possibilities of fertility in a manner unprecedented in human history. These possibilities challenge traditional definitions of family and compel the legal system to examine anew its definition and regulation of the family. Students in the seminar focus on the law's emerging response to assisted reproduction, including *in vitro* fertilization, embryo transfer, cryopreservation of gametes and pre-embryos, gestational and "traditional" surrogacy, and artificial insemination.

## 2900 LAWYER MALPRACTICE (2)

This course examines the growth and development of a rapidly developing substantive area of law encompassing topics such as legal malpractice, lawyer liabilities, and client remedies. Students are exposed to and come to appreciate the impact of consumerism in a litigious society and how those forces are being increasingly turned against the legal profession. Analysis of professional liabilities in the context of tort and contract theories is thoroughly explored as the foundation of legal malpractice suits and is developed into other areas and theories on which a lawyer can be held responsible for damages to clients and others. Such areas include breach of fiduciary duty, RICO, and consumer protection statutes. A central purpose of the course is to stimulate students' analytical skills by exposing them to several substantive areas of law within the context of a legal malpractice setting. At the same time, students become sensitive to the need for and acquire the know-how to assist them in furnishing high quality legal services.



### 2897 LAWYERS' ETHICS (2)

The rules of law governing lawyers' professional conduct are studied through the ethics codes, lectures, text, cases, problems, and class discussion. Principal attention is given to whether lawyers should subordinate their own moral judgment to that of their clients, the lawyer's role in an adversary system, zealous representation, lawyer-client confidentiality, conflicts of interest, prosecutors' ethics, and solicitation of clients. This is a required course that must be taken in either the second or third year.

### 2903 LEGAL HISTORY (2 or 3)

This course explores the evolution of Anglo-American legal institutions and the way changes in legal institutions and doctrines have affected social and political life. The subjects and chronological focus of the course depend upon the interests of the instructor and may include historical treatment of the writ system; the development of bench, bar, and jury; colonial law; law of the Constitutional period; Antebellum perspectives about the relation of law to economic development; judicial involvement in the slavery controversy; family law; criminal law; the development of contract and tort law; 19th- and 20th-century jurisprudential perspectives including legal formalism, legal realism, legal process and legal positivism; and aspects of the involvement of the Courts in civil liberties disputes. Students familiarize themselves with original source materials and also with multidisciplinary and interdisciplinary approaches taken by professional historians and legal historians. The course also considers the uses of legal history for the modern lawyer.

### 3920 LEGAL ISSUES IN PUBLIC EDUCATION (2 or 3)

This course provides an examination of the law affecting public schools, including relationships with private education. Emphasis is placed upon the distribution of power within the public educational system. Topics examined include the legal framework for governance of the public schools, compulsory education, state-church relationships, control of student conduct, school financing, equal educational opportunity and race imbalance, and control of teacher conduct including tenure, dismissal, and collective bargaining.

### 3925 LEGISLATIVE PROCESS (3)

An examination of the lawyer's role in the maintenance and future of the legislative process. Selective emphasis, varying from year to year, is on legislative

functions and work products; legislative organization and apportionment; participants in the process including legislators, staff, executive officers, lobbyists, and interest groups; conflicts of interest; and legislative procedure and reform.

### 2911 MANAGED CARE AND THE EVOLUTION OF THE DOCTOR-PATIENT RELATIONSHIP (2)

This course explores the evolution of the legal relationship between physicians and patients. It starts with a review of the elements required to establish the relationship and the obligations arising out of its establishment. It then examines the development of the tort system and the doctrine of informed consent as vehicles through which patients traditionally assert their rights under the relationship. Models for professional liability reform are analyzed.

The focus then shifts to an examination of the role of hospitals and state licensing authorities in regulating physicians and the quality of medical care.

The potential threat of managed care to the doctor-patient relationship, the physician's professional autonomy, and the patient's right to informed consent is examined. Actual Managed Care Organization (MCO) contracts with physician providers and patients are analyzed to explore how the traditional doctor-patient relationship is altered. Ethical and legal issues raised by managed care are explored.

This course uses materials from medical and legal literature as well as case law. A medical background is not a prerequisite for taking this course. There is a required final examination.

### 2912 MASS MEDIA AND THE FIRST AMENDMENT (2)

This seminar provides a broad survey of the basic First Amendment issues facing the press today. Topics include the law of libel and privacy; obtaining access to information; the tension between the protection of news sources and other values; and private and governmental regulation of broadcast, cable, and newer communications systems.

### 3927 MORAL DIMENSIONS OF THE LAW (3)

This course teaches students to recognize and operationalize legal rules that flow from systems of morality, including the students' own. The seminar begins with the broadest jurisprudential question: "What is the purpose of law?" Students are then asked to



examine two answers and their correlates: (1) the law should serve to effect and sustain justice; (2) the law should serve to ensure care and responsibility to and from others. Students test and examine these answers through the study of law and morality in the context of business, racial, ethnic and gender relations, civil disobedience, "no-fault" legislation, and decisions about the distribution of scarce resources, such as kidneys, for transplantation. Among the cases studied in the course are excerpts from the Thomas-Hill Hearings, the Ford Pinto case, and the Nuremberg Trials.

The course is conducted as a seminar and writing credit is available. Class participation is required.

### **3929 NATIONAL LABOR RELATIONS BOARD PRACTICE AND PROCEDURE (3)**

This course comprehensively studies the practice and procedure before the National Labor Relations Board and emphasizes the practical aspects of such procedures and applicable administrative law concepts. Beginning with the filing of a petition in a representation/election proceeding and the filing of a charge in an unfair labor practice matter, the course traces the various phases of the processing of such matters before the Regional Office, the NLRB, and the courts and treats the problems presented to a lawyer who deals with Labor Board matters. Prerequisite: Labor Law.

### **2918 NONPROFIT CORPORATIONS (2 or 3)**

Not-for-profit organizations range in variety from small privately supported fraternal and political groups to large publicly supported charities, research foundations, museums, and hospitals. This course addresses elements of the legal structure of not-for-profit organizations, with emphasis placed upon the issues confronted by legal counsel to such organizations and theoretical matters connected with not-for-profit corporation laws. These issues include problems connected with fund-raising, keeping corporate books, controlling the liability of officers and directors, understanding expenditure responsibilities and the limits of permissible not-for-profit activities, and meeting state and federal charter requirements. Basic tax considerations are explored as necessary to consider the problems above. Students have the option of completing a paper or taking a final examination to meet the requirements of the course.

### **2921 PATENT LAW (2)**

This course provides a review of the common law and statutory protection afforded inventors, including the law of trade secrets and the United States Patent Laws. Emphasis is placed on the classes of patentable inventions, the conditions for patentability, the rights afforded a patentee including limitations thereon, responsibilities of an attorney to the Patent Office, property and contract interests in patents, and remedies for infringement.

### **3934 PRESERVATION LAW (3)**

This seminar explores the means available to preserve open space (farms, forests, etc.) and structures of historic, cultural, or aesthetic importance ("landmarks"). It demonstrates the interaction of concepts introduced in courses such as Property, Real Estate Transactions, Land Use Regulation, Federal Estate and Gift Tax, Federal Taxation of Individuals, Business Organizations, and Environmental Law.

### **4815 PRETRIAL LITIGATION (4)**

This course simulates the practice of law in a civil case before trial. Students are organized into law firms and are responsible for interviewing a client; developing a theory on which relief can be based and a strategy for obtaining that relief; conducting a deposition; drafting pleadings, interrogatories, motion papers, and a supporting or opposing memorandum of law; arguing the motion; and negotiating. The course focuses on a theoretical understanding of how litigation works, familiarity with procedural devices, and the skills involved in developing litigation strategy together with an evidentiary record sufficient to support a judicial decision. Pre- or corequisite: Evidence.

### **2924 PROBLEMS IN CRIMINAL LEGISLATION AND CRIMINAL LAW REFORM SEMINAR (2 or 3)**

This course is designed to expose the student to legislative drafting. Each student drafts legislation relating to one or more current issues in criminal law and an accompanying memorandum prepared as a legislative aide addressing his or her legislator. There are class meetings and more frequent individual meetings with the instructor. Writing credit is available if a student is prepared to write an appropriate paper, but the paper need not satisfy the writing credit criteria to satisfy the requirements of this course.



### 2932 PRODUCT REGULATION AND LIABILITY IN THE UNITED STATES AND THE EUROPEAN UNION (2 or 3)

This course undertakes a comparative examination of product regulation and liability within the United States and the European Union. The course develops a unifying perspective on laws designed to affect the quantity, quality, cost and price of products, including duties, charges and taxes on imported products; economic regulation, including antitrust considerations; business competition and unfair trade practices; health and safety regulation; liability for injuries caused by products; and consumer protection and social policy. It also examines the interactions among legislative, administrative, and judicial actions within the two markets as well as the relationships between treaties (including free trade agreements), federal or union laws, and the laws of member states.

When this course is offered for 3 credits, it includes an extensive treatment of the common law of products liability within the United States. If 3 credits are received for this course, credit cannot be received for the course in Products Liability.

### 2927 PRODUCTS LIABILITY (2)

This course examines the law of products liability within the United States, with particular attention to theories and concepts rooted in negligence, breach of warranty, and strict liability in tort. It surveys current doctrines and practice and explores how the law has evolved in response to changes in technology, information, and public expectations. The procedural and evidentiary aspects of product litigation are emphasized by working through problems based on actual cases.

Credit cannot be received for this course if 3 credits are received for the course in Product Regulation and Liability in the United States and the European Union.

### 2930 PUBLIC FINANCE SEMINAR (2)

This seminar focuses on tax-exempt financing. (It is not, however, a tax course.) Tax-exempt bonds are widely used by state and local governments to raise funds for public and limited private activity purposes. The seminar includes such topics as the constitutional and statutory bases for tax-exempt finance; a survey of the laws affecting tax-exempt financing; analysis of the documents which are necessary to close financings; analysis of disclosure practices, rules, and case law; discussions of ethical dilemmas which confront practi-

tioners of public finance; discussions of the roles of counsel in tax-exempt financings; and readings and discussions about current issues affecting tax-exempt financing. A paper is required, although at the professor's discretion an examination may be taken in its place.

### 3945 REAL ESTATE FINANCE SEMINAR (3)

This course examines the legal principles of real estate finance and development in light of business, tax, and bankruptcy concerns. The course assumes a basic familiarity with real estate transactions and focuses on more advanced topics, such as the economics of a real estate investment; commercial mortgages and mortgage alternatives (participating mortgages, leasehold financing, sale, and leaseback transactions); construction and development financing; workouts, foreclosure, and bankruptcy issues; taxation of real estate investments and real estate tax shelters; lender liability issues; and the securitization of real estate investments. It is helpful to have taken Real Estate Transactions before taking this course.

### 4827 REAL ESTATE TRANSACTIONS (4)

This course examines real estate market practices (including the roles of the principal players: the seller, the purchaser-investor, the broker, the lawyer, the banker, the builder-contractor, the architect, and government); the legal transaction (negotiation, binder, contract of sale, deed and mortgage closings); financial and tax aspects (capital aggregation, interest, usury, depreciation and tax shelters, discounts and "points"); security documents (mortgages, trust deeds, installment contracts, and leases); techniques and technicalities of conveyancing (deeds, title searches, abstracts and insurance, legal opinion of title, marketable title and recording); remedies (legal and equitable, for breach and enforcement of performance).

Students analyze modern forms of real estate transactions (cooperative, nonprofit, and limited dividend corporate ownerships; shopping center development contracts and leases; large-scale central city development; sale and leasebacks; real estate syndication; real estate investment trusts; leasehold mortgages; construction finance and multiple interest investment).

The course gives due weight to the relevance and the substance of business judgments, accounting principles and practices, real estate economics, and the changing concepts of property evolving from contemporary legislative, administrative, and judicial treatments.



### 3952 REMEDIES (3)

In this course students study legal and equitable remedies, restitutionary relief, common law and statutory remedies, and the underlying purposes of remedies.

### 3956 SCIENTIFIC EVIDENCE (3)

This seminar focuses on the effective presentation and critique of scientific information in the context of legal decision making. The seminar examines generic strategy and tactics for presenting scientific evidence in civil litigation, administrative proceedings, and criminal proceedings, as well as the evidentiary and procedural problems peculiar to each of these areas. Current scientific issues involving health, safety, and environmental problems are discussed. No prior background in science is necessary. There is no examination, but students are required to write an analytical paper examining the use of scientific information in a current problem area of their choice (e.g., Agent Orange, DES, Dalkon Shield, asbestos, radon).

### 3960 SECURED TRANSACTIONS (3)

This course provides an opportunity to study the structure and documentation of various types of asset-based lending under Article 9 of the Uniform Commercial Code, including inventory, equipment, and receivables financing, with close attention to priorities among conflicting creditors and enforcement of secured claims in bankruptcy.

### 3964 SECURITIES REGULATION (3)

This course deals primarily with the federal regulation of the securities industry. Topics studied include the underwriting and distribution of new issues of securities under the Securities Act of 1933, the regulation of trading in securities under the Securities Exchange Act of 1934, and the imposition of civil liabilities under Rule 10b-5 and Section 16b. Prerequisite: Business Organizations.

### 3969 SELECTED PROBLEMS IN NEW YORK CIVIL PRACTICE (3)

This is a problem solving, advanced course in civil litigation requiring students to apply the New York Civil Practice Law and Rules to fact situations encountered in representing clients in New York State courts. The course explores the interaction of the CPLR and substantive law in four to five significant areas. It emphasizes the differences between the CPLR and the

Federal Rules of Civil Procedure in the problem areas and the policy reasons behind those differences. Course materials include a casebook, the CPLR, supplementary readings, problem materials, actual court pleadings, and other papers. Subjects covered can include some or all of the following: jurisdiction, venue, service of process, pleading, parties, class actions, discovery, motion practice, statutes of limitations, special proceedings, challenging governmental action, arbitration awards, and appeals. Evidence, Pretrial Litigation, and Trial Techniques are not prerequisites but are strongly recommended.

### 2771 SELECTED PROBLEMS IN SECURITIES REGULATION SEMINAR (2)

This seminar involves an analysis of problems arising under the express and implied civil liability provisions of the Securities Act of 1933 and Securities Exchange Act of 1934. Both procedural problems and substantive liability, including class action certification, aiding and abetting, the scope of Rule 10b-5, tender offer litigation, and other current problems are examined. Prerequisite: Business Organizations.

### 2939 SENTENCING REFORM SEMINAR (2)

This seminar explores the modern sentencing reform movement with an emphasis on the federal sentencing guidelines. Topics include the philosophical and policy bases for limiting judicial discretion in sentencing, the establishment and role of a sentencing commission, the development and structure of sentencing guidelines, departures from the guidelines, appellate review of sentences, alternatives to incarceration, and organizational sentencing. A paper is required.

### 2942 SEX-BASED DISCRIMINATION (2 or 3)

This seminar explores the ways in which the law impacts on the different treatment of men and women. It begins with a study of the constitutional status of women under the Equal Protection Clause of the Fourteenth Amendment and under various Equal Rights Amendments and provisions. The course includes examination of statutory attempts to regulate sex-based discrimination, primarily focusing on Title VII of the Civil Rights Act. Topics covered vary with student interest and usually encompass discrimination in employment, in family law, in criminal law, and against homosexuals.



### **3973 SPECIAL PROBLEMS SEMINARS (3 to 6)**

These seminars offer an opportunity for a limited number of upper-class students, usually three to five, to engage in intense research and writing under the close supervision of a faculty member. No more than one such seminar is offered in any semester. The focus may be on special problems in such areas as Commercial Law, Constitutional Law, Corporate Law, Criminal Law, Property, Torts, or Litigation. Permission of the instructor is required for enrollment.

### **3975 SPORTS LAW (2)**

This course examines the theoretical legal concepts and sociological issues that provide the basis for the special treatment that the United States legal system accords to professional, intercollegiate, and amateur sports activities. The focus of the assignments involves matters that other areas of the legal curriculum do not cover. The course of study explores antitrust issues, with a special emphasis on the National Collegiate Athletic Association and the regulation of intercollegiate sports, and the changing concept of amateurism (especially in the context of the United States Olympic Committee). There are no prerequisites for this course. A final examination is given.

### **3977 STATE AND LOCAL GOVERNMENT (3)**

This course provides a survey of the structures and powers of state and sub-state government and government agencies. Topics include organization and operation of local governments, sources of their powers, and judicial review of their actions; the relationships between local, state, and federal policies, including state controls, constitutional limitations, and home rule; and the role of public authorities and regional bodies. The course is cross-disciplinary in character. In addition to a more conventional treatment of problems of state and federal constitutional law, this offering aims to illuminate very useful theoretical perspectives drawn from the literature of politics and political economy in particular.

### **3981 STRIKES, BOYCOTTS, PICKETING, AND INJUNCTIONS (3)**

This course studies in depth strikes, boycotts, picketing, and injunctions, with a special emphasis on secondary boycotts, jurisdictional disputes, hot cargo agreements, recognition and organizational picketing,

area standards, informational and consumer picketing on the property of employers. The course also examines the use of labor disputes and injunctive relief in certain unfair practice cases under the NLRA. Prerequisite: Labor Law

### **2945 TAXATION OF PARTNERSHIPS (2)**

The course involves a study of tax treatment with respect to the formation, operation, and termination of general and limited partnerships. Class discussion is held concerning the definition of the partnership and the possible treatment of a partnership as an association. Frequent reference is made to various tax partner arrangements. Prerequisite: Federal Income Taxation of Individuals.

### **2948 TRADEMARKS (2)**

This course considers registrability and enforceability of trademarks in the United States as well as general principles of unfair competition, right of privacy, and publicity and false advertising. Procedural and substantive law necessary to advise as to what names and marks are registerable in the United States and the procedure to be followed before the United States Patent Office in obtaining federal registration are examined. Litigation strategy procedures and extraordinary remedies for trademarks infringement and unfair competition are considered. The course uses a comparative law approach with respect to procedures for registration in foreign countries and legal considerations with respect to licensing trademarks.

### **3985 TRIAL TECHNIQUES (MIDSESSION, 3) (PASS/FAIL)**

This course, given in January, was originally developed by the National Institute for Trial Advocacy for the training of practicing lawyers. The NITA method of teaching consists of approximately two weeks of intensive instruction in every aspect of trial advocacy, including a full bench trial and a full jury trial.

Students receive a set of NITA materials containing six complete case files, three civil and three criminal. From these files and additional materials, about 100 separate trial problems have been developed covering every aspect of a trial—from jury selection to closing argument. In addition, problems are supplemented by a textbook, lectures, demonstrations, and table discussions.

The program is graded pass/fail. Attendance, however, is required and is taken daily. The program is



open to second- and third-year students who have completed the basic course in Evidence. Trial Techniques is also available on the same basis to students graduating in January. Interested students should obtain registration and tuition information from the Registrar's Office in early October preceding the January in which they seek to enroll.

#### **2951 UNFAIR TRADE PRACTICES (2 or 3)**

This course is a survey of the common law and statutory law of unfair competition, trademarks, and related areas.

#### **2954 WHITE-COLLAR CRIME (2)**

This seminar examines that conduct, primarily economic in nature, generally referred to as white-collar crime. Topics include general principles of liability; substantive crimes such as conspiracy, mail fraud, securities fraud, insider trading, and RICO violations; sentencing of individuals and organizations, including forfeiture of assets; and special problems of criminal procedure. A paper is required.

#### **4837 WILLS, TRUSTS, AND ESTATES (4)**

This course investigates the law of intestate succession and of wills, with the constraints imposed for the protection of family members and to vindicate other social purposes; the law of trusts, both private and charitable; and the law of future interests.

## **CLINICAL EDUCATION**

### **CLIENT REPRESENTATION CLINICS**

#### **ALTERNATIVE DISPUTE RESOLUTION CLINIC (3)**

The goals of the Alternative Dispute Resolution Clinic are to teach mediation skills, provide clinically supervised mediation experience, and provide direction in the advanced study of theoretical, legal, ethical, and practical issues posed by the use of mediation as an alternative to litigation. The clinic, a three-credit course, combines classroom instruction with supervised clinical practice. The students, under direct faculty supervision, mediate disputes at the Queens Mediation Center concerning claims of property damage and personal injury, consumer and landlord-tenant disagreements, and noise and "lifestyle" disputes. Prerequisite: Alternatives to Litigation.

#### **CRIMINAL JUSTICE PROGRAM (6)**

This program is a one-semester clinic in which students represent defendants in criminal cases in Nassau County District Court and in Hempstead and Mineola Village Courts.

During the semester, students represent clients in pretrial conferences, witness interviewing, motion and brief writing, case investigations, and trials—from jury selection through verdict. Students provide thorough and zealous representation and are encouraged to develop novel and creative defenses.

Throughout the semester program students participate in a weekly seminar that focuses on developing lawyering and advocacy skills. Special attention is given to professional responsibility issues that arise in criminal law practice.

Students are expected to have taken Criminal Procedure, Evidence, and Trial Techniques. Prior meaningful work or internship experience with either a criminal defense or prosecution law office will help students meet their clinical responsibilities.

#### **DISABILITIES LAW CLINIC (6)**

The Disabilities Law Clinic began handling cases in the fall of 1992. The clinic focuses principally on cases involving the Americans with Disabilities Act of 1990, transportation cases, public access cases, and employment discrimination cases. Students in the clinic represent individuals and are responsible for handling cases



on their own (with faculty supervision) as much as possible. Students interview clients and witnesses, prepare pleadings and discovery, appear before courts and administrative agencies, negotiate settlements, and, when necessary, try cases.

### ENVIRONMENTAL LAW CLINIC (6)

This program provides an opportunity to work on current environmental issues with federal, state, or local environmental agencies, public interest law firms, and private practitioners engaged in pro bono work in the field. Students obtain direct experience with administration and implementation of environmental statutes or litigation in this field. Students have approximately 20 hours of clinical work each week and participate in a weekly seminar. Environmental Law is a prerequisite or may be taken concurrently.

### HOUSING RIGHTS CLINIC (6)

In this program students handle a wide variety of housing cases for low-income clients: defenses of eviction cases, actions by tenants against landlords challenging substandard conditions in their apartments, fair housing and exclusionary zoning cases; public utility shut-off cases, and work on behalf of community groups for housing rehabilitation. Each student has a

caseload of two or three smaller cases and one complex case. Students prepare and present their cases in state and federal courts.

The course develops lawyering skills with special emphasis on litigation strategy, pretrial and trial preparation, and trial advocacy. In their representation of clients in actual cases, students have the opportunity to engage in interviewing and counseling, negotiation, fact investigation and discovery, oral advocacy, direct and cross-examination, and trial argument. Students also are exposed to all types of litigation by drafting research memoranda, strategy memoranda, pleadings, motions, and trial briefs. Special attention is placed on professional responsibility issues and strategic case planning methods.

Throughout the course a combination of teaching methods is employed, including classroom instruction, individual case supervision, simulations, and videotaped exercises. In the two-hour weekly seminar, topics include substantive housing law, case planning methods, and the progress of actual clinic cases. Students also perform simulated exercises (some of which are videotaped) related to their actual cases. The primary mode of instruction is one-on-one case supervision. Evidence and Trial Techniques are strongly recommended.





# STUDENT ORGANIZATIONS\*

\* Members of the organizations wrote these descriptions.

## ASIAN-PACIFIC AMERICAN LAW STUDENTS ASSOCIATION (APALSA)

APALSA offers the opportunity for Asian law students to discuss issues relevant to the Asian community. Its goals include increasing the enrollment of Asian students at Hofstra and encouraging greater awareness of the political, social, and legal concerns affecting Asians among the legal community. APALSA also works with other organizations to further the goals beneficial to all minority groups in the legal profession.

## BLACK LAW STUDENTS ASSOCIATION

BLSA is a national organization whose goals include increasing the number of African-American students in law school, encouraging a greater commitment of African-American attorneys to their communities, and instilling a greater awareness of the legal and nonlegal problems facing the African-American community. In addition, BLSA struggles to encourage American law schools to increase their recruitment of people of color and to help eradicate institutional racism and to address disparate treatment of African Americans within the judicial system.

## CONSCIENCE

*Conscience* is the monthly newspaper published by the students of the School of Law. Students, faculty, and alumni are encouraged to submit articles on selected topics and to consider the newspaper as a medium of collective expression within the Law School community. Topics range from local Law School events to issues of general legal and social importance.

*Conscience* is distributed free of charge to students, faculty, and staff of the Law School and is mailed to all alumni and members of the bench and bar. In its first year of publication, *Conscience* received the national prize from the American Bar Association Law Student Division for the best law school newspaper in its category. In the April/May 1993 issue of the *National Jurist*, *Conscience* was featured as one of four of "the nation's best law school newspapers."

## CORPORATE LAW SOCIETY

The Corporate Law Society was founded by a group of students especially interested in corporate law. The purpose of the group is to sponsor programs and speakers on the subject as well as to encourage networking among alumni and other practicing lawyers in the corporate field.

## ENVIRONMENTAL LAW DIGEST

The *Environmental Law Digest* is a publication of the Hofstra Environmental Law Society. Its mission is to provide a practice-oriented forum in the field of environmental law. To achieve this end, the *Digest* diverts from the "theory" oriented model of most law journals. Instead it publishes timely reviews of significant cases in the field as well as student written notes and comments and articles by professionals and academicians that provide information that is pertinent to practitioners in the field of environmental law.

The *Digest* is an entirely student-run publication. In the fall semester of each year, staff members are selected through a writing competition. The sole criterion for selection of staff members is writing ability. Unlike the other student publications, grade point average is not a factor. This policy ensures that the *Digest* will have the best available writers.

## ENVIRONMENTAL LAW SOCIETY

The Environmental Law Society was established by students conscious of the vital role of the law in determining the quality of the world's environment. The Society encourages members to work on self-generated programs of research and problem identification and provides legally oriented support for community environmental groups.

An active speaker's program enables members to engage in dialogue with government officials, lawyers, and other experts currently involved in environmental affairs. By presenting speakers and hosting conferences, the society educates the entire law school community on regional and national environmental topics. The society also serves as the focal point for the dissemination of material on current environmental issues and events.

## GAELIC LAW STUDENTS SOCIETY

The purpose of the Gaelic Law Students Society is to provide a vehicle for the public exploration of legal issues which impact the Gaelic-American culture. Although the Gaelic-American culture is comprised primarily of Americans of Scottish and Irish ancestry, students of various ethnic and religious backgrounds participate in the group and are proud that one of the most important issues that is explored is what the organization and individuals can do to promote healthy interaction between people of all backgrounds.



### HOFSTRA LAW WOMEN

Hofstra Law Women is a group whose membership is open to faculty, students, and staff. It meets on an informal basis whenever a member wishes to call a meeting to discuss a particular issue or proposal. Hofstra Law Women has participated in a number of conferences on women as victims of crimes, women in prison, and other issues.

### INTELLECTUAL PROPERTY ASSOCIATION

Intellectual property is a dynamic and one of the fastest growing fields in the law. Intellectual property law encompasses copyright, trademark, patent, and trade secrets. Work in the field ranges from licensing John Grisham's new book or IBM's computer programs to preparing and filing inventions for Bill Gates or even saving Barney from an "unauthorized" performance in a pornographic movie. The Intellectual Property Association endeavors to educate its members on preparing for careers in intellectual property law and focuses on current trends for its discussions.

### INTERNATIONAL LAW SOCIETY

The International Law Society's goal is to promote and support the students interested in the international arena at Hofstra and to institute programs and cooperate with other international organizations. The International Law Society invites new membership and financial support.

### ITALIAN LAW STUDENTS ASSOCIATION (ILSA)

ILSA was formed to help promote Italian heritage throughout the Law School and the community. This is achieved by sponsoring guest speakers and cultural events on campus as well as by sponsoring various fund-raisers for local community organizations. Additionally, ILSA provides a support network for Italian Americans at the Law School and helps first-year students adjust to their new environment.

### JEWISH LAW STUDENTS ASSOCIATION

The objective of the Jewish Law Students Association is to further Jewish communal interests. The association works with various legal societies and Jewish organizations in helping the poor, the elderly, and the victimized Jew with their legal problems. This includes interviewing clients and researching and writing legal memoranda. The primary areas covered by this research include constitutional rights, family law, and



poverty law. The association, through its educational program, regularly invites guest lecturers to speak at the School of Law on topics of current Jewish interest.

### LAMBDA ALPHA INTERNATIONAL STUDENT ASSOCIATION (LAISA)

LAISA was established at the Law School to expose students to issues relating to land economics. It was organized with the goal of providing students with the opportunity to actively participate with their peers in projects relating to land economics. The society encompasses such topics as architecture, engineering, land economics, land use law, property appraisal, real estate, finance and development, urban planning, and others.

### LATINO AMERICAN LAW STUDENTS ASSOCIATION (LALSA)

The purpose of LALSA is to create a family environment for students of color in general and Latino students in particular in order to make the law school experience as painless as possible. It exists to pursue academic excellence and the advancement of Latino



students in the legal profession, to promote human rights, and to fight racism.

LALSA's primary goals include becoming an organization capable of addressing the needs of Latino law students, improving the law school environment for Latino law students, and creating partnerships with the Latino community as it relates to legal issues.

#### LAW STUDENT DIVISION OF THE AMERICAN BAR ASSOCIATION (ABA/LSD)

The Law Student Division of the American Bar Association is the largest national law student organization in the country. ABA/LSD affords students an opportunity to meet students from other law schools through symposia, conferences, and participation on committees of the ABA. ABA/LSD also hosts a number of programs, including the National Appellate Advocacy Competition and Client Counseling Competition.

#### PHI ALPHA DELTA

Phi Alpha Delta (PAD) creates a forum for dialogue among law students, practicing attorneys, and judges. This opportunity provides students with practical information and legal skills outside the curriculum. PAD encourages professional growth through programs designed to cope with the stresses of law school, secure employment, make valuable professional contacts, develop leadership skills, and increase awareness of ethical and other professional obligations.

#### PUBLIC JUSTICE FOUNDATION

The PJF is the Law School's Public Interest Law Student Organization. The objectives of PJF are to raise awareness about public sector law practice by facilitating student employment in the area and to expose the law school community to important legal issues through debate and discussion.

The PJF holds various fund-raisers, including the annual service auction. The auction is the principle fund-raiser, and all of the money raised provides summer fellowships for Hofstra Law students. These fellowships enable the recipients to take low or nonpaying jobs in the public sector that they otherwise would be unable to accept due to financial constraints.

The PJF also has sponsored debates on prisoners' rights, the policy and constitutionality of "hate crimes," the Clarence Thomas nomination, and most recently "Clintonomics."

#### R.E.A.C.H.

In 1994 a R.E.A.C.H. (Research, Education and Advocacy to Combat Homelessness) chapter was established at Hofstra School of Law. The R.E.A.C.H. project is a nonprofit, student-run organization that provides advocacy for homeless persons as well as legal support for community-based groups and organizations which work on homelessness and low-income housing issues.

R.E.A.C.H. activities have included a successful food and clothing drive to provide help for needy people, as well as an educational forum dealing with issues affecting the homeless. Judge William Erlbaum, a criminal court judge in New York City served as the keynote speaker at the forum. Hofstra has been awarded a grant from The New York Bar Foundation for the further development of its R.E.A.C.H. project. R.E.A.C.H. received the New York State Bar Association Law Student *Pro Bono* Award for 1996.

#### REPUBLICAN LAW STUDENTS ASSOCIATION OF NEW YORK, HOFSTRA LAW SCHOOL CHAPTER

The Hofstra Law School Chapter of the Republican Law Students Association of New York (RLSA) is dedicated to providing opportunities to its members in the academic, professional, political, and social arenas.

The RLSA sponsors services such as a big brother/sister program, case briefing workshop, legal writing workshop, and examination preparation seminars. Alumni and other attorneys serve as guest lecturers on topics ranging from interviewing techniques to preparing for the bar examination. The RLSA also fosters opportunities for its members to become involved in election campaigns and has a tradition of facilitating internships with judges and other elected officials.

The Board of Advisors of the Hofstra Chapter is composed of attorneys, government and judicial officials, and prominent citizens. They provide guidance for the organization and foster employment contacts.

The RLSA annually sponsors the state association's John Charles Fremond Memorial Dinner where awards are given to leaders in politics and law. All students are welcome to participate in the services offered by chapters of the RLSA throughout the state.





#### SPORTS AND ENTERTAINMENT LAW GROUP

The Sports and Entertainment Law Group, founded in the spring 1994 semester, functions to attract speakers and provide an open forum for students interested in all aspects of sports and entertainment law.

The group consists of a 10-person steering committee and attracted the interest of more than 70 students upon its inauguration. The group also seeks to organize industry trips, compile key judicial opinions, and assist students with job searches.

#### STUDENT BAR ASSOCIATION

The Hofstra Student Bar Association is the Law School's form of student government. The SBA is composed of 16 people, four officers and 12 representatives (four from each year). The first-year class elects its representatives during September. All other positions are filled in March.

The SBA functions to allocate the student activity fee to different clubs, coordinate club activities, act as the liaison between the students and faculty, publish the school newspaper, and provide some social functions.

#### TRIAL ADVOCACY CLUB

The goal of the Trial Advocacy Club is to promote and encourage student interest in trial advocacy. In addition to inviting practicing trial attorneys to speak at the Law School on litigation techniques and strategies, the club sponsors a series of trial skills workshops designed to provide students with a noncompetitive forum in which to practice and develop their trial skills. Students participate in all phases of a trial and receive feedback from both faculty members and peers. Club membership is open to all students.

#### UNEMPLOYMENT ACTION CENTER

In August 1991 Hofstra Law School became the fourth host school to have a chapter of the Unemployment Action Center, Inc. (U.A.C.). The U.A.C. is a nonprofit, student-run corporation that offers free advice and representation to persons denied unemployment benefits. The Hofstra School of Law U.A.C. Chapter has approximately 50 student advocates each semester, each of whom takes at least one case. The Unemployment Action Center received the New York State Bar Association Law Student *Pro Bono* Award for 1992.



# ADMISSION

The Admissions Office of the School of Law is open Monday through Friday from 9 a.m. to 5 p.m., except on holidays. Information may be obtained by telephone during business hours. The number is (516) 463-5916.

## REQUIREMENTS FOR ADMISSION

An applicant must be a graduate of an approved college or university and must file proof that he or she holds an accredited bachelor's degree after a course of study at that institution. A student may, however, file for admission on the basis of three years of undergraduate work, provided that he or she is working toward a bachelor's degree and will have been awarded it prior to the start of lectures at the School of Law. No specific undergraduate course of study is required.

The structure of the admissions process is designed to ensure that applications are given a personalized review. The faculty admissions committee exercises great care in evaluating all facets of applications. The LSAT and undergraduate record, although important, are not determinative. Other factors include the applicant's trend in grades, work experience or extracurricular activities, and recommendations. Factors other than the LSAT and undergraduate record are particularly significant for older applicants and for those whose history demonstrates educational disadvantages.

## ADMISSION PROCEDURE

Applications for admission must be submitted on the Law School's official application form. Additional forms, such as the one found in this catalog, are also available from the School of Law, 121 Hofstra University, Hempstead, New York 11550-1090. Hofstra University School of Law also participates in Law Multi-App. You may complete your application to the Law School on your computer by using this software program in Windows.

The School of Law will begin to accept applications for the fall semester from the first of October prior to the September in which an applicant seeks to be admitted. Applications are processed on a modified rolling admissions basis. Therefore, it is advisable to see to it that the application and related materials are completed as soon as possible. The deadline for filing applications is April 15. Personal interviews are not part of the regular admissions process. We, however, do read personal statements submitted by applicants. In addition, we give substantial weight to recommen-

dations from responsible people who know the applicants and who are prepared to vouch for them as a matter of personal judgment.

The steps in the admission procedure are as follows:

1. Send a completed application directly to the School of Law. Complete the post cards and labels.
2. Include a check or money order in the amount of \$60, payable to the order of Hofstra University, in payment of the application fee. This fee is not refundable, is not credited toward tuition, and is not applicable toward the fee for the LSDAS.
3. Include a personal statement, which must be completed for the application to be processed.
4. Arrange for the School of Law to receive a completed evaluation form and one letter of recommendation. Additional references are not required but are encouraged.
5. Register with LSDAS and supply it with the data requested.
6. Arrange to take the LSAT. You need not wait until you have taken the LSAT to make formal application to the School of Law. Application forms for the LSAT are available at the School of Law or can be obtained by writing directly to:

### Law Services

Box 2000

Penn Street

Newtown, Pennsylvania 18940-0998

Applications are reviewed periodically throughout the winter and early spring months and applicants are notified of the decisions reached on a continuing basis. Acceptances can be made only by the Dean in writing, and no one is authorized to make any representation regarding the status of an application or the likelihood of an acceptance.

A limited number of highly qualified applicants who are not immediately accepted will be given the opportunity to be placed on our waiting list.

## TRANSFER STUDENTS

A select number of students who achieve high academic standing at other accredited law schools may be eligible for admission with advanced standing to the Hofstra School of Law. Credit for courses previously taken will be determined by the Dean's Office. Transfer applicants are required to go through the regular application process (including LSDAS), indicating on their application forms that they are applying as transfer students. Letters of recommendation must include



a dean's recommendation from the last law school attended indicating that the applicant is in good academic standing and is eligible to return to that law school. No decision will be made on any transfer application until transcripts of all prior law study have been received. Admission with advanced standing will be granted only in August and no more than one year's credit for previous law study will be allowed. The transfer application fee is the same as the regular law school application fee.

### VISITING STUDENTS

A limited number of non-Hofstra students may be eligible for admission as visiting students. Applications are available from the School of Law Office of Admissions and must be accompanied by the regular law school application fee.

Hofstra students who wish to visit at another law school must receive written permission from the Senior Assistant Dean for Student Affairs. Permission will be granted only in the most extraordinary circumstances, and the student must meet all Hofstra requirements for graduation.

### LAW SCHOOL ADMISSION TEST

All applicants for admission are required to take the Law School Admission Test, which is administered by Law Services four times a year at various test centers throughout the United States as well as in foreign countries. For information write to:

Law Services  
Box 2000  
Penn Street  
Newtown, PA 18940-0998

Applicants are advised to take the LSAT as early as possible.

### LAW SCHOOL DATA ASSEMBLY SERVICE

The School of Law participates in the Law School Data Assembly Service (LSDAS) developed by the Law School Admission Council. The LSDAS greatly simplifies both the application and the admission procedures at the School of Law.

A transcript for each college or university attended should be sent directly to: LSDAS Law Services Box 2000-C Newtown, Pennsylvania 18940-0994

LSDAS will analyze the transcripts and send a copy to this law school and others that have been designated on the registration form. If the application is accepted by this law school, the applicant must submit a final transcript directly to the School of Law before matricu-

lation showing the degree conferred and the date.

Note: Registration with the LSDAS neither constitutes application for admission to the School of Law nor enables one to take the LSAT. Application to law school must be made by filing the appropriate papers with each school. To register for the LSAT, candidates must submit the LSAT Registration Form and fees.



### TUITION AND FEES

An applicant for admission who has been accepted must pay a first deposit of \$250 (see schedule that follows) to secure a position in the incoming class. The deposit is not refundable after April 1, but will be credited toward payment of first-year tuition. Additionally, a second deposit of \$600 is due by June 1. This second deposit is not refundable after July 1. This second deposit will also be credited toward payment of first-year tuition.



Applicants who are accepted are urged to send in their first deposit by return mail, because until we have received the deposit, the applicant's place in the School of Law cannot be assured. Any delay in sending the deposit, therefore, may result in acceptance of another applicant (in which event the late deposit will be returned).

Tuition for the first semester must be paid by the date indicated on the bill. Failure to make timely tuition payment, or to make alternate arrangements satisfactory to the Office of Student Accounts, will result in forfeiture of the student's place and selection of another candidate.

Tuition and fees for each semester thereafter must be paid in full prior to the start of lectures as directed by the Office of Student Accounts at the University. (For the remission policy, see Withdrawal from the School of Law in the Course of Studies section.)

Students applying for University-owned housing must pay a prepayment housing fee of an additional \$100 to be considered for such accommodations.

It is estimated that the cost for new casebooks, which may be obtained at the University Bookstore, will be \$600. Used copies may be substituted.

## REACTIVATING ADMISSION FILES

Applicants who have applied for admission within the past three years may file a written request that such applications be reactivated for consideration. An application fee of \$60 must accompany the request. Such applicants must update the file, may submit additional recommendations, and must arrange for their LSDAS subscription to be active.

APPLICATION FEE must accompany the application form; not credited to tuition .....	\$60.
Deposit upon acceptance; credited to tuition .....	250.
Second deposit due by June 1, credited to tuition .....	600.
Tuition, per semester .....	9920.
Tuition, Trial Techniques Program (optional January course, see page 23) .....	730.
Deferred tuition payment fee, per semester .....	2% for 2 months
Activities Fee, per semester .....	30.
Health Center Fee, per semester .....	44.
Summer Externship Fee* .....	500.
University Fee, per semester .....	125.
Transcripts, each .....	2.
University-owned housing:	
Rent: per semester or per six-month lease, depending upon accommodations selected .....	3515.-5625.
Organization of Resident Students Fee .....	5.
Board, per semester, depending upon meal plan selected .....	495.-1350.
Prepayment Housing Fee; credited to the first semester bill .....	100.
Sickness Insurance Fee, per semester .....	53.
Breakage Deposit—University-owned housing .....	100.
(Payable each academic year and refundable at the end of each academic year, less breakage charge, if any.)	

\*If other courses are taken during the same summer session, the student must pay the prevailing per credit tuition rate for the summer externship as well as for other summer courses.

The University reserves the right to change its tuition and fees at any time, and it is likely that tuition will increase each year.



## CAREER SERVICES

The staff of six professionals at the Office of Career Services (OCS) is dedicated to providing students and alumni/ae with the most comprehensive career planning services and the most up-to-date information and techniques for job searching. Our goal is to offer all the support, advice, and resources necessary to ensure that our graduates launch satisfying and challenging legal careers consistent with their interests, skills, and values.

The process begins with fundamental training—perfecting the resume and cover letter and mastering the career researching, networking, and interviewing skills critical to securing satisfying legal employment. Next, we focus on educating students regarding the full range of career alternatives and the exciting variety of legal specialties open to today's professionals. Finally, we endeavor to expand the career opportunities available to our students and alumni/ae through a wide variety of development initiatives. Furthermore, the Law School's commitment to the career development of its students and alumni is illustrated by the state-of-the-art OCS facilities in the newly constructed Axinn Hall that is expected to be completed in spring 1997.

Senior Assistant Dean Michael J.K. Schiumo came to Hofstra in 1995 after two years at Boston University School of Law and several years of corporate practice. Director Diane Schwartzberg is an invaluable resource who has more than 14 years of experience in career counseling at the Law School. Diane Bergner, a 1984 graduate of the Law School, is the Director of Public Sector Career Services and coordinates the School's *Pro Bono* Program. Along with a talented staff of professionals, the Office of Career Services works closely with students every step of the way—from researching a burgeoning area of law to developing contacts with attorneys in the area, to polishing the resume and cover letter, to providing last-minute advice before a crucial interview. Whether a student is in search of a part-time job, externship for credit, summer employment, a *pro bono* project, or a permanent position following graduation, the resources and facilities of the Office of Career Services are designed to facilitate the job search process.

We engage in a year-round effort to solicit employment opportunities nationwide for our students and graduates and to provide ample information and education regarding these job opportunities.

Students and alumni/ae are encouraged to regard the Office of Career Services as their own personal "office away from home." Two computers, a LaserJet printer, a typewriter, and a telephone are dedicated exclusively for the use of students in the job search process. Students also receive assistance in the use of



a facsimile machine to dispatch and receive employment-related correspondence. Videotaping equipment is available to record all Office of Career Services panels, as well as to provide one-on-one interviewing skills training sessions conducted by Maureen Regan, a communications expert with 15 years of experience in coaching attorneys and law students.

Students have the benefit of the latest technological advances in the career researching process. They receive special instruction in the use of computerized



databases such as Lexis and Westlaw to assist them with the job search and to prepare for interviews. The Office of Career Services also maintains a Resource Center that houses an extensive collection of reference books, directories, articles, specialty area bibliographies, newsletters, and periodicals concerning career alternatives for law school graduates. The office also maintains an extensive audiotape and videotape library available for overnight borrowing by students and alumni/ae. To keep students apprised of job opportunities, internships, fellowships, job fairs, and other special events, the Office of Career Services publishes *Career Connections*, a weekly newsletter. Announcements of special events are circulated to all students and constantly updated bulletin boards provide the latest job searching news and information. Numerous booklets and handouts are prepared to aid in all aspects of the job search process, and new publications are provided to students throughout the year.

The On-Campus Recruitment Program is one of the most visible services provided by the Office of Career Services. This program enables many second- and third-year students to interview on the Hofstra Law School campus with representatives of law firms, government agencies, public interest organizations, accounting firms, and corporations. Those employers who do not participate in the On-Campus or Consortium Recruitment Programs elect to take part in the Resume Referral Program. These employers circulate hiring criteria through the Office of Career Services; students' resumes are collected and forwarded to the participating employers, who then arrange interview schedules at their offices.

In addition to providing our students with access to the widest possible array of employment opportunities, we endeavor to educate students regarding the wide variety of career alternatives available to law school graduates. The Office of Career Services sponsors two informational career fairs each academic year, which give students the opportunity to meet informally with alumni/ae practicing in a wide variety of areas. The Private Sector Career Fair, representing more than 25 specialty areas, is held in the fall, and the Government and Public Interest Career Fair takes place in the spring. In addition to having the opportunity to discuss legal career alternatives with practitioners, students are provided with bibliographies for career researching, articles, and other helpful information at the Career Fairs. Throughout the year the Office of Career

Services sponsors numerous panels on diverse areas of practice, including corporate and transactional practice and complex commercial litigation at large law firms as well as legal careers in prosecution and other areas of law enforcement. A comprehensive Judicial Clerkship Program provides information and assistance to students interested in pursuing this valuable postgraduate work experience.

The Office of Career Services provides seminars and workshops in practical job searching skills, including resume and cover letter writing and a three-part job strategy workshop with instruction in networking techniques. The Office of Career Services endeavors to work closely with student groups to provide programming responsive to the needs of all students. Special panels on career issues for women and people of color bring students together with alumni and bar association leaders to discuss critical career topics. The Student Advisory Committee allows students to participate in developing new programs and services; in the past, the Committee has organized a highly successful series of round table dinners in sports and entertainment law, criminal law, matrimonial law, corporate law, and other specialty areas.

Hofstra Law School graduates routinely secure positions with leading private law firms, corporations, federal, state, and local government agencies (including prosecutors' and defenders' offices and judicial clerkships), academic institutions, and public interest organizations.

Members of the Class of 1995 successfully obtained employment in a wide range of practice settings. Ninety-two percent of our respondents\* in the Class of 1995 secured positions within six months of graduation. The employment choices of members of the Class of 1995 reflect current trends nationally in the career paths of new law graduates:

Private Practice	65%
Business and Industry	14%
Government Agencies (city, state, federal)	11%
Judicial Clerkships	7%
Public Interest Organizations	2%
Academic	1%

\*The respondent group constituted 88 percent of all members of the class. Four percent were not seeking employment at the time of the survey.



## SCHOLARSHIPS

### The Mitchell B. Adler Memorial Scholarship

This endowed scholarship has been established by the family and friends of the late Mitchell B. Adler, Class of 1976.

### The Bertram D. Brettschneider Endowed Distinguished Academic Scholarship in Law

This scholarship has been established in memory and honor of Professor Bertram D. Brettschneider. It is awarded to an entering law student who has financial need and outstanding academic credentials and who displays intellectual curiosity and analytic clarity which were the hallmark of Professor Brettschneider's work.

### The Barbara and Maurice A. Deane Distinguished Academic Scholarship in Law

This endowed scholarship has been established by Barbara and Maurice A. Deane to provide a full-tuition scholarship for a law student of superior academic standing.

### The Jonathan Falk Memorial Scholarship

This endowed scholarship has been established in honor of the late Jonathan Falk, Class of 1977, by his family, friends, classmates, and the law firm of Jackson, Lewis, Schnitzler and Krupman.

### The Commissioner Monica Gollub Endowed Memorial Scholarship

This endowed scholarship, established by the Gollub family in memory of Monica Gollub, a Commissioner of the New York State Workers' Compensation Board, is designated for a meritorious student who cannot attend law school without financial assistance.

### The Milton M. Gardner Endowed Scholarship

This endowed scholarship has been established by the family and friends of Milton M. Gardner for a law student who has financial need and outstanding academic performance.

### The Dwight L. Greene Memorial Scholarship

This endowed scholarship has been established by the Hofstra University School of Law and the law firm of Davis Polk and Wardwell and family, friends, and colleagues in memory of Professor Dwight L. Greene. This scholarship is awarded each year to an entering law student who is committed to the ideals of equality, justice, diversity, and excellence to which Professor Greene devoted his life's work.

### The David K. Kadane Fellowship in Public Interest Law

This scholarship has been established by the faculty and administration to assist students committed to a career in public interest law.

### The LALSA Alumni Endowed Scholarship

This scholarship fund has been established by the alumni of the Latino Law Students Association to support the legal education of Latino students in attendance at Hofstra.

### The Law School Alumni Endowed Distinguished Academic Scholarship

This endowed scholarship has been established by graduates of the Hofstra University School of Law to provide a full-tuition scholarship for a law student of superior academic standing.

### The Law School Endowed Distinguished Academic Scholarship

This endowed scholarship has been established by the School of Law to provide a full-tuition scholarship for a law student of superior academic standing.

### The Lester Fortunoff Memorial Scholarship

This scholarship has been established by Alan Fortunoff and Fortunoff's in memory of Lester Fortunoff. The scholarship is awarded to a student or applicant with superior academic credentials.

### The Blanche E. Jeffery Endowed Scholarship

This endowed scholarship has been established by the Jeffery Family Foundation. It is awarded to a female student of superior academic standing.

### The John J. Regan Memorial Scholarship

This scholarship has been established by the Hofstra School of Law, family, friends, and colleagues in memory of Professor John J. Regan, a former Dean of the Law School. It honors Professor Regan, who was a brilliant teacher, nationally recognized scholar, and esteemed member of the Hofstra Law community. This endowed scholarship is awarded each year to a law student with outstanding academic credentials.

### Arthur D. Sanders and Jerry Spiegel Endowed Scholarship

This endowed scholarship has been established by Arthur D. Sanders and Jerry Spiegel for a law student who has financial need and outstanding academic achievement.



### **The Lawrence C. Schoen Scholarship in Memory of Howard H. Born**

This endowed scholarship has been established by Lawrence Schoen in memory of Howard H. Born to provide a full-tuition scholarship for a law student of superior academic standing.

### **The Justice Raymond L. Wilkes Memorial Scholarship Fund**

This endowed scholarship fund has been established in honor of the late Justice Raymond L. Wilkes by a committee of his friends. A number of awards are presented to needy and talented students in support of their enrollment in the Trial Techniques Program.

### **The 100 Black Men Nassau/Suffolk, Inc., Scholarship**

This endowed scholarship, established by the members of 100 Black Men Nassau/Suffolk, Inc., supports the legal education of black students in attendance at Hofstra.

### **The Edward Arthur Bergida Scholarship**

### **The Denise Carty-Bennia Scholarship**

### **The Martin A. Frankel Memorial Scholarship**

### **The Martin Granirer Memorial Scholarship**

### **The Herman Hillman Memorial Scholarship**

### **The Law Review Scholarship Fund**

### **The William F. Levine Scholarship**

### **The Lubov Family Scholarship**

### **The Patricia F. Moore Endowed Scholarship**

### **The Walter Sackur Scholarship**

### **The Deborah Sloyer Memorial Scholarship in Trial Advocacy**

### **The Edward J. Speno Memorial Scholarship**

### **The Gerald G. Wright Scholarship**

## **LOAN REPAYMENT ASSISTANCE PROGRAM**

The purpose of this program is to forgive a portion of the educational debt for eligible graduates who work in public interest jobs. Graduates who meet the income and employment eligibility requirements receive assistance, which at present is limited to forgiving a portion of outstanding Hofstra University School of Law loans.

## **FINANCIAL AID THROUGH THE SCHOOL OF LAW**

Many options exist to manage the cost of attending law school. Students typically rely on a combination of loans, grants, help from families, and their own savings to pay for law school. The Financial Aid Office assists each student to determine appropriate sources to obtain sufficient funding to bridge the difference between the cost of attending Hofstra and each individual's available resources. Financial aid may be awarded in the form of grants and/or loans. All loans and grants are offset against tuition. Hofstra School of Law tries to distribute financial awards to all needy students. As a result of the heavy demand for financial aid, an applicant should not expect (regardless of the applicant's need) that the School of Law will provide total support for the tuition and/or living expenses of any individual student.

All applicants for financial aid must complete the following forms:

1. Free Application for Federal Student Aid (FAFSA). This analysis is used to determine eligibility for federal loans.
2. Hofstra University School of Law Financial Aid Application. This form is a request for financial aid from institutional funds.
3. Need Access Diskette—This analysis is used to determine eligibility for institutional aid.
4. Financial Aid Transcript.

The FAFSA should be filed as soon as possible after the admission application has been submitted so that if a favorable admission determination is made, the financial aid application can be reviewed promptly. After the FAFSA is filed, the student will receive a Student Aid Report. This must be checked for accuracy, signed, and a copy must be submitted to the Law School Financial Aid Office which is located in Room 203 of the Law School. The telephone number is 516-463-5929. Each student will be advised as to eligibility for institutional funds and federal and private loans. The following are some possible sources of financial aid for which the student may be eligible.



## THE FEDERAL FAMILY EDUCATION LOAN PROGRAM

This loan program enables a student to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan. One may apply for a loan if enrolled or accepted for enrollment.

## SUBSIDIZED FEDERAL STAFFORD STUDENT LOANS

The student must establish eligibility for this loan on the basis of financial need as determined by current federal regulations. A full-time graduate or professional student may borrow up to \$8,500 a year. There is an origination fee of 3 percent and a guarantee fee of .75 percent. Interest rates for all borrowers for loans first disbursed on or after July 1, 1995, for periods of enrollment that include or begin on or after July 1, 1995, will be based on the 91-day T-Bill + 2.5 percent, with a cap of 8.25 percent. Students who receive this loan are eligible for federal interest benefits, that is, the federal government will pay the interest for them until they must begin repaying the loan.

## UNSUBSIDIZED FEDERAL STAFFORD LOANS

The Unsubsidized Federal Stafford Student Loan is a non-need-based loan. A full-time graduate or professional student may borrow \$8,500 per year minus the amount of a Subsidized Stafford Loan plus \$10,000. The program replaces the Federal Supplemental Loan for Students, effective July 1, 1994. Interest accrues during in-school, grace, and deferment periods and must be paid monthly or quarterly, or may be capitalized no more frequently than quarterly or once at graduation. The repayment period for these loans begins following a six-month grace period after the in-school period. Interest rates and fees are the same as those listed above for the Subsidized Federal Stafford Loan.

## FEDERAL PERKINS LOAN

Perkins Loans are based on need and are contingent upon the amount of federal monies received annually by the University. Under the regulations of this program, undergraduate students receive priority consideration for available funds. A maximum of \$1,000 may be borrowed each academic year with a maximum allowable debt for undergraduate and graduate study

of \$12,000. No interest is charged or repayment of principal required until six months after the recipient ceases to be at least a half-time student. When repayment begins, 5 percent simple interest is charged and regular quarterly payments must be made to the University.

## COLLEGE WORK-STUDY PROGRAM (CWS)

The College Work-Study Program provides funds for jobs for students who have financial need and who must earn a part of their education expenses. Incoming first-year law students may not participate in this program.

## NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

These grants are awarded by the State of New York to New York State residents who are in full attendance at colleges or universities located in the State of New York. Awards range from \$100 to \$1,200 per year based on New York State net taxable income. A





separate application must be filed. This program is subject to funding by New York State.

#### THE ACCESS GROUP PROGRAM - LAL LOAN

#### LAWLOANS PROGRAM - LSL LOAN

Law students can obtain Federal Stafford loans through the ACCESS GROUP PROGRAM or through the LAWLOANS Program even if they have outstanding Stafford Loans from another financial institution. In addition to these loans, students may also take a private LAW ACCESS LOAN (LAL) or through LAWLOANS (LSL) for additional funding IF THE STUDENT HAS AN ACCEPTABLE CREDIT RATING.

Filing the FAFSA does not constitute applying for a loan. A separate application for loans must be made. Applications are available from banks, credit unions,

savings and loan associations, The Access Group, and LAWLOANS. *All loan applications must be submitted to the Law School Financial Aid Office.* The prompt filing of all forms and applications will ensure that loans will arrive in time to make tuition payments.

Financial aid is contingent upon maintaining satisfactory academic progress. The qualitative and quantitative guidelines for meeting standards of satisfactory progress are the same as those defined in the Academic Regulations for the School of Law.

#### VETERANS BENEFITS

Funds for educational purposes are available to veterans of the Armed Forces. Hofstra School of Law is approved by the New York State Education Department for the training of veterans. Further information can be obtained from the Veteran's Representative at Hofstra.





## HONORS, PRIZES, AND AWARDS

*Dean's List:* A student who has earned a yearly grade-point average placing him within the top 15 percent of his class, is placed on the dean's list for that academic year. This designation is awarded after the spring semester of each year and includes summer school grades for the preceding summer.

*Graduation With Distinction:* A student who graduates with a cumulative grade-point average placing him within the top 10 percent of his graduating class, is graduated "with distinction." This notation appears on both the student's diploma and academic record. The graduating class is ranked at the completion of the spring semester.

The following prizes and awards are available annually to members of the graduating class:

*The Columbia Society of Real Estate Appraisers* awards a cash prize to the student for outstanding performance in real estate law.

*The Gina Maria Escarce Endowed Memorial Award.* The family and friends of Gina Maria Escarce, Class of 1988, have established this endowed scholarship in her memory. The scholarship is awarded to the graduating student who has contributed the most to the learning and understanding of difficult legal concepts by posing questions in class and participating in class discussions.

*The Charles C. Falabella Award,* sponsored by the Long Island Industrial Relations Research Association, provides a cash prize to acknowledge outstanding academic achievement in the field of industrial and labor relations.

*The Foundation Press* awards prizes to the outstanding student in each of the following subject areas: constitutional law and civil rights, practice and procedure. It also makes an award for outstanding service to the Law School.

*The George and Sadie Krulik Award* is awarded for outstanding performance in Advanced Trial Advocacy.

*The Matthew Bender Company* awards prizes to the student who has achieved the highest academic standing in the three years of law school; to the student who,

in the judgment of the faculty, is the most outstanding law graduate; and to the student who, in the judgment of the faculty has excelled in community service.

*The West Publishing Company* awards prizes to graduating students who demonstrate outstanding overall scholastic achievement in Evidence, Securities Regulation, Domestic Relations, and the Uniform Commercial Code. In addition, first-year students receive an award to recognize outstanding scholastic achievement in Contracts, Torts, Property, Criminal Law, and Civil Procedure.

*The Nassau County-Suffolk County Trial Lawyers' Section of the Nassau County and Suffolk County Bar Associations* awards a cash prize to an upper-class student who has excelled in moot court competition and the trial advocacy program.

*The Philip Blumenson Memorial Award in Real Property* is an annual cash prize of \$250 awarded by the Great Neck Lawyers Association to the graduating student who in the judgment of the faculty has demonstrated excellence in the area of real property. This award is given in memory of Philip Blumenson, who served as an outstanding real estate attorney, a Village Justice of the Incorporated Village of Great Neck, and as President of the Great Neck Lawyers Association.

*The Leon Stern Memorial Prize for Excellence in the Study of Criminal and Constitutional Law* is an annual award by the Criminal Courts Bar Association of Nassau County to the graduating student who has attained the highest cumulative grade-point average in the courses of criminal law, criminal procedure, and constitutional law. This prize is given in memory of Leon Stern, who served as an Assistant District Attorney in Nassau County, as a distinguished defense attorney, and as President of the Criminal Courts Bar Association.

*The Benjamin Weintraub and Alan N. Resnick Bankruptcy Law Award,* endowed by Charles H. Weintraub, Esq., is awarded to a graduating student who has demonstrated academic excellence and commitment to future professional contribution in the field of bankruptcy law.



# ABOUT HOFSTRA UNIVERSITY

Hofstra University is an independent, nonsectarian, coeducational institution in Hempstead, New York, on suburban Long Island, 25 miles east of Manhattan. Dedicated at its founding in 1935 to providing a strong foundation in the liberal arts and sciences, Hofstra offers its students a great range of undergraduate, graduate, and professional programs. Students have come from all of the states in the country and from 72 foreign lands to earn their bachelor, master, law, or doctoral degrees, or a professional or advanced study diploma at Hofstra. The main academic divisions are the Hofstra College of Liberal Arts and Sciences, the School of Communication, the Frank G. Zarb School of Business, the School of Education, New College of Hofstra, University College for Continuing Education, and the School of Law. Hofstra is also the site of a federal courthouse for the Eastern District of New York. The university's campus includes more than 100 buildings on 238 acres.

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

The School of Law is located in an air-conditioned, three-level building, designed to be in harmony with the brick neoclassic buildings on the south campus. In the Law School's Moot Courtroom, designed to simulate actual courtroom conditions, students view and criticize their own moot court practice through the use of advanced audiovisual equipment, including remote-control, closed-circuit television cameras and recording devices.

An expansion to the School of Law has added significant library space, including student study group rooms and computer labs, an expanded Career Services facility, additional seminar rooms, and a plaza that is conducive for informal student gatherings and for social functions.

A new building is being constructed directly across the street from the Law School which will house the clinical programs and the new Office of Career Services. The new clinical programs facility will provide state-of-the-art student study space, a hearing room, conference room, faculty offices, and interview rooms. The new Career Services wing will provide expanded space for interview rooms, resource rooms, and a career services library.

Students with disabilities have ready access to all parts of the building through the use of gradually sloped internal and external ramps and an elevator.

Of the total university student body of 12,300, graduate students represent approximately 3,300, including approximately 825 law students.

The University's undergraduate programs span some 84 specializations. The degrees conferred are Associate in Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Education.

Master's degrees may be earned in 88 specializations in the liberal arts, education, business administration, and science in education. Programs are offered in business and education leading to professional and advanced study diplomas and certificates. Doctoral programs lead to the Ph.D. in School-Community Psychology for the Working Psychologist; Applied Research and Evaluation in Psychology; Reading, Language and Cognition; and the Ed.D. in Educational Administration and Reading. The School of Law confers the Juris Doctor degree.

Of a total of some 962 faculty, 442 are full-time. More than 90 percent of tenured faculty hold the highest degrees in their fields.

## CAMPUS ACTIVITIES

*Athletics and Recreation:* Hofstra offers an extensive intercollegiate and intramural sports program as well as recreational facilities in the Physical Fitness Center. An Olympic-sized swimming pool is available for student use.

*Conferences:* The Hofstra University Cultural Center organizes and sponsors conferences on a variety of subjects. Beginning in 1982, annual presidential conferences have focused on the presidents who have held office since the formation of Hofstra University. The conferences have examined the presidencies of Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald R. Ford, Jimmy Carter, and Ronald Reagan.

*Films:* The Student Center's Theater screens many feature films during the academic year, and there are other film events presented by various departments during the year.

*Fine and Performing Arts:* Hofstra is outstanding in these areas with its performances far above usual college standards. Each year a formal program of plays, operas, operettas, and concerts is held, reaching a climax each spring with the nationally known Shakespeare Festival and the Festival of the Arts. Law students with musical interests are welcome to audition for the university's Concert Band, Orchestra, Collegium Musicum, Mixed Chorus, Opera Theater, and the Music Repertory Company Jazz Ensemble. The Emily Lowe Gallery mounts some eight exhibitions a year and, while not large, has an international reputation.



Calkins Hall has a student art gallery. The Joan and Donald E. Axinn library sometimes has art exhibitions, while its Filderman Gallery stages about five exhibits a year of rarities and fine book art.

*Language Laboratory:* This has every modern facility to help a student practice or brush up on a foreign language.

*Library:* In addition to the Law Library of more than 400,000 volumes, the Joan and Donald E. Axinn Library, which won four major awards the year it opened (1967), lends itself to reading for pleasure or special interest. Main stacks are open; there are more than 1.4 million volumes. A Periodicals Department and a highly varied Special Collections Department may be explored in comfortable reading rooms.

*Student Center and Activities:* The Student Center is the social center, housing three self-service restaurants, a bookstore, a game room, an arts and crafts workshop, a Rathskeller, and an Ice Cream Parlor, as well as meeting rooms, a theater, and a Multipurpose Room for special events.

*University Club:* Law students are eligible for membership, currently \$100 per year. The club has a restaurant for lunch and dinner, bar and lounge, and sponsors special events from time to time.

## HEALTH CENTER

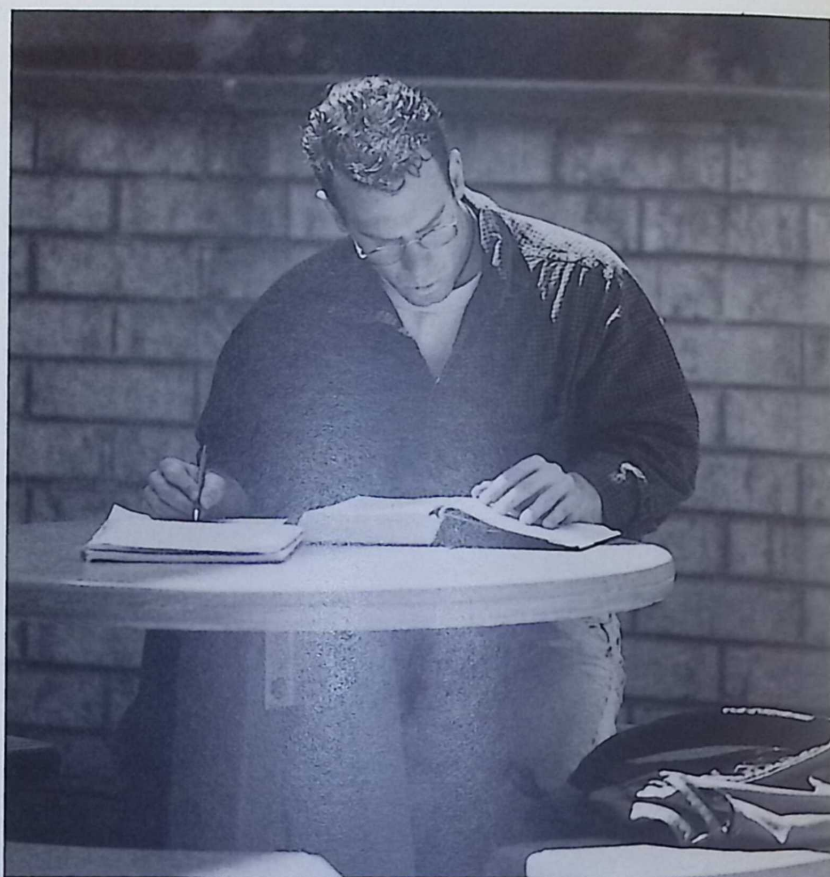
Confidential medical care and confidential counseling services are provided to Hofstra students at the Hofstra University Health Center.

*Health Services:* All students are required to provide a physician's medical history and physical examination, which includes the New York State required proof of immunization against measles (two injections), mumps, and rubella. Care in the eight-bed medical facility is available 24 hours a day, seven days a week. Physicians are available on a daily basis and hours are posted. The gynecology clinic is conducted weekly without charge to the student. Nurses are always present and available for all emergencies, and a physician is on call at all times. If hospital care is necessary, transportation to a local hospital is provided by the Public Safety Department. In case of illness or if requested, overnight care is available in the Health Center.

*Counseling Services:* All services are completely confidential and, except for an emergency, information about a student is released only with his/her written consent. For further information, please call (516) 463-6793.

Neither medical nor psychological evaluation is part of a student's Hofstra record.

During the summer months the Health Center is



open Monday through Friday from 9 a.m. to 5 p.m., and no overnight care is available. For further information, please call (516) 463-6745.

## HOUSING AND PARKING

*Housing:* Housing for law students is available in three distinct living environments:

### NETHERLANDS COMPLEX

Suites of two to four law or graduate students share a private bath and a lounge in houses designed for 50 residents. Students have the option of requesting super single accommodation. Super singles are double rooms assigned at a premium rate. This option has expanded during the past two years to meet increased student demand.

### ALLIANCE TOWER

Students live in doubles, singles, and super singles in a traditional residence hall on floors reserved for law and graduate students. All rooms open onto a common corridor and share large common bathrooms.

### TWIN OAKS APARTMENTS

Law and graduate students may lease one- or two-bedroom apartments on a six-month renewable lease. Twin Oaks is university-owned and operated. It is located one-half mile from the main campus. A Hofstra



courtesy bus operates free of charge to transport students to and from the main campus and the Twin Oaks Apartments. The bus also makes daily trips to the train station for ease of access to the rest of Hempstead and New York City.

Accepted students interested in applying for university housing must complete a housing application and submit a \$100 prepayment fee. Assignments for housing are made according to the date each application is received. Further information may be obtained from the Office of Residential Life: (516) 463-6930.

Hofstra University encourages students to consider living on campus. However, students interested in other housing may come to the Office of Residential Life, 107 Student Center, to take advantage of the listings of available off-campus options not affiliated with Hofstra. Additional listings are posted on the bulletin boards in the School of Law

*Parking:* A limited number of parking spaces for

students, faculty, and staff is provided in designated areas. All vehicles must be registered with the Public Safety Office. Parking stickers, which are to be displayed on the front and rear of each vehicle, and a copy of campus vehicle regulations may be obtained at registration or at the Public Safety Office.

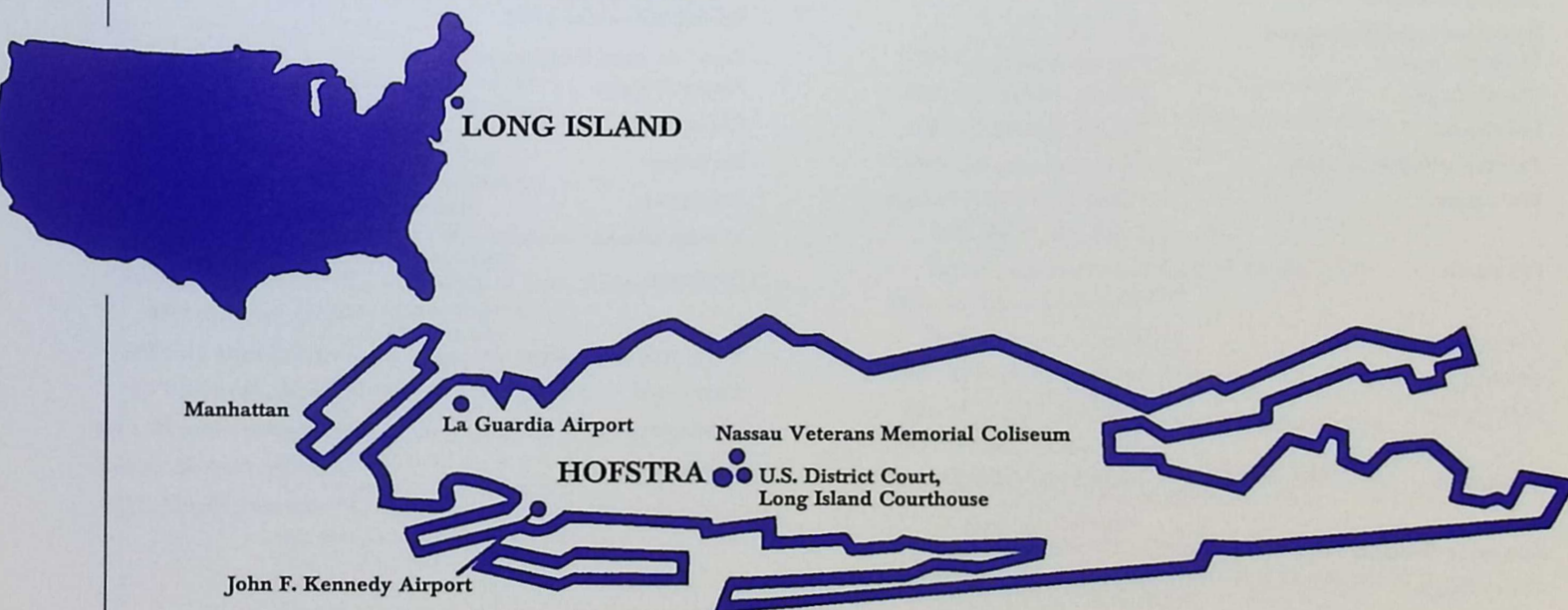
### THE DIANE LINDNER-GOLDBERG CHILD CARE INSTITUTE

Children of Hofstra students are eligible to enroll in the Child Care Institute on campus. The facility offers infant day care as well as an educational program for children 2 to 5 years of age, Monday through Friday from 7:30 a.m. to 5:30 p.m. For further information please call (516) 463-5194.

### HOFSTRA POLICY REGARDING COMMERCIAL VENDORS

It is Hofstra University School of Law policy that no student organization, without permission, may sponsor any group at the School of Law that solicits funds from students for products or services.

## ROUTES TO HOFSTRA



### ROUTES TO HOFSTRA, LONG ISLAND, NEW YORK

Hofstra Law School is located in Hempstead, Long Island, New York. The campus is situated approximately 25 minutes by car from either John F. Kennedy International Airport or LaGuardia Airport. By car, (1) travel on the Long Island Expressway to Exit 38; then south on the Northern State Parkway to Exit 31A; then south on the Meadowbrook State Parkway to Exit M4; and then west on Hempstead Turnpike to the campus; or (2) travel on the Southern State Parkway to Exit 22; then north on the Meadowbrook State Parkway to Exit M4; and then west on Hempstead Turnpike to the campus.

Hofstra may also be reached by Long Island Rail Road to Hempstead (approximately 50 minutes from Manhattan).



**Fall Semester 1996**

Entering students participation in Mock Jury Trials	Friday, August 16 and Saturday, August 17, 1996
First-Year Orientation and Legal Methods begin	Wednesday, August 21, 1996
Second-Year Appellate Advocacy begins	Thursday, August 22, 1996
First-, Second- and Third-Year classes begin	Monday, August 26, 1996
No classes	Monday, September 2, 1996
No classes	Monday, September 23, 1996
Friday schedule in effect	Tuesday, September 24, 1996
Monday schedule in effect	Wednesday, November 20, 1996
No classes	Thursday, November 28, and Friday, November 29, 1996
Classes end	Thursday, December 5, 1996
Reading day	Friday, December 6, 1996
Examinations	Monday, December 9, through Friday, December 20, 1996
Graduation	Sunday, December 22, 1996

**Trial Techniques**

Program begins	Thursday, January 2, 1997
Program ends	Friday, January 10, 1997

**Spring Semester 1997**

First-Year Legal Writing and Research begins	Monday, January 6, 1997
Classes begin	Monday, January 13, 1997
No classes	Monday, January 20, 1997
Monday schedule in effect	Friday, February 21, 1997
No classes	Monday, March 24, through Friday, March 28, 1997
No classes	Tuesday, April 22, and Wednesday, April 23, 1997
Classes end	Tuesday, April 29, 1997
Reading day	Wednesday, April 30, 1997
Examinations	Thursday, May 1, through Wednesday, May 14, 1997
Graduation	Sunday, May 18, 1997

**Summer Session 1997**

Classes begin	Monday, May 19, 1997
No classes	Monday, May 26, 1997
No classes	Friday, July 4, 1997
Friday schedule in effect	Tuesday, July 8, 1997
Examinations	Wednesday, July 9, and Thursday, July 10, 1997

**Fall Semester 1997**

Entering students participation in Mock Jury Trials	Friday, August 15 and Saturday, August 16, 1997
First-Year Orientation and Legal Methods begin	Wednesday, August 20, 1997
Second-Year Appellate Advocacy begins	Thursday, August 21, 1997
First-, Second-, and Third-Year classes begin	Monday, August 25, 1997
No classes	Monday, September 1, 1997
Thursday schedule in effect	Tuesday, September 30, 1997
No classes	Thursday, October 2, and Friday, October 3, 1997
Friday schedule in effect	Wednesday, October 1, 1997
No classes	Thursday, November 27, and Friday, November 28, 1997
Classes end	Friday, December 5, 1997
Examinations	Monday, December 8, through Friday, December 19, 1997

**Trial Techniques**

Program begins	Friday, January 2, 1998
Program ends	Sunday, January 11, 1998

**Spring Semester 1998**

First-Year Legal Writing and Research begins	Monday, January 5, 1998
Classes begin	Monday, January 12, 1998
No classes	Monday, January 19, 1998
No classes	Monday, February 16, 1998
Monday schedule in effect	Friday, February 20, 1998
No classes	Friday, April 10, through Friday, April 17, 1998
Friday schedule in effect	Tuesday, April 21, 1998
Classes end	Tuesday, April 28, 1998
Reading day	Wednesday, April 29, 1998
Examinations	Thursday, April 30, through Wednesday, May 13, 1998

\* Calendar is subject to change



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AS OF AUGUST 1996

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\* Hofstra Alumni



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Please print or type

PRINT NAME

**THE SCHOOL OF LAW****APPLICATION FOR ADMISSION****ADMISSION PROCEDURE**

Applications for admission must be submitted on the School of Law's official application form.

The School of Law will begin to receive applications for the fall semester from the first of October prior to the September in which an applicant seeks to be admitted. Applications are processed on a modified rolling admissions basis. Therefore, it is advisable that the application and related materials be completed as soon as possible. The deadline for filing applications is the fifteenth of April. Personal interviews are not part of the regular admissions process. However, we do read personal statements submitted by applicants, and we give substantial weight to recommendations from responsible people who know the applicant and are prepared to vouch for him or her as a matter of personal judgment.

The steps in the admission procedure are as follows:

1. Send a completed application directly to the School of Law. Be sure to include the Law School Application Matching Form.  
Complete the postcards and labels.
2. Include a check or money order in the amount of \$60, payable to the order of Hofstra University, in payment of the application fee. This fee is not refundable, is not credited toward tuition, and is not applicable toward the fee for the LSDAS.
3. The personal statement must be completed for the application to be processed.
4. Arrange for the School of Law to receive a completed Student Evaluation Form and one letter of recommendation. If possible, we encourage at least one letter of recommendation from an academician. Additional references are not required but are encouraged.
5. Register with LSDAS and supply it with the data requested.
6. Arrange to take the LSAT. You need not wait until you have taken the LSAT to make formal application to the School of Law. Application forms for the LSAT can be obtained by writing directly to:

Law School Admission Services  
Box 2000  
Penn Street  
Newtown, PA 18940-0998

Applications will be reviewed periodically throughout the winter and early spring months, and applicants will be notified of the decisions reached on a continuing basis. Acceptances can be made only by the Dean in writing, and no one is authorized to make any representation regarding the status of an application or the likelihood of an acceptance. A limited number of highly qualified applicants who are not immediately accepted will be given the opportunity to be placed on our Waiting List.

**REACTIVATING ADMISSION FILES**

Applicants who have applied for admission within the past three years may file written requests that their applications be reactivated for consideration. An application fee of \$60 must accompany the request. Such applicants must update the file, may submit additional recommendations, and must arrange for their LSDAS subscription to be active.



PLEASE PRINT OR TYPE

☐ MR ☐ MRS☐ MISS ☐ MS

REACTIVATE ( ) and date of prior application ( )

TRANSFER ( )

Social Security # \_\_\_\_\_

Name in Full \_\_\_\_\_  
Last First Middle (Maiden Name)Permanent Address \_\_\_\_\_ Telephone \_\_\_\_\_ Number \_\_\_\_\_  
No. Street Area Code  
City State ZipTemporary Address \_\_\_\_\_ Telephone \_\_\_\_\_ Number \_\_\_\_\_  
No. Street Area Code  
City State Zip

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

Are you a U.S. citizen? ☐ YES ☐ NO If not, indicate country of citizenshipIf not a U.S. citizen, are you a permanent resident of the United States? ☐ Yes ☐ No

If you wish to identify yourself as a member of a minority group, please indicate your ethnic origin below:

☐ African American ☐ Asian American/Pacific Islander ☐ Mexican American ☐ Puerto Rican  
☐ Hispanic (other) ☐ Native American ☐ Other

(Self identification by race or ethnic group is entirely voluntary and may be accompanied by an explanatory statement.)

Name of Parent or Guardian \_\_\_\_\_  
(or name of person to whom communications should be addressed)Address of Parent or Guardian \_\_\_\_\_ Telephone \_\_\_\_\_ Number \_\_\_\_\_  
No. Street Area Code  
City State Zip

## ACADEMIC BACKGROUND

List all colleges, graduate and professional schools attended: (Attach additional sheets if necessary.)

	Name of Institution	Location	Dates of Attendance		Major Field	Degree Sought	Date of Graduation	Rank and Size of Class
			From	To				
Colleges								
Graduate and Professional Schools								

Scholastic honors: \_\_\_\_\_



PRINT NAME \_\_\_\_\_

Social Security # \_\_\_\_\_

Extracurricular activities: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Previous employment that you consider significant:

From	To	Position Held	Name and Address of Employer	No. Hours per Week	Reason for Leaving
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Indicate the name and title of the person submitting the Evaluation Form. \_\_\_\_\_

(Note: Although only one such recommendation is required, you may submit references from more than one person.)

\_\_\_\_\_

List all dates on which you have taken, or intend to take, the LSAT.

\_\_\_\_\_ Scores \_\_\_\_\_

- ☐ Please check here if you consider your background to have been disadvantaged and be sure to explain your reasons in a personal statement to be included with this application.
- ☐ Please check here if you are interested in housing on campus.
- ☐ Please check here if you are interested in receiving financial aid forms. Requests for financial aid do not affect decisions concerning admissions.

Have you ever been convicted of a crime or offense? \_\_\_\_\_

Have you ever been subject to any disciplinary action at the college(s) you have attended? \_\_\_\_\_

Have you ever registered for or attended any academic course of studies at another law school? \_\_\_\_\_

Have you ever been discharged by an employer or asked to resign? \_\_\_\_\_

(Note: If the answer to any of the above questions is "yes," please provide full details on a rider to this application. If you have attended another law school, give dates of attendance and your reasons for withdrawal.)

Please describe how and where you learned about Hofstra University School of Law: \_\_\_\_\_

\_\_\_\_\_

Have you applied or do you intend to apply to any other law schools? \_\_\_\_\_

If so, indicate the schools and the action taken on your application: \_\_\_\_\_

\_\_\_\_\_



PERSONAL STATEMENT

Please use this space for your personal statement. Try to limit it to 500 words. If more space is needed or if you wish to submit other relevant information to the Committee on Admissions, attach additional sheets.

I hereby certify that the statements I have made in this application are complete and accurate. I understand that any action taken on this application by the Committee on Admissions is solely within its discretion and the decision is final.

---

SIGNATURE OF APPLICANT

DATE



Please print or type

# THE SCHOOL OF LAW

## STUDENT EVALUATION FORM

I understand that federal legislation provides me with a right of access to this Student Evaluation Form and letters of recommendation written in conjunction with my application. I also understand that my right of access may be waived and that no institution or person can require me to waive this right. Accordingly, (check one)

\_\_\_ I waive access to this Student Evaluation Form and letters of recommendation.

\_\_\_ I do not waive access to the Student Evaluation Form and letters of recommendation.

Signature of Applicant

Date

\_\_\_\_\_ has applied for admission to the Hofstra School of Law.  
Name of applicant

This form is for your convenience, but please feel free to write a letter on your letterhead instead of or in addition to completing this form. Please send your response directly to the SCHOOL OF LAW, 121 HOFSTRA UNIVERSITY, HEMPSTEAD, NEW YORK 11550-1090.

1. How long and in what capacity have you known the applicant? \_\_\_\_\_

2. I know the applicant: ☐ very well ☐ fairly well ☐ not very well

3. In comparison with others at this student's level, I would rate the applicant as follows:

	Top 5%	Top 10%	Top 25%	Second 25%	Lower 50%	No Information
Intellectual Ability						
Writing Ability						
Motivation						
Judgment and Maturity						
Creativity						
Ethical Sensitivity						

4. I believe that the applicant's grades ☐ do ☐ do not represent the applicant's true level of ability.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. What is your best judgment about the candidate's probable standing in class at the end of the first year at the Hofstra University School of Law?

Top 5% \_\_\_\_\_ Top 10% \_\_\_\_\_ Top 25% \_\_\_\_\_ Second 25% \_\_\_\_\_ Lower 50% \_\_\_\_\_

Comments: \_\_\_\_\_

6. In summary, I would give a

\_\_\_\_\_ Very strong recommendation

\_\_\_\_\_ Strong recommendation

\_\_\_\_\_ Average recommendation

—— Recommendation with reservations

\_\_\_\_\_ No recommendation

Comments: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

---

Print full name

Title

Institution

Business Address

Business Telephone Number