



# HOFSTRA UNIVERSITY SCHOOL OF LAW



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# HOFSTRA UNIVERSITY SCHOOL OF LAW

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Admissions .....(516) 463-5916  
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 Registrar .....(516) 463-5917  
 Student Affairs .....(516) 463-5771

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 World Wide Web page at <http://www.hofstra.edu/law> or  
<http://www.hofstra.edu> or call or write:  
 School of Law  
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## 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 that 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 that 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.

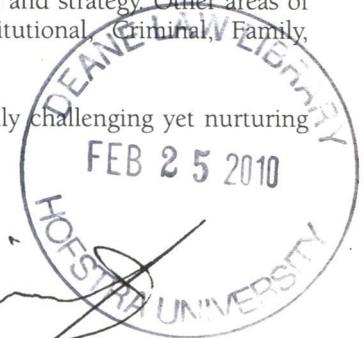
The cornerstone of Hofstra's success is an extraordinarily talented and dedicated faculty. Its men and women are drawn from prestigious law firms, public interest organizations and services, governmental agencies and corporate counsel departments. They are persons of academic distinction, many of whom 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 Andrew M. Boas and Mark L. Cluster Distinguished Professor of Civil Procedure*  
B.A., City College of New York  
J.D., Columbia University

Stuart Rabinowitz became Dean of the Hofstra University School of Law 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 Andrew M. Boas and Mark L. Cluster Distinguished Professor of Civil Procedure, Dean Rabinowitz' other areas of special interest include federal courts and conflict of laws.

Dean Rabinowitz is a member of the Nassau County Blue Ribbon Financial Review Panel. He was the chair of the Nassau County Local Advisory Board and also 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; Award for 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.

Dean Rabinowitz received his Juris Doctor, *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 is a member of Phi Beta Kappa and the American Law Institute.



### 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 the first-year course in Contracts. She also teaches in the corporate area; her courses include seminars in Corporate Governance and Advanced Securities. She served as Vice Dean from 1989 to 1999 and assumed the vice deanship again in 2000.

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 co-authored 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**

*Professor of Law*

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

LL.M., New York University

Professor Agata has been a faculty member 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 Co-director 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. In addition, Professor Agata 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. Presently he 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, 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. Professor Agata is also vice chair of the American Bar Association Senior Lawyers Division Committee on Professionalism. 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.



### **JUDITH FORD ANSPACH**

*Director of the Law Library and Professor of Law*

B.S., Kent State University

M.L.S., Kent State University

J.D., Mississippi College

Professor Anspach comes to Hofstra from the University of New Mexico School of Law where she was the director of the Law Library and professor of law. She was also director of library services at Thomas M. Cooley School of Law and associate law librarian at the University of Connecticut. Her teaching areas are Legal Research and Writing, Advanced Legal Research and Advocacy. She writes in the fields of library management and the use of technology in law libraries. She is the past president of the Michigan Law Library Association and is currently the chair of the American Association of Law School's Section on Libraries.



### 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

The research and teaching interests of Professor Bush have concentrated upon mediation and alternative dispute resolution (ADR). He co-authored, with Dr. Joseph Folger of Temple University, *The Promise of Mediation*, which won the 1995 Annual Book Award from the International Association for Conflict Management. Professor Bush is also the author of many articles on mediation and ADR, including an award-winning study of mediator ethics, *The Dilemmas of Mediation Practice*. He is a regularly featured speaker and panelist at international, national and regional conferences and programs on ADR.

In recent years, Professor Bush has directed two major research projects on mediation, each funded by the Hewlett and Surdna Foundations. These projects engaged more than 50 mediation experts to work on enhancing the resources of the field in the key areas of practice, training, policy and research. Professor Bush has also served as consultant on dispute resolution to court and school systems in New York, California and Florida, and as consultant scholar to the Hewlett Foundation's Conflict Theory Center Program. Most recently, he helped the United States Postal Service design a nationwide training program to mediate workplace conflicts. Professor Bush is a founder and director of the Institute for the Study of Conflict Transformation at Hofstra Law School. The Institute is a nonprofit "think-tank" devoted to furthering the understanding and practice of mediation. He has also worked as a Research Fellow at the Center for Comparative Judicial Studies in Florence, Italy, and at Yale Law School.

At Hofstra, Professor Bush teaches several courses on mediation and ADR, including a survey course on ADR, an advanced seminar on mediation and, in some years, a clinical course on mediation practice. He also regularly teaches the first-year course in Torts, and occasionally teaches Comparative Law and Law and Economics.

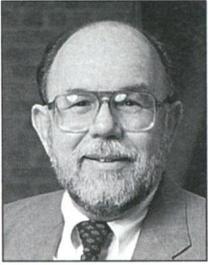


### ROBIN CHARLOW

*Professor of Law*  
A.B., Vassar College  
J.D., Cornell University

Professor Charlow graduated from both Vassar College and Cornell Law School with high honors and is a member of the Order of the Coif. She teaches and writes primarily in the areas of constitutional and criminal law, and she has lectured to community and professional groups and appeared on television to comment on such subjects as federal bail and sentencing reforms, abortion, hate speech, separation of church and state, sex-based employment discrimination, and the conduct of criminal trials. Her scholarly articles have been published in the *Stanford*, *Cornell* and *Texas Law Reviews*.

Prior to coming to Hofstra, Professor Charlow was law clerk to a judge on the United States Court of Appeals for the Second Circuit, and then argued regularly before the Second Circuit as appellate counsel in the Federal Defender Services Unit. She was also a senior legislative analyst for the New York City Office of Management and Budget, covering municipal tort liability, environmental and energy law, sanitation, elections and capital expenditures. From 1986 to 1988 she worked as a full-time consultant to the National Advisory Committee of Federal Public and Community Defenders to fulfill that group's statutory responsibility to assist in the initial development of the Federal Sentencing Guidelines. Since joining the Hofstra faculty she served for a number of years on the Due Process Committee of the National Board of the ACLU, and now serves on its Ad Hoc Fourth Amendment Committee. Also, she is currently on the Executive Committee of the AALS Section on Criminal Law and Procedure.



### 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*  
*Director, Criminal Justice Clinic*  
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 legal history, and from comparative law to domestic relations. Born in Buenos Aires, he grew up in New York City and later attended schools in Philadelphia and Virginia. 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 has also served as a federal prosecutor, including terms 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 tort and professional malpractice litigation. Along the way he has taught college history courses, graduate law courses introducing civil law attorneys to common law jurisprudence, and written and directed amateur theatricals. Before joining the Hofstra faculty, he taught at Chicago-Kent College of Law. He has published widely in the intersection of criminal and family law. His book, *Beneath the Fault Line: The Culture of Divorce in Twentieth-Century America*, was published in 1997. An active book reviewer, he has also made several presentations at professional meetings. He recently addressed a panel at the annual meeting of the Social Science History Association on *The First, or Last, Hundred Years of the Juvenile Court*. His most recent article, *Customized Marriage*, was just published by the *Indiana Law Journal*. He also sings in a choir and plays as much piano and basketball as he can.

Professor DiFonzo has directed the Criminal Justice Clinic for five years, and is very pleased at the impact his students have had on the representation of poor clients in Nassau and Queens Counties, and at their success in capping their clinical training with positions in prosecutors' and defenders' offices after graduation.



### JANET L. DOLGIN

*Professor of Law and Maurice A. Deane Distinguished Professor of Constitutional Law*  
B.A., Barnard College  
M.A., Ph.D., Princeton University  
J.D., Yale University

Professor Janet L. Dolgin is an anthropologist as well as a lawyer. Since joining the Hofstra faculty in 1984, she has written widely on the transformation of the American family and of American family law. Previously, she taught anthropology at Columbia University and at the Hebrew University of Jerusalem. Her books in anthropology include: *Jewish Identity and the JDL* (Princeton University Press) and *Symbolic Anthropology: A Reader in the Study of Symbols and Meanings* (co-edited with David S. Kemnitzer and David M. Schneider) (Columbia University Press).

After graduating from law school in 1981, Professor Dolgin practiced law with the Manhattan firm Davis Polk & Wardwell. In 1988-89 she lectured in Israel as a Fulbright Scholar. She has also taught at Cornell Law School and at Boston University's School of Law as a visiting professor of law.

Professor Dolgin's scholarly work has included analysis of legal responses to reproductive technology and the "new genetics." Her recent publications in the area include: "Just a Gene" in the *UCLA Law Review*, "The Intent of Reproduction" in the *Connecticut Law Review*, "The Law Debates the Family: Reproductive Transformations" in the *Yale Journal of Law and Feminism*, "In a Pod" in *Jurimetrics*, "An Emerging Consensus" in the *Vermont Law Review*, and "Choice, Tradition and the New Genetics" in the *Connecticut Law Review*. In addition, she has written about the law's shifting understandings of children and childhood since the early days of the Republic. Her work in this area includes: "Suffer the Children" in the *Arizona Law Review*, "Why has the Best-Interest Standard Survived?" in the *Children's Rights Journal*, "Transforming Childhood" in the *New England Law Review*, "The Fate of Childhood" in the *Albany Law Review*, and "The Age of Autonomy" in the *Quinnipiac Law Review*. She lectures widely, both in the United States and in Europe on the "new genetics" and on changes in American family law.

Professor Dolgin's most recent book, *Defining the Family: Law, Technology, and Reproduction in an Uneasy Age* (New York University Press), examines the complicated, often contradictory, responses of the law to the radical changes that have altered the scope and meaning of the American family since the start of the Industrial Revolution.



**ARNOLD N. ENKER**

*Visiting Professor of Law*  
B.A., Yeshiva University  
J.D., Harvard University

Professor Enker, the founding dean of the Faculty of Law at Bar Ilan University in Israel, is a Professor of Law teaching criminal law, evidence, professional responsibility and Jewish criminal law. He has been a member of various legal commissions in Israel to prepare major legislation related to criminal law, including the revised General Part of the Criminal Code; Police Measures (Arrest, Investigation, Interrogation and Arraignment). Professor Enker served as director of criminal legislation for the Israel Ministry of Justice and as senior advisor to the Attorney General of Israel. Currently he is a member of the Israel Press Council and a judge in the Council's Court of Ethics.

In the United States, Professor Enker was the chief appellate attorney of the Southern District of New York, a consultant on the President's Crime Commission and a member of the Advisory Committee of the American Law Institute, Model Code of Pre-Arrest Procedure. Professor Enker taught at the University of Minnesota Law School and has been a visiting professor at Hebrew University, University of Chicago, University of Michigan, Duke University, New York University, University of Pennsylvania and Yale Law School. He received his J.D. from Harvard University School of Law, where he served as articles editor of the *Harvard Law Review* and was selected as a Frederick Sheldon Traveling Fellow.



**ERIC M. FREEDMAN**

*Professor of Law*  
B.A., J.D., Yale University  
M.A., Victoria University of Wellington (New Zealand)

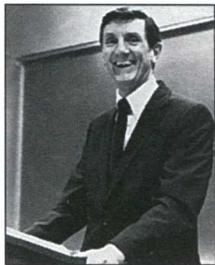
Professor Freedman has two primary areas of academic interest. One is constitutional law and history, with a special emphasis on the history of the Revolutionary period and First Amendment topics. The second is litigation-centered and includes the fields of civil and criminal procedure and strategy,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



Hofstra University awarded him its 1993 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 Confederate 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?" In 1998 the article formed the basis of his testimony before the Senate Judiciary Committee on issues of presidential immunity.

Professor Freedman was previously a litigation associate with the New York City firm of Paul, Weiss, Rifkind, Wharton and Garrison, where he pursued both 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 is a Fellow of the American Bar Foundation. He has chaired 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 Committees on Capital Punishment and Communications Law and a consultant to its Committee on Legal History. He is actively involved in the continuing professional education of lawyers and judges, 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 has received the ABA's highest award for professionalism, in recognition of "a lifetime of original and influential scholarship in the field of lawyers' ethics."

Described in the *Harvard Law Bulletin* as "a lawyers' lawyer," and by the *New York Times* as "a pioneer in the field of legal ethics," he is regularly consulted by law firms throughout the country. He has been listed for many years in *Who's Who in America*, *Who's Who in American Law* and *Who's Who in the World*.

An article in *The Journal of the Legal Profession* reviews Professor Freedman's work and concludes: "[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."



### LEON FRIEDMAN

*Joseph Kushner Distinguished Professor of Civil Liberties Law*  
A.B., LL.B., Harvard University

After graduation from Harvard Law School, Professor Friedman worked for a large New York law firm, Kaye Scholer, Fierman Hays & Handler. He left the firm when his play, *The Trial of Lee Harvey Oswald*, was produced on Broadway and was later made into a television movie. He became general counsel of a New York publishing firm, Chelsea House Publishers, and then was selected as associate director of the Committee on Courtroom Conduct for the Association of the Bar of the City of New York, where he and Norman Dorsen wrote *Disorder in the Court*, the leading work on the subject. Thereafter, he was the director of the Committee for Public Justice and staff attorney for the American Civil Liberties Union during the Watergate era, where he litigated numerous cases dealing with national security, misuse of government power, the legality of the Vietnam War and the draft, and the First Amendment. He continues to write amicus briefs on important Supreme Court cases for the ACLU, PEN American Center, the Association of the Bar of the City of New York and other public interest groups.

Professor Friedman is the author of more than 100 law journal articles and newspaper columns and many books, one of which, *The Justices of the United States Supreme Court, 1789-1969*, won the Scribes Award for the best book on a legal subject published during the year. Among his other works are *The Supreme Court Confronts Abortion*, *Unquestioning Obedience to the President*, *The Wise Minority* and *Southern Justice*. He is a leading copyright lawyer as well, and has represented many authors and entertainers such as James Brown, John McPhee, I.B. Singer, Susan Sontag and the estate of Edith Wharton. He has also represented Jean Harris in an important First Amendment case dealing with the "Son of Sam" law, and Rubin "Hurricane" Carter, for whom he obtained a writ of habeas corpus, freeing him from 19 years of imprisonment. He acts as general counsel to PEN American Center, a leading writers group fighting censorship.

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 at continuing legal education gatherings, such as those sponsored by the Practising Law Institute, the National Association of Criminal Defense Lawyers and the American Bar Association/American Law Institute, on subjects such as civil rights, civil procedure, criminal procedure and the First Amendment.



### LINDA GALLER

*Professor of Law*

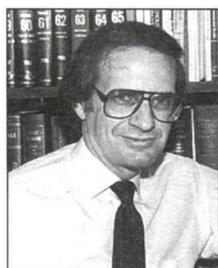
B.A., Wellesley College

J.D., Boston University

LL.M., New York University

Professor Galler teaches courses in individual income taxation, corporate taxation, international taxation, and ethics in federal tax practice. Prior to joining the Hofstra faculty, Professor Galler practiced tax law with Shearman & Sterling and Milbank, Tweed, Hadley & McCloy in New York City. She has published in the areas of international taxation, corporate taxation, administrative law, court procedure and tax lawyers' ethics. Professor Galler holds law degrees from New York University (LL.M.) and Boston University (J.D.).

Professor Galler is a frequent speaker on tax ethics. She is chair of the ABA Section of Taxation Standards of the Tax Practice Committee.

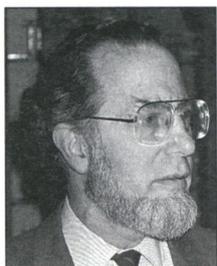


### MITCHELL GANS

*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, & Kremer 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, former chair of the Environmental Law Committee of the AALS, member of the board and president emeritus of the Catskill Center for Conservation and Development, and former chair of the New York State Bar Association Section on Environmental Law.

He is a member and former chair of the 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 and is the co-author and editor of *Environmental Law and Regulation in New York*.

Prior to his association with Hofstra School of Law, Professor Ginsberg practiced law as a partner in the firm of Ginsberg, Schwab & Goldberg. 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*

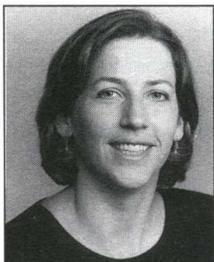
B.A., Howard University

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. He is a Fellow of the American Bar Foundation and the New York Bar Foundation and a member of the board of editors of the *Family Law Quarterly*. 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, family 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 and vice chair of the Center on Social Welfare Policy and Law and a former 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.



**JOANNA L. GROSSMAN**

*Associate Professor of Law*  
B.A., Amherst College  
J.D., Stanford University

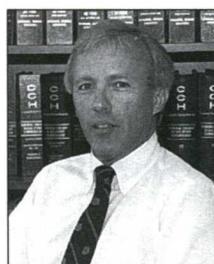
Prior to joining the Hofstra faculty, Professor Grossman was an associate professor at Tulane Law School. After graduating with distinction from Stanford University School of Law, Professor Grossman clerked for Judge William A. Norris of the U.S. Court of Appeals for the Ninth Circuit and spent a year at the National Women's Law Center in Washington, D.C., as recipient of the Women's Law and Public Policy Fellowship. She practiced law from 1996 to 1998 at Williams & Connolly in Washington, D.C., where she specialized in litigation. She has written about sexual harassment, women's jury service, guardianship, annulment and adoption. Her other research interests include sex-based discrimination, trusts and estates, and legal history.



**GRANT M. HAYDEN**

*Associate Professor of Law*  
B.A., M.A., University of Kansas  
J.D., Stanford University

Professor Hayden received his J.D. with distinction from Stanford Law School and holds a bachelor of arts in philosophy and a master of arts in art history from the University of Kansas. At Kansas, he taught the history of western art and led efforts to organize the graduate teaching assistants into a collective bargaining unit. As a law student, he was an editor of the *Stanford Law Review* and the *Stanford Law & Policy Review*, and a member of the Order of the Coif. Professor Hayden has served as a law clerk to the Honorable Deanell Reese Tacha, United States Court of Appeals for the Tenth Circuit, and as an associate at Shea and Gardner, a Washington, D.C., law firm. Professor Hayden's interests include labor law, employment law and voting rights.



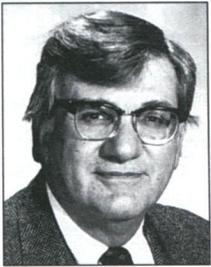
**JAMES EDWARD HICKEY, JR.**

*Professor of Law*  
*Director of International Programs*  
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 resource law, antitrust law and administrative law. He has taught a general course in public international law at Cambridge University. He has twice been a Visiting Fellow at Cambridge University's Research Centre for International Law and has been Visiting Scholar at the University of New South Wales Law Faculty. He recently has lectured or taught for the Ninth Helsinki Summer Seminar of International Law, the Centre for Petroleum and Mineral Law and Policy, and Humboldt University Law Faculty.

His books include *Energy Law and Policy for the 21<sup>st</sup> Century* (2000), *Government Structures in the U.S.A. and the Sovereign States of the Former U.S.S.R.* (1996), *The Environment: Global Problems, Local Solutions* (1994), and *Energy Law & Policy* (1989). Currently, Professor Hickey is writing a book titled *The Law of Sea*.

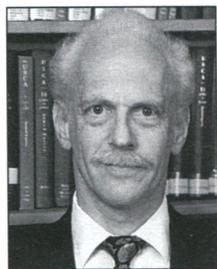
Professor Hickey is a member of the ABA Graduate Legal Education Committee, the ABA Special Committee on International Energy Law and the International Environmental Law Working Group of the American Society of International Law. He has been a consultant to the Energy Charter Secretariat and special assistant to the National Petroleum Council (Water Availability Task Group). He is a foreign member of the Ukraine Academy of Ecological Sciences.



### **BERNARD E. JACOB**

*Alexander M. Bickel Distinguished Professor of Communications Law*  
B.A., St. John's College, Annapolis, MD  
J.D., University of California, Berkeley (Boalt Hall)  
Ph.D., New School University

Professor Jacob was law clerk to Justice William O. Douglas of the Supreme Court of the United States. His career, since completing his clerkship, has included 14 years in private practice, primarily in real estate-related transactions, teaching law at U.C.L.A. and Hofstra, and service both as counsel and as administrator in several major state and federal programs. Professor Jacob was a partner for 10 years in Fried Frank Harris Shriver & Jacobson, a New York-based firm, and an associate at the Los Angeles-based Gibson, Dunn & Crutcher. He served as legal consultant to the California Water Plan and, subsequently, for two years as a special assistant to the commissioner, F.W.P.C.A. (a forerunner to the water pollution control operations of the E.P.A.). He worked on foreign investment matters in the Office of Foreign Direct Investment (O.F.D.I.), U.S. Department of Commerce, where he rose to director for policy and earned a Departmental Certificate of Appreciation. Prior to entering law school, Professor Jacob was an associate for several years in the Institute for Philosophic Research under Mortimer J. Adler. He has since returned to philosophy, completing his Ph.D. at the Graduate Faculty of the New School for Social Research. His prize-winning dissertation, *Finding a Place for Rhetoric: Aristotle's Art of Rhetoric in its Philosophic Connections*, initiated a continuing interest in rhetoric, communication theory and the media.

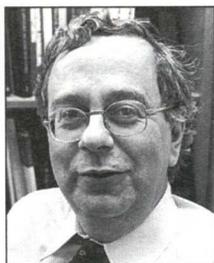


### **LAWRENCE KESSLER**

*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

*Professor of Law*

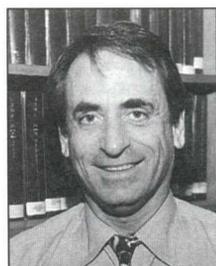
B.A. University of Chicago

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 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. At Hofstra Professor Krieger and his students in the Housing Rights Clinic have represented numerous tenants and community groups in attempts to improve low-income housing in Nassau County.

Professor Krieger's scholarly interests are in the areas of public utility regulation and litigation strategy. He recently published (with Professor Neumann) the book *Essential Lawyering Skills: Interviewing, Counseling, Negotiation, and Persuasive Fact Analysis*, a text for clinical and other skills courses.



### 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 the co-author of two books with the Honorable Abner J. Mikva. The first, titled *The Legislative Process*, is a law school text. The second, *An Introduction to Statutory Interpretation and the Legislative Process*, is a text for law students and lawyers. He is also the author of a number of articles on governmental decision-making.

Presently, he serves as a consultant for the Justice Project of the Center for Court Innovation. The purpose of this project is to study problem-solving courts.

From July 1993 to February 1995, he served as counsel to the New York State Temporary Commission on Constitutional Revision. The Commission, established by then-Governor Mario Cuomo and chaired by Peter Goldmark, president of the Rockefeller Foundation, was charged with reviewing various aspects of the New York State Constitution.

Professor Lane served, in 1990, as chair of the New York City Task Force on Charter Implementation. From 1986 to 1989, he served as executive director/counsel to the New York City Charter Revision Commission. This commission produced the broadest changes in New York City government since 1901.

Professor Lane also spent six years (1981-1986) as chief counsel to the New York State Senate Minority.

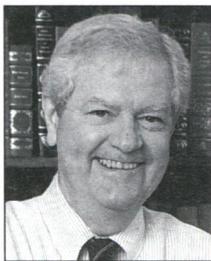
He serves on the boards of the Vera Institute of Justice, The Neighborhood Defender Service of Harlem, and the American Museum of Natural History (as an appointee of the Comptroller of the City of New York).



### THEO LIEBMANN

Visiting Associate Professor of Law  
Director, Child Advocacy Clinic  
B.A., Yale University  
J.D., Georgetown University Law Center

Professor Liebmann has spent his legal career working as an advocate for abused and neglected children, victims of discrimination, and defendants in criminal and juvenile delinquency cases. He was one of the original staff members of the Neighborhood Defender Service of Harlem, a cutting-edge model of neighborhood-based criminal representation. He has also worked for the New York City Commission on Human Rights investigating and prosecuting discrimination cases. Most recently, Professor Liebmann represented hundreds of children in abuse, neglect, delinquency and custody cases at the Manhattan office of the Legal Aid Society's Juvenile Rights Division. Aside from his work on behalf of children in the courtroom, Professor Liebmann created and established the law education component of the Andrew Glover Youth Program, a community-based center for at-risk youth on the Lower East Side of New York City, and has researched the ethical barriers to inter-disciplinary work among attorneys and mental health professionals in child maltreatment cases.



### 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 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 1996, 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.

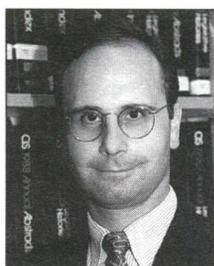


### LINDA C. MCCLAIN

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, and gender and the law. Much of Professor McClain's scholarly work reflects her ongoing project of evaluating prominent civic republican, communitarian and feminist critiques of liberalism and liberal theories of rights (including rights of autonomy and privacy) and attempting to offer a liberal feminist account of government's responsibility to engage in a formative project to foster the capacity for self-government. 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); "In Search of a Substantive Republic" in *Texas Law Review* (1997) (with

James E. Fleming); “Toleration, Autonomy, and Governmental Promotion of Good Lives: Beyond 'Empty' Toleration to Toleration as Respect” in *Ohio State Law Journal* (1998); and “Toward a Formative Project of Securing Freedom and Equality,” in *Cornell Law Review* (2000). In her work she often addresses issues of family policy and reproductive rights and responsibilities. Hofstra University awarded her its 1996-1997 Stessin Prize for Outstanding Scholarship for her article “Irresponsible Reproduction,” in *Hastings Law Journal* (1996). Professor McClain teaches Property, Feminist Legal Theory, Jurisprudence, Law and the Welfare State, and Sex-Based Discrimination. During the 1999-2000 academic year, Professor McClain was Faculty Fellow in Ethics in the Harvard University Center for Ethics and the Professions. She was also a Visiting Professor of Law at Harvard Law School for the winter term 2000. 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 has served on the Committee on Women in the Profession.

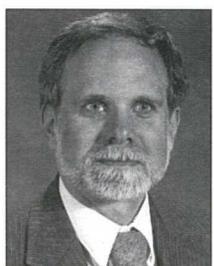


### MARK L. MOVSESIAN

Professor of Law

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

Professor Movsesian served as a law clerk to Justice David H. Souter of the Supreme Court of the United States and Chief Judge Harrison L. Winter of the United States Court of Appeals for the Fourth Circuit, and as an attorney-adviser in the Office of Legal Counsel at the United States Department of Justice. He 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 written on contracts, legislation and international trade; his articles have appeared in the *Georgia*, *North Carolina* and *Cardozo Law Reviews* and in the *Michigan Journal of International Law*. He has delivered papers at numerous workshops in the United States and Europe. In 1997 he received the University's Stessin Prize for Outstanding Scholarship.



### 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 civil procedure, counseling and negotiation, pretrial litigation, legal writing, federal courts, trial techniques and clinical courses. Professor Neumann is the author of a textbook, *Legal Reasoning and Legal Writing* (now in its third edition) and the co-author (with Professor Krieger) of another textbook, *Essential Lawyering Skills*. He is also a co-author of the *ABA Sourcebook on Legal Writing Programs*. Among his law review articles are an assessment of the work of Donald Schön (6 *Clinical L. Rev.* 401); an evaluation of lawyers and higher education in the 1989 insurrection in Czechoslovakia (3 *Yale J. Law & Humanities* 157); and an analysis of strategic thinking and how it can be taught (59 *Fordham L. Rev.* 299). In 1992 he was a scholar-in-residence at the Palacky University Law Faculty in the Czech Republic. He is chair of the ABA Communications Skills Committee; a past chair of the AALS Section on Legal Writing, Reasoning & Research; and a member of the board of directors and the executive committee of the Association of Legal Writing Directors. He is a frequent speaker at conferences of legal writing teachers and directors.





### 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 bankruptcy, corporate reorganization, commercial law and contracts areas, joined the Hofstra faculty in 1974. He served as Associate Dean of the Law School from 1979 to 1981. His treatise, Weintraub & Resnick's *Bankruptcy Law Manual*, is now in its fourth edition. He is editor of *Bankruptcy Practice and Strategy* and co-editor (with the late Professor Eugene M. Wypyski) of the 17-volume *Bankruptcy Reform Act of 1978: A Legislative History*. His articles have appeared in *University of Pennsylvania Law Review*, *Rutgers Law Review*, *William and Mary Law Review*, *American Bankruptcy Law Journal*, *Banking Law Journal*, *Commercial Law Journal*, and in other professional publications. He also is the author of a quarterly column on bankruptcy law published in the *Uniform Commercial Code Law Journal*. Professor Resnick's writings have been cited in more than 150 judicial opinions, including opinions of the Supreme Court of the United States and the United States Court of Appeals in several circuits.

In 1987 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. As reporter, Professor Resnick acted as the initial drafter and consultant to the Advisory Committee regarding amendments to the Federal Rules of Bankruptcy Procedure promulgated by the Supreme Court. The Chief Justice appointed Professor Resnick to serve as a member of the Advisory Committee in 1999. Professor Resnick also has been active in other law reform activities, having testified on federal bankruptcy law issues before committees of the House of Representatives and the National Bankruptcy Review Commission. He also participated by invitation at meetings on law reform relating to various legal issues sponsored by such organizations as the Rand Institute, the Executive Office for United States Trustees, and 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 several of its annual conventions. He also has taught at seminars for newly appointed bankruptcy judges sponsored by the Federal Judicial Center. He has been a regular member of the faculty of the annual New York University Bankruptcy and Reorganization Workshop, the annual Bankruptcy Symposium sponsored by the United States Bankruptcy Court for the Eastern District of Pennsylvania, and the annual Uniform Commercial Code Institute in Washington, D.C.

Professor Resnick is an elected member of the American Law Institute, in which he serves on an advisory consultation group on Transnational Insolvency. He also is an elected member of the National Bankruptcy Conference. He is an elected Fellow of the American College of Bankruptcy and serves as that organization's scholar-in-residence. He also is a Fellow of the American Bar Foundation. Professor Resnick had served on the panel of commercial arbitrators of the American Arbitration Association and on the board of directors of the New York Civil Liberties Union-Nassau Chapter.



### ANDREW SCHEPARD

*Professor of Law*

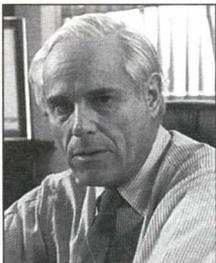
B.A., City College of New York

M.A., Columbia University

J.D., Harvard University

Professor Schepard's special interests are in family law, especially as it affects children, civil litigation, alternative dispute resolution and developing simulation-based programs of clinical education. He is the Co-Director of the Hofstra University-North Shore Long Island Jewish Health System's Center for Children, Families and the Law. 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. 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 also 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 reporter for the Task Force of the American Bar Association Family Law Section, which is revising its standards of Practice for Divorce and Family Mediation. He is the editor of the *Family and Conciliation Courts Review*, an interdisciplinary journal focusing on constructive resolution of family conflict, sponsored by AFCC and published at Hofstra Law School. 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 founded the Law and Children column of the *New York Law Journal*. 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. He is a former member of the board of directors of the Association of Family and Conciliation Courts, a Fellow of the American Bar Foundation and an elected member of the American Law Institute.



**ERIC J. SCHMERTZ**

*Distinguished Professor Emeritus of 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 1968 to 1969, 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 names 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

Professor Silber teaches and writes in areas that relate to consumer law, commercial law, legal history and nonprofit corporations. He joined the Hofstra law faculty in 1989 after practicing with the law firm of Patterson, Belknap, Webb & Tyler, and serving as a law clerk to Judge Leonard I. Garth of the U.S. Court of Appeals for the Third Circuit. Prior to entering law school Professor Silber taught history at Sarah Lawrence College and Yale University. He has been an interviewer for the Columbia University Oral History Research Office.

Along with publications in the *Harvard Law Review*, the *Pittsburgh Law Review*, and other academic journals, Professor Silber has written a book about consumer protection, *Test and Protest*; a book about the nonprofit sector, *A Corporate Form of Freedom*; and scripted a PBS television documentary about risk and consumer regulation. He is a past chair of the Association of the Bar of the City of New York Consumer Affairs Committee, and a past director of the American Council on Consumer Interests. Currently he serves as a director of Consumers Union, the publisher of *Consumer Reports* magazine, and is the editor of *Advancing The Consumer Interest: A Journal of Consumer Law, Policy and Research*. He is a fellow of the American Bar Foundation.



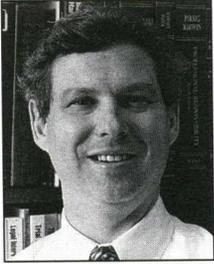
### **RONALD H. SILVERMAN**

*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, community development, legal services for the poor and legal education. Professor Silverman is especially interested in the connections among law, economics and other social science disciplines.



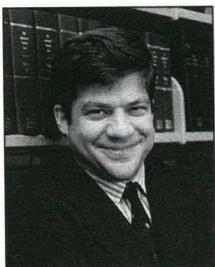
**ROY D. SIMON, JR.**  
*Professor of Law*  
B.A., Williams College  
J.D., New York University

Professor Simon joined the Hofstra law faculty in 1992. He teaches Lawyers' Ethics, Insurance Law, and Civil Procedure. He also serves as the Director of Hofstra's Institute for the Study of Legal Ethics, and in that capacity has been the co-director of major national conferences on legal ethics in 1996 and 1998.

Before coming to Hofstra, Professor Simon spent nine years as a professor at Washington University in St. Louis, where he taught live-client clinical courses, as well as courses on pretrial litigation, trial advocacy, complex litigation, agency and partnership, and professional responsibility. He has written law review articles on legal ethics, legal education and civil procedure, and has written textbooks on pretrial litigation and professional responsibility.

Professor Simon is the author of *Simon's New York Code of Professional Responsibility Annotated*, a comprehensive annual analysis of the ethics rules governing New York lawyers. Together with Professor Stephen Gillers of N.Y.U., Professor Simon annually co-authors *Regulation of Lawyers: Statutes and Standards*. He is a former chair of the AALS Section on Professional Responsibility, the AALS Section on Litigation, and the Nassau County Bar Association Professional Ethics Committee, and is currently a member of the New York State Bar Association Committee on Professional Ethics and the Ad Hoc Ethics 2000 Committee of the Association of the Bar of the City of New York. He is a member of the ABA Center for Professional Responsibility and the Association of Professional Responsibility Lawyers, as well as a member of the bar in good standing in Illinois, Missouri and New York.

Professor Simon received his J.D. in 1977 from N.Y.U. where he was editor-in-chief of the *N.Y.U. Law Review*. Before he began teaching law, he clerked for the Honorable Robert Merhige in the United States District Court in Richmond, Virginia, and then joined the Chicago law firm of Jenner & Block as a litigation associate.



**PETER SPIRO**  
*Professor of Law*  
B.A., Harvard University  
J.D., University of Virginia

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. 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. He has been awarded a 1998-99 Open Society Institute Project Fellowship to undertake an examination of the law of United States citizenship. In 2001 he will be a visiting professor at the University of Texas School of Law. Professor Spiro, whose research interests include immigration and international law, has published articles in the *New York University Law Review*, the *Stanford Law Review*, *The New Republic* and the *Washington Quarterly*, among others.



### MARSHALL E. TRACHT

*Professor of Law*  
B.A., Yale University  
J.D., M.B.A., University of Pennsylvania

Professor Tracht teaches courses in property law, real estate transactions and finance, and economic analysis of law. Before coming to Hofstra in 1994, Professor Tracht practiced in the real estate and bankruptcy groups at Arnold & Porter in Washington, D.C., and clerked for the United States Bankruptcy Court for the District of Columbia. He has written in the areas of real estate development and construction financing, workouts and bankruptcy. His most recent article, "Renegotiation and Secured Credit: Explaining the Equity of Redemption," appears in Volume 52 of the *Vanderbilt Law Review*. A prior article, "Contractual Bankruptcy Waivers: Reconciling Theory, Practice, and Law," 82 *Cornell L. Rev.* 301 (1997), was honored with the Grant S. Gilmore Award for excellence in legal writing by the American College of Commercial Finance Lawyers. Professor Tracht received his B.A. from Yale University. He received his J.D. *magna cum laude* from the University of Pennsylvania School of Law, where he was a member of the Order of the Coif. He also has an M.B.A. from the Wharton School.



### JULIAN VELASCO

*Associate Professor of Law*  
B.S.B.A., Georgetown University  
J.D., Columbia University

Professor Velasco teaches various courses in the field of corporate law. He has practiced law as a corporate attorney with Sullivan & Cromwell, a New York City law firm, and has served as a law clerk to the Honorable Ellsworth A. Van Graafeiland, United States Court of Appeals for the Second Circuit. He received his J.D. from Columbia University School of Law, where he was awarded the honors of Kent Scholar and Stone Scholar and served as an editor of the *Columbia Law Review*. He majored in finance at the Georgetown University School of Business Administration, where he graduated *magna cum laude*. Professor Velasco's research interests include corporate law and securities law.

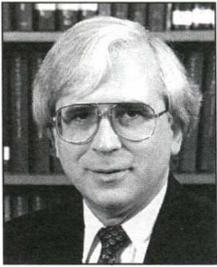


### CHERYL L. WADE

*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*

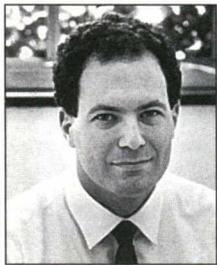
B.A., University of Detroit

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

J.D., Yale University

Prior to joining the Hofstra faculty, Professor Walker was a partner in the Washington, D.C., law firm of Swidler & Berlin. His practice included representation before state and federal administrative agencies and in associated judicial review, especially in matters concerning public health, safety and the environment. He also represented clients in civil litigation involving products liability and toxic torts. 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 in health care. His doctoral dissertation was on the perception of objects by biological and mechanical systems.

At Hofstra, Professor Walker teaches courses in scientific evidence, torts, products liability, health and safety regulation, and comparative law of product regulation and liability. He has published extensively on governmental fact-finding processes and on the use of scientific evidence in legal proceedings and in particular on risk assessment, risk management and scientific uncertainty. He has been a consultant on these topics to both private and governmental institutions. He is co-author of the book *Product Risk Reduction in the Chemical Industry*. As an editor of the *Yale Law Journal*, he published a note on timeliness issues in intervening as of right in federal civil litigation.



### DAVID N. YELLEN

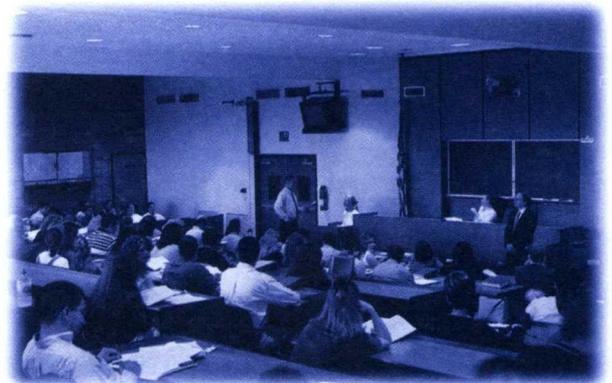
*Professor of Law*

B.A., Princeton University

J.D., Cornell University

Professor Yellen's main area of interest is sentencing reform. He is co-author of a leading treatise on federal sentencing law, has written a number of articles about sentencing, frequently lectures to federal judges about the federal sentencing guidelines, and has testified before the United States Sentencing Commission. He has been active in providing *pro bono* legal representation to indigent defendants, including appearing before the United States Supreme Court. He also serves as an adviser to the Families Against Mandatory Minimums Foundation.

Professor Yellen has also written in the areas of juvenile justice and white-collar crime. He advised President Clinton's transition team on white-collar crime issues. 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. 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 and Special Professor of Law*

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

M.A., Columbia University

J.D., Hofstra University

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 is a team leader in the Hofstra Trial Techniques Program, is co-director of the National Institute for Trial Advocacy's Northeast Regional Program, and has been a member of the Master Advocates Program for the National Institute for Trial Advocacy

### **KATHLEEN M. BECKETT**

*Legal Writing Instructor and Special Professor of Law*

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.

### **NANCY A. BROWN**

*Legal Writing Instructor*

B.A., Denison University

J.D., University of Pennsylvania

Ms. Brown came to Hofstra from Rogers & Wells LLP, where she had practiced in the commercial litigation, antitrust and securities litigation groups since graduating from law school, eventually specializing as a partner in the Securities Litigation Practice Group. She has served as a member of the Federal Bar Council's Second Circuit Courts Committee since 1993 and as a member of the Council on Judicial Administration of the Association of the Bar of the City of New York since 1996.

### **SCOTT FRUEHWALD**

*Legal Writing Instructor*

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

M.A., University of North Carolina

Ph.D., City University of New York

LL.M., University of Virginia

Before coming to Hofstra, Mr. Fruehwald taught legal writing, appellate advocacy, legislation, advanced civil procedure, jurisprudence and legal ethics at the law schools of the University of Alabama and Roger Williams University. He graduated *magna cum laude* from the University of Louisville School of Law, where he was editor-in-

chief of the law review. Mr. Fruehwald has an LL.M. from the University of Virginia School of Law, and he will receive his S.J.D. from the University of Virginia in December 2000. He practiced law in Louisville, Kentucky, for five years, concentrating on commercial litigation and bankruptcy. Mr. Fruehwald has published several articles in law reviews on choice of law, constitutional law, bankruptcy, and copyright. Greenwood Press will publish his book, *Choice of Law for American Courts: A Multilateralist Method*, in 2001.

### **JAMES GARLAND**

*Legal Writing Instructor*

B.A., University of Alabama at Birmingham

J.D., Harvard University

Mr. Garland is a former staff attorney for the Federal Trade Commission in Washington, D.C., where he filed and litigated law enforcement actions against promoters of investment fraud and health care fraud throughout the United States. Following his tenure at the FTC, Mr. Garland taught Sex Discrimination (Sexuality and the Law), Environmental Law & Policy, and Lawyering Skills at the University of Alabama.

Mr. Garland's principal areas of legal scholarship focus on anti-gay violence and discrimination.

His current research is part of an ongoing effort of the Gay and Lesbian Alliance Against Defamation (GLAAD) to examine the misrepresentation of gay legal issues in the national media.

### **AMY R. STEIN**

*Legal Writing Instructor*

B.A., Tufts University

J.D., Fordham University

Prior to coming to Hofstra, Ms. Stein was the director of continuing legal education at Touro Law Center, where she was responsible for establishing the school's CLE department. After graduating from law school, Ms. Stein was an associate with Lord Day & Lord, Barrett Smith, practicing in the area of civil litigation. Ms. Stein continued her career as a civil litigator at the firms of Schoeman, Updike and Kaufman, LLP, and Goldstein & Avrutine. She is a council member of the American Association of Law School's CLE Committee, and a member of the Law School Committee of the Association of Continuing Legal Education Administrators. She is also a member of the Nassau and Suffolk County Bar Associations.

## **CLINICAL SUPERVISING ATTORNEYS**

### **GINA M. CALABRESE**

*Supervising Attorney, Housing Rights Clinic*

B.A., Columbia University

J.D., Fordham University

Ms. Calabrese joined Hofstra's clinical program after serving as a clinical supervisor in both Brooklyn Law School's and St. John's Law School's Elder Law Clinics. At Brooklyn and St. John's, Ms. Calabrese worked with students to prevent evictions, obtain housing repairs, recover public benefits and enforce protection laws on behalf of senior citizens.

Prior to clinical teaching, Ms. Calabrese headed the litigation department of the Foundation for Taxpayers and Consumer Rights, a California consumer advocacy group. During her five years at the Foundation, Ms. Calabrese successfully litigated and lobbied on a variety of issues addressing fair insurance rates and practices. She won rate reductions for auto insurance buyers, wrote legislation creating a lifeline insurance policy for low-income drivers, and led highly publicized challenges to earthquake insurance rates.



Ms. Calabrese was also an associate with the Los Angeles law firm of Adam, Duque and Hazeltine, where she represented clients in a variety of state and federal litigation and performed *pro bono* advocacy and gave presentations in the area of children's rights.

### Theresa H. Hughes

*Supervising Attorney, Child Advocacy Clinic*

B.A., Manhattan College

M.A., Brooklyn College

J.D., City University of New York

As a 1995 graduate of the City University of New York School of Law, Ms. Hughes has been dedicated to serving the under-represented. Ms. Hughes has advocated for homeless young adults, while at Covenant House Legal Services, and indigent battered women at Main Street Legal Services. Most recently, Ms. Hughes served as senior staff attorney at The Legal Aid Society, Juvenile Rights Division in New York City where she represented hundreds of children in abuse, neglect, juvenile delinquency, PINS and custody cases.

### Kathryn E. Stein

*Supervising Attorney, Criminal Justice Clinic*

B.A., Boston University

J.D., Albany Law School of Union University

Kathryn Stein graduated from Boston University *magna cum laude* in 1987. At Albany Law School, Ms. Stein was invited to join the law review. Upon graduating *cum laude* from law school in 1991, Ms. Stein was elected as a member of the Justinian Society. Most recently, Ms. Stein practiced law as an associate at Feldman, Rudy, Kirby & Farquharson, P.C., a private civil litigation firm in Nassau County, defending insurance companies against first-party property insurance claims, which are based upon fraud or arson. Prior to joining Feldman, Rudy, Ms. Stein maintained her own law practice on Court Street in downtown Brooklyn. As a solo practitioner, she represented clients in criminal matters at both the trial and appellate levels. While maintaining her practice, Ms. Stein was appointed as an administrative law judge for the New York City Department of Finance. In that capacity, she presided over hearings on parking violations in Manhattan, Brooklyn and Staten Island. During that time period, Ms. Stein also taught criminal law as an adjunct professor at Brooklyn College. Before opening her law practice, Ms. Stein was as an assistant district attorney in Kings County, a position she acquired upon graduation from law school. At the district attorney's office, Ms. Stein was a street-crimes prosecutor, conducting felony jury trials in State Supreme Court. She also supervised subordinate prosecutors in the Early Case Assessment Bureau, and represented the People of the State of New York on appellate matters before the Second Judicial Department of the Appellate Division.

## Adjunct Faculty

### Naomi Adler, Psy.D.

*Special Professor*

B.A., Brandeis University

M.S., Pace University

Psy.D., Pace University

Naomi Adler, Psy.D., is chief psychologist, Division of Child and Adolescent Psychiatry, Department of Psychiatry, North Shore University Hospital, and clinical assistant professor of psychology, Department of Psychiatry, New York University School of Medicine. Dr. Adler is director of the Family Crisis Program at North Shore University School of Medicine, which provides mental health evaluation and treatment for children, adolescents and their families who

have experienced child maltreatment. She is psychologist-in-charge of the Families in Transition Program, which serves families experiencing separation, divorce and remarriage. For the last several years, Dr. Adler has been involved in the collaboration between North Shore University Hospital, Division of Child and Adolescent Psychiatry and Hofstra University School of Law, working towards the development of the Center for Children, Families and Law. Dr. Adler's clinical, teaching and research interests are focused on the interaction between child, adolescent, and family mental health issues and the legal system.

Dr. Adler received a B.A. from Brandeis University, and both an M.S. and Psy.D. from Pace University. She is a New York State-licensed psychologist and a diplomate of the American Board of Psychological Specialties in Forensic Child Psychology, American College of Forensic Examiners.

### **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 arbitrations. 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 co-authored with Professor Tiberg of Stockholm University the 1995 fourth edition of *The Law of Demurrage*. He is an adjunct professor of law at Cardozo Law School in New York City in addition to Hofstra, where he also teaches admiralty and maritime law.

### **RICHARD BOCK**

*Special Professor of Law*

B.A., Syracuse University

J.D., Hofstra University

Richard Bock is a field attorney at the Brooklyn regional office of the National Labor Relations Board where he investigates and litigates unfair labor practice charges and complaints. At the NLRB, Mr. Bock specializes in strike, secondary boycott and picketing cases, having received three performance awards for his work. As a student at Hofstra University School of Law, Mr. Bock was the winner of a Best Oral Advocate award at the Robert F. Wagner National Labor Law Moot Court Competition, as well as the Jonathan Falk Memorial Scholarship. He also was a recipient of the Long Island Industrial Relations Research Association's Charles Fallabella Award, for excellence in the study of labor and industrial relations, and was the Managing Editor of Articles for the *Hofstra Labor Law Journal*.

### **LAWRENCE J. BRENNAN**

*Special Professor of Law*

B.S., St. Joseph's College (PA)

M.S., Hofstra University

J.D., St. John's University

Professor Brennan is a family court judge of Nassau County. Prior to his election in 1996, he was chief deputy county attorney for litigation and appeals for Nassau County as well as co-chair of the Nassau County Americans with Disabilities Act Compliance Committee. Previously, he had been a civil trial lawyer in private practice and an arbitrator for the American Arbitration Association and the United States District Court for the Eastern District of New York. Prior to his legal career, he had been a special education teacher from 1971 to 1979 with the Nassau County Board of Cooperative Educational Services [BOCES]. He is currently adjunct professor of law at the Jacob D. Fuchsberg Touro Law Center, where he has taught trial practice, insurance law, pre-trial litigation, advanced family practice and remedies. Nominated by Touro Dean Howard I. Glickstein, he was named the winner of the 1997 Roscoe Pound Foundation "Award For Excellence in Teaching Trial Advocacy as an Adjunct," one of the most prestigious

national teaching awards in legal academia. He was honored in 1996 as the first "Adjunct Professor of the Year" by the Touro Law Center Student Bar Association. He is also adjunct professor of law at St. John's University School of Law, where he teaches trial practice. Professor Brennan is past president of the Epilepsy Foundation of Long Island and is a former director of the Nassau County Bar Association. He is currently co-chair of the Nassau County Inter-Disciplinary Forum for Law, Mental Health, Medicine and Education; president of the Theodore Roosevelt American Inn of Court; a director of the Nassau-Suffolk Trial Lawyers Association and a director of the Nassau County Sports Commission. He is an Honorary Fellow of the Washington, D.C.-based Roscoe Pound Foundation, an affiliate of the more than 60,000-member Association of Trial Lawyers of America [ATLA]. He has chaired seminars and lectured on trial practice, pre-trial litigation, federal civil procedure, state and federal evidence, legal ethics, punitive damages, insurance law, arbitration, environmental insurance coverage, expert witnesses, forensic mental health issues, child neglect and abuse, prosecutorial immunity and §1983 civil rights litigation at more than 70 symposia of professional organizations. These have included the American Bar Association, the New York State Bar Association, the National College of District Attorneys, the Practising Law Institute, the Government Law Center at Albany Law School, the New York Municipal Insurance Reciprocal, the Nassau-Suffolk Trial Lawyers Association, the Westchester-Fairfield Corporate Bar Association, the Jacob D. Fuchsberg Touro Law Center, the National Institute of Trial Advocacy at Hofstra Law School, and the Association of the Bar of the City of New York. He has authored numerous articles on legal topics related to these programs.

### **JOEL L. CARR**

*Special Professor of Law*

B.A., Williams College

LL.B., Yale University

Professor Carr was formerly a partner of the New York City law firm Patterson, Belknap, Webb & Tyler, where he concentrated in general corporate practice. He has served as in house, general and corporate counsel for a number of publicly held companies. He served four terms as the mayor of the Incorporated Village of Saltaire, New York, and has been elected justice of the Village's Justice Court. Professor Carr is an active member of the Association of the Bar of the City of New York and the Nassau County Bar Association.

### **JEAN M. CARSEY**

*Special Professor of Law*

B.A., Hartwick College

M.A., J.D., American University

Professor Carsey has been an assistant district attorney in the Office of the New York County District Attorney since 1990. A graduate of the American University School of Law in Washington, D.C., she began her career in the Trial Division of the DA's office, rising from the position of criminal court prosecutor to homicide prosecutor. In 1996 she was appointed to the position of criminal court supervisor in her Trial Bureau. In 1997 she was appointed director of legal training, a position she held until August of 1999. As director of legal training, Professor Carsey was responsible for training the entire legal staff, consisting of more than 500 attorneys. In 1999 she was appointed to her current position of deputy bureau chief, and is responsible for supervising 50 attorneys in all phases of criminal investigation and litigation. Professor Carsey is a former member of the Criminal Advocacy Committee of the New York City Bar Association and the Training Committee of the New York State District Attorney's Association.

### **BRUCE G. CLARK**

*Special Professor of Law*

B.A., Colgate University

J.D., Columbia University

Professor Clark is the senior partner in Bruce G. Clark & Associates. For the last 25 years he has specialized in representing plaintiffs in medical malpractice actions. He was trial counsel to the plaintiffs in the Estate of Andy Warhol v. New York Hospital, et al. He has taken courses in medicine at New York University Medical School and Mt. Sinai School of Medicine. In the early years of his practice, Mr. Clark had a general litigation practice representing draft resisters during the Vietnam War through the Emergency Civil Liberties Committee, criminal defendants and parties in personal injury cases.

He is the author of "Lawyer Duty," which appeared in the *New York Law Journal* on February 2, 1996; "Million Dollar Verdicts," *Queens Bar Bulletin*, March 1985; "Specialization, Referral Fees and Professional Responsibility," *Queens Bar Bulletin*, March 1982; "Screening Medical Malpractice Cases," *Queens Bar Bulletin*, January 1977, and two novels, as yet unpublished.

He has participated in the NITA and Practicing Law Institute and Emory Law School trial advocacy programs and has lectured at St. John's Law School and the New York Academy of Trial Lawyers.

### **ALAN J. COHEN, M.D.**

*Special Professor*

B.A., University of Rochester

M.D., University of Rochester School of Medicine and Dentistry

Alan J. Cohen, M.D., is currently director of clinical services at North Shore-Long Island Jewish Health System, North Shore University Hospital-Manhasset, Department of Psychiatry, Division of Child and Adolescent Psychiatry. Dr. Cohen also serves as the physician-in-charge of the Families in Transition Program, a clinical service dedicated to the evaluation and treatment of children, adolescents and their families who are experiencing marital disruption or remarriage. Dr. Cohen also provides consultation to schools, courts and mental health service agencies. Dr. Cohen is board certified in adult and child and adolescent psychiatry with added qualifications in forensic psychiatry. Dr. Cohen is an assistant professor in clinical psychiatry at New York University School of Medicine. Dr. Cohen's areas of academic interest involved the impact of child maltreatment, marital disruption and legal conflict on family functioning.

Dr. Cohen earned his bachelor of arts in biology and psychology at the University of Rochester College of Arts and Sciences in 1981. He earned his medical degree at the University of Rochester School of Medicine and Dentistry in 1985. Dr. Cohen completed his residency in psychiatry (1989) and his fellowship in Child and Adolescent Psychiatry (1991) at the Albert Einstein College of Medicine – Bronx Municipal Hospital Center.

### **CHARLES M. DAVIDSON**

*Special Professor of Law*

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

M.I.A., Columbia University

LL.M., New York University

Professor Davidson is engaged in private practice with the law firm of Duane, Morris & Heckscher, LLP, where he is a member of the firm's International Dispute Resolution practice. Professor Davidson concentrates his practice in international litigation and arbitration, and in complex commercial litigation before federal and state courts. He has handled disputes in numerous domestic and international mediation and arbitration forums, including cases before the Iran-U.S. Claims Tribunal, the United Nations Compensation Commission and the American Arbitration Association.

### **RONALD W. DAVIS**

*Special Professor of Law*

A.B., Princeton University

J.D., Columbia University

Ronald W. Davis, a partner of Dewey Ballantine, practices law in areas that include litigation, agency work and counseling in all aspects of antitrust and trade regulation. His antitrust litigation experience ranges from major multi-district litigation (In re Corrugated Container Antitrust Litig., In re Brand Name Prescription Drugs Antitrust Litig.), to pathbreaking merger cases (e.g., Consolidated Gold Fields v. Minorco, the first case in which a U.S. court enjoined a foreign tender offer on antitrust grounds), to small actions such as Sunshine Cellular v. Vanguard Cellular, which broke new ground in the law of non-price predation.

Professor Davis has broad experience in antitrust counseling on mergers and acquisitions, agency M&A practice, and pre-merger notification under the Hart-Scott-Rodino Act. His counseling practice extends to all phases of antitrust and

trade regulation, including dealings among competitors, monopolistic business strategies, price discrimination, franchising and other matters. He has extensive experience in matters involving foreign competition law and the extraterritorial application of U.S. law. Among the industries in which Mr. Davis has had substantial experience counseling corporations or trade associations are primary aluminum, communications, container leasing, financial services, grocery retailing, industrial components, iron and steel, lift trucks, marine towing, mining, ocean shipping, paper and forest products, petroleum, pharmaceuticals, publishing and rubber.

He is a member of the Antitrust Section of the American Bar Association. As a member of that Section, he has served in the capacity of vice chairman of the Clayton Act Committee, editorial chair of the *Antitrust Law Journal*, chair of the Sherman Act Section 2 Committee and currently is a member of the editorial board of *Antitrust Magazine*. Since 1981, he has written extensively on antitrust matters.

### STEVEN M. DAVIS

*Special Professor of Law*

B.S., Syracuse University

J.D., Hofstra University

LL.M., New York University

Steven Davis is the international tax director at Loral Space & Communications Ltd., New York, NY, where he is responsible for all international tax matters regarding the company, its domestic and foreign subsidiaries, affiliates and joint-venture companies, and its registered foreign branches. He was formerly a tax associate in the New York City office of Akin, Gump, Strauss, Hauer & Feld, L.L.P., where he specialized in the development of inbound, outbound and foreign-to-foreign investment structures for large offshore hedge funds, high-wealth U.S. and foreign individuals and U.S. multinational companies. Prior to that, he was a member of the International Tax Consulting Group in the New York City office of Coopers & Lybrand, where he developed structures for inbound and outbound investment. Mr. Davis was a member of the *Hofstra Law Review*.

### THE HONORABLE SANDRA J. FEUERSTEIN

*Special Professor of Law*

B.S., University of Vermont

J.D., Benjamin N. Cardozo School of Law

Justice Sandra J. Feuerstein was appointed to the Appellate Division, Second Department in 1999 by Governor George Pataki, making her the first woman from the Tenth Judicial District to be appointed. She was elected to the New York State Supreme Court in 1993. Judge Feuerstein served as a Nassau County District Court Judge for six years prior to becoming a Supreme Court Justice. Prior to becoming a judge, Judge Feuerstein was law secretary to the Administrative Judge of Nassau County, Leo F. McGinity. She also served as the Nassau County Supreme Court Matrimonial Referee.

Judge Feuerstein graduated cum laude from Benjamin Cardozo School of Law. She received her B.S. from the University of Vermont. She is a member of the New York State Bar Association, Judicial Section. She is a member of the Nassau County Bar Association, where she has served as a director and chair of its publications. She is also a member of the Nassau County Women's Bar Association, where she has served as president, and the New York State Women's Bar Association where she has served as vice president.

Judge Feuerstein is presently on the Adelphi Advisory Committee on Breast Cancer. She is a member of the Merrick Kiwanis and a life member of Hadassah and the National Council of Jewish Women.

Judge Feuerstein is the recipient of numerous awards and honors, including the 1992 "Judge of the Year Award," Court Officers' Benevolent Association; "Directors Award" and "Pro Bono Award," Nassau County Bar Association; "Achievers Award," "American Jewish Congress and Long Island Center for Business and Professional Women;" "Pathfinders Award," Town of Hempstead; and the "Humanitarian Award," Education Assistance Corp. In 1993 she was named "Woman of the Year" by the Merrick Chamber of Commerce.

## VICTOR FUTTER

*Special Professor of Law*

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

Professor Futter spent most of his career at Allied Corporation (now Honeywell International), 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 an award for conspicuous alumni service from the Columbia University Alumni Federation, recipient of the President's Cup from the Columbia College Alumni Association, and an award for distinguished service from 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 and is the general editor of *Nonprofit Governance: an Executive's Guide*, published jointly by the Business Law Section of the American Bar Association and the American Society of Corporate Secretaries. He is active in both the American Bar Association (where, among other things, he is on the board of governors, was chair of the Senior Lawyers Committee, a member of the Corporate Laws Committee and chair of a panel at the ABA Board of Governors Second Annual Conference on Corporate Counsel Issues) 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 10 years has, with Professor Harvey Goldschmid, taught a seminar in corporate law at Columbia Law School. He is also a Special Assistant to the Dean at Hofstra University School of Law.

## CECILIA L. GARDNER

*Special Professor of Law*

B.A., Smith College

J.D., Hofstra University

Ms. Gardner is currently employed as the executive director and general counsel of the Jewelers Vigilance Committee, an international, not-for-profit trade association that provides self-regulation and enforcement of federal and state statutes pertaining to the manufacture, sale and advertising of jewelry. The JVC also offers arbitration and mediation services of disputes in the jewelry sphere to the consumer and the trade. Prior to her appointment at the JVC, Ms. Gardner was an assistant United States attorney at the Eastern District of New York, handling numerous complex and sensitive criminal prosecutions, often in an international setting. Prior to coming to the Eastern District of New York, she worked as a special attorney in the Organized Crime and Racketeering Section of the United States Department of Justice in Newark, New Jersey, and Miami, Florida, and also worked for the New York City Department of Investigation, investigating allegations of official corruption among elected officials and civil servants in New York City government. 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.

## EDWARD J. GROARKE

*Special Professor of Law*

B.A., St. Francis College

M.A., Brooklyn College

J.D., St. John's University

LL.M., (Labor Law), New York University

LL.M., (General Studies), New York University

Professor Groarke was formerly a deputy Nassau County attorney and associate at the New York City law firm of Brady & Tarpey, P.C., prior to becoming an associate and then partner with Colleran, O'Hara & Mills, Garden City, New York. He has a broad civil litigation background with a specialty in labor and employee benefits law in both the public and private sector. Professor Groarke was admitted to practice law in New York State in 1980. He is also admitted before the United States Supreme Court, United States Court of Appeals for the Second Circuit, as well as the United States District Courts for the Eastern and Southern Districts of New York.

### **EMANUEL HALPER**

*Special Professor of Law*

B.A., City College of New York

J.D., Columbia University

Emanuel B. Halper is a Greenvale, New York-based real estate consultant and attorney. He served as a partner, and later as senior partner, of the New York City law firm Zissu Berman Halper & Gumbinger from 1966 through 1987, and still maintains a relationship with the firm as counsel.

Currently a member of the Supervisory Council of ABA's Real Property, Probate & Trust Law Section, he also served as chairman of the section's Commercial and Industrial Leasing Group from 1986 to 1994. In 1976 ABA awarded him a Certificate of Merit in recognition of a distinguished contribution to public understanding of the American system of law and justice. As chairman of the International Real Estate Committee of the World Association of Lawyers, he led seminars on international real estate problems in Madrid, Sao Paulo, Cairo and Berlin.

He has taught at New York University's, Adelphi University, the New School for Social Research, and the Graduate School of Business of the University of Wisconsin. N.Y.U. honored him with an award for teaching excellence in 1978.

Mr. Halper is the author of three books and more than 100 articles in professional journals.

### **GRANT HANESSIAN**

*Special Professor of Law*

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

J.D., New York University

LL.M., Columbia University

Professor Hanessian is a member of the international law firm of Baker & McKenzie. He concentrates his practice in international litigation and arbitration, as well as commercial litigation, before federal and state courts. Professor Hanessian has handled numerous international arbitrations before the American Arbitration Association; the International Chamber of Commerce; the Iran-United States Claims Tribunal; the United Nations Compensation Commission, which is resolving claims against Iraq arising out of the Gulf War; and other forums. He writes frequently on international dispute resolution topics and is co-editor of *The Gulf War Claims Reporter* (International Law Institute/Kluwer). After receiving his LL.M. degree from Columbia University School of Law, Professor Hanessian clerked for Judge Dominick L. DiCarlo, U.S. Court of International Trade.

### **ROBERT C. HARRIS**

*Special Professor of Law*

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

J.D., New York University

Professor Harris has been practicing entertainment and intellectual property law in New York City for 20 years. He is presently a senior partner of Leavy Rosensweig & Hyman and represents clients in a broad range of entertainment media. He counsels and handles transactional matters for theatrical producers and creative personnel on various Broadway and Off-Broadway productions, as well as for publishers, authors, agents, and independent film and television writers and producers. He also negotiates and drafts programming and network affiliation agreements for a cable television system. Professor Harris is a specialist in copyright and trademark law, including clearance, prosecution and licensing. He represents the heirs of both Ernest Hemingway and F. Scott Fitzgerald with respect to trademark and merchandise licensing, and does copyright and trademark enforcement and prosecution for a number of stage properties. He also has extensive experience representing advertisers of children's products. Professor Harris is a member of the Entertainment Law Committee of the Association of the Bar of the City of New York. He is also a member of the American Bar Association Section of Intellectual Property Law and currently chairs the Subcommittee on Copyright Formalities. Professor Harris is a member, as well, of the professional advisor board of the *Cardozo Arts & Entertainment Law Journal*.

## **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, LLP, who specializes in cooperative, condominium and community association law. He was a member of Hofstra 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 a member of the Committee of Cooperatives and Condominiums of the New York State Bar Association, in which he chairs the subcommittee on Home Owners' Associations. He is also a member of the New York State Attorney General Condominium Act Task Force.

## **STEVEN A. HOROWITZ**

*Special Professor of Law*

B.A., Hofstra University

J.D., Hofstra University

M.B.A., Hofstra University

Steven A. Horowitz is a partner in the firm of Moritt, Hock, Hamroff & Horowitz, LLP. His practice concentrates on tax, estate and business planning; corporate and partnership taxation; charitable planned giving; pension and benefit plans; drafting qualified and nonqualified employee benefit plans; executive compensation planning; and Internal Revenue Service compliance and controversy.

Professor Horowitz is a nationally published columnist, author and frequent speaker on topics related to estate and tax planning, executive compensation, charitable planned giving, qualified and nonqualified retirement planning and asset protection preservation, and life insurance.

He is a member of the American Bar Association - Sections of Taxation, Real Property, Trusts and Probate; Committee of S-Corporation, Estate and Gift Tax, and Partnership Tax; a member of the New York Bar Association - Sections of Taxation and Estates, and Trusts; and a member of the Nassau County Bar, Suffolk County Bar and the National Academy of Elder Law Attorneys.

## **SANDRA J. KAPLAN, M.D.**

*Special Professor*

B.S., George Washington University

M.D., Temple University School of Medicine

Dr. Kaplan is associate chairman of the Department of Psychiatry for Child and Adolescent Psychiatry at North Shore Hospital, Manhasset, New York, and associate professor of clinical psychiatry, New York University School of Medicine. Her responsibilities include the management of academic medical center child and adolescent psychiatric services, training programs and research efforts. While leading the Division of Child and Adolescent Psychiatry of North Shore University Hospital, she has had the opportunity to develop mental health services and research studies of children and parents in violent families. These efforts have also lead to her national professional advocacy and educational efforts regarding family violence and mental health.

Dr. Kaplan's specialty certification includes being a diplomate of the American Board of Psychiatry and Neurology in General and Child and Adolescent Psychiatry, and of the American Board of Pediatrics.

Her professional organizational efforts include: chairmanship status of the Committee on Family Violence and Sexual Abuse of the American Psychiatric Association; membership of the Steering Committee, National Advisory Council on Family Violence of the American Medical Association; membership of the Women's Health Advisory Panel of the



American Medical Association; and membership representing the Department of Psychiatry of the New York University School of Medicine on the Interdisciplinary Forum of Mental Health and Family Law (New York State). Research grants awarded to Dr. Kaplan include being the principal investigator of the National Institute of Mental Health Grant "Psychopathology, Suicidal Behavior and Adolescent Abuse."

Her publications include numerous journal articles and book chapters, and the co-editorship of the "Child Abuse Volume" of the *Child and Adolescent Clinics of North America*, October 1994, W.B. Saunders, Philadelphia, PA, and the editorship of *Family Violence: A Clinical and Legal Guide*, American Psychiatric Press Inc., 1996.

#### **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 assistant patent counsel for the National Security Agency.

#### **ALAN LAMBERT**

*Special Professor of Law*

M.D., SUNY Health Science Center of Brooklyn

J.D., Harvard University

Dr. Lambert is a partner at the law firm of Lifshutz, Polland & Associates, P.C., where he practices health care law. Dr. Lambert received his medical degree from SUNY Health Science Center of 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 *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 LLP, 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 litigation, land use and providing environmental counseling in corporate and real estate matters.

#### **LEWIS R. MANDEL**

*Special Professor of Law*

A.B., Cornell University

J.D., Albany Law School of Union University

LL.M., 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 for Hofstra's Trial Techniques course as well as in the regional program of the National Institute for Trial Advocacy for the past 20 years, and is the author of *Witness Examination* (two 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 Aaronson Rappaport Feinstein & Deutsch, LLP, and is the head of the firm's health care department. His practice covers all areas of health care with particular emphasis in representing hospitals, physicians, HMOs, integrated delivery systems, nursing homes, home care agencies, hospice 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, conversions of corporate status, multi-specialty physician groups, sales of physician and other provider practices, as well as federal and state licensure matters. Prior to joining Aaronson Rappaport, 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, and the American Health Lawyers Association.

### **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 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, awarded to him in 1960. At Cornell he was an Olmstead Fellow in Public Law. In 1962 he was awarded his J.D. 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 pre-sentence 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*). In 1996 Professor Muraskin received the New York State Bar Association award for the delivery of defense services.

Professor Muraskin has also been an adjunct faculty member at Long Island University-C.W. Post, 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 Appellate Practice and Criminal Law and Procedure Committees of the Nassau County Bar Association.

### TIM O'BRIEN

*Distinguished Visiting Special Professor of Law*

B.A., Michigan State University

M.A., University of Maryland

J.D., Loyola University

Since joining ABC News in 1977, Tim O'Brien has been the network's chief correspondent at the U.S. Supreme Court. He has reported on the confirmation of seven Supreme Court justices, including the controversial Clarence Thomas-Anita Hill hearings. His 22-year tenure at the Court exceeds that of all but two of the current justices.

Mr. O'Brien's assignments with the network also include reporting and analysis with regard to the Justice Department, the Federal Bureau of Investigation and on general law-related issues. He covered the trials of O.J. Simpson, Iran-Contra figure Oliver North and presidential assailant John Hinckley.

Mr. O'Brien has received numerous Certificates of Merit from the American Bar Association for his reporting on topics ranging from alternative dispute resolution to the death penalty. He was the writer and principal correspondent for the critically acclaimed ABC News documentary *Escape From Justice: Nazi War Criminals in America*. The report, an in-depth examination of ex-Nazis who have obtained refuge in the United States, received the Clarion Award for Human Rights reporting and an Alfred I. DuPont-Columbia Award for excellence in journalism.

Mr. O'Brien also wrote and reported the network's award-winning documentary *The Shooting of Big Man - Anatomy of a Criminal Case*. The two-hour, primetime examination of the American criminal justice system received an Alfred I. DuPont-Columbia Award and a Silver Gavel Award from the American Bar Association.

Mr. O'Brien is a proponent of allowing televised coverage of Supreme Court proceedings and his arguments in support of that position have appeared in numerous legal periodicals and on the op-ed pages of *The New York Times*.

Mr. O'Brien received a B.A. from Michigan State University, which in 1996, awarded him its Outstanding Alumnus Award; he holds an M.A. in political science from the University of Maryland and a J.D. from the Loyola University School of Law in New Orleans. He is currently a member of the Law School's Visiting Committee and is also on the board of governors of Woodward Academy, which honored him with its Distinguished Alumni Award in 1979. He has been admitted to the Bar in Louisiana and in the District of Columbia. He is also a member of the Bar of the Supreme Court of the United States. In 1988 Mr. O'Brien was elected to membership in the American Law Institute; he is a member of the American Judicature Society, having served on the Society's board of directors from 1991-1997. He served as the Leo Goodwin Professor of Law at Nova Southeastern University Law School in 1997.

## NEAL R. PLATT

*Special Professor of Law*

B.S., Cornell University

J.D., Hofstra University

LL.M., New York University

Professor Platt is a partner in the New York City firm of Shwal & Platt. He represents both domestic and international companies in the establishment and conduct of their United States operations, with particular emphasis on trademark and know-how licensing, distributorship and dealership arrangements, trademark registration and litigation, Internet domain-name selection and dispute resolution, and antitrust compliance. He represents companies involved in the acquisition of businesses owning substantial intellectual properties. He has also conducted numerous federal and state court litigations, as well as administrative proceedings before the Trademark Trial and Appeal Board of the United States Patent and Trademark Office. 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 co-author 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 and an editor and author of *Warren's Heaton*.

## RICHARD REICHLER

*Special Professor of Law*

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

Bringing an impressive breadth of knowledge and experience to the firm, Richard Reichler serves as counsel to Meltzer, Lipper and heads the Employee Benefits Group. Prior to joining the firm, he was vice president for tax planning and deputy general counsel at the Long Island Lighting Company (LILCO).

During his six-year tenure at LILCO, he was responsible for all tax planning, including tax audits, executive and employee compensation and benefits, real property tax litigation, and state and local tax matters. Most notably, he directed the tax planning involved in the \$12 billion LILCO, LIPA, Brooklyn Union Gas transaction – one of the most complicated corporate tax transactions in recent times – including obtaining the critical IRS tax ruling needed to close the transaction.

Prior to joining LILCO, Professor Reichler was a senior tax partner in the accounting firm of Ernst & Young. He worked with clients involved in mergers and acquisitions, corporate and real estate transactions, financial restructuring, tax structuring of investments, and executive and employee compensation planning. At the same time, he served as tax adviser to the Urban Development Corporation's High Technology Council.

Widely published, Professor Reichler is a member of the Bureau of National Affairs Tax Management Advisory Board, the International Fiscal Association and the Tax Executives Institute, as well as the tax section of the New York State Bar Association, where he has served on its Executive Committee. He teaches graduate tax programs at Baruch College and Advanced Corporate Tax at the Hofstra University Law School.

## MARC H. ROSENBAUM

*Special Professor of Law*

B.A., Brooklyn College

M.A., Jurisprudence, Oxford University

J.D., Hofstra University

Professor Rosenbaum is currently the president and CEO of the Brooklyn Navy Yard Development Corporation, which manages and develops for the City of New York, the 264-acre industrial park on the former site of the Brooklyn Navy Yard. Prior to his current position, he practiced as a commercial litigator and trial lawyer for 20 years; first as an associate at Wachtell, Lipton, Rosen & Katz, then as an assistant United States attorney for the Southern District of New York, and finally, as a member of the firm of Sharfman, Shanman, Poret & Siviglia, P.C. Professor Rosenbaum has taught pretrial litigation as an Adjunct Professor of Law at Hofstra Law School and has on numerous occasions been a faculty member in the Northeast Deposition Programs of the National Institute for Trial Advocacy.

## BEN B. RUBINOWITZ

*Special Professor of Law*

B.A., Boston University

J.D., Hofstra University

Ben Rubowitz 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. Rubowitz has focused his career on the trial of major tort cases.

While a student at the Hofstra University School of Law, Mr. Rubowitz 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. Rubowitz 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 Practicing 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. He was recently elected a Fellow of the International Society of Barristers.

## SYLVAN J. SCHAFFER

*Special Professor of Law*

B.A., Yeshiva University

B.S., Yeshiva University

J.D., Columbia University

Ph.D., American University

Sylvan Schaffer is a licensed psychologist and attorney who serves as the clinical director of the Forensic Psychiatry Program for the Division of Child and Adolescent Psychiatry at North Shore University Hospital. He is also assistant clinical professor of psychiatry at the Albert Einstein College of Medicine. Dr. Schaffer is affiliated with the Lenox Hill Hospital Department of Psychiatry and the New York University School of Medicine Department of Psychiatry as a clinical associate professor. In addition, he is legal counsel to the NY State Psychological Association as well as other mental health associations, universities and clinics. He is of counsel to the law firm of Feaster, Bruckman, Wohl, Most & Rothman. He practices in the areas of, and has written about, jury selection, risk management, family law, mental health law, professional discipline, mediation, forensic evaluations and expert testimony. Dr. Schaffer has a separate practice in psychotherapy.

## **HENRY T. (PAT) SCHWAEBER**

*Special Professor of Law*

B.S., New York University

J.D., New York University

CPA, State of New York

Professor Schwaeber is a consultant to the certified public accounting firm of David Berdon & Co, LLP. He founded Schwaeber Sloane Schulman & Co, PC, presently the lead firm in the Long Island division of David Berdon. He also founded H.T. Schwaeber, P.C., a law firm specializing in taxes, estate planning and financial planning. Mr. Schwaeber has lectured to doctors and attorneys in those specialties. Mr. Schwaeber is a member of the New York State Bar Association, New York State Society of Certified Public Accountants and the American Institute of Certified Public Accountants. He is admitted to practice before both the Supreme Court and the Tax Court of the United States.

## **JEFFREY L. SELTZER**

*Special Professor of Law*

B.S., University of Pennsylvania

J.D., Georgetown University Law Center

Jeffrey L. Seltzer is executive vice president and chief operating officer of Adirondack Trading Partners. Adirondack is a consortium of brokers/dealers that founded the International Securities Exchange, the first electronic securities exchange in the United States, and is a market maker on the Exchange.

Previously, he was a managing director and deputy chairman of CIBC World Markets Corp., one of the 20 largest brokers/dealers in the United States, where he was actively involved in the firm's global capital markets, credit and wealth management businesses. He was the project manager for the acquisition and integration of the Oppenheimer & Co. brokerage into CIBC. He created, structured and negotiated CIBC's sports co-branding programs with the New York Rangers, the Women's Sports Foundation and Wayne Gretzky. Prior to his work at CIBC, Mr. Seltzer was a managing director of the Lehman Brothers investment firm and a securities lawyer in private practice in New York City.

Mr. Seltzer currently serves as a member of the advisory board of the Huntsman Program in International Studies and Business at the Wharton School of the University of Pennsylvania and the executive committee of the board of directors of the Nassau County Sports Commission. He was a vice chairman of the board of trustees of the Institute of International Bankers and also served as an adviser to the U.S. Department of Commerce, U.S. Trade Representative, U.S. Small Business Administration, Nassau County and the Republican National Committee, as well as numerous political campaigns.

Mr. Seltzer graduated from the Wharton School of the University of Pennsylvania in 1978 and The Georgetown University Law Center in 1981.

## **JOSEPH R. SIMONE**

*Special Professor of Law*

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

J.D., Fordham University

LL.M., New York University

Professor Simone is counsel to the New York law firm of Schulte Roth & Zabel and is chairperson of the firm's employee benefits practice. His practice involves all areas of employee benefits law, including qualified and non-qualified employee benefit plans and deferred compensation arrangements. Professor Simone has previously served as an adjunct professor of law at the University of Miami Graduate School of Law and has served for the past 17 years as chairperson of the Practising Law Institute's "Understanding ERISA" introductory program in employee benefits law. He has written and lectured extensively about employee benefit issues and has co-authored two employee benefit textbooks. He is a member of the Employee Benefit Committees of the ABA Tax Section and the New York State Bar Association. Professor Simone currently serves as a member of the American Arbitration Association Panel on Multiemployer Pension Plans.

### **DANIEL M. SULLIVAN**

*Special Professor of Law*  
B.A., University of Notre Dame  
J.D., Syracuse University

Professor Sullivan has been an assistant district attorney in the Queens County District Attorney's Office since 1979. He is currently the bureau chief of a Supreme Court Trial Bureau. He has extensive experience as a trial attorney and has personally tried murder cases exclusively since 1984. He holds a diploma in teaching advocacy skills from the National Institute of Trial Advocacy and has taught in the Hofstra Trial Techniques course and the regional program for the National Institute of Trial Advocacy for more than 15 years. He is an instructor at the Police Defensive Tactics Institute. He has lectured at the American Women Self Defense Association annual conference (1991 - Investigation and prosecution of rape cases, 1999 - Current trends in the law regarding domestic violence), International Use of Force conference (1997), NYC Transit Police Detective Criminal Investigators Course at John Jay College of Criminal Justice (1990) and Criminal Law Institute at St. John's University College of Law (1987). Professor Sullivan is a member of the N.Y.S. District Attorney's Association, Columbian Lawyers Association and the Catholic Lawyers Guild.

### **REED SUPER**

*Special Professor of Law*  
B.A., Duke University  
J.D., M.B.A., University of Virginia

Reed W. Super practices land use and environmental law on behalf of non-profit organizations and citizens groups. In 1997, after working in the environmental litigation groups of several San Francisco law firms, he started his own solo environmental practice. He also serves as president and general counsel of the Environmental Education and Advocacy Council.

### **PETER J. TOREN**

*Special Professor of Law*  
B.A., Bowdoin College  
M.I.A., Columbia University  
J.D., University of San Francisco

Mr. Toren is a partner with Brown & Wood LLP, in New York City, where he is the co-head of the Intellectual Property Group. He specializes in patent, copyright, trademark, trade secret and cyberlaw litigation. Before entering private practice, Mr. Toren was one of the first trial attorneys with the Computer Crime and Intellectual Property Section of the Criminal Division of the United States Department of Justice. While there, Mr. Toren was in charge of prosecutions for violations of copyright, trademark and trade secret law and the Computer Fraud and Abuse Act. He is the author of numerous publications on a variety of intellectual property and cyberlaw related topics, including *Protecting Inventions as Trade Secrets: A Better Way When Patents are Inappropriate, Unavailable*; *Protecting Prevailing Intellectual Property, Intellectual Property Due Diligence in the Acquisition of or Investment in Technology Companies*; *The Patentability of Business Methods*; *The Criminalization of Trademark Counterfeiting*; *EEA Violations Could Trigger Criminal Sanctions*; *Federal Prosecution of Violations of Intellectual Property Rights (Copyrights, Trademarks and Trade Secrets)*; and *Understanding the Economic Espionage Act of 1996*. He is a columnist and member of the advisory board of *E-Commerce Law Journal* and is writing a book on intellectual property crimes. He has lectured extensively on protecting intellectual property rights and on cyberlaw issues and has also taught U.S. law to Russian judges, prosecutors and defense attorneys through the Central and East European Law Initiative sponsored by the American Bar Association.

### **BENNETT J. WASSERMAN**

*Special Professor of Law*  
B.A., M.A., Hunter College  
J.D., Hofstra University

Bennett J. Wasserman just concluded his ninth year as Special Professor of Law at Hofstra Law School, where he has taught Lawyer Malpractice during the spring semester. Professor Wasserman graduated from Hofstra Law School in

1974. He was a member of the inaugural staff of the *Hofstra Law Review* and was Articles Editor of Volume II. After spending four years in the private law practice of the chairman of the National Commission on Product Safety, who was responsible for the authorship of the Consumer Product Safety Act, he then went on to become a partner in the New York City law firm of Lipsig, Sullivan and Liapakis where he was a trial attorney litigating major tort cases in the area of product and professional liability.

He began his own firm in Bergen County, New Jersey, in 1984 and has become increasingly involved in matters concerning professional liability. In 1985 he became a certified civil trial attorney by the Supreme Court of New Jersey and was also listed in the *Best Lawyers in the United States*. In June of 1985, he received Hofstra Law School's Distinguished Alumni Award.

He plays an active role in the American Bar Association Standing Committee on Lawyer Liability and its Center for Professional Responsibility. He serves on the Malpractice Insurance Committee and Entire Controversy Doctrine Committees of the New Jersey State Bar Association. Combining those bar association activities with his services as moderator of the torts practice area of CounselConnect, a computerized online service for the legal profession, and its Legal Malpractice Forum, Professor Wasserman generated lively discussions and exchanges online and on the World Wide Web on timely topics in the rapidly changing area of lawyer malpractice. When the Supreme Court of New Jersey rendered a major decision in August 1995 in a case involving the entire controversy doctrine and its application to lawyer malpractice claims, Professor Wasserman led a campaign to have the Court modify their holding because of its destructive effect on the attorney-client relationship (*Circle Chevrolet v. Ciesla O'Halleran*, 142 N.J. 280, 662 A.2d 509 (1995)). The result has been the introduction of legislation into the New Jersey State Legislature to alleviate that problem. Professor Wasserman is the author of that bill. As a result of those efforts, the Supreme Court of New Jersey has now reversed that decision and has exempted legal malpractice claims from the entire controversy doctrine. Professor Wasserman was the plaintiff's expert witness in that case (*Olds v. Donnelly*, 150 N.J. 424, 696 A.2d 633 (1987)). He is frequently called upon as an expert witness in legal malpractice cases, and has to his credit numerous reported decisions throughout the United States.





## ADMINISTRATORS

### BARBARA A. BIRCH

*Assistant Dean of Law Alumni Affairs*

B.A., Binghamton University

Barbara Birch received her B.A. from Binghamton University. Prior to coming to the Law School in 1996, she worked in the education department of the Kennedy Center for Performing Arts in Washington, D.C. At Hofstra University School of Law, she is responsible for the development and coordination of alumni programs and Law School events, including lectures and conferences. She is involved in alumni-related fund-raising activities and serves as liaison to the Alumni Board of Directors. In addition, she is responsible for the production of the alumni magazine, *Hofstra Law Report*.

### MARJORIE M. DANIELS

*Registrar*

B.F.A., Syracuse University

Marjorie Daniels received her B.A. in fine arts from Syracuse University. Before coming to Hofstra, she was affiliated with the Jacob D. Fuchsberg Law Center of Touro College in Huntington, New York. Prior to her experience as a law school administrator, she 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 co-founder 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.

### CAROLINE LEVY

*Senior Assistant Dean for Career Services*

B.A., Northwestern University

J.D., Hofstra University

Dean Levy received her B.A. from Northwestern University and her J.D. from Hofstra University School of Law. Dean Levy has practiced law in both the public and private sectors. Before opening her own practice in 1991, concentrating in civil appeals, Dean Levy served as chief of appeals for the Suffolk County Attorney's Office and as associate attorney in the law office of Lynne Adair Kramer, where her practice was limited to matrimonial and family law. Dean Levy is a past president of the Women's Bar Association of the State of New York, a former member of the New York State Bar Association's House of Delegates and former director of the Suffolk County Bar Association. In 1996 Dean Levy was appointed by the Honorable Mary Margaret Werner, then administrative judge of Suffolk County, to chair the Suffolk County Women in the Courts Committee, a part of the New York State Judicial Commission on Women in the Courts. She served as chair until December 1999 and continues to date as a committee member. Dean Levy is New York State Chief Judge Judith Kaye's appointee to the Governor's Judicial Screening Panel for the Appellate Division, Second Department. She was appointed by Chief Administrative Judge Jonathan Lippman to the task force to study the mandatory retirement age for the New York Judiciary. Dean Levy has served on the board of directors of 1 in 9: The Long Island Breast Cancer Action Coalition and is a director of JALBCA (Judges and Lawyers Breast Cancer Alert). She is a member of the New York Bar Foundation and a director of the Women's Bar Association of the State of New York Foundation. Dean Levy was the year 2000 recipient of the prestigious Marilyn Menges award from the Women's Bar Association of the State of New York.

## **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*

B.S., Hofstra University

Gary Moore has been with the Law School since September 1993. Gary received his B.S. 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. Projects that he has worked on include the Siben & Siben Moot Courtroom, the Weitz & Luxemburg High Tech Trial Courtroom, and renovating the Law Library Computer Labs. He was also responsible for implementing the Law Library Public Access Network System. This summer, he will implement a wireless network for the entire Law School.

## **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 10 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. Dean Pace is the current chair of the Executive Committee of the AALS Section on Student Services.

## **DIANE SCHWARTZBERG**

*Director of Career Services*

Diane Schwartzberg came to Hofstra Law School in 1980. During her 20-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 Recruitment and Retention of Lawyers Committee at the Association of the Bar of the City of New York and was a member of the Law Students Perspective Committee subcommittee of the Lawyers in Transition of the Association of the Bar of the City of New York.

## **TINA SNEED**

*Director of Admissions*

B.S., California State University, Long Beach

M.P.A., California State University, Dominguez Hills

Tina Sneed earned her B.S. from California State University, Long Beach, and her M.P.A. from California State University, Dominguez Hills. Ms. Sneed joined Hofstra in January 2000 with more than 10 years experience in higher education administration, having held administrative positions in admissions, enrollment services, school relations and student affairs within the California State University and State University of New York systems. As Director of Admissions, Ms. Sneed assists the Senior Assistant Dean for Admissions in carrying out the responsibility of attracting and enrolling the entering law class each year.

## **PETER SYLVER**

*Senior Assistant Dean for Admissions*

B.S., John Jay College of Criminal Justice

J.D., Hofstra University

Dean Sylver graduated from John Jay College of Criminal Justice in 1994 with a B.S. in legal studies. In 1997 he received his J.D. from the Hofstra University School of Law, and was awarded the Benjamin Weintraub and Alan Resnick Award for Excellence in the Study of Bankruptcy Law. He was previously an associate at the New York office of Fried, Frank, Harris, Shriver & Jacobson, where he concentrated in the areas of bankruptcy and business reorganizations. His past experience includes teaching at John Jay College of Criminal Justice, working at the law firm of Kramer Levin Naftalis & Frankel LLP, and serving as a law clerk to the Honorable Cornelius Blackshear, United States Bankruptcy Judge for the Southern District of New York.

Dean Sylver continues his *pro bono* activities by acting as counsel to Sisulu Children's Academy, the first charter school organized under New York State's Charter School Act. He recently received the John Jay College of Criminal Justice Distinguished Alumni Award and will present at the University of Bologna, Italy, this summer at a conference co-hosted by John Jay College of Criminal Justice, the Federal Bureau of Investigation and Interpol.

## **LILLI WEINGER**

*Director, Law School Capital Campaign*

B.S., Brooklyn College

M.S., Brooklyn College

Lili Weinger's appointment as Director of the Law School's Capital campaign involves raising funds for scholarship and academic initiatives for the Law School's current Building For The Future Campaign. Ms. Weinger was previously director of development at the South Shore Y Jewish Community Center. Prior experience includes teaching positions at Long Island University Brooklyn Campus and Nassau Community College.

## **CASSANDRA T. WILLIAMS**

*Director of Multicultural Student Affairs*

B.A., University of Pennsylvania

J.D., Tulane University

Cassandra Williams received her B.A. in French literature from the University of Pennsylvania and her J.D. from Tulane Law School. Following college, Ms. Williams worked as an admissions counselor and recruiter for the City University of New York. Upon completion of law school, she worked in private practice in New York City. At Hofstra University School of Law, her responsibilities include the recruitment and retention of a diverse student body, minority student affairs and coordination of the Enhancement Program.

## 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 Professor Bernard E. Jacob.

**THE ANDREW M. BOAS AND MARK L. CLASTER DISTINGUISHED PROFESSORSHIP IN CIVIL PROCEDURE** 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 Professorship is currently held by Dean Stuart Rabinowitz.

**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 currently 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 and Employment Law Journal*, a scholarly publication, and the annual Edward F. Carlough Labor Law Conference.

**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 Janet L. Dolgin.

**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 Professor 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 & Kremer, 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.

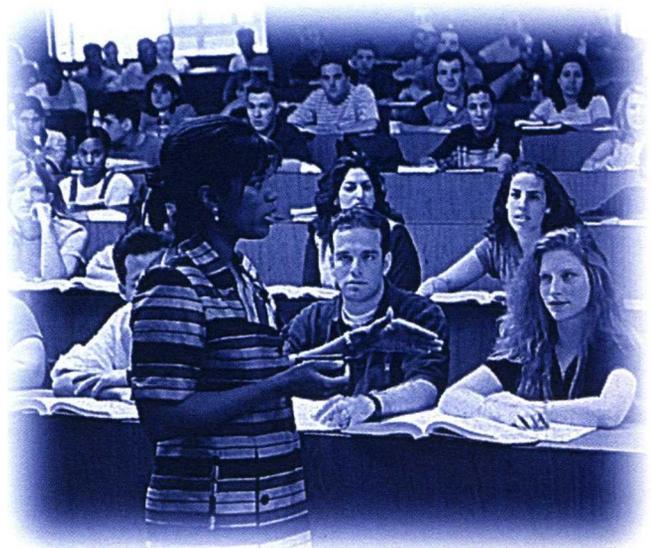
**THE ERIC J. SCHMERTZ DISTINGUISHED PROFESSORSHIP IN PUBLIC LAW AND PUBLIC SERVICE** was established in 1993 by friends of Professor Eric J. Schmertz to promote scholarship and activities in furtherance of public law and public service. The Professorship is currently held by Professor Eric Lane.

**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 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 was a nationally prominent lawyer specializing in bankruptcy and corporate reorganization for more than 50 years. He was a member of the National Bankruptcy Conference and was special counsel to the firm of Kaye, Scholer, Fierman, Hays & Handler at the time of his death in 1995. An annual lecture is held in conjunction with the professorship. The professorship is currently held by Professor Alan N. Resnick.

**THE SIGGI 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.



## ACADEMIC YEAR 2000-2001

### FALL SEMESTER 2000

Entering students participation in Mock Jury Trials	Monday, August 21 and Tuesday, August 22, 2000
First-Year Orientation and Legal Methods begin	Wednesday, August 23, 2000
Second-Year Appellate Advocacy begins	Thursday, August 24, 2000
First-, Second- and Third-Year classes begin	Monday, August 28, 2000
No classes	Monday, September 4, 2000
No classes	Monday, October 9, 2000
Monday schedule in effect	Tuesday, October 10, 2000
Friday schedule in effect	Wednesday, November 22, 2000
No classes	Thursday, November 23 and Friday, November 24, 2000
Classes end	Thursday, December 7, 2000
Reading day	Friday, December 8, 2000
Examinations	Monday, December 11 through Friday, December 22, 2000
Trial Techniques Program begins	Wednesday, January 3, 2001
Program ends	Friday, January 12, 2001

### SPRING SEMESTER 2001

First-Year Legal Writing and Research begins	Monday, January 8, 2001
Classes begin	Tuesday, January 16, 2001
No classes	Monday, February 19, 2001
Monday schedule in effect	Tuesday, March 13, 2001
No classes	Monday, April 9 through Friday, April 13, 2001
Classes end	Tuesday, May 1, 2001
Reading day	Wednesday, May 2, 2001
Examinations	Thursday, May 3 through Wednesday, May 16, 2001

\*Calendar is subject to change 6/13/00

## ACADEMIC YEAR 2001-2002\*

### FALL SEMESTER 2001

Entering students participation in Mock Jury Trials	Monday, August 20 and Tuesday, August 21, 2001
First-Year Orientation and Legal Methods begin	Wednesday, August 22, 2001
Second-Year Appellate Advocacy begins	Thursday, August 23, 2001
First, Second and Third-Year classes begin	Monday, August 27, 2001
No classes	Monday, September 3, 2001
No classes	Tuesday, September 18 and Wednesday, September 19, 2001
No classes	Thursday, September 27, 2001
Thursday schedule in effect	Monday, October 1, 2001
No classes	Thursday, November 22 and Friday, November 23, 2001
Classes end	Monday, December 10, 2001
Exams	Tuesday, December 11 through Friday, December 21, 2001
Trial Techniques Program begins	Wednesday, January 2, 2002
Program ends	Friday, January 11, 2002

### SPRING SEMESTER 2002

First-Year Legal Writing and Research begins	Monday, January 7, 2002
Classes begin	Monday, January 14, 2002
No classes	Monday, January 21, 2002
No classes	Monday, February 18, 2002
Legislative Monday	Tuesday, March 12, 2002
No classes	Monday, March 25 through Friday, March 29, 2002
Classes end	Tuesday, April 30
Reading day	Wednesday, May 1
Examinations	Thursday, May 2 through Wednesday, May 15, 2002

\*Calendar is subject to change 6/13/00

## 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:** Advanced Legal Research  
Advanced Legal Writing  
Alternatives to Litigation  
Appellate Advocacy  
Civil Procedure  
Conflict of Laws  
Evidence  
Family Law Practice Workshop  
Federal Courts  
Lawyer Malpractice  
Legal Interviewing, Counseling,  
and Negotiation  
Pretrial Litigation  
Pretrial Skills  
Remedies  
Selected Problems in New York  
Civil Practice  
Trial Techniques
- Seminars:** Advanced Appellate Advocacy  
Advanced Mediation Seminar  
Advanced Trial Advocacy  
Advanced Trial Techniques: Use  
of Expert Witnesses  
Child and Family Advocacy:  
Litigation, Expert Witness and  
Alternative Dispute Resolution  
Moot Court Competition Seminar  
Scientific Evidence  
Trial Competitions
- Clinics:** Child Advocacy Clinic  
Criminal Justice Clinic  
Environmental 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

- International Business  
Transactions  
Product Regulation and Liability  
in the United States and the  
European Union  
Remedies  
Secured Transactions  
Securities Regulation  
Unfair Trade Practices
- Seminars:** Advanced Bankruptcy  
Business Drafting  
Corporate Governance and  
Accountability  
Debtor Rehabilitation  
Law in Cyberspace  
Mergers and Acquisitions  
Nonprofit Corporations  
Public Finance

### CONSTITUTIONAL LAW

- Courses:** Constitutional Law
- Seminars:** Constitutional Theory  
Current Problems in  
Constitutional Law  
Death Penalty  
Employment Law  
First Amendment: Speech,  
Association and the Religion  
Clauses  
Law and Race  
Law in Cyberspace  
Legal Issues in Public Education  
Mass Media and the First  
Amendment  
Religion and the Constitution  
Sex-Based Discrimination

### CRIMINAL LAW

- Courses:** Courtroom Criminal Procedure  
Criminal Law  
Criminal Procedure
- Seminars:** Death Penalty  
Juvenile Justice  
Sentencing Reform  
The Prosecutor's Role:  
Prosecuting a Criminal Case  
White-Collar Crime
- Clinic:** Criminal Justice Clinic



## ENVIRONMENTAL AND NATURAL RESOURCES

Courses: Energy, the Environment and the Global Economy  
Environmental Law  
Environmental Law in Commercial and Real Estate Transactions  
Health and Safety Regulation  
International Environmental Law  
Law of the Sea

Seminars: Land Use Regulation  
Preservation Law  
Scientific Evidence

Clinic: Environmental Law Clinic

## ESTATE PLANNING

Courses: Federal Estate and Gift Tax  
Wills, Trusts and Estates

Seminars: Aging and the Law  
Estate Planning

## FAMILY LAW

Courses: Child Abuse and Neglect  
Child and Family Advocacy:  
Litigation, Expert Witness and  
Alternative Dispute Resolution  
Family Law

Seminars: Family Law Practice Workshop  
The Child, the Family and the  
State: Legal Issues Affecting  
Minors

Clinic: Equitable Distribution  
The Law's Response to  
Reproductive Technology  
Child Advocacy Clinic

## GOVERNMENTAL LAW AND LEGISLATIVE PROCESS

Courses: Administrative Law  
Admiralty Law  
Antitrust  
Employment Law  
Energy, the Environment and the  
Global Economy  
Energy Law and Policy  
Environmental Law  
Health and Safety Regulation  
Immigration and Nationality 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: Housing Rights Clinic

## HEALTH LAW

Courses: Health and Safety Regulations  
Health Law  
Products Liability

Seminars: Aging and the Law  
Bioethics and the Law  
The Law's Response to  
Reproductive Technology  
Managed Care and the Physician  
Patient Relationship  
Scientific Evidence

## INTERNATIONAL LAW

Courses: Citizenship and Nationality Law  
Comparative Constitutional Law\*  
Comparative Law  
Divorce: Comparative and  
International Perspectives\*  
Evolving Transnational  
Environmental Law  
Energy, the Environment, and the  
Global Economy  
European Union Law  
Foreign Affairs and the Constitution  
Immigration Law  
International Arbitration  
International Business Transactions  
International Civil Litigation in  
United States Courts  
International Criminal Law  
International Law  
Law of International Trade  
Law of the Sea  
Product Regulation and Liability  
in the United States and the  
European Union

Seminars: International Institutions  
International Human Rights Law  
International Taxation

## LABOR LAW

- Courses: Collective Bargaining  
Employment Law  
Labor Arbitration  
Labor Law  
Public Sector Labor Law  
Strikes, Boycotts and Picketing  
Sports Law
- Seminars: ERISA and Pension Rights  
Sex-Based Discrimination

## LEGAL HISTORY AND SOCIAL SCIENCE

- Seminars: Economic Analysis of the Law  
Legal History

## PHILOSOPHY AND ETHICS

- Seminars: Classics in Law and Rhetoric:  
A Close Reading Seminar  
Feminist Jurisprudence  
Jurisprudence  
Law and Literature  
Lawyers' Ethics  
Moral Dimensions of the Law

## PROPERTY LAW

### A. REAL PROPERTY

- Courses: Commercial Leasing  
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  
Intellectual Property Survey  
Patent Law  
Sports Law  
Trademarks  
Unfair Trade Practices
- Seminars: Advanced Patent Law  
Entertainment Law

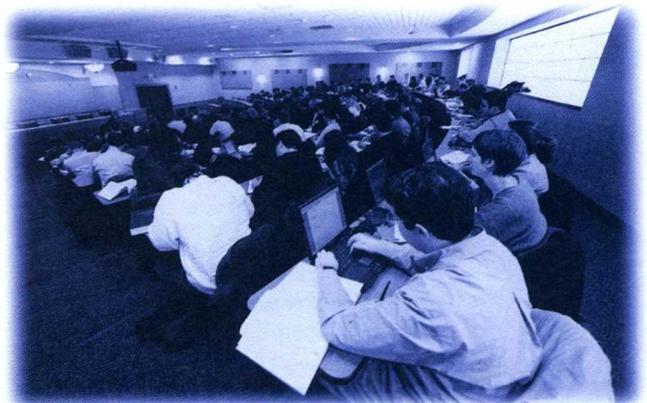
## TAXATION

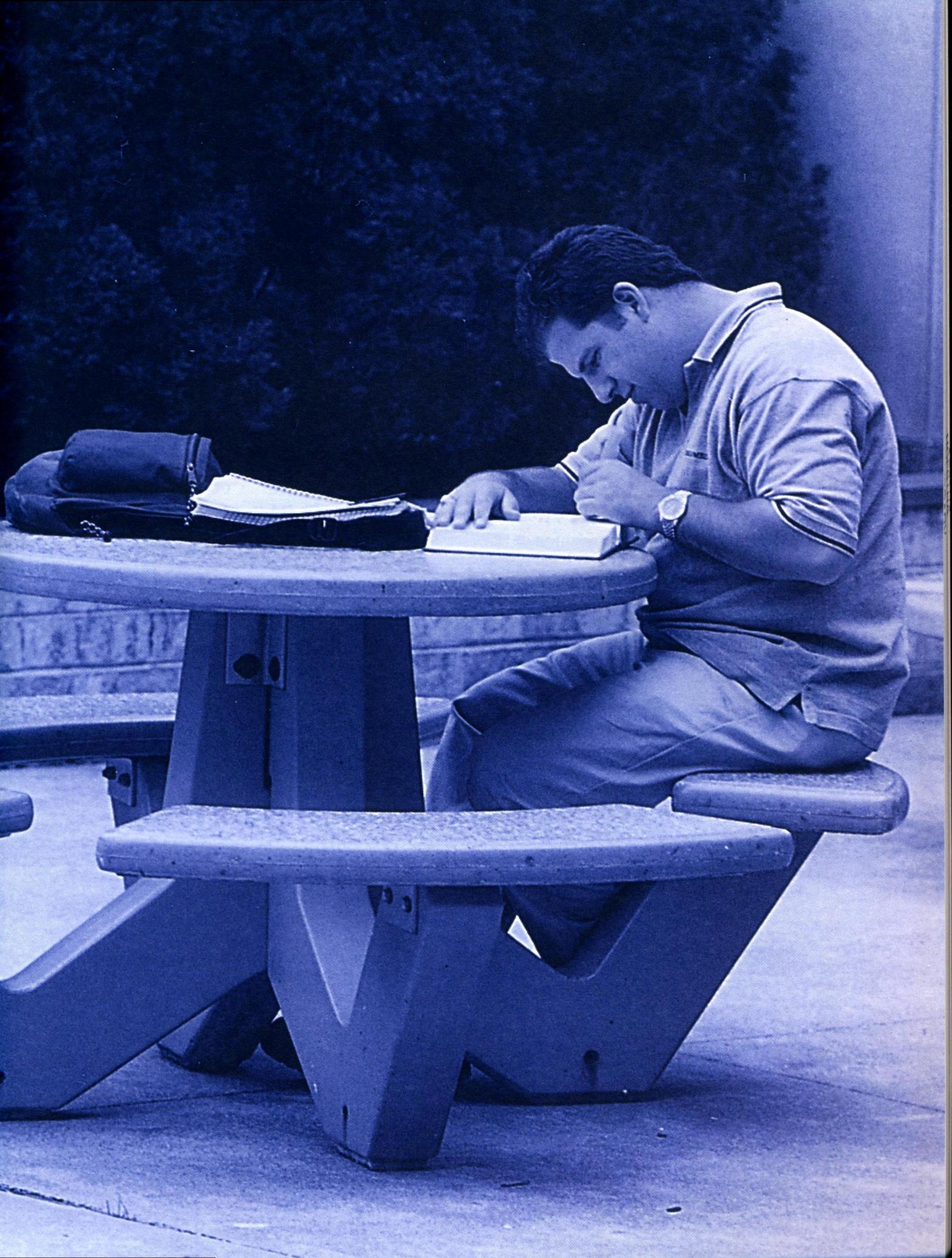
- Courses: Estate Planning  
Federal Estate and Gift Tax  
Federal Income Taxation of  
Corporations  
Federal Income Taxation of  
Individuals  
State and Local Taxation  
Taxation of Partnerships
- Seminars: Advanced Corporate Tax  
ERISA and Pension Rights  
Ethical Problems in Federal Tax  
Practice  
Federal Tax Procedure  
International Taxation

## TORTS

- Courses: Conflict of Laws  
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







## THE COURSE OF STUDY

The School of Law admits students only in the fall semester. Both full-time and part-time programs are offered. Students may be permitted to transfer between the full-time and the part-time programs upon written application with the consent of the Vice-Dean. The course of study is offered on a full-time basis over three academic years and on a part-time basis over four academic years, consisting of two semesters each year. Classes are scheduled five days a week, primarily 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 in the full-time program 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 in the full-time program 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.

To be eligible for the J.D. degree, students in the part-time program must:

1. Complete at least 87 credits.

2. Satisfy residency requirements by attending the School of Law for eight full semesters with a minimum registration of 8 credits in each semester.
3. Pass all first-year courses.
4. Pass Criminal Law, Constitutional Law I, Constitutional Law II, Lawmaking Institutions, and Legal Writing and Research - required second-year courses.
5. Pass Appellate Advocacy - required third-year course.
6. Pass Lawyers' Ethics in the second, third or fourth year.
7. Successfully complete the two upper-class writing requirements.
8. Achieve a cumulative average of at least 2.0 (C average).

Students must pass all required courses to be eligible for graduation.

### UPPER-CLASS WRITING REQUIREMENTS

All students 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 and Employment Law Journal*, or by writing for the *Family and Conciliation Courts Review* 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 I 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 in the full-time program 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. Students in the part-time program must register for at least 8 credit hours in each semester of the second, third and fourth years, but may not take more than 11 credit hours in any semester unless written permission to do so is obtained from the Dean's Office.

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 at the 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 for 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 compelling 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. The deadline to apply for a leave of absence for any semester is the same as the last day to withdraw from classes during that semester. Consult the Registrar's Office for the withdrawal deadline for 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.

## ATTENDANCE REQUIREMENT

The Law School and the New York State Court of Appeals require students to be in good and regular attendance during the academic year for the courses in which they are registered. Attendance may be taken in particular classes; excessive absenteeism may result in a failing grade. Absenteeism for placement interviewing is not an excused absence within the meaning of the attendance requirement.

## RESIDENCE REQUIREMENTS

To meet the requirements for graduation, students in the full-time program must have six full semesters in residence with a minimum of 12 credits in each, and students in the part-time program must have eight full semesters in residence with a minimum of 8 credits in each. (See the section titled Summer School Program, which contains rules concerning early graduation.)

Regular and punctual class attendance is necessary to satisfy residence and class hour requirements.

## OUTSIDE EMPLOYMENT

The study of law is demanding and requires the full time of students in the full-time program. Accordingly, outside employment during the academic year is strongly discouraged except where it involves participation in Law School-sponsored programs integrally related to the curriculum. **For full-time students, such employment shall not exceed a commitment of more than 20 hours a week under any circumstances.**

## SUMMER SCHOOL PROGRAM

The Law School expects to offer one session during the summer of 2001. 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, and a total of 56 periods for a four-credit course.

Students in the full-time program may accelerate graduation by one semester by attending summer sessions at Hofstra 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.

Students in the part-time program may accelerate graduation by one semester by attending summer sessions at Hofstra for two summers. Such students will be able to complete the credits required for graduation in three and one half calendar years. It is not possible to accelerate graduation by more than one semester.

If fewer than six credits per summer session are taken by students in the full-time program, or fewer than four credits per summer session are taken by students

in the part-time program, that session cannot be considered with respect to satisfying the residence 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 for students in the full-time program and 8 for students in the part-time program, 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 1974. Copies of these regulations are available upon request from the Office of the Registrar, Room 114 Law School.

Directory information may be released by the School of Law unless a student requests in writing that this information be kept confidential. Directory information includes a student's name, home and local addresses and telephone numbers, date and place of birth, participation in officially recognized activities, dates of attendance, degree and awards received, the most recent previous educational institution attended by the student and other similar information. Students who wish to have such information kept confidential must file a written request with the Registrar within 10 days of the start of each semester.

Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to the Dean.

## 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, the student must apply in writing to the Dean of the School of Law for permission to withdraw and also to receive an adjusted remission of the student's tuition obligations. The amount of remission diminishes as the student's attendance at the School of Law lengthens. Upon recommendation from the Dean, the University will remit tuition (except, where

applicable, the \$250 first deposit and \$600 second deposit submitted by incoming first-year students) as follows: withdrawal application received prior to the first week of classes, 100%; complete withdrawal from all courses during the second or third week of the semester, 80%; complete withdrawal during the fourth week of the semester, 70%; complete withdrawal during the fifth or sixth week of the semester, 60%; complete withdrawal during the seventh week of the semester, 50%; complete withdrawal during the eighth and ninth weeks of the semester, 40%. This schedule complies with federal regulations of the Department of Education. A copy of the regulations is on file in the Office of Financial Aid Room 203.

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.

### RULES FOR ELECTION OF NON-CLASSROOM COURSES

The New York Court of Appeals Rules for Admission of Attorneys permit Hofstra students to select up to 27 semester hours of non-classroom courses during their course of study. In calculating this 27-hour limitation, only the non-classroom portion of clinical and like courses must be counted. The non-classroom hours attributable to clinical and similar courses are set forth in the chart below.

The Court of Appeals rule also requires students in the full-time program to elect at least 10 classroom credit hours each semester and students in the part-time program to elect at least 8 classroom credit hours each semester, except during a semester in which a student elects the Environmental Law Clinic, the Community Legal Assistance Program (Criminal Justice Program, Housing Rights Clinic, or Child Advocacy Clinic) or the externship program. The rules of the School of Law require a student in the full-time program to elect a minimum of 12 credit hours (total classroom and non-classroom 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 non-classroom 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.

### NON-CLASSROOM COURSES

	Credits	Non-Classroom Hours
Environmental Law Clinic <sup>1</sup>	6	6
Externship Program <sup>2</sup>	3	2
Family and Conciliation Courts Review <sup>3,4</sup>	2-3	1
Hofstra Labor and Employment 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
Trial & Moot Court Teams <sup>3</sup>	1	1
Community Legal Assistance Corporation Child Advocacy Clinic <sup>6</sup> (one semester program)	4	2
Child Advocacy Clinic <sup>7</sup> (2 <sup>nd</sup> semester carryover students)	2	0
Criminal Justice 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 courses equaling a minimum of four credit hours, and the combined credits of the classroom and non-classroom 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 non-classroom 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 three credit hours may be elected in one semester without approval from the Dean's Office, 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.
6. During any semester in which this course is elected, the student must take classroom courses equaling a minimum of six credit hours, and the combined credits of the classroom and non-classroom course(s) must be equal to at least 12 credit hours.
7. During any semester in which this course is elected, the student must take classroom courses equaling a minimum of eight credit hours, and the combined credits of the classroom and non-classroom course(s) must equal at least 12 credit hours.



## 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.

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 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.

At Hofstra, students in their first year master these lawyering skills and values in a combination of learning environments suited to the purpose of their study.

## DESCRIPTION OF THE 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.

\* Part-time students take Criminal Law and Legal Writing and Research in their second year.

## THE PART-TIME PROGRAM

The part-time program is a four-year program in which students are required to take a minimum of 8 credits per semester. Classes are scheduled primarily between 8 a.m. and 6 p.m. The academic requirements for the part-time program, except for duration, are identical to those of the full-time program. The program consists of the following required courses:

### Fall – 1st Year

Contracts I	3 credits
Torts I	3 credits
Property I	3 credits
Civil Procedure I	<u>3 credits</u> 12 credits

### Spring – 1st Year

Contracts II	3 credits
Torts II	2 credits
Property II	2 credits
Civil Procedure II	<u>2 credits</u> 9 credits

Other required courses must be taken as follows:

### Fall – 2nd Year

Criminal Law	3 credits
Constitutional Law I	3 credits

### Spring – 2nd Year

Lawmaking Institutions	3 credits
Legal Writing and Research	2 credits
Constitutional Law II	3 credits

### Fall – 3rd Year

Appellate Advocacy	2 credits
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Students in the part-time program are required to take Lawyers' Ethics and to satisfy the two upper-class writing requirements, as are students in the full-time program. Students may be permitted to transfer from the part-time to the full-time program upon written application with the consent of the Vice Dean.

## SECOND- AND THIRD-YEAR LAW COURSE DESCRIPTIONS

### 2750 ACCOUNTING FOR LAWYERS (2)

This course provides an introduction to accounting, finance and an analysis of component parts of financial statements. The course's objective is to enable the student to operate more effectively as a professional when issues of accounting or finance arise. The course will help the student evaluate the accounting reports in order to make decisions, all of which can pose legal consequences. (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; procedure for admiralty claims; maritime liens; the carriage of goods by sea, including Hague-Visby Rules and the Carriage of Goods by Sea Act; charter parties and arbitration; the laws relating to 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.

### 2757 ADVANCED BANKRUPTCY (2)

This course examines federal bankruptcy law and procedure on an advanced level. It includes an in-depth study of bankruptcy court jurisdiction, venue, appeals, jury trials and the Federal Rules of Bankruptcy Procedure. Professional responsibility and ethical issues facing bankruptcy lawyers will be studied. Other topics may include executory contracts and unexpired leases, intellectual property rights in bankruptcy, rejection of collective bargaining agreements and employee benefit plans, and bankruptcy as a vehicle for resolving mass tort liability. Transactional problems also will be explored, such as those involving buying and selling claims against a debtor, purchasing assets from a company in bankruptcy and leveraged buyouts. Prerequisite: Debtor-Creditor or the consent of the instructor.

### 2762 ADVANCED CORPORATE TAX (2)

This course studies frequently encountered problems in advanced corporate taxation. Topics may include advanced issues in choice of business enterprise, problems in forming the business, tax-free restructuring of corporate business, and tax problems of financially troubled companies. Prerequisite: Federal Income Taxation of Corporations.

Advanced Corporate Tax may be taken concurrently with Federal Income Taxation of Corporations with the permission of the Vice Dean.

### 3708 ADVANCED LEGAL RESEARCH (3)

This course will focus on practical techniques and strategies of legal research and will provide an in-depth view of American legal information with some emphasis upon current computer-assisted legal research. The goals of this course are: (1) to teach students to evaluate legal information sources

effectively, to formulate a rational research methodology that maximizes efficiency, and to implement the strategy through concrete steps; (2) to expand students' skills in using the primary American legal sources; (3) to introduce students to American legal sources in specialized subject areas; (4) to develop skills in compiling legislative histories; and (5) to familiarize students with the legal and non-legal information resources and electronic databases that are becoming increasingly important to the legal community. Students will learn how to formulate a research plan based on legal analysis of issues, how to find the most relevant information resources available, and how to integrate technology into the final work product.

### 3709 ADVANCED LEGAL WRITING (3)

When the American Bar Foundation surveyed law firm hiring partners to discover how law firms decide whom to hire, the hiring partners ranked the quality of an applicant's writing sample as one of the top five factors in the initial hiring decision - approximately as important as the identity of the law school the applicant attended. Ninety percent of the hiring partners said that they expect law school graduates to have learned legal writing *completely* in law school so that they can write at a professional level from the first day on the job. (See 43 J. Legal Educ. 469.) A writing sample is the only direct evidence of competence that an applicant can offer to an employer. This course aims to help students become professionally accomplished writers and develop their own best writing styles and work habits; to teach problem solving, fact reasoning, and other patterns of thought essential to law practice. Every assignment is rewritten after critique. (Cardozo said there is no such thing as writing; there is only rewriting.) Assignments may include litigation documents, a contract and an office memorandum (not the kind covered in the first-year Legal Writing course) as well as an appellate brief. The course may satisfy Writing Requirement II. Instructor's permission needed for enrollment. Prerequisites: Appellate Advocacy, Evidence.

### 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.

### 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.

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

#### 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 focuses 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 and family or neighborhood mediation). Class discussion and analysis of these observations follow.

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.

#### 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, part of a sequence designed to develop competence in legal writing and research, teaches the skills of appellate practice, persuasive writing, oral advocacy and legal drafting, 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 drafting 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. Particular attention is paid to the powers of national banks and bank holding companies and the limitations upon their operations, and the effects of the 1999 legislation modernizing the financial services industry.

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, death and dying, abortion, the new reproductive technologies, genetics, research on human subjects and organ transplants. Writing credit is available.

### 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 covers the fundamental forms of business organization: the sole proprietorship, the partnership and the corporation. It examines the nature of such organizations, their formation, financing and management. It also explores policy issues commonly raised in corporate law.

### 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 that 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.

### 3735 CHILD ABUSE AND NEGLECT (3)

This course will examine a number of issues that arise in connection with cases of abuse and neglect of

children by adults and when state intervention is appropriate in such cases. Among the topics covered in detail are defining maltreatment, physical abuse and the privilege to discipline, neglect, sexual abuse and psychological maltreatment. The course will also examine, albeit less comprehensively, the child protective process, reporting duties and impairment of confidentiality, investigations of maltreatment and limitations thereon, and representing children in abuse and neglect cases.

### 5802 CHILD ADVOCACY CLINIC (4 or 6)

Students in the Clinic represent children in custody, abuse and neglect cases, and other situations in which the interdisciplinary resources of the Clinic can create valuable learning experiences. Clinic students participate in interviews and counseling sessions with Clinic clients, engage in fact investigation and legal research, and participate in hearings. In addition to traditional advocacy, Clinic students may help parents and social welfare agencies develop a plan for children through mediation or other alternative dispute resolution techniques. Clinic students have the benefit of working with mental health consultants from North Shore-Long Island Jewish Health System in the screening, analysis and preparation of their cases. Special attention is paid to issues of working with mental health professionals to formulate a plan for children and to the professional responsibility issues involved in representing children in child protection proceedings. Clinic students have approximately twenty (20) hours of Clinic work each week. They also meet with their supervisors on a regular basis for one-on-one supervision and participate in a weekly seminar.

*Credits:* Students enroll in the Clinic for four (4) academic credits. A smaller number of students will be permitted to enroll for an additional two (2) credits in a subsequent semester with the approval of the Clinic Director. Professor's permission is required for enrollment. Writing Requirement II credit is available.

*Highly recommended preparation:* The Clinical Seminar is an important component of the Child and Family Advocacy Curriculum created under the auspices of the Center for Children, Families and the Law of Hofstra University and North Shore-Long Island Jewish Health Systems. Other courses in the curriculum are highly recommended preparation for enrollment in the Clinic, especially Trial Techniques and Litigation, Expert Witnesses and Alternative Dispute Resolution in Child and Family Advocacy.

**3926 CHILD AND FAMILY ADVOCACY:  
LITIGATION, EXPERT WITNESSES AND  
ALTERNATIVE DISPUTE RESOLUTION (3)**

This interdisciplinary course introduces students to the legal and medical systems for dealing with the problems of child abuse and family violence, as well as child custody disputes related to divorce and separation. It emphasizes issues especially important in cases involving children (e.g., child witnesses, the role of the child's lawyer, unique problems in interviewing children). In addition, the course includes discussion and demonstrations of mediation and other alternative dispute resolution processes for family disputes. Students may also attend the status conferences of the Family Crisis Program and the Families in Transition Program of the Division of Child and Adolescent Psychiatry at North Shore University Hospital.

Much of the course focuses on the student's preparation for and actual conduct of the direct and cross-examination of expert mental health witnesses at a simulated hearing based on a complex case file before actual judges. This permits law students to work closely with mental health professionals and to integrate and understand the law and mental health concepts introduced in the course.

The course is team taught by lawyers, judges and senior mental health professionals with expertise in working with children, family violence problems and with families experiencing divorce and separation. It brings together law students with child psychology fellows and psychology doctoral interns from North Shore-Long Island Jewish Health System.

Students considering enrolling in the Child Advocacy Clinic are advised that Child and Family Advocacy: Litigation, Expert Witnesses and Alternatives Dispute Resolution is highly recommended preparation for enrollment in the Clinic. Writing Requirement II credit available. This course requires professor's permission. Recommended preparation: Trial Techniques and Evidence.

**2800 CITIZENSHIP AND NATIONALITY LAW (2)**

This course examines how political communities accept, reject and expel individual members as citizens, and how citizenship law defines and reflects national identity. The course considers how American citizenship is acquired at birth, and what requirements are imposed on naturalizing aliens. It also considers in what circumstances the government can deprive an individual of citizenship; the special

problems of dual nationality; historical, racial and gender aspects of citizenship; and the constitutional status of aliens and the extent to which they can be legally disadvantaged, for instance, with respect to welfare and other public benefits eligibility. The course also considers the meaning of state citizenship, and uses comparative and international perspectives to inform the study of U.S. citizenship law. An examination is required.

**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.

**2802 COMMERCIAL LEASING (2 or 3)**

An introduction to the commercial lease negotiation process, this course will concentrate on the basic issues underlying commercial leases. We will dissect leases clause by clause and learn how compromise clauses emerge from the competing interests of landlords and tenants. The economic forces, industry traditions and court decisions that underlie the needs of landlords and tenants will be explored. Negotiating and drafting techniques will be emphasized. The principal questions to be answered will be 1) what clauses ought to be in a lease and 2) how to draft the clauses clearly and understandably.

Types of leases will be distinguished from each other to demonstrate how clauses that fit well in one kind of lease are senseless in another.

#### 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 (3 or 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.)

#### 3752 COMPARATIVE LAW (3)

This course explores the legal systems of civil law countries and the different practices and procedures of the English legal system. At the same time, it affords an opportunity to reexamine fundamental assumptions of the American legal process from a comparative viewpoint. A substantial component of the course will consist of contrasting the historical development of both the common law and civil law systems, as a prelude to an analysis of contemporary institutions and issues.

#### 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, the Commonwealth of Independent States, Germany, the Scandinavian countries, and the regime established by 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 multi-state 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 Articles I, II and 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, and state powers as they are affected by the existence or exercise of federal powers. 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.

#### 2799 CONSTITUTIONAL THEORY (2 or 3)

Much recent debate has centered around the proper way to interpret and apply our constitution. This course examines the theoretical concepts that guide constitutional decision making. Students analyze various theories of interpretation, such as "neutral principles," "original intent," "representation reinforcement," "fundamental rights" and "civic republicanism," which have been developed in an attempt to explain how the text should be understood. The theories and their limitations are then examined in the context of specific areas of constitutional decision making, including separation of powers, federalism, judicial reviews and equality, with attention to the implications that these theories have for the resolution of specific current problems. Prerequisites: Constitutional Law I and II.



### 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 and laws affecting telemarketing 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, financing options, capital structure and dividend policy. Prerequisite: Business Organizations.

### 2810 CORPORATE GOVERNANCE SEMINAR (2)

This is an essential course for any student who intends to practice corporate law. It considers such questions as the role of the corporation in a global society and the questions that face corporate

practitioners today as counsel, litigators or legislators. What forces influence corporate decisions? Who are its constituents? To whom are directors and the corporation accountable? What are the respective roles of the board of directors and management? What do board committees do? How effective are they? How is executive compensation to be determined? What are the roles of shareholder resolutions, derivative suits and class actions, institutional investors, labor unions as shareholders, and what are 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 direct examination and cross-examination. 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.

### 5800 CRIMINAL JUSTICE CLINIC (6)

Prerequisites: Criminal Procedure and Evidence. (See description under Clinical Education; see also Rules for Election of Non-classroom 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 systems. 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 or co-requisite: 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 non-bankruptcy business arrangements and business reorganizations under Chapter 11 of the Bankruptcy

Code. A research paper is required. Prerequisite: Debtor-Creditor or permission of the instructor.

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

This course focuses on how the legal systems of different nations regulate the dissolution of 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 post-divorce 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 to 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 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, and the Americans with Disabilities Act of 1990. Attention may also be devoted to 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.

### 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, rate making 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 (2)

This seminar offers a comprehensive survey of the areas of law pertaining to an entertainment law practice and examines the major entertainment industries, with particular focus on industry contracts and drafting issues relevant to the business and practical aspects of entertainment law. Class attendance and participation are required and considered in determining the grade for the course. Knowledge of copyright or trademark law is not required but is encouraged as background. An examination is 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 that 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 Non-classroom 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 that 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 co-requisite: Environmental Law or consent of instructor.

#### 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. Prerequisite: Family Law.

#### 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 co-requisite: 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 representative, litigator, planner,

negotiator, ruling seeker, tax policy commentator and government lawyer. Students draft memoranda on the application of ethical standards to tax lawyers in varying circumstances. Prerequisite or co-requisite: 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)

This course introduces students to the body of law that protects the integrity of our trial process. Information is the factual material that parties wish to introduce in judicial proceedings. Evidence is the set of rules that have been created to distinguish between admissible and inadmissible information. The law of evidence is the set of policies and rules that have been developed to ensure that the information considered by the trier of fact is of sufficient integrity to justify its use to decide a case. Students will learn the core concepts of relevance and competence. They will be introduced to the special problems of expert witness and hearsay testimony, as well as on the critical rules concerning the introduction of documentary evidence. The focus of these studies will be on the applied use of the rules of evidence in a trial context.

#### 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 at least 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 ensure 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 (2 or 4)

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

The centerpieces of the workshop are: (1) preparation for and participation in settlement negotiations involving significant property division, support and custody issues, and (2) drafting specific provisions for settlement agreements involving those issues.

Student teams of lawyers represent the husband or the wife. They interview the clients and write a detailed plan for future 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 alternate dispute resolution.

Prerequisite or co-requisite: 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 and liquidations. Prerequisite: Federal Income Taxation of Individuals. Suggested: 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.

### 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 and the Freedom of Information Act; confidentiality of tax returns; and criminal investigations. Prerequisite: Federal Income Taxation of Individuals.

### 3839 FEMINIST JURISPRUDENCE (3)

This course examines feminist jurisprudence as a distinct project, exploring how feminist legal theorists have thought about sex and gender in understanding and critiquing our legal system and its norms. It takes up a number of debates within feminist jurisprudence, how feminist scholars attempt to resolve those debates, and how they bring feminist analysis to bear on a number of contemporary issues of law and public policy. The format of the course is to offer a general introduction to feminist jurisprudence through considering several prominent approaches, including Critical Race feminism, liberal feminism, radical (or dominance) feminism, postmodern feminism, relational feminism, and forms of outsider jurisprudence with links to feminism such as queer theory. We assess debates within feminist jurisprudence concerning how best to understand the ideal of sex equality, the bearing of the issue of sameness and difference between women and men upon achieving that ideal, and the question whether, in view of differences among women based on class, ethnicity, race, sexual orientation and the like, it is desirable or possible to speak about women as a meaningful category. We also consider some feminist work in disciplines other than law. Specific practical applications of feminist jurisprudence to law and policy will include, for example, legal regulation of sexuality, reproduction and the family; the reconstruction of marriage (including same-sex marriage); employment discrimination (including sexual harassment); pornography; poverty and social welfare policy; violence against women and international human rights.

The format of the course is a combination of lecture and discussion. The course requirement may be satisfied either by a research paper (which will satisfy Writing Requirement I), several shorter papers (which satisfy Writing Requirement II) or by a final examination.

### 3840 FIRST AMENDMENT: SPEECH, ASSOCIATION AND THE RELIGION CLAUSES (3)

This is a course on the structure and development of the First Amendment freedoms of speech, expression, association and the clauses with respect to religious freedom for students who are interested in going

beyond the treatment of these subjects in our regular Constitutional Law survey courses (Constitutional Law II).

In addition, the course aims to provide the student with an opportunity to deepen and supplement case reading and constitutional argument skills, to place decisions in social and historical context, and to study the attorney's professional role in current debates about the personal and political issues to which First Amendment jurisprudence is relevant.

This is still a survey course with respect to First Amendment topics; it does not pretend to cover all available material on these subjects. The course will be conducted with emphasis on class participation, and students may be asked to read material outside the casebook. Prior enrollment in Constitutional Law I and II is preferred.

### 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.

### 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, and the Environmental Protection Agency. 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 scope of relationships among participants in the health care system. The course also examines issues in the organization of the health care delivery system, in access to this system and in controlling its costs.

#### 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 taxation, 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.

#### 5812 HOUSING RIGHTS CLINIC (6)

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

#### 3872 IMMIGRATION LAW (3)

This course undertakes a comprehensive examination of the procedural and substantive elements of immigration law. Specific topics include eligibility for immigrant and non-immigrant 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 full-time faculty member; and (2) research by a group of students under the direction of a regular full-time 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. Projects exceeding three credits also require approval by the Dean's Office. 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. No more than 2 credits of Independent Study may be approved for work to be conducted during the summer session. Note that the Court of Appeals requires a minimum of 10 classroom hours per week; students electing Independent Study must take this into account. (See the Rules for Election of Non-classroom Courses.)

#### 2873 INSURANCE LAW (2)

This course examines the fundamental legal principles governing life insurance, fire insurance, property insurance, health insurance, commercial general liability insurance and automobile insurance. The course focuses especially on the law governing insurance contract formation and interpretation.

#### 3871 INTELLECTUAL PROPERTY SURVEY (2)

This is an introduction to the law of intellectual property, principally addressing copyrights, trademarks and patents, as well as their limitations in a free society. Related concepts of unfair competition will also be addressed. The course is intended for students taking fewer than all of the basic courses concentrating in the areas addressed, namely, copyrights, trademarks and patent law. Intellectual property issues raised by new information technologies will be emphasized throughout the course. Teaching techniques will consist primarily of lecture and class discussion to varying degrees, depending upon enrollment. Grades will be assigned principally on the basis of an examination to be administered at the end of the course.

#### 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 for international and domestic parties; 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. The course also emphasizes planning and strategic considerations with which practitioners must concern themselves.

#### 2876 INTERNATIONAL BUSINESS TRANSACTIONS (2)

This course covers the various economic and legal requirements of conducting business in the global community. The students become familiar with the basic commercial terms of international economic transactions and the basic agreements of the documentary sale and letter of credit. Students are asked to trace the typical international business transactions from the financing stage to contact formation and possible dispute resolution. The regulation of international business involves customs classification and valuation. Transfers of technology, franchising and licensing of intellectual property are also discussed. Joint ventures and the establishment of a direct foreign investment abroad are analyzed with special emphasis on the role that cultural difference plays in international business transactions.

#### 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)

A survey of currently accepted and proposed substantive subjects of international criminal law and the problems involved in the investigation and prosecution of international crimes. Among the subjects to be surveyed are: the law of extradition; jurisdictional and procedural problems presented by the establishment of international tribunals; the roles of the United Nations and various regional organizations; identification of the sources of substantive content of international criminal law; consideration of the significance of such events as the post World War II Nuremberg and Tokyo war crimes trials; and various proposals concerning terrorism, apartheid, drug trafficking and human rights violations as subjects of international criminal law. Emerging subjects, such as international criminal forfeiture, are also reviewed. Students will examine materials in the form of international agreements and proposed agreements, judicial decisions, various government pronouncements and scholarly texts.

#### 2839 INTERNATIONAL ENVIRONMENTAL LAW (2)

The course examines international environmental issues, such as global warming, stratospheric ozone depletion, protecting fisheries and biodiversity (endangered species), to explore the interrelationship between such threats to the global environment and national 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, an examination of pertinent existing laws, treaties, and their economic and political ramifications, including the relationship between international environmental law and world trade. A discussion of the future based on an analysis of current and past trends, including the degree to which new approaches are needed to avoid serious harm to the global environment, will be included.

#### 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 and 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. It emphasizes the foundational theories of the international legal system; the sources of international law, including custom and treaties; the concepts of statehood and recognition of governments; diplomatic and consular immunities; state jurisdiction; state immunity and the act of state doctrine; and the application of international law before domestic and international courts.

#### 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. 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 within 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 among law, liberty 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 analysis 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, civic republicanism, feminism, Critical Race Theory, natural law and pragmatism.

The format of the course is a combination of lecture and discussion. The course requirement may be satisfied either by a research paper (which will satisfy Writing Requirement I), several shorter papers (which satisfy Writing Requirement II) or by a final examination.

#### 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. A paper 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 labor relations statutes in private employment, their interpretation by the National Labor Relations Board and other agencies, and related court decisions.

### 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 a variety of works 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 will include a short (2-3 page) paper due each week. Class participation is required. No examination is given.

### 3907 LAW AND PSYCHIATRY (2)

This course will examine the interaction of psychology, psychiatry and law in a number of areas. In addition to covering significant case law, the course will look at the similarities and differences in how the mental health and legal professions conceptualize problems, behave and view their roles philosophically, socially, legally and ethically. Methods of addressing and resolving such conflicts will be addressed. Students will also be introduced to concepts of psychological testing, diagnostic nomenclature, psychotherapy and research methodology.

Among the topics to be covered are: mental disabilities, rights and remedies, competency determination, the right to treatment, criminal responsibility and insanity, child custody, child abuse, examination of expert witnesses, and psychological trauma and post-traumatic stress disorder.

### 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.

### 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, including not only the means-tested programs conventionally understood as welfare, 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, reflected in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. It explores the implementation of that legislation and the changed structure of the provision of social services, including the expanded role of nongovernmental organizations (such as religious institutions) in providing social services. The seminar also examines the normative foundations for the welfare state, and considers a range of contemporary critical perspectives on the welfare state and the complex set of assumptions underlying it, including assumptions about citizenship, gender roles, race and class differences, the meanings of independence and dependency, and work and family. The course

requirement is an examination or paper option. If the paper option is selected, it will satisfy Writing Requirement I.

### 2896 LAW IN CYBERSPACE (2)

This course examines the distinctive legal issues presented by the new terrain of cyberspace. Among other topics, the course will examine constraints on speech in cyberspace (including efforts to prohibit obscenity and how libel law applies in cyberspace); privacy and anonymity issues (including the rights of employees against employers, and individuals against the government); questions of jurisdiction over Internet conduct; issues arising in the context of Web-based commerce (relating, for instance, to e-cash and anonymous payment systems, as well as to “spamming” the intensified Internet equivalent of junk mail); and intellectual property issues (including rights to Internet domain names, temporary copies of Web materials, rights in databases, and new international approaches to intellectual property regulation on the Web). Throughout, the course will confront the peculiar difficulties of governing cyberspace, and possible alternatives to traditional forms of public regulation.

### 2898 LAW OF INTERNATIONAL TRADE (3)

This course addresses the law that governs trade across national borders. We consider both United States law and international agreements like the General Agreement on Tariffs and Trade and the North American Free Trade Agreement. We extensively discuss the World Trade Organization. Topics include the theory of comparative advantage, authority to regulate foreign trade under the U.S. Constitution, dispute settlement, most-favored-nation status and national treatment, product safety regulation, trade and the environment, safeguards, subsidies and dumping.

### 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 that are now occurring in the means of human reproduction. 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 artificial insemination, *in vitro* fertilization, embryo transfer, cryopreservation of gametes and pre-embryos, gestational and traditional surrogacy, and cloning. Writing credit is available.

### 2900 LAWYER MALPRACTICE (2)

This course examines the growth and development of a rapidly evolving area of substantive 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 other areas include breach of fiduciary duty, RICO and consumer protection statutes, to name a few. A central purpose of the course is to stimulate students' analytical skills by exposing them to several different 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 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.

### 2906 LEGAL INTERVIEWING, COUNSELING, AND NEGOTIATION (3)

The theories and techniques of these interrelated skills are taught through simulation, with emphasis on legal diagnosis, development of goals and strategies, and the thinking required in helping another person make a decision. Students learn how to interview and counsel clients, interview witnesses, negotiate with each other, draft negotiated agreements and write supporting memoranda. Counseling and negotiation sessions are videotaped and critiqued. Enrollment is limited. Evidence is not a prerequisite but is strongly recommended.

### 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 may 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.

### 2913 MERGERS AND ACQUISITIONS (2 or 3)

This course explores the practical and legal considerations raised by merger and acquisition transactions, including the impetus behind business combinations, the mechanics of consummating such transactions, and applicable legal rules governing mergers and acquisitions. Topics will include theories of corporate synergy, the mechanics of such transactions and the applicability of the Williams Act

and other state and federal regulations governing business combinations. Prerequisite: Business Organizations.

#### 2914 MOOT COURT COMPETITION SEMINAR (2)

This seminar is designed as a prerequisite for participation on the Hofstra Moot Court Interscholastic Competition teams and is also an advanced appellate advocacy skills course, with emphasis on oral advocacy. The program is structured to simulate a prototypical moot court competition. Students will research, write, edit and revise a brief in accord with typical competition rules and then will intensively train for oral argument. The latter portion of the course will take the students through an actual moot court competition, with preliminary, elimination, semifinal and final rounds. Permission of the instructors is required. May fulfill Writing Requirement II. Prerequisite: Appellate Advocacy.

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

Not-for-profit corporations 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 corporate structure of not-for-profit organizations, with emphasis placed upon matters typically confronted by legal counsel to such organizations and also theoretical matters connected with not-for-profit corporation laws. These 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. 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, Non-Profit Corporations and Environmental Law. A paper is expected, but an examination may be given at the option of the instructor. Limited enrollment.

#### 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. Prerequisite: Pretrial Skills. Prerequisite or co-requisite: Evidence.

#### 3935 PRETRIAL SKILLS (3)

This course introduces some of the key skills needed in the pretrial phase of litigation. It is designed to provide a foundation for the course in Pretrial Litigation, which calls on students to apply those skills to a semester-long simulated litigation. Working largely from a single case file, students participate in a series of skills exercises covering some or all of the following: client interviewing, drafting pleadings, written discovery, depositions, motions and negotiations.

There is no final examination. Evaluations are on the basis of the file containing the student's work over the course of the semester. May meet Writing Requirement II.

#### 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 three credits, it includes an extensive treatment of the common law of products liability within the United States. If three 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 three credits are received for the course in Product Regulation and Liability in the United States and the European Union.

### 3939 THE PROSECUTOR'S ROLE: PROSECUTING A CRIMINAL CASE (3)

This course explores the special constitutional and ethical obligations a criminal prosecutor faces within a simulated format. It presents a unique opportunity for students to concentrate on analyzing and learning the prosecutorial role and grapple with the complex legal and ethical issues intertwined in a typical criminal prosecution.

The simulation will follow a New York State criminal prosecution from complaint room intake through trial, and will help the students develop lawyering skills in the following areas: fact analysis and case theory development; witness (expert and lay) interviewing and counseling; written advocacy; oral advocacy; and ethics of the prosecutorial decision-making process.

The students will be assigned specific cases at the arrest stage, and will develop their cases solely from the information they cultivate through lay and law enforcement witnesses. The students will be required to present their cases to a grand jury, research the legal

issues unique to their cases, engage in motion practice, prepare for and ultimately conduct pretrial suppression hearings and trials.

The course will be team taught by a Hofstra instructor and assistant district attorneys from the New York metropolitan areas.

Grading will be based on the student's total performance on all oral and written work throughout the semester. May fulfill Upper Level Writing Requirement II.

Instructor's permission is required. Prerequisite: Criminal Procedure and Evidence.

### 2930 PUBLIC FINANCE SEMINAR (2)

This seminar focuses on the issuance of securities by domestic governments, including federal agencies, states, public authorities, interstate compacts, cities and special purpose agencies. At the level of states and political subdivisions, the course will cover the financing of airports, public power, public housing, environmental products, hospitals, universities, museums and mass transportation. The unique problems of raising capital for the city of Washington, D.C., will be discussed. Emphasis will be placed on the SEC's program to "clean up" municipal securities, and the course will detail the securities law of public finance in the context of structuring deals. Corporate finance will be a constant comparison in considering the securities law regulatory system and the constitutional limitations applicable to public finance. Students have the option to write a paper or take an exam.

### 3943 PUBLIC SECTOR LABOR LAW (2)

This course surveys the constitutional and statutory rights and obligations of public employers and employees with specific emphasis on New York's Taylor Law and New York City's Collective Bargaining Law. The course materials and discussion will focus on such topics as the political and civil rights of public employees, certification procedures, collective bargaining, improper practices, contract enforcement, discipline, the right to strike and impasse procedures in the public sector. Within the context of these topics, the class will explore current issues such as privatization, renewable tenure and workfare. Prerequisite: Labor Law.

### 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 or concurrently with 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 aspects (capital aggregation, interest, usury, 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).

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.

#### 2933 RELIGION AND THE CONSTITUTION (3)

This course examines the United States Constitution's attempt to structure the relationship between religion and public life. Readings and discussion will center on various proposed and prevailing interpretations of the First Amendment's Religion Clauses, including how these affect education, public property, and, more generally, government treatment of religious believers. Cases cover a wide range of topics such as school prayer, vouchers, holiday decorations, use of public property by religious groups, ritual sacrifice, ritual drug use, tax exemptions and more. Students will write a series of short papers based on assigned readings, which may satisfy Writing Requirement II. Prerequisite or co-requisite: Constitutional Law II.

#### 3952 REMEDIES (3)

In this course students study legal and equitable remedies, restitutionary relief and the underlying purposes of remedies. Problems and cases are used to identify and measure remedies available in the contexts of torts, contracts and unjust enrichment, and to provide students opportunity to make strategic choices for litigation theory when the facts present multiple substantive bases for civil liability with differing remedial consequences.

#### 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., tobacco litigation, DNA identification, asbestos, radon).

#### 3960 SECURED TRANSACTIONS (3)

This course provides an opportunity to study the structure and documentation of various types of asset-based (personal property) financing under Article 9 of the Uniform Commercial Code. Subjects covered include: inventory financing, equipment financing and leasing, receivables financing and factoring, multistate transactions and new forms of collateral financing available under the 1999 revisions of Article 9. Close attention is paid to priority disputes among creditors as well as with federal tax liens, and to enforceability of secured claims in bankruptcy proceedings.

#### 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 16(b). Prerequisite: Business Organizations.

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

This course focuses on civil litigation in New York State courts. It provides an overview of the New York State Court system and explores the operation of the New York Civil Practice Laws and Rules in a number of selected 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. Subjects covered can include some or all of the following: organization of the New York State Court System, subject matter jurisdiction, personal jurisdiction, venue, commencement of actions, service of process, pleading, bills of particular, parties, class actions, disclosure, 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 recommended preparation.

### 2939 SENTENCING REFORM SEMINAR (2)

This seminar explores the modern sentencing reform movement. Topics include the origins and critiques of the traditional sentencing system, the philosophical and policy bases for limiting judicial discretion in sentencing, the impact of plea bargaining, mandatory minimum sentencing laws, sentencing guidelines and commissions, alternatives to incarceration and organizational sentencing. The seminar compares federal and state approaches to these questions and also examines sentencing in other countries. A paper is required.

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

This seminar will explore the topic of the equality of the sexes as reflected in constitutional law (the Equal Protection Clause of the Fourteenth Amendment and some state Equal Rights Amendments) and in various bodies of federal and state statutory law (such as Title VII of the Civil Rights Act.) The seminar begins with the constitutional history of the unequal and different treatment of men and women in such matters as citizenship, marriage and employment, and examines the evolution of modern equal protection jurisprudence. It also covers Title VII and the law of employment discrimination, including the topics of sexual harassment, and the relationship between sex and race discrimination. Attention will be given to current debates over a variety of topical issues, usually including reproductive rights, discrimination on the basis of sexual orientation, pornography, domestic violence, and other issues in criminal and family law.

### 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 focuses primarily on the law as applied to professional sports and, more specifically, the operations of the major professional sports leagues. Major areas covered include the business of sports; the role of the league commissioner; negotiation and enforcement of athlete contracts; antitrust problems of sports leagues; protection of league, team and player intellectual property rights; and employment discrimination.

### 3977 STATE AND LOCAL GOVERNMENT (3)

State and Local Government generally explores the institutional designs of local government and emphasizes state court opinions related to the broad question of what localities ought to do. Students will have an opportunity to consider relevant disciplines, including political philosophy, public finance and economic reasoning on law-related issues.

More specifically, the course will examine the forms and structures of local government, problems of defining local communities in functional and geographic terms, the relationships between local communities and the state, local governmental delivery of services and coping with special problems of poverty and race, and various strategies for the financing of provided services. Most specifically, and with variable emphasis, the course will treat some of the more recent developments in local government law and scholarship. Among a range of interesting problems, the course will study topics that may include constitutional restraints on boundary making, standards for municipal incorporation, annexation and boundary adjustments, the tension between a state's plenary power and the governance rights of localities, and the sources of local government revenue. In topical terms, the course may explore problematic issues of city-suburb relationships, the debate related to the privatization of various community services, homeowners associations and other forms of so-called private government, and the continuing debate over limiting the terms of various



elected state and local government officials. This course can be taught as a course or as a seminar as stated in the semester registration material.

#### 2943 STATE AND LOCAL TAXATION (2)

The course examines various forms of state and local taxation, including the taxes levied on real and personal property, sales, gross receipts, gifts, estates, inheritances, and personal and business income (including franchise taxes); federal and state constitutional provisions limiting the legislative ability of states and municipalities to tax interstate, international and intrastate transactions, property and income; the problem of multiple taxation, including relevant federal and state enactments and interstate agreements; audits and appeals; and recent attempts to limit the taxing and spending powers of various states. The provisions of New York tax law are used as a case study; however, students are allowed to select for assignment and testing the laws and regulations of any state in the nation. An approved paper may be submitted in lieu of a written examination.

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

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

#### 3878 THESIS, MASTER OF LAWS (3)

The Master of Laws Thesis is a writing option course for full-time LL.M. students in the concentration of International Law. Students electing this option will take six credits over two semesters for concentrated written research under the supervision of a faculty member. To earn credit, the student must produce a written product of publishable quality in International Law.

#### 2868 THESIS, MASTER OF LAWS (2)

The Master of Laws Thesis is a writing option course for part-time LL.M. students in the concentration of International Law. Students electing this option will take six credits over three of the four semesters in the part-time program for concentrated written research under the supervision of a faculty member. To earn credit, the student must produce a written product of publishable quality in International Law.

#### 2948 TRADEMARKS (2)

This course considers the enforceability of both registered and unregistered trademarks in the United States, the effects of federal and state trademark registration, Internet domain-name selection and dispute resolution, principles of unfair competition, the right to publicity and false advertising. Students are provided with knowledge of substantive and procedural law necessary to identify which names and marks may be registrable in the United States, principles to be considered in assigning and licensing trademarks, and procedures to be followed before the United States Patent and Trademark Office in seeking federal registration. The availability of extraordinary judicial remedies for trademark infringement and unfair competition are considered. In addition, the course addresses the effect of international treaties upon the rights of U.S. trademark owners seeking registration in foreign countries.

#### 3985 TRIAL TECHNIQUES - COMPREHENSIVE LITIGATION SKILLS COURSE (MIDSESSION, 3) (SUMMER, 3) (PASS/FAIL)

The Hofstra Comprehensive Trial Skills Program is an intensive immersion experience. It is an innovative program that provides basic training in the basic lawyering skills involved in civil and criminal litigation. In a single intensive educational experience, the students will learn the essential aspects of trial lawyering focusing on opening statements, summation, direct and cross examination, and documentary and expert testimony. The critical skills of settlement negotiation will be introduced as will the essential pretrial discovery technique of the deposition. Students will conduct both a bench trial and a jury trial. The students' performances will be individually reviewed by experienced attorney/teachers and by professional actors.

The program is based upon the proven intensive methodology initially developed by the National Institute for Trial Advocacy (NITA) for practicing lawyers. This course is given on 10 consecutive days in January. Attendance is required and is taken daily.

## CLINICAL EDUCATION

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.

The course is also offered in a nine-day format in the summer. The summer session meets on four consecutive Fridays and Saturdays, and once on Sunday, in June.

### 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 of wills, and the increasingly common testamentary substitutes, together 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.

### CHILD ADVOCACY CLINIC (4 or 6)

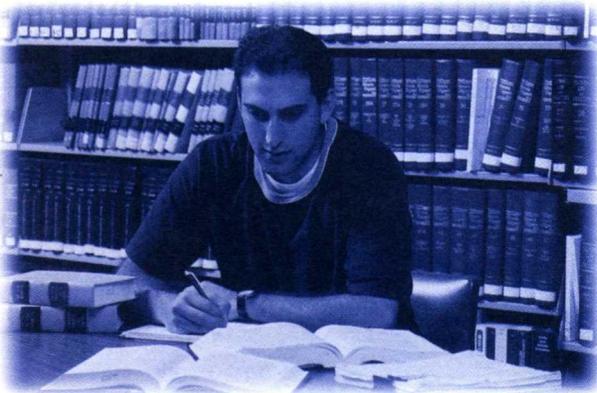
Students in the Clinic represent children in custody, abuse and neglect cases, and other situations in which the interdisciplinary resources of the Clinic can create valuable learning experiences. Clinic students participate in interviews and counseling sessions with Clinic clients, engage in fact investigation and legal research, and participate in hearings. In addition to traditional advocacy, Clinic students may help parents and social welfare agencies develop a plan for children through mediation or other alternative dispute resolution techniques. Clinic students have the benefit of working with mental health consultants from North Shore-Long Island Jewish Health System in the screening, analysis and preparation of their cases. Special attention is paid to issues of working with mental health professionals to formulate a plan for children and to the professional responsibility issues involved in representing children in child protection proceedings. Clinic students have approximately twenty (20) hours of Clinic work each week. They also meet with their supervisors on a regular basis for one-on-one supervision and participate in a weekly seminar.

Students enroll in the Clinic for four (4) academic credits. A smaller number of students will be permitted to enroll for an additional two (2) credits in a subsequent semester with the approval of the Clinic Director. Professor's permission is required for enrollment. Writing Requirement II credit is available.

The Clinical Seminar is an important component of the Child and Family Advocacy Curriculum created under the auspices of the Center for Children, Families and the Law of Hofstra University and North Shore-Long Island Jewish Health Systems. Other courses in the curriculum are highly recommended preparation for enrollment in the Clinic, especially Trial Techniques and Litigation, Expert Witnesses and Alternative Dispute Resolution in Child and Family Advocacy.

### CRIMINAL JUSTICE CLINIC (6)

Students in this clinic represent indigent clients charged with misdemeanors in Nassau County District Court and Queens County Criminal Court. Pursuant to New York's Student Practice Order and under the supervision of the Clinic Director and the



Supervising Attorney, students provide the entire range of legal representation, from initial interview to sentencing. Courtroom advocacy includes arraignments, bail arguments, bench conferences, evidentiary hearings, oral arguments on motions, bench and jury trials, plea dispositions and sentencings. Lawyering skills practiced outside the courtroom include interviewing, counseling, fact and crime scene investigation, negotiation with assistant district attorneys, and research and drafting of pleadings, motions and other memoranda.

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

#### ENVIRONMENTAL LAW CLINIC (6)

This program provides an opportunity for students 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, such as 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 draft 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.

## 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 has constructed a new building, Joan Axinn Hall, to house its clinical programs. The new building provides 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 that 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 that was illegally terminated by the landlord. Other clinic students have successfully tried jury trials in criminal cases involving hit-and-run and harassment issues, as well as conducted several evidentiary hearings. Students also engaged in extensive fact investigation in many cases, and litigated issues ranging from habeas corpus writs to the propriety of orders of protection.

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 Queens County Criminal Court and Nassau County District Court, as well as several village courts.

During the semester, students represent clients in all stages of their cases, from initial appearance and bail hearing through jury trial and sentencing, if necessary. Students engage in a broad range of lawyering tasks, including client and witness interviewing, client counseling, negotiation, fact investigation, legal analysis and motions drafting, as well as strategic analysis of every step in the proceedings. 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.

#### [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.

#### [Child Advocacy Clinic](#)

Students in the program represent children in abuse and neglect cases, custody matters and other

situations in which the interdisciplinary resources of the clinic can create valuable learning experiences. Students have an opportunity to interview and counsel their child-clients, engage in fact investigation and legal research, and participate in hearings. In addition to traditional advocacy, students may help parents and social welfare agencies develop a plan for children through mediation or other alternative dispute resolution techniques.

### 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.

### Advanced Trial Techniques: Use of Expert Witnesses

This simulation-based course builds upon the National Institute for Trial Advocacy model of trial practice skills training. Students function in law firms that 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.

### Legal Interviewing, Counseling, and Negotiation

The theories and techniques of these interrelated skills are taught through simulation, with emphasis on legal diagnosis, development of goals and strategies, and the thinking required in helping another person make a decision. Students learn how to interview and counsel clients, interview witnesses, negotiate with each other, draft negotiated agreements and write supporting memoranda. Counseling and negotiation sessions are videotaped and critiqued.

### The Prosecutor's Role: Prosecuting A Criminal Case

This course explores the special constitutional and ethical obligations a criminal prosecutor faces within a simulated format. It presents a unique opportunity for students to concentrate on analyzing and learning the prosecutorial role and grapple with the complex legal and ethical issues intertwined in a typical criminal prosecution.

The simulation will follow a New York State criminal prosecution from complaint room intake through trial, and will help the students develop lawyering skills in the following areas: fact analysis and case theory development; witness (expert and lay) interviewing and counseling; written advocacy; oral advocacy; and ethics of the prosecutorial decision-making process.

The students will be assigned specific cases at the arrest stage, and will develop their cases solely from the information they cultivate through lay and law enforcement witnesses. The students will be required to present their cases to a grand jury, research the legal issues unique to their cases, engage in motion practice, prepare for and ultimately conduct pretrial suppression hearings and trials.

The course will be team taught by a Hofstra instructor and assistant district attorneys from the New York metropolitan area.

### 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, appellate advocacy and legal drafting. 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.

### Moot Court Competitions

Hofstra has a diverse moot court competition program. Students participate in a wide range of competitions, including the National Moot Court Competition, the Jessup International Law Competition, the Robert F. Wagner Labor and Employment Law Competition, the Conrad Duberstein Bankruptcy Law Competition and the Long Island Moot Court Competition. The Law School offers intensive support of its students who want to participate in moot court competitions. It offers a full semester course the Moot Court Competition Seminar that trains prospective moot court competitors. The course culminates in an actual competition, the winners of which are awarded the Ruskin Moscou Evans & Faltischek, PC Advocacy Award. Hofstra also has a student Moot Court Board, which sponsors an intramural competition for second-year students in the fall and a competition for first-year students in the spring semesters.

### 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.

## Trial Competitions

Hofstra has a nationally recognized trial competition program. Each year, our trial teams participate in at least two major trial competitions, such as the National Trial Competition, the American Trial Lawyers of America Competition and the National Association of Criminal Defense Lawyers Competition ("NACDL"). All second- and third-year students who have completed the Trial Techniques course are eligible to compete for places on the teams and are eligible for a maximum of two credits for participation (one credit per competition). Students selected for the team prepare for the trial of either a criminal or civil simulated case under the close supervision of faculty coaches, top-notch litigators in the area, and Hofstra trial team alumni. In the competitions, students engage in all aspects of the trial from opening statement to witness examination to closing argument. Our trial teams have been extremely successful in the competitions; in 1996, the trial team was awarded first place honors in the NACDL Competition in San Antonio, Texas; in spring 2000 both the National Trial Competition and ATLA teams won their respective regional competitions and advanced to the national finals. For the past two years, Hofstra has been awarded Trial Advocacy Scholarships from the New York State Bar Association for success in the Region II National Trial Competition. Many of Hofstra's trial team alumni are in practice with DA and Legal Aid offices throughout the metropolitan area and some are now recognized nationally as outstanding litigators.

## Pretrial Litigation

Pretrial Litigation is a simulation-based course in which students are divided into law firms that 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 regarding 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 depositions) 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 through 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 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 co-requisite: 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 that 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 Kings 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 overseen by a supervising attorney in the appropriate organization as well as by the Law School faculty directors, who also conduct weekly seminars.

### Family Law Legal Services Externship

Family Law Legal Services Externs will represent clients of the Volunteer Lawyers Project of the Nassau/Suffolk Law Services Committee, Inc., and the Nassau County Bar in divorce and family law cases. The Volunteer Lawyers Project was established in 1983 to provide *pro bono* representation to indigent persons who are screened for eligibility and merit in their cases.

Family Law Legal Services Externs will interview and assist persons seeking uncontested divorces. Some of these cases will develop into contested divorce cases in which the students may need to negotiate with opposing counsel and draft settlement agreements. Students may also have an opportunity to assist in court appearances.

Students work a minimum of 15 hours per week on their cases and associated projects. They must keep a journal and do any necessary research and writing associated with their cases. Each student must produce a minimum of 25 pages of substantial written work based on legal research over the course of the semester. The written work product of the Family Law Legal Services Externs will be supervised, and faculty will meet with them periodically for this purpose.

## 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 of the full-time program and the second- and third-year classes of the part-time program 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 in the full-time program who are in the top five percent of their large section based on their first year cumulative grade point average, receive an invitation to join.

First-year students in the full-time program and second-year students in the part-time program 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 in the full-time program or third-year students in the part-time program 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 in the full-time program or both the fall and spring semesters of their fourth year in the part-time program 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 Non-classroom Courses.)

#### **THE HOFSTRA LABOR AND EMPLOYMENT LAW JOURNAL**

The *Hofstra Labor and Employment 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. Published semiannually, the *Journal* has played an important role in helping to build the prestige of the School of Law. It is one of the only three law schools that publish a labor law review. The *Journal* serves the legal community by stimulating thoughtful discussion and debate about important labor and employment law topics that are constantly developing and evolving.

The *Journal* is student-run. Faculty serve on a Faculty Board of Advisers. Membership to the *Journal* is highly competitive and consists of the finest students from each law school class.

The majority of new staff members are chosen by a combination of their grade point average and an annual school-wide writing competition.

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 second week of classes in the fall semester.

Other students are invited to join the *Journal* on the basis of their cumulative grade point average.

Each March a 14-member Board of Editors is selected, headed by the editor-in-chief. Serving on the Board of Editors demands dedication to hard work and a commitment to the publication of a high-quality *Journal*. The Board of Editors is responsible for carrying out *Journal* policy and managing the publication of scholarly articles.

In addition to the *Journal's* publication work, each student member is required to write an analytical note or case comment in the area of labor and employment law for publication in the *Journal*. 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, members of the Board of Editors, upon the recommendation of the Board of Advisers, are awarded two credits and senior staff members are awarded one credit for satisfactory service.

#### **FAMILY AND CONCILIATION COURTS REVIEW**

*Family and Conciliation Courts Review (FCCR)* is a quarterly, interdisciplinary journal that promotes the constructive resolution of family law disputes. Topics covered include all aspects of divorce and separation, child custody problems, child abuse and neglect, adoption, termination of parental rights, adoption, juvenile delinquency, domestic violence, gender issues in family law and courts, court-affiliated family education programs, conciliation, mediation, forensic evaluation, arbitration and family court organization. Contributors come from the fields of law, mental health, medicine, the behavioral and social sciences, and other disciplines concerned with the welfare of children and families.

*FCCR* has more than 2,500 subscribers worldwide, including family court judges, lawyers, court administrators, mediators, mental health evaluators and parent educators. It is sponsored by the Association of Family and Conciliation Courts (AFCC) and published at Hofstra Law School through a collaborative effort of faculty and student staff as part of the Center for Children, Families and the Law of Hofstra University and North Shore-Long Island Jewish Health Systems. *FCCR* has a distinguished international editorial board. All articles published in

*FCCR* are peer-reviewed by an interdisciplinary panel of recognized experts. *FCCR* is indexed in Westlaw, Lexis and numerous mental health indices. Professor Andrew Schepard is *FCCR*'s Editor-in-Chief. A student editorial staff selected through a competitive application process assists in *FCCR*'s editorial work and develops their own research projects under faculty supervision. Mental health doctoral fellows from North Shore-Long Island Jewish participate in the editorial process.

Preference in selection is given to students who are seriously interested in family law and alternative dispute resolution.

Student editors are required to write a note, essay or other appropriate article on a topic related to *FCCR*'s mission. They also help with the administrative aspects of publishing *FCCR* and are required to meet weekly as a group during the school year.

Students receive up to three credits over two years for their work as student editors of *FCCR*. The first two credits are allocated to the student's research and writing project and editorial and administrative in the student's first year as a student editor.

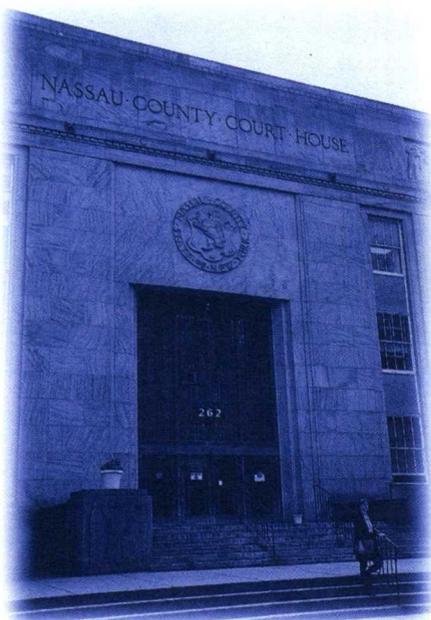
Students selected as senior editors can earn an additional credit in their second year on the editorial staff. Award of the additional credit requires satisfactory completion of administrative responsibilities assigned to the senior staff positions.

## THE BARBARA AND MAURICE A. DEANE LAW LIBRARY

The Barbara and Maurice A. Deane Law Library is an integral part of the Hofstra University School of Law, and it is one of the outstanding law libraries in the metropolitan area. While the Library's primary goal is to support the curriculum and research needs of the Law School's faculty and students, it also serves the University community and members of the Bar who are drawn to the library by the quality of its collection and the caliber of its librarians.

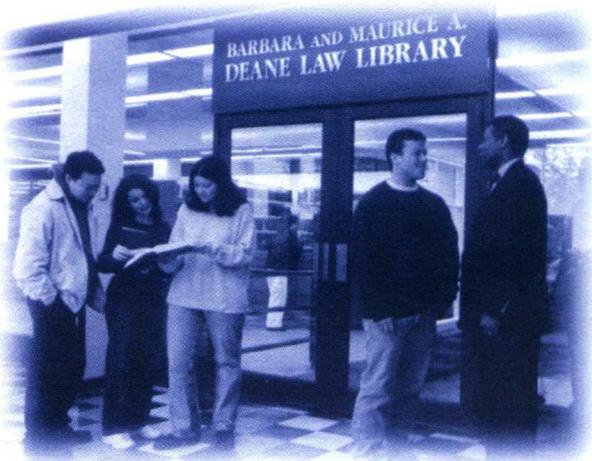
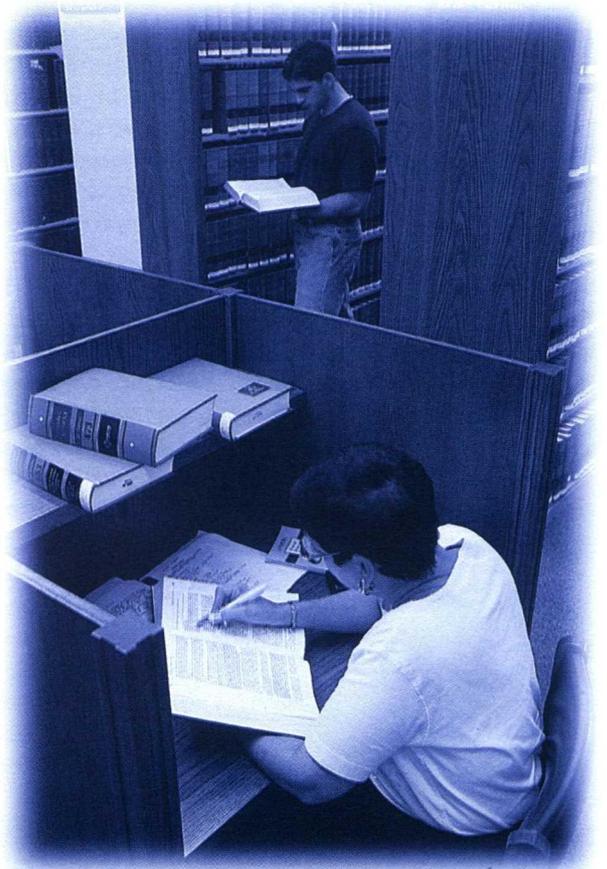
The collection consists of approximately 497,000 volumes in print and on microform. It includes a comprehensive collection of English language legal periodicals, and the statutes and case law for all state and federal jurisdictions. Treatises, encyclopedias, digest, citators, looseleaf services, and materials in related disciplines of interest to the legal profession are available. Current subscriptions are maintained to approximately 5,5000 serial titles. The Library has a growing international law collection, which includes selected foreign legal titles, as well as comparative and international legal materials. It also serves as a selective depository for United States Government publications, which includes U.S. Congressional publications and materials generated by federal administrative and regulatory agencies and departments. The microform 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. A rapidly expanding treatise collection is maintained to support of School's curriculum.

The Law Library provides extensive student study areas, including five student study rooms and two computer research laboratories equipped with 36 personal computers. These computers provide access to e-mail, word processing, LEXIS, WESTLAW, the Internet, and CALI (Computer-Assisted Legal Instruction). Law students are trained to use LEXIS and WESTLAW, sophisticated computerized legal information retrieval systems, by the law librarians and have direct access to these systems to conduct legal research. Students with laptop computers may connect to the Law School network at 120 data jack connections located throughout the Library. A wireless network will be installed in the Library in the summer of 2000.



Staffed with 10 professional librarians, six of whom have both M.L.S. and J.D. degrees, the Library is open seven days a week for a total of 98 hours. The Law Library's mission is to provide users with easy access to a broad array of legal information sources, support faculty in their research and teaching, and assist students in developing legal research skills.

The Barbara and Maurice A. Deane Law Library is a significant member of the Hofstra University Library system, which is among the 5 percent of those American university collections that contain more than 1,000,000 volumes. All of Hofstra's library facilities, including the approximately 900,000 volumes in the Axinn Library, are available for use by law students. Since writing and research are a fundamental part of the practice of law, the Law Library will play an important role in our legal education at Hofstra.







## 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 wide range of undergraduate, graduate and professional programs. Students have come from 44 states and 64 foreign lands to earn their bachelor's, master's, 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 and Allied Human Services, New College, the School for University Studies, University College for Continuing Education and the School of Law. The University's campus includes more than 130 buildings on 240 acres.

The Hofstra School of Law is fully accredited by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 550 West North Street, Suite 349, Indianapolis, Indiana 46202, (317) 264-8340, 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.

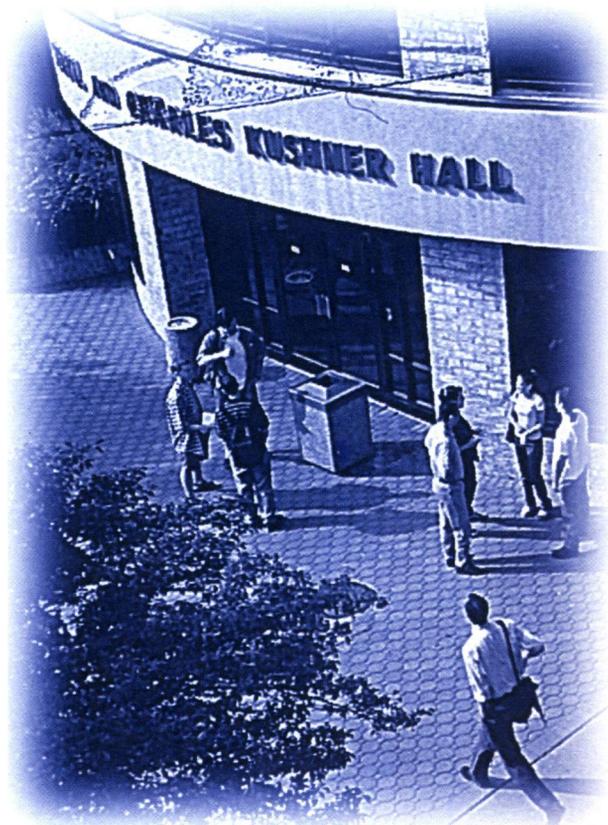
The Sidney R. Siben and Walter Siben Moot Courtroom serves as a center for academic endeavors and notable events at the Law School. It is the largest classroom at the School of Law, and is technologically "state-of-the-art." Each of its 200 seats is equipped with wiring connections necessary for the use of notebook computers and for connection to the Internet. It has an integrated A/V system, which allows simultaneous projection of a computer or video image to a large screen, and four permanently installed monitors for multimedia events. The Sidney R. Siben and Walter Siben Moot Courtroom is also

designed with a professional judge's bench and jury box to provide law students an ideal educational environment for activities such as trial techniques courses, trial team preparation and mock hearings.

An expansion to the School of Law has added significant library space, including student study group rooms and computer labs, additional seminar rooms, and a plaza that is conducive for informal student gatherings and social functions.

A new building, Joan Axinn Hall for Clinical Law Programs, has been constructed directly across the street from the Law School and houses the clinical programs and the new Office of Career Services. The new clinical programs facility provides state-of-the-art student study space, a hearing room, conference room, faculty offices and interview rooms. The new Career Services wing offers expanded space for interview rooms, resource rooms and a career services library.

Hofstra University is 100-percent program accessible to persons with disabilities.

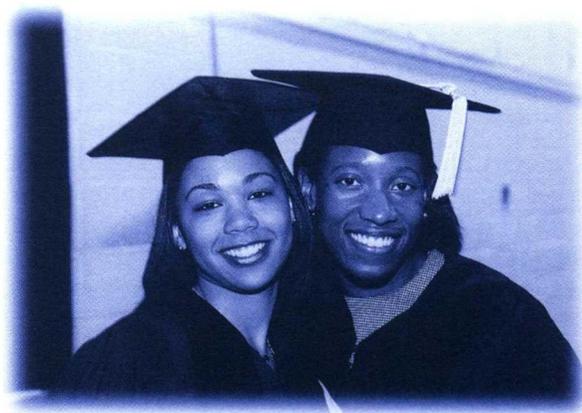
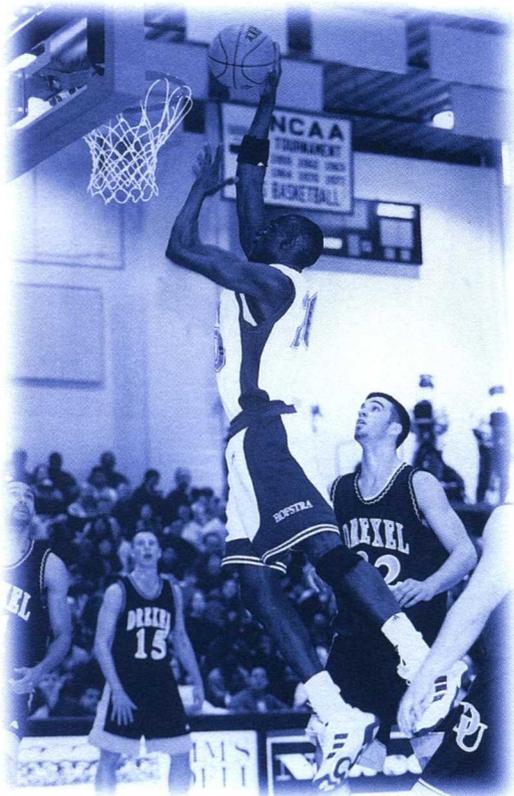


Of the total University student body of 13,140, graduate students represent approximately 3,800, including approximately 834 law students.

The University's undergraduate programs span some 104 specializations. The degrees conferred are Associate in Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Engineering, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Education.

Master's degrees may be earned in 95 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; Clinical and School Psychology; Reading, Language and Cognition; the Ed.D. in Educational Administration and Reading, Language, and Cognition; and the Psy.D. in School-Community Psychology. The School of Law confers the Juris Doctor degree.

Of a total of some 1,176 faculty, 489 are full-time. Ninety percent of full-time 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. The brand-new 93,000-square-foot Arena hosts basketball, volleyball, wrestling, concerts and other events.

*Conferences:* The Hofstra University Cultural Center organizes and sponsors conferences on a variety of subjects. Beginning in 1982, the Presidential Conference Series has 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, Ronald Reagan and George Bush.

*Films:* The Student Center 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, operetta and concerts is held, reaching a climax each spring with the nationally known Shakespeare Festival. 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 Hofstra Museum is fully accredited and coordinates approximately 16 exhibitions annually.



Calkins Hall has a student art gallery. The Joan and Donald E. Axinn Library occasionally has art exhibitions, while its Filderman Gallery stages approximately five exhibitions a year of rarities and fine book art.

*Language Laboratory:* This laboratory 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 1.6 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 of campus, housing a bookstore and a Rathskeller, as well as meeting rooms, a theater and a Multipurpose Room for special events.

*University Club:* Law students are eligible for membership, currently \$25 per year. The club has a restaurant for lunch and dinner, bar and lounge, and sponsors special events from time to time.

## HEALTH AND WELLNESS CENTER

The Hofstra University Health and Wellness Center is located on the north side of campus in Republic Hall. During the academic year the Health and Wellness Center is open Monday through Friday, 9 a.m. to 10 p.m., and 10 a.m. to 4 p.m. on Saturdays. Physicians, nurse practitioners, registered nurses and licensed practical nurses staff the Hofstra Health and Wellness Center. Appointments may be scheduled by calling (516) 463-6745. Walk-in care, as well as some specialty care, is also available. A current HofstraCard must be presented at each visit. All medical care is confidential, and information is released only at the written request of the student.

*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.

## HOUSING

Housing for law students is available in three distinct living environments:

### ALLIANCE TOWER

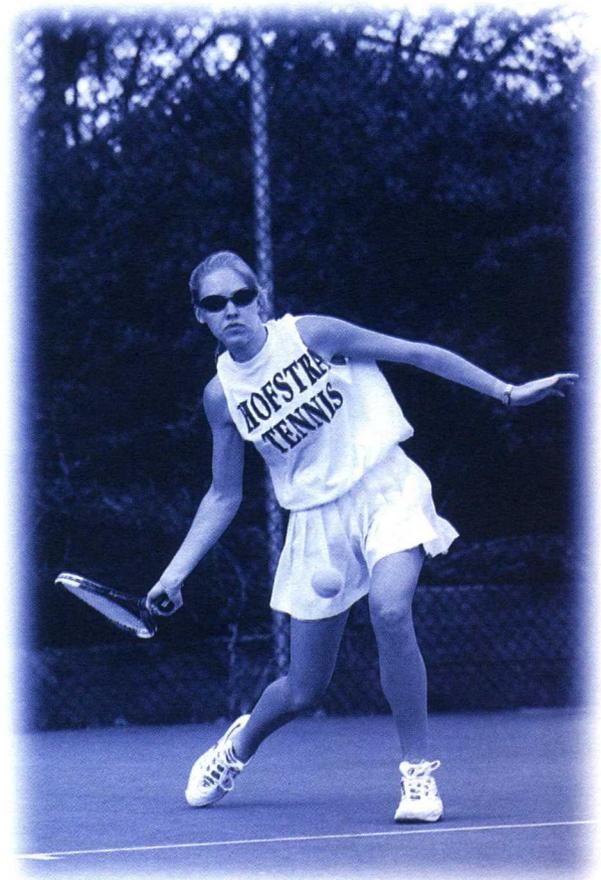
Students live in doubles, singles and super singles in a traditional residence hall on floors reserved for law and graduate students. All rooms open onto a common corridor and share large common bathrooms.

### NEW RESIDENCE HALL

Hofstra's newest residence hall is a four-story suite building that houses approximately 100 students in super-single rooms.

### 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 at (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, Student Center, to take advantage of the listings of available off-campus options not affiliated with Hofstra.

## PARKING

A limited number of parking spaces for students, faculty and staff are 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.

## ROUTES TO HOFSTRA



## 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, 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 the Long Island Rail Road to Hempstead (approximately 50 minutes from Manhattan).

## ADMISSION

### 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 solely determinative. Other factors include the applicant's recommendations, trend in grades, work experience or extracurricular activities. Factors other than the LSAT and undergraduate record are particularly significant for older applicants and for those whose history demonstrates socio-economic or educational disadvantages.

### ADMISSION PROCEDURE

Applications for admission may be submitted on the Law School's official application form. We also accept applications that have been prepared using the Law School Admission Council's LSACD or LSACD *on the Web*, or the School of Law's Web site, which may be found at [www.hofstra.edu/law](http://www.hofstra.edu/law). Additional forms, such as the one found in this catalog, are also available from the School of Law, 121 Hofstra University, Hempstead, New York 11549-1210. 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,

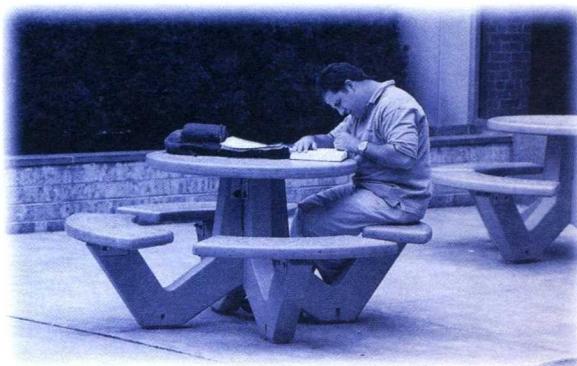
do read personal statements submitted by applicants. In addition, we give substantial weight to recommendations from responsible people who know the applicants and who are prepared to vouch for them as a matter of personal judgment.

The steps in the admission procedure are as follows:

1. Complete an application either on the Web or in printed format. 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. If applying via LSACD *on the Web*, the fee is reduced to \$15. This fee is not refundable, is not credited toward tuition, and is not applicable toward the fee for 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.



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, Pennsylvania 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 matriculation showing the degree conferred and the date.

We accept printed applications that have been prepared using the Law School Admission Council's LSACD or LSACD *on the Web*. Both of these products allow you to use your IBM-compatible computer running Windows 95 or 98 to efficiently fill out applications for all 182 ABA-approved law schools. You can print out your completed applications and send them directly to Hofstra Law School. Applications submitted to LSAC for transmission to Hofstra Law School will be considered postmarked on the day they are electronically submitted. Subscriptions to the LSACD *on the Web* are available at [www.LSAC.org](http://www.LSAC.org).

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. This initial deposit is not refundable, but will be credited toward payment of first-year tuition. 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 Study 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. The request must be accompanied with a new application form updating the prior application. 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.

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.

Application Fee (must accompany the application form; not credited to tuition)	\$60 (\$15 if applying via LSACD on the Web).
Initial deposit; credited to tuition	\$250
Second deposit due by June 1; credited to tuition	\$600
Tuition, per semester (full-time)	\$11,978
Tuition, per semester (part-time)	\$8,984
Tuition, Trial Techniques Program (optional January course)	\$880
Deferred tuition payment fee, per semester	2% for 2 months
Activities Fee, per semester	\$30
Health Center Fee, per semester	\$50
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	\$2,070-3,740
Organization of Resident Students Fee	\$5
Board, per semester, depending upon meal plan selected	\$495-\$1,350
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.

## 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 that 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 course work, and to receive field experiences that relate to both legal and business decision making.

## THE PROGRAM

Due to the core competency courses in the Zarb 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 core competency courses in the Zarb School of Business will incur additional tuition charges.

The program requirements for fulfillment of the business section of the curriculum are broken down into five different components:

Component I	Residency Requirements	No credit
Component II	Core Competencies	0-24 s.h.
Component III	Advanced Core	18 s.h.
Component IV	The Contemporary Business Environment	9 s.h.
Component V	The Major Concentrations	15 s.h.

(nine credits from the Law School will be transferred under advisement)

## THE CAPSTONE RESEARCH INTEGRATION COURSE

In order to better address the myriad of experiences and professional objectives of students enrolled in the J.D./M.B.A. program, the Capstone Research Integration Course offers students a variety of options through which to integrate material presented in other components of study. All of these options stress the importance of analytical and research skills; decision making across functional lines; demonstrated thorough understanding of the global environment, markets, technology and operations of an organization or issue within an organization; and effectively communicating and substantiating decisions that have the potential to profoundly affect an enterprise.

The five different options that are available to complete the fifth component of the program are:

Option 1.	Advanced Research Seminar
Option 2.	M.B.A. Honors Research Thesis
Option 3.	Case Focused Research Seminar
Option 4.	Consulting Research Project
Option 5.	Computer Simulation (Management Game)

## 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.

### SCHEDULE

Year	Credits School of Law	Credits Zarb School of Business*
1	29	0
2	26	6
3	6	30
4	26	6
TOTAL	87**	42***

\* 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.

\*\*\* 42 credits are required for the program. The Zarb School of Business will accept nine credits under advisement from the J.D. program toward the M.B.A. degree.

During the second year and the fourth year, J.D./M.B.A. students register for course work 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 course work beyond the six graduate business credits described above.

In the third year, or whenever J.D./M.B.A. students are enrolled full time in the School of Business, they pay the prevailing graduate business school tuition and no law school tuition, unless additional law

school credits are undertaken, in which case per credit law school tuition applies.

J.D./M.B.A. students seeking additional course work 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.

In order for Business School credits to be accepted by the Law School, the student must have been accepted to the MBA program by the Business School, the student must receive a grade of "C" or better, and the course must be one of those specifically approved by the Law School for credit. No grades received in Business School courses will be counted in the student's Law School G.P.A.; if a "C" is earned in an approved course, it will be counted as a "Pass" toward the Law School G.P.A. 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.

## THE LL.M. DEGREE

Hofstra University School of Law offers an LL.M. degree with two concentrations -- in American Legal Studies for foreign law graduates and in International Law for United States and foreign law graduates.

All LL.M. candidates must complete 24 credit hours of courses from the Hofstra Law School curriculum. Normally, these credits will be earned over two semesters or one academic year. LL.M. students may also earn credits in the Summer Law Program in Nice, France, held in July of each year. With permission, candidates may complete LL.M. degree requirements on a part-time basis. This permits completion of the LL.M. over four semesters or three semesters and summer sessions with an average course load of six credits each semester. To earn an LL.M. degree, students must achieve a cumulative grade point average (GPA) of at least 3.0 out of a possible 4.0. Every LL.M. student who earns 20 credits with a cumulative GPA of at least 2.0 may be eligible for admission to practice law in New York after passing the New York State Bar Examination.

## CONCENTRATION IN AMERICAN LEGAL STUDIES

The concentration in American Legal Studies should appeal to foreign law graduates who are encouraged to obtain legal training in U.S. law and practice in order to compete more effectively with U.S. law firms operating in foreign countries. Foreign law graduates seeking U.S. law training in order to make themselves more attractive to U.S. law firms will also benefit from this degree program.

LL.M. candidates who concentrate in American Legal Studies must:

- (1) take a mini-course on U.S. Legal Methods and Systems at the start of their first semester of study;
- (2) complete the spring semester legal writing course taken by J.D. students; and
- (3) complete an analytic writing requirement in the form of a seminar paper or independent study that meets the standard for J.D. writing requirements.

LL.M. candidates are free to select their remaining courses from any courses offered in the Law School curriculum.

The Law School's extensive selection of courses in American Litigation and Advocacy should be of particular interest to foreign law graduates who want comprehensive exposure to American approaches to litigation theory and techniques in a variety of lecture, simulation and practice settings. The Law School is the Northeast Region's base for the National Institute of Trial Advocacy, and the Hofstra faculty has extensive expertise in American litigation and advocacy.

## CONCENTRATION IN INTERNATIONAL LAW

The concentration in International Law allows LL.M. candidates to take advantage of Hofstra's substantial and growing International Law curriculum and its intellectually diverse international law faculty. The International Law concentration is intended to appeal to candidates with either foreign or U.S. undergraduate degrees in law. LL.M. candidates concentrating in international law are strongly encouraged to take up to six credits of independent research under the direct supervision of a faculty member.

Students pursuing an LL.M. with a concentration in International Law must fulfill a minimum of 12 credit hours from the following courses:

Citizenship and Nationality Law  
Comparative Constitutional Law  
Comparative Divorce Law and Procedure  
Comparative Law  
Energy, The Environment, and The Global Economy  
European Union Law  
Foreign Affairs and the Constitution  
Immigration Law  
International Arbitration Law  
International Business Transactions  
International Civil Litigation  
International Criminal Law  
International Environmental Law  
International Institutions  
International Law  
International Protection of Human Rights  
International Taxation  
International Trade Law  
Law of the Sea  
Product Regulation and Liability in the U.S.A. and the E.U.

The remaining 12 credits will be selected with faculty advice and administrative approval. Students in the International Law concentration normally will be permitted to use six credits of the remaining 12 elective credits for concentrated written research under the active supervision of a faculty member. To earn credit for these six hours, students must produce a written product of publishable quality in international law. All students who elect this writing option will meet together regularly to discuss their topics and progress on their papers. If recommended by the faculty member supervising the research, papers may be submitted to the *Hofstra Law Review* or the *Hofstra Labor and Employment Law Journal* for possible publication. Students may choose to have an additional or an alternative writing experience by taking a seminar that has a paper component or by doing an independent study.

## ADMISSIONS

An LL.M. candidate who is a foreign law graduate must hold a first degree in law from an accredited or comparably recognized foreign law school or law faculty. The Test of English as a Foreign Language (TOEFL) must be taken by all applicants for whom English is not their native language, with a minimum required score of 580 on the paper-based test or 237



on the computer-based test. For U.S. law graduates, a candidate must hold a first degree in law from an ABA-approved law school. Information about the TOEFL can be obtained by contacting the Educational Testing Service, P.O. Box 6155, Princeton, N.J. 08541-6155, United States of America, Tel: (609) 921-9000, Web: WWW.TOEFL.ORG.

Each application will be individually assessed. All LL.M. applicants must demonstrate ability in prior law studies and in practice, if applicable. Admission decisions will be based on a variety of factors, including law school record, recommendations, professional accomplishments and areas of interest. Financial aid from the Law School may be available for admitted students, depending on citizenship status. Sources of student funding can be found at the LL.M. Web site: [www.hofstra.edu/law/llm.html](http://www.hofstra.edu/law/llm.html).

## TUITION

The tuition for the LL.M. degree will be the same as the tuition for the J.D. degree. The current tuition for the J.D. degree is \$11,978 for each semester of study. For part-time LL.M. students, tuition is \$5,989 for each semester. In addition, there are University, Activities and Health Center fees of \$205 per semester (\$102 per semester for part-time students). The University reserves the right to change its tuition and fees at any time, and it is likely that tuition will increase for the academic year 2001-2002. The registration period is during May for the fall semester and during December for the spring semester.

## APPLICATIONS

Applications for the LL.M. program may be submitted from August 2000 through June 2001, for the academic year that begins in fall 2001. To obtain further information or an application, please call (516) 463-5916.

# SCHOLARSHIPS AND FINANCIAL AID

## 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. BRETTSCHEIDER 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 BOOMER ESIASON ENDOWED SCHOLARSHIP IN SPORTS LAW

This endowed scholarship is granted to an entering law student who is interested in pursuing a career in sports law.

### 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 LESTER FORTUNOFF MEMORIAL SCHOLARSHIP

This scholarship has been established by Alan Fortunoff and Fortunoffs in memory of Lester Fortunoff. The scholarship is awarded to a student or applicant with superior academic credentials.

### 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 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 DWIGHT L. GREENE MEMORIAL SCHOLARSHIP

This endowed scholarship has been established by the Hofstra University School of Law, 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 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 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 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.

#### THE 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 C.V. STARR LAW SCHOOL ENDOWED SCHOLARSHIP

This endowed scholarship fund has been established by The Starr Foundation in memory of C.V. Starr, for a student with outstanding academic credentials.

#### 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 EUGENE M. WYPYSKI MEMORIAL SCHOLARSHIP

This scholarship has been established by the Hofstra University School of Law, family, friends and colleagues in memory of Professor Eugene M. Wypyski. It honors Professor Wypyski, who was a prominent law librarian, excellent teacher, nationally recognized scholar and an esteemed member of the Hofstra Law community. This endowed scholarship is awarded each year to a law student with outstanding academic credentials.

#### THE 100 BLACK MEN NASSAU/SUFFOLK, INC., SCHOLARSHIP

This endowed scholarship, established by the members of 100 Black Men of Long Island, supports the legal education of black students in attendance at Hofstra.

#### ADDITIONAL NAMED SCHOLARSHIPS

The Edward Arthur Bergida Scholarship  
The Martin A. Frankel Memorial Scholarship  
The Martin Granirer Memorial Scholarship  
The Honorable Frank A. Gulotta Endowed Scholarship of the Columbian Lawyers' Association of Nassau County  
The Herman Hillman Memorial Scholarship  
The Peter S. Kalikow Endowed Scholarship  
The Law Review Scholarship Fund  
The Lubov Family Scholarship  
The Patricia F. Moore Endowed Scholarship  
The Walter Sackur Scholarship  
The Edward J. Speno Memorial Scholarship  
The E. David Woycik, Jr. Endowed 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 University 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.

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. 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. 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.

## **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. This program is subject to funding by New York State.

### **THE ACCESS GROUP PROGRAM - LAL LOAN LAWLOANS PROGRAM - LSL LOAN KEY EDUCATION RESOURCES - LAW ACHIEVER LOAN**

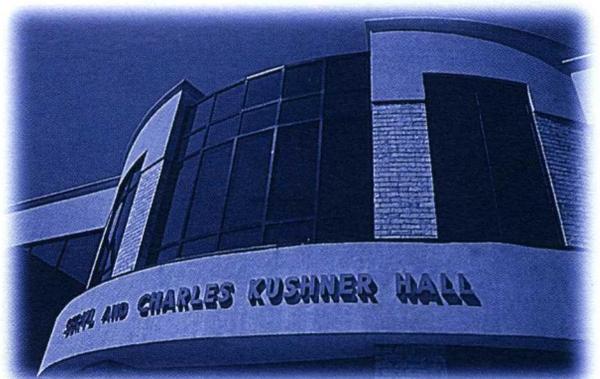
Law students can obtain Federal Stafford loans through the Access Group Program, the LAWLOANS Program or the Key Education Resources Program even if they have outstanding Stafford Loans from another financial institution. In addition to these loans, students may also take a private Law Access Loan (LAL), a LAWLOANS (LSL) or a Key Education Resources Law Achiever Loan 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, LAWLOANS, and the Key Education Resources program. *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 Veterans' Representative at Hofstra.







## CAREER SERVICES

The Office of Career Services (OCS) is located in state-of-the-art facilities in Joan Axinn Hall. The staff of seven professionals in OCS is dedicated to providing students and alumni/ae with comprehensive career planning services and 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 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 extensive development initiatives.

Senior Assistant Dean Caroline Levy, a 1980 graduate of the Law School, came to Career Services in February 1998 after 17 years of practice in both the public and the private sectors. As a former president of the Women's Bar Association of the State of New York, a former Suffolk County delegate to the New York State Bar Association House of Delegates, and a former director of the Suffolk County Bar Association, Dean Levy is well known as an active participant in the statewide and local legal communities. Director of Career Services Diane Schwartzberg is an invaluable resource who has more than 20 years of experience in career counseling at the Law School. She maintains a comprehensive network of contacts with Hofstra graduates. Maureen Regan is a communications expert who conducts a one-on-one videotaped interview training program to help students and alumni hone their interviewing skills and techniques.

Using its 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 practice to developing contacts with attorneys, polishing the resume and cover letter, or 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. The Office of Career Services engages 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." Three computers, a LaserJet printer, fax machine, typewriter and a telephone are provided exclusively for the use of students in the job search process. Students also have access to a facsimile machine to dispatch and receive employment-related correspondence.

Students have the benefit of the latest technological advances in career researching. They receive special instruction in the use of computerized databases such as LEXIS and WESTLAW and a roster of relevant Web sites to assist them with the job search and to prepare for interviews. The Office of Career Services maintains a Resource Center that houses an extensive collection of reference books, directories, articles, specialty area bibliographies, newsletters and periodicals concerning career choices for law school graduates. The office also has 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 are continually updated. Bulletin boards provide the latest job searching news and information. OCS regularly communicates with students via e-mail. Students may be alerted to time sensitive job listings or events by e-mail notification. 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. A separate guide is provided for students seeking positions in the public sector.

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. Other New York

City firms choose to interview Hofstra students in Manhattan, at reserved rooms in the University Club. Those employers who do not participate in the On-Campus or University Club Programs often 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 to interview the students at their offices.

In 1998 the Office of Career Services initiated a spring on-campus recruitment and resume referral program for small and mid-sized firms. Hofstra students are also eligible to participate in the Public Interest/Public Service Legal Career Symposium sponsored by New York University Law School each February.

In addition to providing our students with access to the widest possible array of employment opportunities, we endeavor to educate students regarding the variety of career alternatives available to law school graduates. The Office of Career Services sponsors informational career fairs each academic year, which give students the opportunity to meet informally with alumni/ae and other attorneys practicing in a broad spectrum of legal concentrations. In addition to having the opportunity to discuss legal career alternatives with practitioners, students are provided with bibliographies for career researching, relevant Web sites, articles and other helpful information. Throughout the year the Office of Career Services sponsors numerous panels on diverse areas of practice. A comprehensive Judicial Clerkship Program provides information and assistance to students interested in pursuing this valuable postgraduate work experience.

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 issues.

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 1999 successfully obtained employment in a wide range of practice settings. 98.11 percent of the respondents seeking

employment\* in the Class of 1999, secured positions within six months of graduation. The employment choices of members of the Class of 1999 reflect current trends nationally in the career paths of new law graduates:

Private Practice	60%
Business and Industry	14%
Government Agencies (City, State, Federal)	10%
Judicial Clerkships	5%
Public Interest Organizations	3%
Academia	1%
Military	0%
Other	7%

\*The respondent group constituted approximately 92 percent of all members of the class.





## PRO BONO OPPORTUNITIES

THE CENTER FOR VOLUNTEER SERVICE IN THE PUBLIC INTEREST

Students at Hofstra have the opportunity to perform 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. Through their *pro bono* work, students are able to take part in many aspects of legal work, including research and writing, assisting in case preparation and performing client intake. Practice areas in which students volunteer include a wide range of areas of law such as criminal, environmental, civil rights, elder, family, matrimonial, housing and immigration. All legal work is done under the supervision of an attorney. Examples of student placements include: Nassau County Legal Aid Society, New York State Attorney General's Office, CARECEN (Central American Refugee Center), Nassau/Suffolk Law Services Committee, Inc., Nassau County Coalition Against Domestic Violence, Legal Aid Society Juvenile Rights Division, U.S. Attorney's Office and Mediation Alternative Project.

The Director of Public Sector Career Services assists students seeking *pro bono* work and has developed a Public Interest Job Guide geared to students and alumni who wish to pursue jobs and volunteer opportunities in the public sector. In addition, students and alumni of Hofstra University School of Law make use of PSLawNet (Public Service Law Network Worldwide), a computer database of nearly 10,000 law-related public service organizations and offices in the United States and abroad. Hofstra's membership in PSLawNet enables law students and alumni to be matched with placements based upon their own areas of interest, level of experience and geographical preferences.

### Kurzer Community Education Program

The Kurzer Community Education Program seeks to develop and promote opportunities that enable law students to participate in community education outreach endeavors with a special emphasis on law-related education. The Kurzer projects vary from year to year and have included:

(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.

### Courtroom Advocates Project

Students working under the supervision of attorneys from Sanctuary for Families have the opportunity to assist victims of domestic violence seeking orders of protection in Queens Family Court. Volunteers assist clients in all stages of the proceedings, helping them with the required paperwork, explaining the process, obtaining factual information and advocating on their behalf in court.

### 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 that 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.

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 School professors to discuss substantive legal issues.



## SPECIAL PROGRAMS

### INSTITUTES AND CENTERS

#### THE CENTER FOR CHILDREN, FAMILIES AND THE LAW

The Center for Children, Families and the Law is an interdisciplinary center for education, research and public service focused on children and families involved in the legal system. This collaborative effort of the Hofstra University School of Law and the North Shore-Long Island Jewish Health System is dedicated to the training of legal and mental health care students and practitioners, as well as to community outreach.

#### *Parent Education and Custody Effectiveness (P.E.A.C.E.)*

The Center for Children, Families and the Law is the home of P.E.A.C.E., a nationally recognized, interdisciplinary, court-affiliated educational program for parents aimed at reducing conflict surrounding divorce and separation. P.E.A.C.E. is a successful

prevention model, which provides parents with the coping skills necessary during this difficult period.

#### *Client Representation Clinic for Children (Practicum)*

The Clinic will provide representation, with mental health consultation, to a select group of clients. Children involved with the legal system will be represented by law faculty and students, and will receive mental health consultations with mental health faculty and trainees.

#### *Unified Family Court Demonstration Projects*

Center trainees and faculty will participate in the planning, implementation and evaluation of models of unified family courts. The model unified courts will work to diminish litigation and trauma experienced by children by unifying services and expediting treatment. They will also provide coordinated special services to families, including screening for drug and alcohol abuse, domestic violence, emergency intervention, mediation and P.E.A.C.E., and referral to appropriate services. The model unified courts will serve as demonstration models that can be replicated throughout New York State and in other states.

#### *Community Advisory Roundtable*

The Center will serve as a clearinghouse for local and regional organizations and professionals, as well as students concerned with the welfare of families and children. The advisory roundtable will facilitate the collaboration of child and family advocacy organizations, help develop general strategies for resolving policy issues, and advise the Center on how law and mental health professionals in training can be better educated to work with families and children.

#### *Training Programs*

Targeted courses on advocacy pertaining to divorce, child abuse and family violence are taught to law students, as well as child and adolescent psychiatry and psychology trainees, by lawyers, judges and mental health care professionals. These courses enhance the learning experience by employing innovative teaching techniques such as simulated trials and hearings.

#### *Externships and Fellowships*

The externship experience provides law students and mental health trainees with an opportunity to broaden their exposure to all aspects of family law practice by working closely with professionals. Law students are placed with a Supreme Court judge handling matrimonial matters, a family court judge, or with legal staff of nonprofit agencies engaged in family law work.

Mental Health and Law Fellows will participate in all Center activities helping children and families with legal issues. Each year, one child and adolescent

forensic psychiatry fellowship and one postdoctoral child and adolescent forensic psychology fellowship will be provided for candidates seeking to obtain clinical forensic mental health training in the Center. A recent law graduate will also be offered a fellowship for interdisciplinary training in advocacy.

#### *Research and Publications*

Law students and North Shore-Long Island Jewish Health System child and adolescent forensic psychology trainees will participate in ongoing research on the impact of divorce on children, as well as on the interaction of abuse and divorce on children's mental health.

*Family and Conciliation Courts Review* (FCCR) is a quarterly, interdisciplinary journal that promotes the constructive resolution of family law disputes and is published under the auspices of the Association of Family and Conciliation Courts (AFCC). The Editor-in-Chief is Hofstra Law Professor Andrew Schepard. FCCR is an international, interdisciplinary family law journal, a forum for the exchange of ideas, programs, research, legislation, case law and reforms. Its fundamental premise is that productive discussion of family law is facilitated by a dialogue between the judiciary, lawyers, mediators, mental health and social communities.

### **THE CENTER FOR LEGAL ADVOCACY**

The Center for Legal Advocacy is designed to train students and lawyers in advocacy skills through traditional and clinical courses, simulations, moot trial competitions, conferences, speakers and workshops, and provides the opportunity to exchange ideas with accomplished practitioners and distinguished faculty.

#### *Curricular Offerings*

Hofstra offers a rich variety of courses designed to provide students with the skills necessary to analyze, argue and present cases persuasively at all levels of the legal system and in various dispute resolution settings.

Special courses and programs include:

- Advanced Appellate Advocacy
- Advanced Criminal Procedure
- Advanced Trial Advocacy
- Advanced Trial Techniques: Use of Expert Witnesses
- Alternatives to Litigation
- Appellate Advocacy
- Courtroom Criminal Procedure
- Evidence
- Externship Program
- Federal Courts

- Lawyer Malpractice
- Legal Interviewing, Counseling and Negotiation
- Pretrial Litigation
- The Prosecutor's Role: Pretrial Proceedings in a Criminal Case
- Remedies
- Scientific Evidence
- Selected Problems in New York Civil Practice
- Summer Trial Program
- Trial Techniques: Comprehensive Litigation Skills Course

#### *Clinics*

**Child Advocacy Clinic** - Students represent children in custody, abuse and neglect cases. In addition to traditional advocacy, students may help parents and social welfare agencies develop a plan for the children through mediation or other alternative dispute resolution techniques.

**Criminal Justice Clinic** - Students represent defendants in criminal cases in Nassau County District Court and in Hempstead and Mineola Village Courts. Students provide thorough and zealous representation and are encouraged to develop novel and creative defenses.

**Environmental Law Clinic** - Students 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.

**Housing Rights Clinic** - Students handle housing cases for low-income clients in state and federal courts.

#### *Continuing Legal Education (CLE)*

Hofstra Law School offers attorneys a week-long *pro bono* training course to perfect their trial skills in representing children who are in trouble. Co-directed by Professor Lawrence Kessler, Director of the Center for Legal Advocacy, and Hofstra Law Professor Andrew Schepard, this program reflects the commitment of Hofstra Law School to improve the advocacy skills of the profession and its particular concern for the representation of children. This program enhances the Law School's partnership with North Shore-Long Island Jewish Health System in an effort to increase and improve the services currently offered to children of the Long Island community. Eminent trial attorneys who have participated in the program include: Albert Krieger (a specialist in criminal defense work) and William Brown (chairman of the Move Commission in Philadelphia). Jurists include Honorable Michael Gage of the Family Court of New York, Honorable Robert Straus of the Criminal Court of New York City and Acting Justice of the Supreme Court for the 12th Judicial District and Honorable Denise Sher of the Nassau County District Court.

### *Trial Competitions*

Trial teams comprised of law students and coached by prominent faculty compete in national trial competitions throughout the year. Hofstra teams have successfully competed in national competitions such as the National Trial Competition, the Association of Trial Lawyers of America (A.T.L.A.), and the prestigious National Criminal Defense Lawyers invitational trial competition. In the 1999-2000 school year, the Hofstra Long Island Moot Court Team took second place in the Long Island Moot Court Competition, and a Hofstra Law student won the prize for Best Oralist.

### *Trial Advocacy Club*

Each year this student-run club invites more than a dozen practicing trial attorneys to speak at the Law School on litigation techniques and strategies. In addition, the club sponsors noncompetitive trial skills workshops and intramural mock trial tournaments, which are judged by members of the faculty, bench and bar.

### *Theodore Roosevelt American Inn of Court*

Hofstra is proud to be a host of this prestigious program that enables new lawyers and students to meet and learn from judges and experienced barristers.

### *NITA Co-Sponsor*

For 23 years Hofstra University School of Law has had a relationship with the National Institute for Trial Advocacy (NITA). Hofstra now co-sponsors three NITA courses for practicing attorneys — the Northeast Regional Program, the Master Advocates Program and the Deposition Program.

## **INSTITUTE FOR THE STUDY OF LEGAL ETHICS**

The Hofstra University School of Law has always viewed the subject of legal ethics as a high priority and an essential component of legal education. Moreover, in recent years, legal ethics has become the focus of intense national attention.

Hofstra's Institute for the Study of Legal Ethics (ISLE) serves as a research center for the study of legal ethical issues. In addition to offering courses in professional responsibility, ISLE sponsors speakers, conferences and symposia, and provides opportunities for student and faculty research.

### *Conferences*

Hofstra's first conference on Legal Ethics, held in 1996, featured the Honorable Ruth Bader Ginsburg, Associate Justice of the United States Supreme Court, as keynote speaker. Many nationally recognized authorities on legal ethics, including both professors

and practicing lawyers, also delivered papers. The second conference on Legal Ethics was held on the topic of access to justice in the spring of 1998. The keynote speaker was Ralph Nader; Honorable Anthony M. Kennedy, Associate Justice of the United States Supreme Court, was honored at the conference banquet and delivered informal remarks.

### *Distinguished Lecturers*

The Law School has hosted an impressive group of jurists and professors who have lectured on various aspects of legal ethics. Distinguished lecturers have included Professor Charles Ogeltree, Jr. (Harvard Law School), Professor Sam Dash (Georgetown University Law Center), Professor Sissela Bok (Brandeis University), Judge John T. Noonan (United States Court of Appeals for the Ninth Circuit), William Simon (Stanford University) and Abby Smith (Georgetown University).

### *The Center for Volunteer Service in the Public Interest*

Since 1991 this voluntary *pro bono* project has provided students with the opportunity to engage in volunteer law-related activities. The Center is also a home to community education outreach activities such as R.E.A.C.H. (Research, Education and Advocacy to Combat Homelessness), a student-run organization providing direct advocacy for homeless persons; and U.A.C. (Unemployment Action Center), another student-run organization providing free counseling and advocacy services to jobless persons seeking unemployment benefits.

## **ALUMNI AFFAIRS**

The School of Law maintains its own Office of Alumni Affairs to serve the approximately 6,400 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 an annual magazine, and an Alumni Directory. In addition, the Office of Career Services provides information, career counseling and other assistance to Hofstra Law graduates.



## 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. Recent Kaplan Lecturers include:

*The Honorable Shirley S. Abrahamson*  
Justice, Wisconsin Supreme Court

*The Honorable Richard S. Arnold*  
Chief Judge of the United States Court of Appeals for the Eighth Circuit

*The Honorable Stephen Breyer*  
Former Circuit Judge of the United States Court of Appeals for the First Circuit, now Justice of the United States Supreme Court

*The Honorable Guido Calabresi*  
Circuit Judge, United States Court of Appeals for the Second Circuit

*The Honorable Harry T. Edwards*  
Circuit Judge of the United States Court of Appeals for the District of Columbia Circuit

*The Honorable Wilfred Feinberg*  
Former Chief Judge, United States Court of Appeals for the Second Circuit

*The Honorable Patrick E. Higginbotham*  
Circuit Judge for the United States Court of Appeals for the Fifth Circuit

*The Honorable Hans Linde*  
Senior Justice of the Oregon Supreme Court

*The Honorable Abner J. Mikva*  
Circuit Judge for the United States Court of Appeals for the District of Columbia Circuit

*The Honorable James L. Oakes*  
Circuit Judge for the United States Court of Appeals for the Second Circuit

*The Honorable Antonin Scalia*  
Justice of the United States Supreme Court

*The Honorable Dolores K. Sloviter*  
Chief Judge for the United States Court of Appeals for the Third Circuit

## LEGAL ETHICS

Hofstra's commitment to the study of legal ethics is strong and deep. Hofstra's Institute for the Study of Legal Ethics ("ISLE") has presented two major conferences on legal ethics, gathering together nationally recognized scholars, lawyers and judges in the field of legal ethics for three days of speeches, questions and debate. In 1998 Hofstra hosted a conference titled, "Legal Ethics: Access to Justice." The conference honored the Honorable Anthony M. Kennedy, Associate Justice of the United States Supreme Court, who delivered remarks at the conference banquet. The conference also featured noted consumer activist Ralph Nader as the keynote speaker. In 1996 Hofstra hosted a conference titled, "Legal Ethics: The Core Issues," which featured the Honorable Ruth Bader Ginsburg, Associate Justice of the United States Supreme Court, as the keynote speaker. The papers from both conferences have been published in Hofstra's *Journal of the Institute for the Study of Legal Ethics*, Volumes I and II. A major ethics conference is planned for fall 2001.

Hofstra is one of the few law schools in the country that has two nationally known legal ethics scholars on its faculty -- Professors Monroe Freedman and Roy Simon. Professor Freedman, the Associate Director of Hofstra's Institute for the Study of Legal Ethics, is the

Howard Lichtenstein Distinguished Professor of Legal Ethics at Hofstra University School of Law. His first book, *Lawyers' Ethics in an Adversary System*, received the American Bar Association's Gavel Award Certificate of Merit. His most recent book, *Understanding Lawyers' Ethics*, substantially expands and updates the earlier book. He has also written many highly influential law review articles on legal ethics, and is the author of a regular column on legal ethics in the *Legal Times of Washington*. A review of Professor Freedman's work in *The Journal of the Legal Profession* concluded: "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." In 1999 he received the Michael Franck Award from the ABA, for "a lifetime of original and influential scholarship in the field of lawyers' ethics" – the only law professor to receive the award for scholarship in professional responsibility.

Professor Simon is the Director of the Institute for the Study of Legal Ethics. He annually writes *Simon's New York Code of Professional Responsibility Annotated*, an authoritative commentary on the rules and statutes governing New York lawyers. Together with Professor Stephen Gillers of N.Y.U. School of Law, Professor Simon also annually co-authors *Regulation of Lawyers: Statutes and Standards*, a compilation of codes and guidelines that govern lawyers in all jurisdictions, and he is the lead co-author of *Lawyers and the Legal Profession*, a textbook for law students. Professor Simon is heavily involved in bar association and professional work. He is a member of the New York State Bar Association Committee on Professional Responsibility, a member of the New York State Bar Association Committee on Standards of Attorney Conduct, a member and former chair of the Nassau County Bar Professional Ethics Committee, a member of the Ad Hoc Ethics 2000 Committee of the Association of the Bar of the City of New York, and a former member of the City Bar's Committee on Professional Discipline. He is also a former chair of the AALS Section on Professional Responsibility, and serves as the chief editorial adviser to *New York Professional Responsibility Report*, a monthly newsletter covering legal ethics issues of interest to New York lawyers. He has published numerous articles on legal ethics, and regularly advises lawyers and law firms on matters involving professional conduct.

Other Hofstra professors are also active in the legal ethics field. 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. His book *Disorder in the Courts*, which he wrote with Professor Norman Dorsen of N.Y.U. School of Law, is a leading work on maintaining order in our nation's courts. Professor Linda Galler, a leading authority in the area of ethical regulation of tax lawyers, teaches a seminar on ethics in tax practice. She currently serves as chair of the American Bar Association Section of Taxation Standards of Tax Practice Committee. Professor Galler testified before the American Bar Association's Commission on Multidisciplinary Practice on the differences between the professional standards governing lawyers and those governing accountants. She has published several articles in the area, and is a frequent speaker on tax ethics. The result of Hofstra's strong commitment to legal ethics 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, Hofstra devotes a required upperclass course exclusively to legal ethics.

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

P.E.A.C.E. is a court-affiliated educational program for divorcing and separating parents that was founded at Hofstra Law School. It encourages parents to manage their conflicts about their children responsibly by providing information and perspective on the legal process for resolving conflict about children, what the parents are experiencing and what children are experiencing, and how parents can help them.

P.E.A.C.E. is a project of the Center for Children and the Law of Hofstra University and North Shore-Long Island Jewish Health Systems. It is co-sponsored by the Interdisciplinary Forum on Mental Health and Family Law, an umbrella organization of representatives from leading law 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. supports educational programs throughout New York State in cooperation with the New York State Office of Court Administration. The Law School serves as a base for training P.E.A.C.E.'s volunteer law and mental health presenters, development of educational materials and curriculums, and program evaluation. For example, P.E.A.C.E. produced an award-winning video for parents in which children

experiencing divorce and separation shared their perspectives with commentary from law and mental health experts. Plans are underway with Hofstra University's Department of Psychology for a parallel program for children of divorce and separation to be called P.E.A.C.E.4KIDS.

Students participate in P.E.A.C.E. in a variety of ways: they help develop curriculum materials (most recently a handbook for parents in both English and Spanish); write papers analyzing trends in court-affiliated educational programs, several of which have been published in professional journals; make presentations to interested groups; and help administer programs.

### 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 William N. Eskridge (Georgetown University Law Center), Professor Randall Kennedy (Harvard), Professor Carrie J. Menkel-Meadow (Georgetown University Law Center), 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, taught Comparative Constitutional Law in the program during the summer of 1997. Judge Guido Calabresi, Circuit Court Judge for the Second Circuit Court of Appeals, taught in the program in the summer of 1998. The Honorable Antonin Scalia, Associate Justice of the Supreme Court, taught in the program in the summer of 1999 and the Honorable Pierre Leval, Circuit Court Judge for the Second Circuit Court of Appeals, taught in the program in 2000. The Honorable Betty Weinberg Ellerin, Presiding Justice, New York State Appellate Division, First Department, is expected to participate in the summer of 2001.



## HONORS, PRIZES AND AWARDS

*Dean's List:* A student who has earned a yearly grade point average placing him/her within the top 15 percent of his/her 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/her within the top 10 percent of his/her 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 Outstanding Scholastic Achievement Award* is awarded to the student in each class who has achieved the highest yearly grade point average. This designation is awarded after the spring semester of each year and includes summer school grades for the preceding summer.

*The Hofstra University School of Law First Year Course Excellence Award* is presented to the first-year students who have received the highest grade in each section of civil procedure, contracts, criminal law, torts and property.

The following prizes and awards are available annually to members of the graduating class:

*The Maurice A. Deane Award* is granted to the graduating student with the highest cumulative grade point average of his/her graduating class.

*The Outstanding Law Student Award* is awarded to the graduating student who, in his/her three years at the Law School, has shown a combination of those qualities and abilities that are the ideals of the legal profession.

*The Service to the School Award* is awarded to a graduating student who has, in a variety of academic and nonacademic undertakings, contributed to the progress and welfare of the school.

*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 American Academy of Matrimonial Lawyers Award* is awarded to a graduating student for excellence in the study of family law.

*The Deborah Sloyer Memorial Scholarship in Trial Advocacy* is awarded to a graduating student for excellence in courses in trial and appellate advocacy.

*The George and Sadie Krulik Award* is awarded for outstanding performance in advanced trial advocacy.

*The Judge Edward Hart Memorial Scholarship for Excellence in Trial Advocacy* is awarded to a graduating student who has shown outstanding talents in the area of trial performance.

*The Stephanie E. Kupferman Juvenile Justice Endowed Scholarship* is awarded to a graduating student who has exhibited a commitment to protecting the rights of children and the pursuit of juvenile justice.

*The Ruskin, Moscou, Evans & Faltischek, P.C. Advocacy Award* is awarded for outstanding performance in the Hofstra Moot Court Seminar Competition.

*The Leon Stern Award of the Criminal Courts Bar Association of Nassau County* is awarded to a graduating student by the Criminal Courts Bar Association of Nassau County for excellence in the study of constitutional and criminal law.

*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.

*Annual Graduation Awards* are given for excellence in the following areas of study: Advocacy and Litigation, Bankruptcy Law, Clinical Law, Commercial Law, Constitutional Law, Corporate and Securities Law, Criminal Law, Environmental and Natural Resources Law, Estate Planning Law, Family Law, Government Law, Health Law, International Law, Intellectual



Property Law, Labor and Employment Law, Procedural Law, Property Law, Tax Law and Torts Law.

## 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 non-legal 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 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.

### HOFSTRA CYBERLAW FORUM

The Hofstra Cyberlaw Forum is an online publication, created in Fall 1999, designed to publish various works of authorship from professionals, students, faculty and other academics in the field of Internet law. Our goal is to provide the most up-to-date collection of statutes, case law, law review articles and various other writings to our readers. The developing law of cyberspace permeates through most areas of the legal profession and places a demand on all attorneys to understand how the Internet effects their practice of law. We encourage students to join our organization to get a head start on developing an interest and understanding of this new area of law.

### 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 that 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. 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.

#### 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.

#### NEW MEDIA LAW SOCIETY

The New Media Law Society (NMLS) is a student-run organization at the Hofstra University School of Law. The NMLS was originally formed as a part of a response by students to issues arising from the desire by some students to use the class listservs to make informal announcements or promote discussions on various topics of interest to them. The culmination of these issues resulted in the creation of the informal-lawforum@hofstra.edu listserv forum, which the University hosts and the NMLS sponsors. The NMLS maintains a Web site at <http://www.hofstra.edu/Law/nmls> that, in addition to providing other information, further describes the purposes of the informal-lawforum listserv and includes instructions about how to subscribe to the forum.

Presently, the mission of NMLS includes promoting discussion, inviting speakers and sponsoring events that highlight the many legal, social and political issues presented by the various emerging digital technologies. The rapid proliferation of new media such as the Internet and e-mail communications presents complex issues for both individuals and society in areas that range from national security to

individual privacy. Also, both substantial challenges and unprecedented opportunities exist in providing all citizens with a fair opportunity to access this new world of information and commerce.

The New Media Law Society is an entirely student-run organization, which holds its elections in the fall semester and meets regularly throughout the school year. Use of the [informal-lawforum@hofstra.edu](mailto:informal-lawforum@hofstra.edu), however, is open to all students.

#### 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 principal 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 group and organizations that 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.

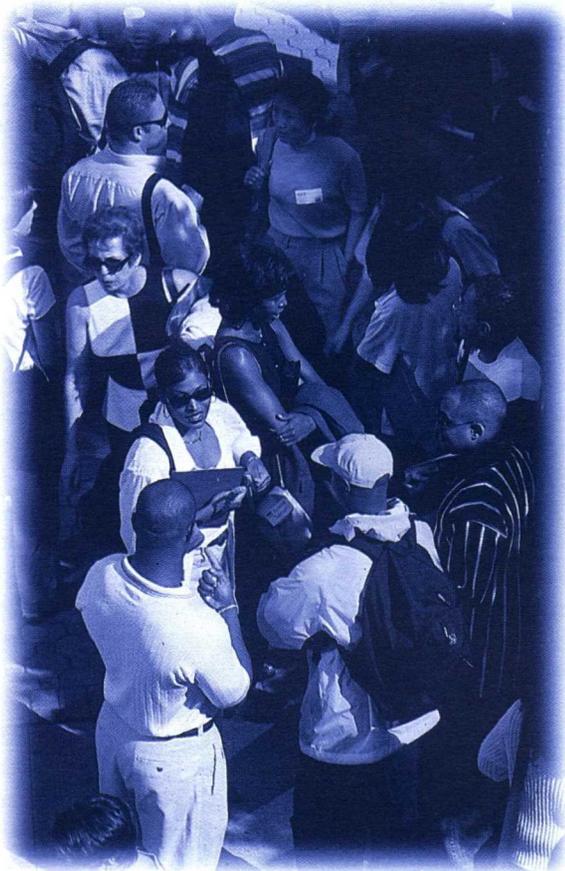
The SBA functions to allocate the student activity fee to different clubs, coordinate club activities, act as the liaison between the students and faculty, publish the school newspaper, and provide some social functions.

### 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.







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