NOTICE REGARDING STUDENT RECORDS

TO ALL STUDENTS:

Pursuant to the Federal Family Educational Rights and Privacy Act of 1974, the California Education Code as amended in 1976, and the University of California Policies Applying to the Disclosure of Information from Student Records, students at UCLA have the right:

1. To inspect and review records pertaining to themselves in their capacity as students, except as the right may be waived or qualified under the Federal and State Laws and the University Policies;
2. To have withheld from disclosure personally identifiable information from their student records, except as provided by the Federal and State Laws and the University Policies;
3. To inspect records maintained by the University of disclosures of personally identifiable information from their student records;
4. To seek correction of their student records through a request to amend the records and subsequently through a hearing;
5. To file complaints with the Department of Education regarding alleged violations of the rights accorded them by the Federal Act.

The University may release or publish, without the student’s prior consent, items in the category of “public information,” which are name, address, telephone number, major field of study, dates of attendance, and degrees and honors received. Students can limit public access to this information and designate if they wish to receive mailings that the University considers optional by completing the “Privacy Release” section on the quarterly Registration Form. Official University mailings are sent to all students, while optional mailings are sent only to students with no designated (initials).

To restrict the release of the following information — the most recent previous educational institution attended, participation in officially recognized activities (including but not limited to intercollegiate athletics), and the name, weight, and height of participants on intercollegiate athletic teams — complete the Decline to Release Public Information form available in the Registrar’s Office, 1134 Murphy Hall.

Student records which are the subject of the Federal and State Laws and the University Policies may be maintained in a wide variety of offices. Students are referred to the UCLA Campus and CHS Directory which lists all the offices which maintain student records, together with their campus address, telephone number, and unit head. Students have the right to inspect their student records in any such office subject to the terms of the appropriate Federal and State Laws and the University Policies. Inspection of records maintained by the Registrar is by appointment only, with 24-hour advance notice. Call 625-4671 or inquire at 1134 Murphy Hall.

A copy of the Federal and State Laws, the University Policies, and the UCLA Campus and CHS Directory may be inspected and information concerning these matters and students’ hearing rights may be obtained from the office of the Records Management Coordinator, 1130 Le Beche Building.

PUBLIC AFFAIRS INFORMATION:

In addition to the public information described here, information relating to students’ Social Security number, sex and marital status, and the name(s), address(es), and telephone number(s) of their parents or next of kin will be made available to the UCLA Public Affairs and Development Department for use in alumni, development, and public relations purposes. To restrict the release of this additional information, students should fill out a Request for Public Affairs Information Restriction form available in the Registrar’s Office, 1134 Murphy Hall.
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School of Law Calendar

FALL SEMESTER 1990
Fee Payment .......................... July 1/August 10
Enrollment .......................... July 20/September 3
Beginning of Semester .................... August 23/Thursday
First-year Orientation ................... August 24/Friday
Beginning of Instruction ............... August 27/Monday
Labor Day (Holiday) ..................... September 3/Monday
Thanksgiving Holiday ................... November 22-23/Thurs.-Fri.
End of Instruction ..................... December 7/Friday
Reading Period ........................ December 8-10/Sat.-Mon.
Examinations ......................... December 11-21/Tues.-Fri.
End of Semester ....................... December 21/Friday

SPRING SEMESTER 1991
Beginning of Semester ................... January 7/Monday
Beginning of Instruction ............... January 9/Wednesday
Martin Luther King Day ................ January 21/Monday
Presidents' Day (Holiday) .......... February 18/Monday
End of Instruction .................... May 1/Wednesday
Reading Period ........................ May 2-5/Thurs.-Sun.
Examinations .......................... May 6-17/Mon.-Fri.
End of Semester ....................... May 17/Friday
Law School Commencement .......... May 19/Sunday
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LL.D., Executive Vice
Chancellor and Professor of
Law
Legal Education at UCLA

by Susan Westerberg Prager
Dean, UCLA School of Law

You have chosen an exciting time to explore legal education at UCLA. By any standard, the UCLA School of Law is recognized as one of the nation's great law schools. This reputation is based on excellence in scholarship and a rigorous educational program.

One of the most important measures of any law school is the quality of the faculty, for the faculty determines the strength of the educational program. Among the faculty, listed on the preceding pages, there are eminent authorities in all major fields of law. A special source of pride to us is that many are truly gifted teachers as well.

The case method and Socratic approach to studying law are classroom characteristics which first-year UCLA law students notice at once; in this respect, all American law schools may seem very much alike.

Looking beyond that apparent similarity, however, there are some extremely important distinctive aspects of the educational program and the environment of UCLA's law school.

For you who are considering legal education, I would first like to focus on some of these distinctive features — and then discuss some of the basic philosophy which underlies legal education at UCLA.

The educational program is rigorous; that is to be expected, given the fact that in 1990 the School of Law could enroll only some 325 first-year students from more than 6,500 who applied.

Law school is competitive; I believe every prospective applicant should be aware of that reality. UCLA's law school is distinctive because we also have fostered an environment which is humane, one where there is a genuine spirit of community. (My colleague Professor Kenneth Karst describes the law school as a community in another article in these pages.)

A second distinctive quality at the UCLA School of Law lies in both the strength and the diversity of our student body. As one of the nation's great national law schools, we receive many highly qualified applicants from all sections of the nation. From among these applicants we select an intellectually distinguished, interesting, and culturally diverse student body. Throughout the past two decades, UCLA has played a major role in the growth of minority representation within the legal profession; the School of Law is committed to a vigorous program continuing that goal.

There are other highly important special advantages for law students at UCLA:

— The school's strong clinical program offers courses in lawyering skills such as interviewing, counseling, negotiation, and trial advocacy. UCLA students, alumni, and faculty have collaborated to
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- The school's strong clinical program offers courses in lawyering skills such as interviewing, counseling, negotiation, and trial advocacy. UCLA students, alumni, and faculty have collaborated to pioneer clinical legal education; a major new law building addition, which students began using this past academic year, has been designed especially for clinical teaching and student practice. We expect much more interchange between clinical teaching and traditional law teaching. Students will see more focus on the attorney/client relationship; they will see in their education at UCLA more of what will ultimately face them as lawyers and policy-makers.

- The law school has one of the most extensive, best established, and most diversified student extern programs in the nation.

- The law school is part of a major urban university, and law students have ready access to UCLA's vast educational and cultural resources.

- Situated at a major gateway to the Pacific Rim of nations, UCLA is a center of international programs. At the law school, international law has become an exciting, integral part of our curriculum, from the European Economic Community to modern Japan.

- The school is surrounded by one of the nation's largest concentrations of lawyers; there is constant exchange between law students and the legal community.

- Placement of UCLA law graduates is closely related to the school's high national ranking. Of 550 law firms and agencies from all over the nation came to UCLA in 1990-91 to hire our students. Graduates are placed in top firms from Wall Street to Honolulu.

You will find other qualities as you look more closely at our school. The course descriptions are important, but there is much more to the school.

There is a basic philosophy which underlies legal education at UCLA. Professor Karst states the essence of his own education as a lawyer in these words: "We learned to separate facts from values, and to separate arguments from assumptions. We learned to examine yesterday's precedent by asking not only what was decided, but also how the issues came to be shaped as they were and why the decision went as it did."

"We learned that when someone made a serious argument, it was necessary to respond to the substance of the argument, and not to brush it aside with slogans. We learned that it was important to explore areas of agreement as well as areas of difference, so that real issues could be separated from false ones."

"We learned, in other words, those habits of mind that have permitted lawyers to make a distinctive contribution to the management of social conflict and the structuring of social change — not only in our own times, but as far back as there has been a separate legal profession.

Professor Alison Grey Anderson, speaking to first-year students during their orientation to law school, used the image of "thinking like a lawyer" to explain what we are striving to achieve in our philosophy of legal education. She said:

"By thinking like a lawyer, we mean that we want you to learn to be able to think clearly about generalities and about subjects which are very emotional. We do not think that we mean you should dismissal ideals or principles, or ignore feelings and emotions."

"We wish you to learn to think clearly and analytically about difficult and complicated problems, but we do not wish you to stop feeling strongly about human values, about justice and fairness, and compassion. Thinking like a lawyer means thinking clearly, but with compassion, with ideals, and always remembering that lawyers and clients both are human beings who should be treated as ends rather than means.

"Finally, when we talk about teaching you to think like lawyers, we are talking about teaching you a skill, not about changing your personality. An important part of being a good lawyer and a good human being is realizing the limits of legal analysis. Thinking like a lawyer means not ignoring your own feelings and values, but learning to think about them critically, in the hope that you will be better able to value what is important and to recognize what is less important."

I hope that these ideas will stimulate your thinking about becoming a lawyer. Needless to say, we welcome your interest in the UCLA School of Law.
The Law School as a Community

by Kenneth L. Karst
Professor of Law

This article has been adapted from Professor Karst's remarks at an orientation for entering students.

You may think that the idea of community in a law school is something like the square root of a negative number, something that can be imagined but not actually seen.

I grant you, the obstacles to community in a law school such as UCLA's are formidable. This is a big school, with some 950 students, 60 faculty members and a staff of nearly 40. You can see why it may be hard for the faculty to know everyone's name, although we do try. (David Starr Jordan, who was the
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The other major obstacle to community is the sense of competition. What we do at the law school is to put a bunch of achievers together for three years, and give them grades for what they do—and we have the raw material for the sort of aggression that would make Konrad Lorenz beam with satisfaction. (Entering students will be glad to know that they will also grade the teachers in this school.) Furthermore, there are some of my colleagues who are excellent teachers, but who treat the classroom hour as a form of combat—the sort of thing that is supposed to let you say, after you have caught your breath, “That certainly was an educational experience.” And there are some law students who, even if they don’t learn anything else from those classes, will pick up the teacher’s combative style.

In the face of these impediments, how do we manage to have a community in the law school? A large part of the answer lies in the fact that our faculty is, in the best sense, a community of scholars. We like each other, even when we disagree. We contribute to each other’s thinking, and this collegial spirit shows in our teaching and our writing. A few years ago, I had the good luck to spend a sabbatical year in Oxford. I can recall one lovely Spring evening, sitting in a garden, sipping from a glass and watching the sun set. I said, “It has been a wonderful year, but I miss my colleagues.” I assure you that there are plenty of major law schools that would not produce a remark like that.

The second source of community here is that the faculty and the staff care about our students—and that goes for those combative teachers, too. I have already said that it isn’t easy for all of us to become well acquainted with everyone. But in various ways the faculty is trying to respond to the problem of size. You can do something about that problem on your own: just introduce yourselves to us, in the corridors or at our offices. We are busy, and if we’re too busy to shoot the breeze we say so. But students may enjoy finding out what makes us tick when we’re not on a classroom stage. I wonder how many students know that the teacher who is taking them into the stratospheric reaches of income tax policy is also a motorcycle freak and marathon runner. Or that their criminal law teacher once published a monograph; showing how Stendahl’s novel, The Charterhouse of Parma, is a massive cryptogram? Or that the commercial law teacher who is talking to them about the Bankruptcy Act is an avid opera buff.

I mentioned the staff. There is, God help us, an irreducible amount of bureaucracy in running a school this size in a university whose heart beats to the rhythm of a computer. But in the law building, the staff are not only talented people but humans, who will listen and try to help. When you attend alumni gatherings, notice how the alumni come up and throw their arms around members of the staff.

Each year recently, the school has staged its own musical satire, written and directed by my colleague Ken Graham. The cast includes students, faculty and staff members, along with a few alumni who haven’t really wanted to leave. There is a lot of talent around here that has nothing to do with law.

Naturally, the most important source of community in the law school is the student body. A lot has been said about the role of one’s fellow students in a legal education. The discussion method of teaching law means that even in the classroom, what the students say is often just as important as what the teacher says. Law students are not a random cross-section of society, but an elite group, in the best sense of that word. (I didn’t say “elitist.”) My suggestion to entering students is this: Talk to your fellow students; find out who they are, where they have been, what they care about. The answers will amaze you; they constantly amaze me. It is a privilege for you to be able to associate with these people for three years. Some of them will be your best friends for the rest of your lives.

People here are responsive. Smile at them in the hall, and they smile back. (When I was in law school, if you smiled at someone in the hall, they’d think you were about ready to have a net thrown over you.) It is, as I said, a privilege to be among you.

This article has been adapted from Professor Karst’s remarks at an orientation for entering students.
A Composite of the Students

Safronia Johnson pursued two separate areas of study as an undergraduate at UCLA, majoring in political science and also concentrating in business administration. The rigorous double program prepared her well for law school.

It was in the business courses that she honed many writing, analytical and communication skills — and when Johnson, with all other first year students, became immersed in legal research and writing she developed those essential lawyering skills even further.

She particularly values the small sections into which first year students are organized for research and writing; the small sections also carry over to another core course in the first year. “Research and writing gives a taste of what summer clerking is like — the course is practical and very beneficial,” says Safronia, who worked in an appellate firm the summer after her first year and in the firm of Paul, Hastings, Janofsky & Walker during her second summer law job.

Johnson’s skills in the essential area of legal writing earned her a teaching assistant position during her second year at UCLA. She is also on the editorial board of the National Black Law Journal, published at UCLA, and is the Far West regional secretary of the National Black Law Students Association.

As she begins to launch her legal career through summer clerkships, Johnson sees a most direct relationship between her work and specific courses. “I am interested in real estate law, and in drafting agreements at Paul, Hastings I have seen so many of the issues which Professor Warren teaches in his secured transactions course. He’s a very thorough professor.”

Johnson mentions as another example of “a very practical course” the clinical in fact investigation taught by Professor Woods. Using simulation practice, students concentrated on such skills as taking depositions and client interviewing. “It is one thing to learn abstract issues, but to put them into practice through simulation is extremely useful.”

Capsulizing law school, Johnson says that “UCLA has excellent professors who make the study of law very interesting.” Equally important to her, “As a first year student, I felt very comfortable at UCLA.”

This fall, Safronia begins her final year of law school working in an externship with Judge Harry Pregerson of the 9th U.S. Circuit Court of Appeals. “I am looking forward to that,” she says. “He is a great man, and I will gain a great deal of experience working in his chambers.”

Holly Paul was working as production supervisor for a film company, just a few years out of college, in what many people would consider a dream job. Then, in a period of just four months, she lost her vision as the result of diabetes.

Even before the onset of blindness, Holly had been considering a career change in a direction that would be more people-oriented. “I looked at the loss of sight as an opportunity to do something new, something more fulfilling.” Law, always an interest in the back of her mind, more clearly became the channel through which she could help others and also influence social policy.

A graduate in urban studies at California State University, Northridge, she found that “UCLA was the only law school that interested me. I chose UCLA for its academic reputation, and also for its diversity. It draws students from all backgrounds — ethnic, cultural and economic — and I wanted to go to a law school where I would be exposed to a variety of ideas.”

Her experience at UCLA has lived up to what she expected, Paul says. In two constitutional law classes, as an example, she found Professor Eule “incredibly brilliant. His perceptive insights on what motivates the Supreme Court’s decisions really have stimulated my interest in that area of law.”
A Composite of the Students

Safronia Johnson

Pursued two separate areas of study as an undergraduate at UCLA, majoring in political science and also concentrating in business administration. The rigorous double program prepared her well for law school. It was in the business courses that she honed many writing, analytical, and communication skills — and when Johnson, with all other first-year students, became immersed in legal research and writing she developed those essential lawyering skills even further. She particularly values the small sections into which first-year students are organized for research and writing, the small sections also carry over to another core course in the first year. "Research and writing gives a taste of what summer clerking is like — the course is practical and very beneficial," says Safronia, who worked in an appellate firm the summer after her first year and in the firm of Paul, Hastings, Janofsky & Walker during her second summer law job.

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Was working as production supervisor for a film company, just a few years out of college, in what many people would consider a dream job. Then, in a period of just four months, she lost her vision as the result of diabetes.

Even before the onset of blindness, Holly had been considering a career change in a direction that would be more people-oriented. “I looked at the loss of sight as an opportunity to do something new, something more fulfilling.” Law, always an interest in the back of her mind, more clearly became the channel through which she could help others and also influence social policy.

A graduate in urban studies at California State University, Northridge, she found that “UCLA was the only law school that interested me. I chose UCLA for its academic reputation, and also for its diversity. It draws students from all backgrounds — ethnic, cultural and economic — and I wanted to go to a law school where I would be exposed to a variety of ideas.”

Her experience at UCLA has lived up to what she expected, Paul says. In two constitutional law classes, as an example, she found Professor Rule “incredibly brilliant. His perceptive insights on what motivates the Supreme Court’s decisions really have stimulated my interest in that area of law.”

For students with disabilities, she adds, “the administration has been fantastic. The library staff, in particular, have made special efforts to bring in equipment we need — for example, a computer with voice synthesis.”

Her personal interest in bioethical issues was nurtured by a first-year research and writing class which dealt with topics in that area, and the experience of writing an appellate brief encouraged Paul to participate in moot court during the second year of law school. She never expected to succeed all the way to the prestigious final round of competition, where she was one of the four finalists last spring. “It was quite exciting,” she says, and for Holly it has opened new possibilities. “I have enjoyed the appellate advocacy so much, I might want to develop a practice there rather than in health law, I am at the crossroads of that decision.”

This past summer, Paul worked at Munick, Peeler & Garrett and upon graduation she will begin a year’s clerkship with Judge Harry Pregerson on the 9th U.S. Circuit Court of Appeals. “I am looking forward to that,” says she. “I am a great man, and I will gain a great deal of experience working in his chambers.”

Steven Stokdyk

As an international relations major at Stanford University, he built his program of study around an interest in economics and the German language. Before and throughout college, he also pursued an interest in real estate management.

The two strands of international relations and property management might seem entirely unrelated. For Stokdyk, though, they are symbiotic. Even in his summer jobs during law school, he has pursued double interests in corporate and international law. After his first year at UCLA, he was a summer associate at the Los Angeles office of Jones, Day, Reavis and Pogge where he worked on corporate agreements and researched international business law topics. This past summer, at Skadden, Arps, Slate, Meagher & Flom, he has broadened his experience in corporate law.

Many major firms are now looking to the changing complexion of Europe as an opportunity to expand their international law practice, which may represent a career opportunity for Stokdyk. As an introduction to this kind of legal work, he will be externing this fall in the International and Intelligence Law Department of the U.S. Department of Defense in Washington, D.C., where much of the current work involves the reunification of Germany. "It will be great exposure to true international law, and will help me to decide if that's the field I want to go into after graduation." Advising him on the externship will be Professor Phillip Trumble, whom Stokdyk describes as "a great mentor" — especially helpful when Steve was writing his UCLA Law Review comment on controlling foreign mergers and acquisitions in the name of national security.

Law school hasn't been entirely without lighter moments. Once a week, Stokdyk still finds time to play tennis socially; a competitive player in his high school years, he was nationally ranked in the juniors. As secretary of the Student Bar Association during his second year, he helped organize many of the law school's social activities. For the past two years, he has also been the student representative for the American Bar Association, representing UCLA at various ABA conferences around the country. In addition to being an editor of the UCLA Law Review, he has worked on the Pacific Basin Law Journal.

Stokdyk chose UCLA for its legal education because of its academic reputation and its location, but he also thinks of it in economic terms as "a great value." And in the human dimension, he says that "the people are very friendly." Law school is "less stressful and less competitive than you hear in all the horror stories. Both students and professors at UCLA are very helpful in taking away the stress."
Elizabeth Skorcz, a graduate student in English at Duke University, sensed it was time for a change. "English was getting way too specialized, and I wanted something more practical," she recalls.

Law school was something Skorcz had considered as far back as high school in Cincinnati, Ohio — although as an undergraduate at Williams College in Massachusetts, her interests were deeply rooted in English. But after deciding to leave Duke, move to Los Angeles, and work a year as a paralegal, Skorcz was ready for law school.

Skorcz has not regretted the decision. "I actually like law school," she says. She chose UCLA for both personal and educational reasons. She was particularly impressed with the faculty. "The professors here are great," she says. "I especially like the fact that there are a number of feminist professors. It shows a progressive attitude among the faculty, and having a female dean, that is really impressive." She thinks the UCLA attitude "tones down the conservatism that a law school can have."

"The law school at UCLA has a very supportive atmosphere," she says. "People are competitive in that they want to do well, but they don't go tearing pages out of books. It's not cutthroat."

To work on the UCLA Law Review was an early goal after Skorcz entered law school. "I decided right off, my first year, that I would enter the 'write-on' competition, because as an English major I liked writing and scholarship. When I was at Duke, I worked for a journal called Signs for a year. It seemed really fun. I was just an intern doing non-editorial stuff, and I thought it would be great to be actually editing the pieces. I guess that is part of what sparked my interest, I loved the work."

This year, she is editor-in-chief of the UCLA Law Review; during her term, Skorcz says she "hopes to bring a bit of a different voice to the law review. We published a lot of business-oriented and tort pieces over the last year, and I'd like to get us into some other subjects, something more social, more theoretical, maybe less practical."

Skorcz sees the law review as serving a more theoretical purpose than to supply everyday, practical advice. "There are plenty of publications where people can read about how to deal with tax laws," she says. "People aren't going to go to the law review to find out about how to counsel a client." Her special project for the year ahead is to publish a feminist symposium.

Farther into the future, in her first year after law school, Skorcz will be clerking for U.S. District Judge J. Spencer Letts of the Central District of California.

Richard Villasenor learned early in life to value the differences among people. As a Chicano, growing up in a bilingual family, he also gained an appreciation for languages. This fascination with different cultures ultimately led him to major in international relations and Chinese at the University of Wisconsin, Madison.

At Wisconsin, Villasenor's concern for equal rights led him to take a leadership position in the effort to resolve the issue of discrimination by the Reserve Officer Training Program (ROTC) based on sexual orientation. Chosen to represent student government on a campuswide committee, the young undergraduate found himself arguing head-to-head against a senior constitutional law professor. The human rights position advocated by Villasenor prevailed when the issue came to a vote by the full faculty.

Rick took a year off after graduation to work in an administrative job at UW Madison, and at that time he sharpened his interest in public policy and in law as a means for advocating change.

The time also seemed right for "a change of venue," and Los Angeles offered the new environment Villasenor wanted. "UCLA is a diverse and interesting campus," he notes. "Of course, it's exciting to live in Southern California, and the weather is great!"

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After just his first year of law school, Villaseñor has compiled some remarkable achievements. He has been involved in the Pacific Basin Law Journal, he co-chairs the Coalition on Gay and Lesbian Issues, and he has earned a position on the UCLA Law Review through the write-on competition open to first-year students. While it is far too early to know the exact direction his career path ultimately will take, Villaseñor feels fairly certain it will reflect his continuing interest in politics, cultures and languages. That could entail something from international law to municipal law.

After one year at UCLA, Villaseñor was awarded a summer grant by the school's Public Interest Law Foundation, enabling him to work in New York City for the American Civil Liberties Union (ACLU) with its Lesbian and Gay Rights Project. ROTC, the burning issue at Madison, took on new dimensions for Villaseñor in his first summer law job, as he worked on cases of people discharged from military service because of their sexual orientation.

In the ACLU summer, Villaseñor quickly encountered the overwhelming volume of work, which characterizes so many law offices. "You have to make choices," he reflects, "and decide which things are most important. Sometimes by helping one person, you can help countless other people as well."

Scott Yamaguchi always has found the adversarial process exciting — "trying to convince someone that a position is sound" — and as early as junior high school he thought he'd be a lawyer. Obviously, he has become a persuasive advocate last year. Scott earned a place on UCLA's national Moot Court team, an experience he views as "one of the most important parts of law school."

Yamaguchi, who majored in East Asian studies at the University of California, Berkeley, chose UCLA for its legal education partly because Los Angeles is "such a large, vibrant city — well placed for my future career. Whatever area of law interests you, whether it is government or private practice, UCLA provides a good way to gain access."

Yamaguchi gained experience in government even before he entered law school, working two summers at the State Department in Washington, D.C. "There, I was really struck by the fact that so many diplomats have law degrees and have practiced law."

While writing an undergraduate honors thesis at Berkeley on Japanese anti-trust law, Yamaguchi drew upon Professor Ramseger's scholarship in that field. "I knew then that UCLA had a strong program," he says. In two years of law school, he has met other distinguished scholars. Professor Graham (in whose classroom Scott studied both civil procedure and evidence) "is the best professor I have ever had in my life. Those courses are thought of as the most dry subjects anybody could take, and yet Graham has a knack for making them interesting and exciting."

Yamaguchi worked the summer after his first year of law school in the criminal division of the California Attorney General, where he wrote briefs on search and seizure and other issues. His second summer associate job focused on litigation work at the firm of O'Malley & Myers. Upon graduation, he will clerk for U.S. District Judge Irving H. "I wanted to do the clerkship at the district level, for practical experience."

Scott says.

Yamaguchi is on the stuff of the Pacific Basin Law Journal, where he reads articles and helps to select those which will be published. "Our journal is the only one of its kind nationally, specializing in Pacific and Asian matters. He is also active in the Asian/Pacific Islander Law Students Association, which provides community legal services and also a social network for students. Earning a place on the national Moot Court team certainly was a highlight of Yamaguchi's legal education. "Moot Court provides a very practical demonstration of what law is about — human problems and human solutions. The law is about people, and that cannot be minimized."

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The School and Its Environment

The University

It is important for prospective students that the Law School is part of a major university. UCLA is the largest of the nine campuses in the University of California system and it makes the most of its size in offering a wide variety of high quality programs, ranging from a top-rated School of Management to an excellent film program, from a great medical center to strong programs in African, Near Eastern, Middle Eastern, Russian and East European, East Asian, Pacific Basin, and Latin American studies.

UCLA is ranked among the top universities in the nation in the quality of its faculty and academic programs.

The UCLA Library in its holdings ranks third among all the nation’s research libraries.

The University is nationally known for its strong program of lectures, concerts, dance programs and other cultural presentations. Student organizations and the Theater Arts Department sponsor an extensive program of films for public showing. UCLA has the Wight Art Gallery, the Museum of Cultural History and the Franklin D. Murphy Sculpture Garden.

In addition to its full and extraordinary intercollegiate athletic program in almost all sports, the University offers excellent physical fitness facilities for men and women in the John Wooden Recreation and Sports Center. The Sunset Canyon Recreation Center includes an Olympic pool and two additional swimming pools. Basketball facilities, weight-lifting facilities, dance programs, karate programs, racquetball, squash and tennis courts are all available. The Law School student body usually fields one or more teams in a number of intramural competitions.

Payment of the regular fees entitles the student at the School of Law to Student Health Service, and to the use of the libraries, gymnasiums, tennis courts, swimming pools, and other University facilities. It also makes the student eligible for membership in the Associated Students of the University, subject to the payment of that organization's dues. Such dues give the student the right to admission to certain athletic contests and to other student activities.
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Southern California

Obviously, an important aspect of a law school is the city and region where it is located. UCLA is immediately part of Westwood, the combination college town, middle-class suburb in which the University is situated. It is, of course, part of Los Angeles. And finally, it must be defined in terms of Southern California.

Perhaps the region is best known physically. The City of Los Angeles is geographically quite extensive, stretching almost 60 miles from the West San Fernando Valley to the Los Angeles Harbor in San Pedro. A very lovely set of hills, called the Santa Monica Mountains and the Hollywood Hills, separate the Valley from the Los Angeles basin. Westwood is located in the foothills of this chain about five miles from the ocean and about ten miles from the center of the City.

Los Angeles has an increasingly international flavor. There is a substantial Hispanic-American population, a growing number of residents from Thailand, Vietnam, Korea and Japan. Los Angeles has more Samoans than does American Samoa and almost as many Navajos as the Navajo Reservation.

The legal profession in Los Angeles is strong and varied. Like New York, Chicago and Washington, there are the firms of great size with over 100 lawyers. Unlike New York, there appear to be a more substantial tradition of the small firms of solo practitioners, representing important business clients. The center of the profession is downtown, though the west side, including Beverly Hills and Century City, also has major concentrations of lawyers within two miles of the Law School.

The entertainment industry is important not only for the city, but for the bar. Entertainment law is a subject that interests many students at the Law School, perhaps because of the attraction of the industry in the city. Most of the entertainment lawyers are located in the west side of Los Angeles. The sprawling film and television lots are mostly located in the San Fernando Valley and in Hollywood.

Westwood itself is a cinema-lover’s haven. Within a ten-square-block area

Boyce Hall, upper left, is the familiar symbol of UCLA. The restored auditorium is described by music critics as an acoustical miracle.

Just beyond the law school, the Franklin D. Murphy Sculpture Garden (upper right) provides hidden corners for reading and contemplation. Landscaping throughout the campus creates countless places for outdoor study and relaxation.

The Sunset Canyon Recreation Center affords those swimming pools, while the John Wooden Recreation and Sports Center has facilities and classes available for every possible interest.
in walking distance of the campus, there are usually twenty or so first run films. For some reason, the film industry uses Westwood as a testing area for the rest of the country.

For many, the opportunity to leave the city and reach fairly unspoiled areas with some rapidity is quite important. It is popular to go camping or hiking in the San Bernardino Mountains about 90 minutes from Los Angeles. Equally close is the desert at Palm Springs. About two-and-a-half hours away are such small interior valley rustic communities as Temecula that are a kind of vestige of the early twentieth century west. Two hours away are San Diego and the Mexican border town of Tijuana.

**Los Angeles: London**

Professor Jesse Dukenminier wrote this description of Los Angeles on the occasion of a national gathering of law professors; it seems equally suited to introduce law students to this unusual city.

Los Angeles is more like London than is perhaps any other American city. It is not the tourists' central London I have in mind, but the Londoner's London—a huge, sprawling conurbation of neighborhoods joined together by a public transportation system. London's parts are connected by an Underground, Los Angeles by an overground system composed of buses and freeways. With a map, the freeways are as easy to get around on as the Underground and, indeed, are better at delivering you on wheels to your exact destination.

At the center of this accumulation of neighborhoods is “downtown.” There is much downtown besides the burgeoning new skyscrapers marking Los Angeles' role as the financial and trading door to Asia. Downtown is the theatrical heart of the city. At the Music Center, the Chandler Pavilion offers symphony and ballet, the Ahmanson and Taper Theatres showcase plays. Not much further away is the Los Angeles Theatre Center, with three stage theatres never dark, and the Japan-America Theatre, offering Kabuki and such. Also downtown is the Museum of Contemporary Art, the cynosure of the art world with its stunning new building by Arata Isozaki. And within a short distance lie Chinatown, Little Tokyo, Koreatown, and Olvera Street.

Located northeast of downtown, Pasadena — a conservative community of spacious homes and architectural splendors — is the home of the Rose Bowl as well as the Huntington Museum and the Norton Simon Museum. The Huntington has a fine collection of British art and literature and a serene Japanese garden, the Simon a small but
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On the westside of downtown, loosely strung along Wilshire Boulevard, lie some other communities worth exploring: West Hollywood (fine restaurants, art galleries, L.A. County Museum of Art, trendy and kooky boutiques, lively nightlife and Beverly Hills (nothing more need be said). Westwood (UCLA); and — overlooking the Pacific — Santa Monica and the Pacific Palisades (where many law teachers live). Just beyond the northern edge of Pacific Palisades is the Getty Museum, of fabulously wealthy (advance reservations required), and just south of Santa Monica is Venice by the sea, a colorful community of artists, students, and unconventional types where anything goes.

We hope you will discover some of the reasons why Los Angeles — this maker of pop culture, this energetic, restless land of opportunity, this Eden — is the great magnet by the Pacific, growing perceptibly every day, indifferent to envy and loathing alike.
Educational Program

Residence and Unit Requirements

The candidate for the degree of Juris Doctor must have pursued resident law school study for six semesters and completed 67 units satisfactorily. The residence requirements may be satisfied as follows:

1. Six semesters in regular session in this School;
2. Two semesters in regular session, or their equivalent, in a school which is accredited by the American Bar Association; or
3. Four semesters in regular session, or their equivalent, in this School.

Every first-year student is required to take the full schedule of required courses; every second and third-year student is required to take a minimum of twelve hours and may not take more than sixteen hours each semester. These rules apply to all students whether or not they have attended summer sessions.

All students are required to satisfactorily complete a course of instruction on the legal profession and issues of professional responsibility before graduation.

Attendance and Grades

The right to take examinations, as well as the privilege of continuing as a student in the School of Law, is conditioned upon regular classroom attendance.

Information on the grading system, which is based on a numerical scale of 50 to 100, may be obtained from the Office of the Assistant Dean for Students. Standards for satisfactory performance and for graduation are prescribed by the faculty and are published separately. They may also be obtained from the Office of Student Affairs of the School of Law.

Standards of Student Conduct and Student Discipline

Students enrolled in the School of Law are subject to the provisions on student conduct and procedures for student discipline contained in the separate publication entitled "University of California Policies Applying to Campus Activities, Organizations, and Students."

Five Year Rule

The maximum amount of elapsed time permitted between first admission to this School of Law, or to any law school from which advanced standing is sought, and graduation shall be five (5) years.

Academic Support Programs

UCLA offers a wide variety of academic support programs for students who need assistance with their course work. For example, the following programs are currently offered:

1. Up to 60 first-year diversity students participate in the UCLA School of Law Summer Program, a two-week introduction to legal reasoning, analysis and writing.

During the first year, UCLA has weekly review sessions in twelve first-year classes, designed for students with academic need. These review sessions are taught by outstanding second and third year students. Faculty members offer individual and small group tutoring for students who demonstrate a need for help in learning to analyze legal problems.

UCLA also offers workshops for all law students in study skills and taking exams.

In the spring semester of the first year, UCLA has an optional class in legal analysis which students may take in lieu of their Legal Research and Writing class.

For second and third year students, UCLA currently has weekly exam workshops, individual tutoring by faculty members for students with academic need, review sessions in selected classes and a bar preparation program in the fall and spring semesters.

The Law Library

The Law Library is a growing collection of nearly 400,000 volumes, selected to further the course of instruction, familiarity with the use of source materials needed in the practice, and legal research. Central to the Library's collection — as to the common law system — are reports of decided cases in the fifty states, the Federal courts, and the British Commonwealth, together with the statutes of those jurisdictions. Access to these materials is provided by conventional finding tools such as digests and citations, and by on-line computer search systems. The Library's substantial collection of legal treatises covers the period from Medieval England through the latest commentaries on uniform laws, and is supplemented by extensive holdings of periodical literature. Some materials are available to promote the widest range of the student's inquiry, whether in legal history, Roman law, or the philosophy of law. The Law Library also houses the School of Law's Computer Lab, which makes personal computers available to UCLA law students.

Curriculum

UCLA School of Law offers courses of instruction within the School and supervised educational experiences outside it in an effort to enable its students to think intelligently and to prepare them for careers of practice and public service. To this end the School employs several instructional techniques in a variety of subject areas that are more fully described below.

The First Year

In the first year of their legal education UCLA School of Law exposes students to an intensive study of Anglo-American legal reasoning in a series of fields which have historically dominated legal thought. In criminal law, students explore the grounds which justify the state's invocation of its powers of coercion and punishment against an individual accused of anti-social behavior...
Educational Program

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The candidate for the degree of Juris Doctor must have pursued resident law school study for six semesters and completed 87 units satisfactorily. The residence requirements may be satisfied as follows:
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Curriculum

UCLA School of Law offers courses of instruction within the School's supervised educational experiences outside it in an effort to enable its students to think critically and to prepare them for careers of practice and public service. To this end the School emphasizes several instructional opportunities which students might be interested in.

In contracts and torts the class studies the principles which govern the consensual and non-consensual transfer of power in the form of property; attention is paid both to the traditional principles governing the infliction of liability and to an understanding of their social context and function. The course in property traces the evolution of the law governing the holding, sharing, and transfer of land from its medieval antecedents to the modern landlord-tenant context. Criminal procedure is an examination of the modes by which disputes are formally settled in modern American courts. It includes both a survey of the stages of a civil lawsuit and an inquiry into the ways in which ideas about fairness and efficiency shape the processes that result in the imposition of liability. The course in constitutional law introduces students to the fundamental structures of the American system of government, including issues of federalism — the distribution of power between the nation and the states — and the separation of powers among the legislative, executive, and judicial branches of the federal government. It also examines the fundamental principles of individual rights that limit governmental power at all levels. Special attention is paid to the process by which a long-established doctrine (limits on obscenity) will, and the role of an unelected judiciary in enforcing these restrictions in a society that regards itself as democratic. In conjunction with these courses, the student also receives training in the use of legal bibliography, and in effective legal writing and oral advocacy.

In instruction in the first year will emphasize a variety of methods but will focus on the discussion and analysis of appellate cases, the traditional source of the common lawyer's understanding of the law; instructors are likely to employ an equivalent range of pedagogical techniques ranging from the Socratic dialogue, to lecture, to small group discussion. The first-year class is divided into four sections of approximately 80 students, each of which shares a schedule for most of its courses; the mutual self-education enabled by this shared experience has always been important for American law students both as a source of intellectual excitement and close friendships. To round out the schedule, each first-year student undertakes two courses in a small section of 15-25 students. Faculty teaching these smaller sections employ teaching methods that increase student participation and provide students with feedback about their progress.
The Advanced Curriculum
In the second and third years the student has an opportunity to engage in a number of different sorts of law and law-related study; typically these years fulfill several objectives. Some of the student’s time will be occupied in further foundational courses: constitutional law, which examines the framework of the national government and the guarantees of individual rights; courses which describe the legal framework within which much of the society’s economic life takes place (corporations, labor law); and courses that examine the means by which various levels of government raise money — and the secondary effects of these efforts — are examples of such courses. Beyond these extensions of the student’s knowledge of the fundamental legal bases for social organization are at least two other sorts of opportunities. First is the chance to explore the perspectives which history, philosophy, and the social sciences bring to the legal system; second is the possibility of acquiring a detailed working knowledge of particular areas of current legal concern, areas that might range from the law governing the distribution of medical services to that regulating the conditions of monopoly and concentration of American industry. In addition to these standard law school offerings, UCLA offers the student a number of educational opportunities of a non-traditional nature.

The Clinical Program
The School of Law offers an extensive clinical program to provide practical training for lawyers prior to entry into the legal profession. Through simulated and actual client contact, students learn how to interview and counsel clients, draft legal documents, examine and cross-examine witnesses, and argue to a judge or jury. Experience is also provided in counseling clients in business and estate planning matters. Under controlled circumstances in a classroom context, students are videotaped performing lawyering tasks and are critiqued either individually or in small groups by full-time faculty who teach a broad range of clinical courses. Outside the classroom, students in some clinical courses also spend a minimum of eight hours each week practicing the skills learned in class in the context of actual cases. Their practice is conducted under the supervision of Law School faculty or attorneys in public agencies or private law firms. The School of Law was among the pioneers of clinical legal education and has one of the strongest clinical programs in the nation. In 1982, the program received the Emil Gumpert Award for Excellence in Teaching of Trial Advocacy.

Clinical courses include:
- Pretrial Lawyering Process
- Fact Investigation and Discovery in Complex Litigation
- Interviewing, Counseling, and Negotiation
- Trial Advocacy
- Simulated Trial Advocacy
- Negotiation and Mediation
- Planning and Drafting for Small Estates
- Mediation and Alternative Dispute Resolution

Extern Program
UCLA School of Law has one of the most extensive, best established, and most diversified student extern programs in the nation. Second- and third-year students participating in the Judicial Extern Program serve as law clerks for state and federal judges sitting on trial and appellate courts. Under supervision of experienced practitioners, other students in agency placements perform legal work in governmental law offices, public interest law firms and non-profit agencies in various locations.

In the semester-long program, students develop their legal skills outside the classroom context, gain practical experience in supervised settings and acquire perspectives about the lawyering process or the judicial decision-making process based on firsthand exposure. Students regularly report that the program was among the most important of their educational experiences, and the number of students availings themselves of the program has grown to be a substantial portion of each graduating class.
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- Pastoral Lawyering Process
- Fact Investigation and Discovery in Civil Litigation
- Interviewing, Counseling, and Negotiation
- Trial Advocacy
- Simulated Trial Advocacy
- Negotiation and Mediation
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Graduate Law Program

The UCLA Law School offers a graduate law program leading to the Master of Laws degree (M.L. or M.A.) to outstanding American and foreign scholars interested in pursuing graduate studies. Law school graduates with outstanding records who may be interested in these programs should contact the Law School Admissions Office for further information.

Communications Law Program

The Communications Law Program offers law students a variety of methods and activities by which to learn the principles and subtleties of communications law and related fields. Academically, the law school offers survey courses in communications and entertainment law, and specialized seminars in those and other subjects covering intellectual property, computers and the First Amendment.

In addition, students may work on the editorial staff of the Federal Communications Law Journal, a leading national law journal that reaches all members of the Federal Communications Bar Association and other interested readers. They can spend a semester as externs or as clerks making offices in Washington, D.C., New York City, Los Angeles, or various other cities.

Students may attend symposia, hearings, lectures or discussion sessions featuring national and international experts. They may work on legal pleadings in actual ongoing cases, as high as the United States Supreme Court, or they can be involved in other activities such as the statewide television political debates sponsored by the League of Women Voters.

Graduates of the program occupy positions in government, private law firms, industry and academia. Since 1972 this program has gained national recognition and enjoys a reputation for its high quality.

Formal Study Outside the School of Law

A number of students come to the study of law with the intention of using their legal skills in particular fields; they frequently find it advantageous to pursue these interests concurrently with their legal training. Typically such concurrent degree programs lead to the simultaneous award of a J.D. and an M.A. from the other school or department; in general such student is engaged entirely at the School of Law during the first year of the program and thereafter combines both law study and courses in the other field of concentration. At present the School of Law has concurrent degree programs with the School of Architecture and Urban Planning, the Graduate School of Management, and the School of Education, each of whose programs is briefly described below.

The Urban Planning Program

The School of Law and the School of Architecture and Urban Planning offer a concurrent plan of study providing an integrated curriculum for those planning to specialize in the legal aspects of urban problems. Education in planning offers the student an overview of theories and methods that permit identification and treatment of urban problems; education in law offers insight into the institutional causes and possibilities for treatment of these problems. In the program the student pursues studies in both schools and receives both the J.D. and M.A. degrees at the end of four years.

Law and Management

The School of Law and the Graduate School of Management jointly offer a program designed to provide opportunities for students to prepare for careers where law and management overlap and where understanding of both fields is necessary. Examples of such areas would include public service, international trade, industrial relations, corporate law, and specialized areas of management consulting. The program makes it possible to earn the J.D. and M.B.A. in four academic years; students do a year’s work first in the School of Law and then in the Graduate School of Management, following which courses in both schools are taken in the third and fourth years. Students interested in such a program should apply to both schools simultaneously.

Law and Education

Students duly registered in the School of Law are also permitted to enroll in the Graduate School of Education. Arrangements for such programs must be made with the Assistant Dean of the School of Law.

Collaboration with Faculty

One of the opportunities available to second and third year students is that of collaborating with members of the faculty. The forms and subjects of such collaboration are as diverse as the interests of the students and faculty. Such collaborative efforts provide two special opportunities for students. First they are enabled to participate in work which is often in the vanguard of legal thought in the area in question, obtaining a familiarity with the problem which will be occupying courts and lawyers in the next decade. Second, and not less trivial, these opportunities often permit the students to be paid for what is, in effect, an extension of their legal education; both University and Law School funds are available for these purposes. Students can also, in the course of their legal studies, work as research assistants as part of their regular academic program.

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Courses of Instruction

The First-Year Curriculum

The first year of law school is designed to introduce students to legal analysis using a variety of substantive fields.

109. Contracts (5) This is a course about the law governing private agreements. The course analyzes the criteria for determining whether or not a particular promise or voluntary agreement is legally enforceable and surveys the major legal issues affecting enforceable agreements. These issues include the questions of when a contract becomes binding, what persons acquire rights under a contract, the conditions under which performance is required or excused, what constitutes breach of contract, and the remedies available for breach of contract. Attention will be given throughout the course to the general problems of interpreting contract language, the role of contract in a market society, the conflict between the commercial need for certainty and the demands of individual fairness, and the relationship between contract law and other areas of law such as torts, property, and restitution.

Ms. Anderson, Mr. Asimow
Ms. Litteiton, Mr. McGovern, Mr. Rosott

110. Legal Research and Writing (5) This year-long course teaches first-year students how to find the law, how to analyze it, and how to communicate their conclusions in writing. The course focuses on the skills of analyzing legal authority, developing arguments to solve specific problems where there is conflicting authority, and structuring legal writing which is clear, informative and persuasive. A number of writing assignments are used as vehicles for developing these skills. The assignments are individually critiqued and each one acts as a building block for the next. Each student is also given an opportunity to present oral argument on one of the research assignments undertaken during the course.

Mr. Anghila, Mr. Fatt, Mr. Imhoff, Ms. Knapplund, Ms. Maerowitz, Ms. Purrall, Ms. Woods

110B. Facts, Clients & Lawyers (3) This course covers both the substantive laws of products liability and the theory and practice of fact investigation. The course is organized around a simulated products liability case, with students representing the plaintiff and defendant in the case (half the class is assigned to each party). Students will do a number of short research and writing assignments and exercises involving the doctrinal and factual aspects of the case. A substantial amount of time will be spent discussing interviewing techniques and the nature of the lawyer-client relationship, and all students will have several opportunities to interview clients or lay and expert witnesses from the witness program.

Mr. Binder, Ms. Maerowitz, Ms. Woods

120. Criminal Law I (4) This course covers selected topics in substantive criminal law: principles underlying the definition of crime such as the requirements of actus reus and mens rea and general doctrines such as ignorance of fact and ignorance of law, causation, attempt, complicity and conspiracy. Principles of justification and excuse are examined with particular attention to the doctrines of necessity, intoxication, insanity, diminished capacity and automatism. The substantive offense of homicide is extensively reviewed, as from time to time other offenses such as theft. Throughout, emphasis is placed on the basic theory of the criminal law and the relationship between doctrines and the various justifications for imposition of punishment.

Mr. Abrams, Mr. Arenella, Mr. Goodpaster, Mr. Dolinarka, Mr. Garcia

130. Property (5) An analysis of property as a social institution and particularly of the dynamics of the system for recognizing and protecting competing claims to resources. Major problem areas to be studied include the historical development of various kinds of interests in property, housing, landlord and tenant, public and private land use planning and development, sale and leasing, etc.

Ms. Blumberg, Mr. Dukenin, Ms. French, Mr. Lowenstein, Mr. Martinez, Mr. Munzer, Mr. Oren, Mr. Sander

140. Torts (4) This course focuses on personal injury law, as it has developed within the Anglo-American legal tradition. In particular, the concept of negligence and the refinements of negligence law will be extensively considered. The doctrine of intentional torts will also be examined. Contemporary rules of strict liability will be carefully studied, because of both their intrinsic importance and their theoretical implications. Treating the need for victim compensation as a societal problem, the course will deal with alternatives to the tort system such as auto no-fault. Throughout the course, there will be an effort to identify the basic purposes which our tort law system achieves, or should achieve.

Mr. Abol, Ms. Anderson, Ms. Matsuda, Ms. Olsen, Mr. G. Schwartz

145. Civil Procedure (5) This is a course about the processes that courts follow in deciding disputes in noncriminal cases. It deals with the way in which conflicts are framed for courts, the stages through which litigation goes, the division of power among the various decision-makers in the legal system and between the state and federal courts, the territorial limitations on the exercise of judicial power, the principles that define the consequences of a decision once a court has finished with a case, and the special opportunities and problems of litigations involving multiple litigants. Throughout the course considerable attention will be devoted to the ways in which our beliefs about fairness (in particular those embodied in the U.S. Constitution) and the pressure for efficiency shape the design of the process.

Mr. Allew, Mr. Becker, Mr. Binder, Mr. Cammiker, Mr. Forbath, Ms. Goldberg-Ambrose, Mr. Letwin, Ms. White, Mr. Yeazell

146. Constitutional Law I (4) This course examines ways in which the United States Constitution (a) distributes power among the various units of government in the American political system, and (b) limits the exercise of those powers. The course considers two sets of structural limitations on government: the division of powers between the Nation and the States in the federal system, and the separation of powers among the three branches (legislative, executive, and judicial) of the national government. It also considers the Civil War Amendments (13th, 14th, 15th) as limits on the states and as sources of congressional power. A major focus throughout is the proper role of the judiciary in limiting the action of other branches of government.

Ms. Eulate, Mr. Goldstein, Mr. Karas, Mr. Lowenstein, Mr. Varat

The Second and Third Year Curriculum

All of the courses in the second and third year curriculum are elective with the exception of Legal Profession, which is required of students who have not taken it. Students must complete the Legal Profession requirement to graduate, either by preparing a paper in consultation with a faculty member or by completing the Legal Profession course. The different sections vary in emphasis.

312. The Legal Profession (2-3) This course has two central themes. One is the distribution of legal services, including topics such as the social structure of the profession, the different roles and specialties of law practice and how the profession is regulated. The second theme is lawyer's representation of clients, including the legal, professional, ethical, moral and political problems arising out of the lawyer's various roles — representative of client, officer of the court, member of a profession. The various sections of the course may offer different emphases with respect to the rules regulating the profession (ABA Model Code of Professional Responsibility and ABA Model Rules of Professional Conduct) and the course requirements. Some sections require a paper in lieu of or in addition to an examination.

Mr. Abel, Mr. Dolinarka, Ms. Menkel-Meadow, Mr. Sander

The Elective Courses

The elective courses, including clinical courses, are described in the following categories of substantive law:

Civil Litigation; Comparative Law;
Constitutional and Public Interest Law;
Criminal Law and Procedure;
Entertainment Law; Family Law and Family Property Law; International Law;
Labor-Management Relations; Legal Theory; Taxation, Business and Commercial Law; Regulation of Business; and Specialized Subjects.

Some courses may be offered in alternate years and in some years additional courses may be offered. Additional information may be obtained from the schedule for a particular academic year.
Courses of Instruction

The First-Year Curriculum

The first year of law school is designed to introduce students to legal analysis using a variety of substantive fields.

120. Criminal Law (4) (4) This course covers selected topics in substantive criminal law, with an emphasis on understanding the definition of crime as well as the criminal law's role in protecting the social order and the prevention and punishment of crime.

140. Property (4) (4) This course examines the nature and extent of interests in real estate, including the rights, interests, and obligations of parties in interest in real property.

148. Civil Procedure (4) (4) This course covers the rules and procedures governing civil litigation, including the role of discovery in civil litigation and the efficiency of the civil justice system.

The Second and Third Year Curriculum

All of the courses in the second and third year curriculum are elective with the exception of Civil Litigation, which is required of students who have not taken or have withdrawn from the course during the prior academic year.

Civil Litigation

211. Evidence (4) (4) This course covers the rules of evidence in civil and criminal trials. The course covers the relevant factors for determining the admissibility of evidence, including relevance, weight, and the prejudicial effect of evidence.

212. Federal Courts (4) (4) This course covers the jurisdiction and procedure of federal courts, including the scope of federal question jurisdiction and the use of federal courts as a forum for resolving individual and class action lawsuits.

240. Civil Rights (4) (4) This course covers the legal protections for individuals under the Constitution, including the rights of individuals with disabilities, the rights of persons in detention, and the rights of individuals in the criminal justice system.

300. Remedies (4) This course examines the various remedies available to parties in civil litigation, including agreements, specific performance, and declaratory judgment.

301. Conflict of Laws (4) (4) This course covers conflicts of law, including the resolution of conflicts between state and federal laws, and the determination of the applicable law in cases involving multiple jurisdictions.

302. Pretrial Litigation Process (4) (4) This course covers the pretrial process, including the preparation of pleadings, the scheduling of discovery, and the preparation of a trial strategy.

303. Trial Practice (4) (4) This course covers the skills and techniques involved in the preparation and presentation of evidence at trial, including the selection of witnesses, the examination of witnesses, and the presentation of opening and closing statements.

400. The Clinical Semester (4) (4) This course provides students with the opportunity to work on a legal clinic or in a legal aid organization, providing students with hands-on experience in the practice of law.

The Elective Courses

The elective courses, including clinical courses, are described in the following sections.

301. Remedies (4) This course examines the various remedies available to parties in civil litigation, including agreements, specific performance, and declaratory judgment.

302. Pretrial Litigation Process (4) This course covers the pretrial process, including the preparation of pleadings, the scheduling of discovery, and the preparation of a trial strategy.

200. Workers' Compensation and Injuries (4) This course covers the legal remedies available to workers injured on the job, including the rights of injured workers and the responsibilities of employers.

201. Civil Litigation (4) (4) This course covers the rules and procedures governing civil litigation, including the role of discovery in civil litigation and the efficiency of the civil justice system.

202. Criminal Law (4) This course covers selected topics in substantive criminal law, with an emphasis on understanding the definition of crime as well as the criminal law's role in protecting the social order and the prevention and punishment of crime.

203. Property (4) This course examines the nature and extent of interests in real estate, including the rights, interests, and obligations of parties in interest in real property.

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209. Pretrial Litigation Process (4) This course covers the pretrial process, including the preparation of pleadings, the scheduling of discovery, and the preparation of a trial strategy.

210. Trial Practice (4) This course covers the skills and techniques involved in the preparation and presentation of evidence at trial, including the selection of witnesses, the examination of witnesses, and the presentation of opening and closing statements.

II. Legal Research and Writing

This year-long course is designed to introduce students to legal research and writing, providing students with the tools and skills needed to conduct effective legal research and to write clear and concise legal documents.

I. Introduction to Legal Research and Writing

II. Writing in Legal Research and Writing

III. Legal Research in Depth

IV. Legal Writing in Depth

V. Advanced Legal Research and Writing

VI. Legal Research and Writing Capstone

The First-Year Seminar

The First-Year Seminar is designed to introduce students to the legal profession and to provide students with the opportunity to reflect on their experiences in law school.

The Second-Year Seminar

The Second-Year Seminar is designed to introduce students to the substantive areas of law covered in the second and third years of law school.

The Third-Year Seminar

The Third-Year Seminar is designed to introduce students to the practice of law, including the skills and techniques needed to practice law effectively.

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The Third-Year Seminar

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405. Trial Advocacy (Clinical) Prerequisite (or co-require): Evidence. Third-year students have priority for enrollment in this course.

The course explores theoretical and practical aspects of the trial process and provides training in the skills needed to represent clients in pretrial and trial litigation.

Classes consider the principal function of trials — the resolution of disputed questions of fact — and the trial lawyer's role in presenting persuasive evidence to the judges and jurors who perform that function. Classes also focus on the development of specific skills in such tasks as interviewing clients and witnesses, preparing and presenting direct and cross examinations, making opening statements and closing arguments, outlining arguments, and making and responding to evidentiary objections. These subjects are presented through a combination of lecture, discussion, demonstration, and simulated role-playing exercises. Simulations are videotaped and critiqued by the instructors. The simulations culminate in a videotaped mock trial.

In the spring semester, students represent actual clients pursuant to state and federal student practice rules. Although the instructors work closely with students, the students have primary responsibility for interviewing clients and witnesses, planning and preparing for depositions, and otherwise representing their clients. Cases that go to trial are presented by the students in court. Students must be prepared to devote considerable time to the preparation and presentation of their cases.

Mr. Bergman, Mr. Moore

405. Simulated Trial Advocacy (Clinical) Prerequisite: Evidence. Third-year students have priority for enrollment in this course.

The course is essentially the first half of the year-long Trial Advocacy course described above. There is no fieldwork component; students will not represent clients or make court appearances.

Mr. Bergman, Mr. Derian, Mr. Moore

407. Mediation and Alternative Dispute Resolution This course will examine the issues, principles and skills implicated in the use of non-traditional methods of dispute resolution. Through the examination of descriptive and social scientific literature, we will study the theories and various approaches to conflict resolution including comparisons among and between adjudication, arbitration, mediation, med-arb, mini-trials and community dispute centers. Through skills training and role-play exercises, students will learn and practice the skills necessary to mediation and arbitration sessions. The course will also explore some of the difficulties with alternative dispute resolution including the role of law, inequality among the parties, consent, motivation, enforcement and effects of alternative dispute resolution. There will be some comparative study of dispute institutions in other political and legal systems.

Mr. Goodpaster, Ms. Menker-Meadow

408. Legal Negotiation (Clinical) The course will explore the theoretical and practical aspects of the process of negotiating transactions and disputes in our legal system. The objectives of the course will be to (1) study negotiation theory, using both legal and behavioral science materials; (2) explore the differences between litigation and transactional negotiation; (3) develop an understanding of the context in which particular negotiation strategies and tactics are successfully employed; (4) consider the ethical and normative implications of negotiating; and (5) consider the ethics and responsibilities of negotiation and its role in our legal system, both in dispute resolution and in legal planning; (6) develop proficiency in negotiating, both from planning and behavioral perspectives.

The course will focus on such topics as the differences between competitive and integrative bargaining, planning for transactional and litigation negotiations, the function of information in negotiations, the psychological dimension of negotiations, the structure of negotiations (stages and phases of the negotiation process), the importance of context in choosing negotiation strategies, the ethical dimensions of negotiation and the function of problem-solving negotiations in our legal system.

Mr. Goodpaster, Ms. Menker-Meadow

409. Negotiation & Mediation (Clinical) This course will explore the theoretical and practical aspects of negotiating and mediating transactions and disputes in our legal system. The objectives of the course will be to (1) study negotiation and mediation theory; using both legal and behavioral science materials; (2) explore the differences between negotiation and transactional matters; and (3) develop an understanding of the context in which particular negotiation strategies and mediation strategies and tactics are successfully employed. At the conclusion of the course, students will be able to: (a) explain the role of the mediator; (b) identify the role of the mediator and the mediator's role in the dispute resolution and in legal planning; (c) develop proficiency in negotiation and mediation, both from planning and behavioral perspectives.

This course is essentially the second half of the year-long Trial Advocacy course described above. There is no fieldwork component; students will not represent clients or make court appearances.

Mr. Bergman, Ms. Menker-Meadow

536. Seminar in Appellate Advocacy This course studies appellate practice and develops skills necessary for effective appellate advocacy. At the onset of the seminar, class sessions will focus on general principles of appellate advocacy. Later in the seminar, students will meet individually with the instructor to work on their particular assignments. Cases from the current U.S. Supreme Court docket will be selected by the class from a list supplied by the instructor.

Mr. Eule

Constitutional and Public Interest Law

203. Constitutional Law I This course examines the ways in which the United States Constitution (a) distributes power among the various units of government in the American political system, and (b) limits the exercise of that power. We begin by considering the structural limitations on government: (1) division of powers between the federal and state governments; and the separation of powers among the three branches (legislative, executive and judicial) of the national government. Much attention is paid to the Civil War Amendments (13th, 14th and 15th) as limits on the states and as sources of congressional power. In studying the 14th Amendment of the Constitution, we try to understand in a systematic way the due process clause, and in the 12th Amendment, the election clause, as limits on the states and as sources of congressional power. In studying the 14th Amendment, we attempt to understand the due process clause as a guarantee against governmental arbitrariness, both procedural and substantive, and on the Equal Protection Clause, which (along with the Due Process Clause of the 5th Amendment) serves as a guarantee of equal protection and equal representation of political candidates.

Throughout the course, consideration is given to the proper role of the state in limiting the action of other branches of government.

Ms. Crenshaw, Mr. Eule, Mr. Karst, Mr. Liebeler, Mr. Lowenstein, Mr. Vanat

201. Constitutional Law II This course complements Constitutional Law I. It is devoted mainly to the study of the First Amendment's guarantees of the freedom of speech, press and assembly. The course also considers the First Amendment's prohibition of the establishment of religion and its guarantee of the free exercise of religion.

Mr. Eule, Mr. Goldstein, Mr. Karst, Mr. Lowenstein, Mr. Vanat


Mr. Karst, Mr. Vanat

214. Civil Rights This course offers an in-depth study of federal civil rights legislation. See page 23.

Ms. Crenshaw, Mr. Goldstein

215. Poverty Law and Administration This course deals with the major income-assistance programs in the United States — AFDC, Disability, Food Stamps, Supplemental Security Income, Social Security, and General Relief. The emphasis is on the interaction of law, policy, and administration, and on the role of the client and the legal aid attorney in the administration of these programs. The course also covers the administration and desegregation of public housing and the social and racial aspects of poverty.

Mr. Handler

216. Administrative Law Much of modern government gets carried out by agencies of government other than legislatures or courts. This course in administrative law will consider the substantive sources of (and limits on) administrative authority. It will then consider the procedural norms with which agencies must comply in the course of adjudicating or rulemaking. Next we will consider the role of courts in the course of adjudication or rulemaking. Finally we will consider the role of the courts in the course of adjudication or rulemaking.

Mr. Asimow, Mr. G. Schwartz

267. Indian Law This course is about the special legal status of American Indians and Indian tribes and the tension between moral/legal claims and political forces. Topics will include: The sources and scope of federal, state, and tribal power over Indian reservations; property law concepts unique to Indian tribes and Indians; rights of American Indians in relation to federal, state, and tribal governments; and the federal trust relationship to Indians.

Ms. Goldberg-Ambrose

281. Child Abuse and Neglect This course involves an intensive interdisciplinary study of child physical and sexual abuse and neglect, including a study of: LAW as it relates to reporting, investigation and intervention; STATE intervention respecting abuse and neglect, and as it relates to the competency and credibility of child and expert witnesses; MEDICINE, as it relates to the investigation and diagnosis of abuse and neglect, including problems of medically fragile and drug dependent minors; PSYCHOLOGY, PSYCHIATRY and SOCIAL WORK, as it relates to the understanding and treatment of the abused and abuser; SOCIAL WORK as it relates to the role of child welfare systems in identifying, investigating, handling and placing abuse and neglect; PUBLIC HEALTH as it relates to the study of the prevalence, causation and prevention of abuse; DENTISTRY as it relates to the identification and treatment of abuse and neglect; and EDUCATION, as it relates to the identification and prevention of abuse and neglect in families and institutions.

Mr. Goldstein
409. Trial Advocacy (Clinical) Prerequisite (or Co-require in the first semester): Evidence. Third year students have priority for enrollment in this course. The course explores theoretical and practical aspects of the trial process and provides training in the skills needed to conduct effective and persuasive advocacy. The course is designed to provide students with an understanding of the role of advocacy in the courtroom. Students will be assigned to groups of three and will be assigned to a particular type of case. A case is typically assigned to a group of three students. The group is responsible for conducting direct and cross examinations, making opening statements, presenting the evidence, and closing arguments. The case will be selected by the instructor and will be based on a real or hypothetical situation. The instructor will provide a written description of the case and the relevant legal issues. The case will be studied in depth and discussed in class. The course will cover the following topics: conceptualizing and organizing the trial; the role of evidence in advocacy; the use of persuasive techniques; and the importance of ethical considerations in advocacy. The course will be taught by a practicing attorney who has extensive experience in trial advocacy. The instructor will provide students with a detailed outline of the course and will provide guidelines for writing and presenting arguments. The course will be assessed through a combination of written assignments and a final examination. The final examination will be based on the case study and will assess students' ability to analyze and apply legal principles. The course will cover topics such as the difference between competitive and integrative bargaining, planning for trial and its role in the legal process, and the role of negotiation in advocacy. The course will cover the following topics: concepts of negotiation and mediation; the ethical implications of negotiation and mediation; the role of negotiation in the resolution of disputes; and the ethical dimensions of negotiation and the function of dispute resolution. The course will cover the following topics: the role of negotiation and mediation in the legal system; the role of negotiation and mediation in the legal system; the role of negotiation in the resolution of disputes; and the ethical dimensions of negotiation and the function of dispute resolution. The course will cover the following topics: the role of negotiation and mediation in the legal system; the role of negotiation and mediation in the legal system; the role of negotiation in the resolution of disputes; and the ethical dimensions of negotiation and the function of dispute resolution. 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503. Seminar in Constitutional Law The clash of cultures in this country typically manifests itself in a conflict over expressive dominance. One common response to cultural clash has been for the contending parties to seek to capture the government, by way of controlling various modes of expression. The adoption of a law may itself have expressive uses; the Eighteenth Amendment, establishing liquor prohibitions, is an oft-cited example. In today's world the abortion controversy is, in considerable part, a struggle for expressive dominance. This seminar will inquire into the uses of constitutional law in the setting of efforts to employ government in influence expression, and to shape the beliefs and behavior that add up to a national culture. Topics will include the curricula and other activities of the public schools, the expressive aspects of the abortion controversy, the English-language movement, pornography, the control of racist speech, and the armed forces exclusions of (a) women from combat positions and (b) lesbians and gay men altogether.

Mr. Kantor

532. Seminar in Health Law Selected Problems in Social Welfare and Health This will be a year-long research seminar in topics selected by the student with the consent of the instructor. The emphasis will be on empirical-policy research outside of the Law School and preferably in the community. There will be joint class meetings to discuss topics, methods of approach, and preliminary findings, but most of the work will be independent research. Limited enrollment. Mr. Handler

513. Seminar — Environmental Law NEPA & SEPA's Comparison will be made of the role of administrative agencies and courts in the implementation of environmental study through impact statements/estimates. In the context of case study review of actual EIS/ENVs, evaluation will be made of "authoritative" authority versus "more" procedural review in the control and mitigation of adverse environmental impacts. Mr. McGee

513. Seminar — Environmental Law The seminar will take up an advanced topic in environmental law. The instructor presently anticipates that the seminar will concentrate on the regulation of toxic substances under traditional regulatory statutes such as the Resource Conservation and Recovery Act, the Safe Drinking Water Act as well as novel approaches such as Superfund and Proposition 65. Mr. Oren

526. Urban Affairs: Housing Law and Policy in Transition Acute housing shortages and increased reliance on private sector capital to spur production have forced widespread, fundamental reconsideration of national housing policy. The contemporary housing "crisis" has in turn led to contrasting growth and atrophy in housing law — particularly with respect to the "rights" of consumers of shelter, especially those who rent. This seminar will consider selected aspects of housing law and policy, including current federal and state housing subsidies; remedies of housing consumers with respect to quality, availability, and affordability of the housing finance system; and the amelioration or elimination of sub-standard housing conditions, will also be important concerns of the seminar.

Mr. McGee

545. Seminar in Civil Rights Voting Rights This seminar will explore the tension between antidiscrimination law and principles of democratic majoritarianism. Beginning with an examination of voting rights, we will explore how judges and legislators have attempted to provide remedies for racially-based exclusions from political and social institutions while upholding American concepts of democracy.

Ms. Crenshaw

553. Seminar in Race, Gender and The Law This is an interdisciplinary seminar that will examine the legal, social, and political implications of the intersection of race and gender. While we will primarily focus on the interpersonal dilemmas as manifested in the case materials on black women, we will use the intersection of race and gender as a means for thinking about approaches to other intersections. In addition to legal materials, we will discuss historical and sociological studies and some literary works. Ms. Crenshaw

564. Seminar — Evidence: Sex & Violence We will cover rape, sex abuse of children, homicide and various syndromes, including rape trauma syndrome, battered women syndromes, asphyxiation syndrome and postpartum disorders and infanticide.

Mr. Garcia

583. Research Seminar on Extreme Poverty This seminar will examine the legal and policy responses to homelessness and extreme poverty in our society. Although the seminar will survey recent legal developments regarding the homeless, it will focus on grassroots efforts of very poor people to articulate and address their own needs, in areas such as housing, health care, and education. Each student will research a grassroots project in the Los Angeles area, inquiring into the role of the law and lawyers in supporting its success. The seminar will coordinate with an interdisciplinary UCLA faculty-professional workshop on institution-building in poor communities, in which students will participate.

Ms. White

592. Constitutional Criminal Procedure (3-4) This course studies constitutional restraints on the activities of law enforcement officers including arrest, investigatory detention, interrogation, searches and seizures, electronic surveillance, and arranging eyewitness identifications. From time to time, the rights to counsel and to a jury, and the defense of entrapment are also covered. Emphasis is on the judicial resolution by the Supreme Court of the tension between constitutional imperatives and law enforcement methods.

Mr. Abrams, Mr. Arendella, Mr. Dolinko, Mr. Garcia, Mr. Goldstein, Mr. McGee

211. Evidence This course deals with the rules of evidence applied in civil and criminal trials. See page 23.

Mr. Abrams, Mr. Bergman, Mr. Garcia, Mr. Graham, Mr. Lebow

285. Criminal Procedure Criminal Procedure deals with the process by which courts decide the guilt or innocence of those accused of crime and the procedures for selection of an appropriate penalty. It is not concerned with police investigatory practices and the constitutional limitations thereon nor does it include the functioning of correctional institutions. It is roughly analogous to the course in Civil Procedure.

The course begins with a consideration of the right to bail and other devices by which accused persons can be released following arrest and pending trial. It then considers the process by which the prosecutor determines what charges to file and the limits on his charging power, including such devices as the grand jury and the preliminary hearing. Criminal pleading is next analyzed, including the process of plea bargaining. Following a study of the devices by which prosecution and defense may discover the evidence the other side possesses, students study the trial process, including the right to trial by jury, and sentencing procedures. The course concludes with some consideration of collateral attacks on convictions and the effect of a judgment of conviction, including the operation of the prohibited double jeopardy. The course is designed for those who plan to work in the prosecution or defense of criminal cases, but may also be of interest to those who are concerned with the control of the repressive power of the state.

295. Federal Criminal Law Enforcement The federal role in criminal enforcement has grown significantly in the past two decades. This course deals with federal criminal topics such as RICO (including both its criminal and civil uses), criminal tax enforcement, mail fraud, the Hobbs Act, the Travel Act, and drug offenses. Attention will be paid to the special features of complex criminal statutes, federal criminal jurisdiction issues, how federal enforcement activities are determined, enforcement techniques, and the Pettit policy. Federal approaches to the prosecution of white collar crime, organized crime, and political corruption will be examined.

In recent years there have been many federal prosecutions of business persons. Increasingly, it is becoming useful for corporate counsel, whose practice is largely non-criminal, to be familiar with the federal criminal laws. The goal is to give the student a lawyer's understanding of important features of the federal criminal system, the myriad ways in which the federal criminal law and its enforcement differ from its state counterparts and how the federal and state criminal systems relate to each other.

Mr. Abrams, Mr. Dolinko

405. Criminal Pre-trial Lawyering Process (Clinical) Basic aspects of courtroom skills e.g., cross-examination, direct examination, openings and closings. A modified mock trial. Emphasis will be placed on pre-trial preparation and strategy. Attorney-client relations and the ethical considerations involved, in discovery and investigation, preliminary hearings and motions practice (the use of such for discovery and investigatory purposes), theory development and case building, plea bargaining and preparing your client to plead and prepare for sentencing.

Ms. Gunning
228. Federal Tax III Federal taxation of gifts and de-
cedents' estates; federal income taxation of trusts and
estates. Emphasis will be placed on tax planning
techniques. This course is of considerable impor-
tance to those who expect to practice in the areas of
tax planning, estate planning, family law, and pro-
bate, among others. Mr. Hoffman, Mr. Sherman

281. Child Abuse and Neglect This course involves
an intensive interdisciplinary study of child physical
and sexual abuse and neglect. (See course descrip-
tion at page 24) Mr. Goldstein

317. Family Law This course deals primarily with the
conjugal relationship, that is, the de jure and de facto
husband-wife relationship. We will examine the legal
principles and social policies governing the creation,
maintenance and dissolution of the conjugal rela-
tionship. Particular attention will be paid to property
and support issues. Consideration of the parent-child
relationship will be limited to divorce-related child cus-
tody and the legal status of extramarital children.
Ms. Blumberg

317. Family Law The family can be both a haven of
intimacy and a hell of oppression. The many different
realities of family life shape and are shaped by the set
of legal rules and standards known as family law. By
taking a broad theoretical approach to the study of
family law—marriage, divorce, child custody, sup-
port obligations—this course will raise questions
about the relationship between law and society and
about the nature and limits of law. We will examine
and critique traditional principles and policies of fam-
ily law in the context of a variety of controversial is-
ues, such as the role of sexual abuse in child cus-
tody proceedings, legal recognition of alternative
forms of family life, reproductive technology and
"surrogacy" contracts, conflicts between religion and
law, court orders to control pregnant women, and the
myth of state neutrality in the family. Ms. Olsen

352. Children and the Law Topics to be covered
include: judicial and legislative allocation of power
and responsibility between parents and the state; the
child's economic situation within the family; child cus-
tody; adoption; medical treatment of minors; parental
right to discipline children; neglect and abuse; state
enforced limitations on the liberty of minors; and juve-
nile delinquency. Ms. Blumberg, Mr. Goldberg

400. Pretrial Lawyering Process (Clinical) Course is
designed to provide training and practical exper-
ience in the full range of skills used by lawyers during
the pretrial phases of the civil litigation process. See
page 23. Ms. Menkel-Meadow, Mr. Moore, Ms. White

403. Interviewing, Counseling and Negotiation
(Clinical) This course explores basic interviewing,
counseling and negotiation concepts. See page 23.
Mr. Bergman, Mr. Binder, Ms. Gillig

407. Mediation and Alternative Dispute Resolu-
tion (Clinical) This course will examine the issues,
principles and skills implicated in the use of non-
adversarial methods of dispute resolution. See page
24. Mr. Goodpaster, Ms. Menkel-Meadow

408. Negotiation (Clinical) This course teaches ne-
gotiating skills and theory for competitive, cooperat-
ive, and problem solving bargaining situations. See
page 24. Mr. Goodpaster

409. Negotiation & Mediation (Clinical) The course
will explore the theoretical and practical aspects of
negotiating and mediating transactions and disputes
in our legal system. See page 24. Ms. Menkel-Meadow

445. Planning and Drafting Small Estates (Clini-
cal) Students in the course receive classroom train-
ing and field experience in the substantive law related
to estate planning and drafting. Initial classes focus
on the substantive law of estates, wills, trusts and tax
as those laws relate to testamentary disposition of
small estates. During the latter part of the course, the
focus will be on interviewing, drafting and counseling
Measures. In the fieldwork component, students are
assigned clients and are assigned to interview them to
determine their estate planning needs. Clients will con-
sist primarily of senior citizens with small estates.
Students discuss with a supervising probate attorney
the kind of estate plan which is needed and then draft
an appropriate plan and review it with the attorney.
Mr. Bergman, Mr. Binder, Ms. Gillig

514. Seminar in Comparative Family Law Both
comparative law and family law issues will be ad-
dressed in this seminar. Selected topics in family law
will be examined from a comparative perspective.
The practical and theoretical difficulties of compar-
itive legal research as well as the substantive family
law issues will be addressed. Some of the topics to be
covered are: marriage and divorce; child custody,
visitation, support and adoption; incompetence of
parents; minors; and marriage under African law.
Ms. Bryant

522. Seminar in Private Land Use Planning in
1990, this seminar will explore the constitutional, stat-
utory and public policy limits on private ordering in
the land use arena. Limits on racial and religious discri-
nination, gender and lifestyle discrimination, restraints
on commerce and competition, restraints on alienation
and limits on interference with privacy and personal
autonomy will be examined primarily in the context of
subdivision covenants and homeowner associations.
Ms. French

International, Comparative, and
Asian Law

269. Law, Foreign Policy and National Security
The course will deal with various legal considerations
and restraints, both national and international, affect-
ing the formulation of foreign policy and protection of
national security. We will examine the decision-mak-
ing process, including the constitutional balance be-
tween the Executive and legislative branches, the
foreign relations power of the President, the War
Powers Resolution and the Treaty Power, as well as
the role of bureaucratic politics. We will examine the
Congressional regulation of foreign policy and the ac-
ts of the Constitution in the context of the various
laws and policies of the American government.
Mr. Trimble

270. International Law This course examines the
role which law and legal institutions play in interna-
tional relations and in government foreign affairs de-
cision-making, particularly on the part of the United
States. We especially focus on the effect of public
international law on domestic law and private activity.
It is designed to prepare you to deal with problems
involving another country, whether as counsel to busi-
ness enterprises, individuals, private organizations
like Amnesty International, or governments.
Mr. Trimble

The course will first deal with how international law is
effectively applied in the world. After an introduction to
the essentials of treaty law and customary interna-
tional law, we will examine in depth the U.S. constitu-
tional structures affecting foreign relations. Then we ex-
amine the allocation of responsibility for decision-mak-
ing within the international system, and how conflicts
in the assertion of jurisdiction are resolved. This will
include review of the substantive rules of the law of
the sea, and the legal regime governing use of air-
space. We will also look at the major limitations on the
exercise of authority by states (i.e., the doctrines of
sovereign immunity, act of state and diplomatic im-
munity) and examine the responsibility of states for
treaty or contractual violations, of treaties, of human
rights law, and the role of the individual in the system.
We will also consider (time permitting) particular prob-
lems of terrorism, international environmental law, in-
ternational organizations and the roles relating to use
of force. Mr. Trimble

271. International Business Transactions This
course endeavors to provide students with an under-
standing of the fundamental legal issues that arise in
international trade, licensing and investment. The
principal areas that the course will cover include (1)
the roles and legal, ethical, and other responsibilities
of attorneys engaged in international practice; (2) the
legal and financial institutional framework within
which international business is conducted; (3) nation-
al and international limitations influencing the move-
ment of goods, the transfer of technology, and the
flow of capital; (4) the use of agents, distributors and
licensees; (5) issues of contract negotiation and dis-
pute resolution in an international context; and (6)
foreign investment, particularly in developing nations
and in the U.S. Mr. Rossell
1. Child Abuse and Neglect (Continued) This course involves an interdisciplinary study of child physical and sexual abuse and neglect. (See course description at page 24)

2. Family Law This course deals primarily with the current relationship, that is, the de facto law and (or) de jure law that exists. We will examine the legal principles and social policies governing the creation, maintenance, and dissolution of the conjugal relationship. Particular attention will be paid to property and support issues. Consideration of the parent-child relationship will be limited to divorce-related child custody and the legal status of artificial children.

3. Family Law The family can be both a haven of intimacy and a site of oppression. The many different family forms and family types are shaped by the rules of laws and standards of society. Law, family, and society are closely intertwined. The course will address the most significant areas of law—marriage, divorce, child custody, support obligations—this course will raise questions about the relationship between law and society and society and law. In all cases, we will consider and critique traditional principles and policies of family law and will analyze the social and cultural contexts of controversial issues, such as the role of sexual abuse in child custody proceedings, legal recognition of alternative forms of family life, reproductive technology and “surrogate motherhood.” The course will focus on how the law orders and controls the family, the role of the family in the legal system, and the interaction of family law and legal theory.

4. Children and the Law Topics to be covered include: judicial and legislative allocative power and authority; family law as a source of pressure on children’s economic situation within the family; child custody mediation, foster care; adoption; and rights to criminal justice; neglected and abused; state enforcement of policy; legal rights of minors; juvenile and delinquency.

5. 207. International, Comparative, and Asian Law This course deals with international law and the national laws of other countries. Nation states are interdependent, there are no borders, and the world is one vast market. The course will be divided into two parts: the first part will focus on international law and the second part on comparative law. The first part will focus on the international legal framework for the resolution of disputes between states, and the second part on the comparative law of specific countries.

6. 206. Family Law This course will analyze the historical and theoretical aspects of family law and the legal processes involved in family law. The course will examine the family law system in the United States and other common law countries, and will consider the role of family law in society. The course will also consider the impact of family law on the legal and social structure of the family.

7. 205. International Law This course will provide a broad perspective on international law and its role in the world. The course will cover the basic principles of international law, including the sources of international law, the role of international organizations, and the legal relationships between states. The course will also consider the impact of international law on the legal and social structure of the family.

8. 204. Comparative and Asian Law This course will provide a broad perspective on comparative law and its role in the world. The course will cover the basic principles of comparative law, including the sources of comparative law, the role of comparative law in the legal system, and the legal relationships between states. The course will also consider the impact of comparative law on the legal and social structure of the family.

9. 203. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

10. 202. International Law This course will provide a broad perspective on international law and its role in the world. The course will cover the basic principles of international law, including the sources of international law, the role of international organizations, and the legal relationships between states. The course will also consider the impact of international law on the legal and social structure of the family.

11. 201. Comparative and Asian Law This course will provide a broad perspective on comparative law and its role in the world. The course will cover the basic principles of comparative law, including the sources of comparative law, the role of comparative law in the legal system, and the legal relationships between states. The course will also consider the impact of comparative law on the legal and social structure of the family.

12. 200. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

13. 199. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

14. 198. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

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16. 196. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

17. 195. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

18. 194. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

19. 193. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

20. 192. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

21. 191. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.

22. 190. Historical and Theoretical Issues in Family Law This course will provide a broad perspective on family law and its role in the world. The course will cover the basic principles of family law, including the sources of family law, the role of family law in the legal system, and the legal relationships between states. The course will also consider the impact of family law on the legal and social structure of the family.
Labor-Management Relations

255. Labor Arbitration This course will consider the practice, procedures and substantive law of labor arbitration. The focus will be on what labor arbitrators actually do in their interpretation of collective bargaining agreements. The procedural content of labor arbitration will be heavily emphasized. Who are the labor arbitrators? How are they mutually selected by unions and employers? How might the fact that the arbitrator is mutually selected and mutually paid by the union and the employer bear on the arbitrator's decision-making process? The course will also consider the utility of using the labor arbitration model as a dispute resolution mechanism outside the labor environment; domestic disputes, landlord-tenant disputes, etc. Labor Law is not a prerequisite for this course.

Mr. Alleyne

260. Labor Law I This introductory course is designed to give the students some basic information concerning the laws and decisions which provide the framework for the national labor policy in the private sector. The course centers on the National Labor Relations Act, the Labor Management Relations Act, the Railway Labor Act, and the Norris-La Guardia Anti-Injunction Act, together with judicial and administrative decisions interpreting and applying those statutes. The substantive areas covered include the right to organize and to bargain collectively; selection of bargaining representatives and determination of appropriate bargaining units; unfair labor practices of employers and unions; emergency disputes; federal state jurisdiction; application of antitrust laws; and grievance and arbitration procedures to the settlement of disputes over rights and over interests.

Mr. Alleyne, Mr. Becker, Mr. Jones

261. Labor Law II This course is a continuation of Labor Law I, which is normally a prerequisite. It will examine the collective bargaining in the public sector (government employment at both federal, state, and local levels). Particular attention is given to the differences and similarities in the private and public sectors, and to the responses of federal and state legislatures and of the courts to the special problems of collective bargaining in the public sector.

Mr. Alleyne

262. Law of the Collective Agreement Prerequisite: Law 260. This course is designed to enhance understanding of labor arbitration by a comparative study of the decision of issues brought to labor arbitration which have also been presented to the NLRB and federal courts. Transcripts and exhibits of actual arbitration cases are used. Each student works with three case files, functioning as an union advocate in one, an employer advocate in a second and as arbitrator in the third. The class, limited to 12 students, meets twice a week. Weekly hearings are conducted in two-hour sessions on one day. On a second day the person who served as arbitrator the day before chairs a one-hour seminar, presenting and leading discussion about the results of research in the broad problem area from which arose the particular dispute that was arbitrated the day before. Thus the student arbitrator, prior to presiding at the hearing will have become informed concerning the nature and variations of the problems, and the comparative disposition of like matters by arbitrators, the NLRB and the federal courts. Each student prepares two briefs, one arbitration opinion and award, and a research paper.

Mr. Jones

263. Employment Discrimination Title VII of the 1964 Civil Rights Act and similar statutes prohibit discrimination based on race, sex, national origin, religion, age, and handicap. This course examines the substantive and procedural law that has developed under these statutes and considers the social policy goals and assumptions underlying that development. The course includes such topics as disparate treatment and disparate impact theories of discrimination; employment testing and test validation; statistical proof; equal pay and comparable worth; affirmative defenses differences and similarities in the private and public sectors, and to the responses of federal and state legislatures and of the courts to the special problems of collective bargaining in the public sector.

Mr. Alleyne, Mr. Becker, Mr. Jones

264. Workers' Compensation and Workers' Injuries This course will study the ways in which the law responds to the phenomenon of workers' injuries and occupational disease. See page 23.

Mr. G. Schwartz

265. Military Law This seminar will examine the role of law, lawyers and legal process in arms control. In the course of the semester the student will take up a number of topics of current interest - nuclear test ban, non-proliferation, SALT/START/Euromissiles, chemical warfare and space weapons - in order to understand the policies and assumptions underlying existing and proposed arms control treaties. In addition to introducing the student to the substance of this exotic component of international relations and foreign policy, the major purposes of the seminar are to show how U.S. government decision-making works and the dynamics of an international negotiation. Finally, the seminar will focus particularly on verification and compliance issues.

Mr. Trimble

574. Seminar in European Economic Community The structures and institutions of the European Communities, their law-making processes, and administration. The interaction and conflict between Community law and national law and the growing role of the European court in mediating between the nations and the Communities. The processes of the court and parallels between American constitutional development and that in Europe.

Substantive areas of European law, in particular those regulating competition and antitrust; the harmonization of national law; the establishment of enterprises; and the free movement of goods, services, persons, and capital. The European Convention on Human Rights and its enforcement in national and European courts.

Mr. Rosett

576. Seminar in Arms Control and Legal Process This seminar will examine the role of law, lawyers and legal process in arms control. In the course of the semester the student will take up a number of topics of current interest - nuclear test ban, non-proliferation, SALT/START/Euromissiles, chemical warfare and space weapons - in order to understand the policies and assumptions underlying existing and proposed arms control treaties. In addition to introducing the student to the substance of this exotic component of international relations and foreign policy, the major purposes of the seminar are to show how U.S. government decision-making works and the dynamics of an international negotiation. Finally, the seminar will focus particularly on verification and compliance issues.

Mr. Trimble

572. Seminar in International Regulation of Military Power This seminar will explore the role of international law in the regulation of the use of force and the containment of military solutions to world problems. We will examine the original United Nations' plan, its invocation in resisting aggression, and its role in various peace-keeping ventures. We will then look at multilateral and bilateral arms control negotiations (such as the Comprehensive Nuclear Test Ban negotiations as well as SALT), the role of law in restraining military buildups and in achieving other national security objectives, such as market access to strategic supplies and free use of the high seas and strategic straits.

Mr. Trimble

531. Seminar in Law and Development in Latin America The role of law in economic, political and social change in the developing countries of Latin America will be compared to the function of law and policy in the United States in the allocation of wealth and natural resources. After consideration of the civil law tradition in Latin America, the seminar will examine the nexus between existing socio-economic relations and legal institutions, and explore the role of law as an instrument of both reform and counter-revolution.

Mr. McGee
Labor-Management Relations

259. Labor Arbitration: This course will consider the practice, procedure, and substantive law of labor arbitration. The focus will be on what labor arbitrators actually do in their capacity as arbiters of collective bargaining agreements. The procedural content of labor arbitration will be heavily emphasized. Who are the arbitrators? How are they selected by unions and employers? How might the fact that the arbitrator is selected and mutually paid by the union and the employer bear on the arbitrator’s decision-making process? The course will also consider the utility of using labor arbitration as a dispute resolution mechanism outside the labor employment relations, domestic disputes, landlord-tenant disputes, etc. Labor Law is not a prerequisite for this course.

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260. Law of the Collective Agreement Prerequisite: Law 259. This course is designed to reinforce understanding of the relationship that exists between the collective bargaining agreement and the decision of unions to bargain to arbitrate a dispute. It provides an overview of laws governing the decision of unions to arbitrate a labor dispute, law, and the legal principles governing collective bargaining agreements. This course introduces the student to the various legal principles governing collective bargaining agreements and the potential implications of the decision of the courts to arbitrate a labor dispute.

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261. Employment Discrimination Title VII of the 1964 Civil Rights Act and analogous state anti-discrimination laws governing discrimination on the basis of race, sex, national origin, religion, age, and handicaps. This course examines the substantive and procedural law that has developed under these statutes and considers the social policy goals and assumptions underlying that development. The course includes such topics as disparate treatment and disparate impact theories of discrimination; employment testing and selection validation; statistical methods and their relevance to discrimination claims; a discussion of business necessity - bona fide occupancies - as a defense to discrimination claims; and a discussion of the various legal remedies available to persons who believe their rights under the law have been violated.

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262. Legal Theory and History

263. Federal Courts Selected problems in the jurisdiction of the federal court. Students will decide between the two tasks: one a one-hour seminar presentation and one the final paper on a one-hour seminar. Students will be required to write an essay and a research paper.

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264. Legal Theory and History: An Introduction to the philosophical analysis of legal concepts

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265. Legal Theory and History: Anshell Law This course examines the structure and function of a religious legal system. The course is offered from time to time in different formats in Canon law, Islamic law and the Rabbinic legal tradition. While the content of the course varies depending on the particular tradition under study, all emphasize concepts common to a legal system based on divine authority. The development of the tradition over time is traced through its legal and its non-legal forms. The topics covered include: the role of human authority in interpreting and applying the law; and the development of a new religious legal theory in the contemporary world.

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266. Legal Theory and History: American Legal History This course examines the development and function of a religious legal system. The course is offered from time to time in different formats in Canon law, Islamic law and the Rabbinic legal tradition. While the content of the course varies depending on the particular tradition under study, all emphasize concepts common to a legal system based on divine authority. The development of the tradition over time is traced through its legal and its non-legal forms. The topics covered include: the role of human authority in interpreting and applying the law; and the development of a new religious legal theory in the contemporary world.

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267. Workers’ Compensation and Workers’ Injury. This course will examine the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will focus on the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will cover the legal remedies available to workers who have been injured or who have become ill in the workplace.

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268. Law and Economics This course will outline the basics of labor law and contract law as applied to the employment relationship. The course will consider the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will focus on the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will cover the legal remedies available to workers who have been injured or who have become ill in the workplace.

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269. Seminar — Problems of Procedure and Evidence: The Problems of Evidence in Labor Law. This course will take up a number of special problems in evidence and procedure encountered in the labor law. The student will also be required to read and analyze the labor arbitration proceedings at the National Labor Relations Board and the National Labor Relations Board, and the National Labor Relations Board, and the National Labor Relations Board, and the National Labor Relations Board, and the National Labor Relations Board.

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270. Economic Analysis of Law This course will explore economic theories as a methodological framework for analyzing legal rules and practices. The focus will be on the relationship between economic theory and legal rules and practices. The course will cover the economic analysis of legal rules and practices. The course will cover the economic analysis of legal rules and practices.

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271. Conflict of Laws This course will explore the problems of personal jurisdiction in a multi-state and multi-national context. The course will cover the personal jurisdiction in a multi-state and multi-national context. The course will cover the personal jurisdiction in a multi-state and multi-national context.

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272. Labor and Employment Law: This course will examine the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will focus on the legal remedies available to workers who have been injured or who have become ill in the workplace. The course will cover the legal remedies available to workers who have been injured or who have become ill in the workplace.

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273. Seminar in Antitrust: Law and the Political Process: This course will consider the ways in which the law governs the political process, and political and social processes. The course will cover the ways in which the law governs the political process, and political and social processes.

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274. Seminar in Corporate Law: Torts and the Concept of Property: This course will focus on the ways in which tort law and property law are interrelated. The course will cover the ways in which tort law and property law are interrelated.

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275. Seminar in Estate Planning: The Concept of Property: This course will focus on the ways in which property law is interrelated to the law of estates. The course will cover the ways in which property law is interrelated to the law of estates.
556. Seminar in Feminist Legal Theory This seminar is designed primarily for those who have completed the survey course in Women in the Law. (Other students may enroll with permission of the instructor.) It will assume familiarity with the basics of sex discrimination law. We will explore the development in the last decade of a new field of jurisprudence, using feminists’ varying definitions and applications of the slippery concept of “equality” as the organizing theme. Reading will rely primarily on feminist legal theorists’ own descriptions of the field and their contributions to it.

Ms. Littleton

558. Seminar in Theories of Process This seminar will explore the goals of a procedural system. Is litigation about resolving disputes and keeping the peace? About preserving a delicate political compromise? About furthering substantive goals? About finding the truth? Or about the authoritative legitimation of norms? Each of these goals has been proposed as a central goal of civil procedure, and the choice among them has consequences for the general design of procedure as well as small procedural details. Writers on this topic include Blackstone, Bentham’s attack on Blackstone, modern proponents of alternative dispute resolution, economic analysts of litigation, those who argue that litigation has replaced religion as a moral order, and those who use comparative law as a way of analyzing American procedure. Using both classical and modern writings on procedure, the seminar will develop a framework for discussing and criticizing the existing procedural system and proposed changes in it.

Mr. Yeazell

571. Seminar in Legal Education This seminar will examine various aspects of current American legal education, including the nature of the classroom experience, the scope of the curriculum, various pedagogical approaches, the balance between theory and practice, the relationship of law schools to the legal profession, the role of law school faculty, etc. I am particularly interested in exploring how formal legal education relates to whatever it is that lawyers do when they function as lawyers. For example, is there such a thing as “lawyerhood” different from “being a lawyer”? Can we teach them to think like a lawyer? What is taught in law school? The assigned reading will consist primarily of articles about legal education.

Ms. Anderson

572. Seminar — Teaching Assistants This seminar, open only to teaching assistants, will concentrate on ways to make the teaching assistants’ work more effective and interesting. Students will do a number of short written exercises, design a teaching project, and write a seminar paper. The seminar will cover the teaching of both writing and legal analysis.

Ms. Anderson, Ms. Woods

220. Federal Taxation I Fundamentals of federal income taxation, particularly as they apply to individuals. Beginning with the concept of gross income, the course also considers the taxpayer to whom the income will be attributed, deductions and credits available in computing tax liability, the year in which in- come is properly reported and deductions properly taken and characterization of income as ordinary income or capital gain. Issues of tax policy and reform are explored throughout. Particular attention is paid to the provisions of the Internal Revenue Code and Income Tax.

Mr. Asimow, Mr. Katzenstein, Mr. Klein, Mr. Zolt

221. Federal Taxation II This course considers the federal income tax aspects of the formation, operation, reorganization and dissolution of corporations. Particular attention is given to the problems created by the entity status of corporations, including multiple taxation and the taxation of corporate distributions. In addition to case and statutory materials, the course also focuses on planning for corporate structure through the use of problems. Note that the course deals exclusively with corporate tax problems; partnership taxation is not addressed in this course. Prerequisites: Business Associations and Federal Taxation I.

Mr. Asimow, Mr. Zolt


Mr. Hofman, Mr. Sherman

224. U.S. Taxation of International Transactions Prerequisite: Law 220. Federal Taxation I. This course focuses on the U.S. taxation of 1) the international activities of U.S. citizens and corporations, and 2) the U.S. activities of foreign citizens and corporations. Particular emphasis will be given to the impact of the federal income taxation on cross-border acquisitions.

Mr. Thompson

228. Taxation of Mergers and Acquisitions This course will examine the various aspects of taxation of mergers and acquisitions including: (1) taxable stock acquisitions; (2) taxable asset acquisitions; (3) leveraged buyouts; (4) tax-free acquisitions; and (5) the limitations on carryover of losses. Also, the course will briefly examine some of the current proposed revisions of the mergers and acquisitions and leveraged buyout provisions of the Code. Prerequisites: Federal Tax I, Business Associations. Recommended: Federal Tax II.

Mr. Thompson

230. Business Associations This course focuses on the issues that must be addressed when people decide to form joint economic ventures and how these issues are resolved in the law of agency, partnership, and corporation. Some attention will also be devoted to the federal securities laws and their impact on planning for an operation of business ventures. The presentation will be designed so that people with no background in business will be able to acquire an understanding of its basic vocabulary and concepts.

Ms. Anderson, Mr. Klein, Mr. Ramseyer

208. Real Property Secured Transactions This course is an examination of the operation of the land security system of California. It traces the security device from the common law mortgage down to the modern deed of trust and land sale contract. It addresses the fundamental problems of land security law in the realistic context of the case and statutory law of a single jurisdiction. The planning aspects of the course are emphasized.

Mr. Warren

209. Real Estate Finance Law This course is a concentrated study of the law governing the finance of land transactions from both a national and California perspective. Coverage will include the real estate mortgage, the California Deed of Trust, installment land contracts, other mortgage substitutes, receiv- ers, foreclosure, priorities in California anti-deficiency legislation, the secondary mortgage market, con- struction financing, leasehold mortgages, shopping center developments and condominiums.

Mr. Martinez, Mr. Nelson

Taxation, Business & Commercial Law

Mr. Bergman
221. Federal Taxation It this course considers the federal income tax aspects of the formation, operat-
ing, and dissolution of business enterprises. Particular attention is given to the problems created by the capital gains tax, the tax on personal services, the taxation and the taxation of corporate distributions. In addition, the course focuses on planning for corporate structure through the use of partnerships, subchapter S corporations, and special-purpose entities. The course concludes with a preappraisal to the course (it can be taken cun-

227. Partnership Planning. This course provides an introduction to partnership law and partnership tax-

228. Corporation Reorganization. Prerequisites: Law 211 and 230, a study of corporate reorganizations and acquisitions using equities as the medium of ex-

297. Limited Partnerships. Prerequisites: Law 211 and 230. A study of limited partnerships and limited-liability partnerships as alternative organizational forms for business ventures. The course emphasizes the legal and tax consequences of the various corporate, partnership, and limited liability forms of business organization. 


299. Corporate Reorganization. Prerequisites: Law 211 and 230. A study of corporate reorganizations and acquisitions using equities as the medium of ex-

300. Commercial Law: Sales. The law governing the sale of goods. Among the topics covered are: accept-

301. Unfair Competition and Business Torts This course surveys various laws which regulate unfair competition, torts, and other forms of business conduct. The course emphasizes the role of the legal system in protecting the public and businesses from unfair practices and unethical conduct. The course involves the analysis of case studies and the application of legal principles to real-world business situations. 

302. Business Reorganizations Under Bankruptcy Law. Prerequisites: Law 211 and 230. A study of the effect of federal bankruptcy law on the restructuring of businesses. The course emphasizes the role of the bankruptcy court in overseeing the process of reorganization and rehabilitation of financially troubled businesses. The course involves the analysis of case studies and the application of legal principles to real-world business situations. 

303. Commercial Law: Leases and Licenses. A study of the law governing the leasing of property and the licensing of activities. The course emphasizes the role of the legal system in protecting the public and businesses from unfair practices and unethical conduct. The course involves the analysis of case studies and the application of legal principles to real-world business situations. 

304. Commercial Law: Chattel Security and Credit. A study of the law governing the security and credit relationships between businesses and financial institutions. The course emphasizes the role of the legal system in protecting the public and businesses from unfair practices and unethical conduct. The course involves the analysis of case studies and the application of legal principles to real-world business situations. 

305. Commercial Law: Sales and Leases. A study of the law governing the sale and lease of goods and services. The course emphasizes the role of the legal system in protecting the public and businesses from unfair practices and unethical conduct. The course involves the analysis of case studies and the application of legal principles to real-world business situations.
501. Seminar in Tax Planning The objective of the seminar is to provide training in the analysis of complex problems of tax planning, using computer spreadsheet programs. (An IBM PC and Lotus 1-2-3 program will be made available at the Law School.) The instructor will provide basic training in the use of the computer for those who need it. Students will work in teams of two analyzing a problem selected by them with my approval. At the first meeting some possible topics will be described. These include a basic tax shelter model, taxable sale v. tax-free exchange, sale of life estate with reinvestment of the proceeds in an annuity, analysis of the timing of deductions and the corresponding recognition of income, incentive stock options, and taking a pension v. taking a lump sum. The experience from offering this seminar three times in the past is that most students have devoted a great amount of time to their projects and that those who have done so have found the experience interesting and valuable. Mr. Klein

502. Seminar — Bankruptcy This advanced seminar consists of an in-depth examination of the business reorganization provisions of Chapter 11 of the United States Bankruptcy Code. The seminar will be conducted in a practical format requiring students to become intimately familiar with the substance and procedure of Chapter 11 business reorganization law in a problem solving format. After several weeks of lectures and discussions reviewing the rudiments of Chapter 11, students will be expected to research and brief complex issues of reorganization law and to advocate their positions during class. Mr. Klee

575. Seminar in Business Planning This seminar explores the tax and corporate implications of business transactions such as corporate formation, recapitalization, repurchase of shareholder's interest and corporate acquisitions. The seminar is exclusive-ly based on a set of problems and is on a practical, law-office-oriented level. A casebook supplies the materials necessary to solve the problems. Students will prepare and discuss short papers on these problems. Tax II and Business Associations are prerequisites but can be taken concurrently. Mr. Asimow

Regulation of Business

216. Administrative Law This course considers the sources of and limits on administrative authority. See page 24. Mr. Asimow, Mr. G. Schwartz;

240. Antitrust I After covering basic economic theory, the course will cover the legal rules governing price fixing, market division, joint ventures, tie-in arrangements, reciprocity, requirements contracts, etc. While some attention will be given to monopoly, mergers and concentrated industries, those subjects will be the emphasis of Antitrust II. The economics covered and applied in this course should be readily graspable by any serious student in this Law School. If the student has questions about the economics content of the course he or she should consult the in-structor. Mr. Wiley's section combines Antitrust I and II into one term and presumes no familiarity with economics. Mr. Liebeler, Mr. Wiley

245. Antitrust II This course will consider the historic Sherman Act monopolization and merger cases. The economic underpinnings of oligopoly theory, which presumptively forms the basis for current antitrust policy toward concentrated industries, will be examined. The validity of the so-called "Market Concentration Doctrine" will be considered. Current antitrust efforts aimed at monopoly and "shared monopoly" will also be reviewed. Law 240 is a prerequisite. Mr. Liebeler

247. Law and Economics This course will outline the basic theory of voluntary exchange and examine the conditions necessary for a voluntary exchange system to maximize community welfare. See page 31. Mr. Liebeler, Mr. Sander

252. Unfair Competition and Business Torts This course offers an overview of five ways in which law governs the competitive process. See page 33. Mr. Wiley

253. Regulated Industries Governmental regulation of economic activity is ancient, varied, and controversial. This course will examine the theoretical justifications for, and fundamental criticisms of, leading types of economic regulation. See page 33. Mr. Wiley

264. Workers' Compensation and Workers' Injuries This course will study the ways in which the law responds to the phenomenon of workers' injuries and occupational diseases. See page 23. Mr. G. Schwartz

290. Environmental Law The field of Environmental Law presents many fascinating but difficult legal issues, including how incommensurable interests can be balanced to produce an efficient and equitable public policy, how the legal/patterns of government should be allocated primary responsibility for various environmental decisions. This introductory course will examine intensively a few environmental protection programs that illustrate different models of government action: interest-balancing under nuisance litigation, NEPA, cost-benefit analysis, regulation of water pollution, air pollution, and oil pollution sources. Mr. Martinez, Mr. McGee

327. Communication Law This course surveys legal issues associated with the regulation of electronic mass media. See page 27. Mr. Brenner

Specialized Subjects

242. Insurance Law This course provides a basic introduction to the general principles of insurance law, including formation of the contract of insurance, insurable interest, concealment, misrepresentation, warranties and conditions, limitations on coverage, waiver and estoppel, the measure of recovery, indemnity and subrogation. The course also considers the obligations of the insurer and insured during the currency of the insurance contract, and upon the occurrence of the risk insured against. Special emphasis is placed on issues of current significance in insurance law, including the insurer's duty to defend, the insur-er's duty to indemnify, the insurer's duty to settle, the Insurance of progressive diseases (asbestoses) and problems of causation, the insurability of punitive damages, and problems arising out of the tripartite relationship between insurer, broker, and insured. Mr. G. Schwartz

255. Tort Law: Tort Crisis, Tort Theory & Tort Reform This course will try to understand modern tort law — the recent developments in tort doctrine and tort practice that may have ended a crisis in the 1980s; the academic scholarship that has endeavored to explain the theoretical level, what happened in the 1980s; and the range of reforms that have been en-acted by state legislatures or proposed for tort schol-ars. The reading for the course will primarily consist of articles rather than cases. Mr. G. Schwartz
501. Seminar in Tax Planning: The objective of the seminar is to provide training in the analysis of current and future changes in federal and state tax laws and regulations. The seminar will cover recent developments in tax planning, including estate planning, business succession planning, and the use of tax shelters. Students will be required to develop and present a tax planning project for a client. The seminar will be offered in the fall and spring semesters.

512. Seminar - Bankruptcy: This advanced seminar covers both the theoretical and practical aspects of bankruptcy law. It will cover the history, legislation, and court proceedings related to bankruptcy. The seminar will focus on the role of the attorney in representing clients in bankruptcy cases. Students will be required to present a seminar paper on a topic related to bankruptcy law.

516. Administrative Law: This course covers the legal framework for regulating economic and social activities. Topics include administrative agencies, regulatory processes, and the constitutional limits on government power. The course will be offered in the fall and spring semesters.

520. Antitrust I: A comprehensive examination of the legal and policy issues involved in antitrust law. The course will cover the historical development of antitrust law, the legal principles underlying antitrust laws, and the enforcement of antitrust laws by the Federal Trade Commission and the Department of Justice. The course will be offered in the fall and spring semesters.

530. Regulation of Business: This course covers the legal and regulatory issues that affect businesses. Topics include corporate governance, securities regulation, and antitrust law. The course will be offered in the fall and spring semesters.

550. Seminar in Business Acquisitions: This seminar will explore the complexities of mergers and acquisitions. Students will be introduced to the legal, financial, and strategic issues involved in acquiring or disposing of businesses. The seminar will be offered in the fall and spring semesters.

560. Seminar in Business Acquisitions: This seminar will explore the complexities of mergers and acquisitions. Students will be introduced to the legal, financial, and strategic issues involved in acquiring or disposing of businesses. The seminar will be offered in the fall and spring semesters.

565. Seminar in Corporate Taxation: This seminar will focus on the taxation of corporations, partnerships, and other business entities. Students will be introduced to the federal income tax laws and regulations that apply to these entities. The seminar will be offered in the fall and spring semesters.

570. Seminar in Business Planning: This seminar will explore the legal and financial implications of starting a business. Students will be introduced to the legal, financial, and strategic issues involved in starting a business. The seminar will be offered in the fall and spring semesters.

580. Seminar in Business Law: This seminar will explore the legal and ethical issues that affect business decision-making. Students will be introduced to the legal and ethical principles that govern business decision-making. The seminar will be offered in the fall and spring semesters.

590. Seminar in Corporate Acquisitions: This seminar will cover the complexities of mergers and acquisitions. Students will be introduced to the legal, financial, and strategic issues involved in acquiring or disposing of businesses. The seminar will be offered in the fall and spring semesters.

610. Seminar in Business Law: This seminar will explore the legal and ethical issues that affect business decision-making. Students will be introduced to the legal and ethical principles that govern business decision-making. The seminar will be offered in the fall and spring semesters.

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Extern Program
The Extern Program provides opportunities for second and third-year students to spend a semester on judicial clerkships or performing a lawyering function in law office settings. The program enables students to develop legal skills and an understanding of legal institutions and governmental functions. Students learn first-hand how agencies make policy, how lawyers determine and develop strategy for dealing with legal issues and how judges decide cases.

Some students serve their externships as law clerks for federal and state court judges at the trial and appellate levels. Others work as staff attorneys in a wide variety of government and public interest offices. Agency externships are presently available in the following areas:

Criminal
California State Attorney General/Criminal Division, Los Angeles, San Francisco
U.S. Attorneys Office, San Francisco

Environmental
National Wildlife Federation, Washington, D.C.
U.S. Department of Justice/Lands Division — Washington, D.C.

Municipal
Santa Monica City Attorney

Labor
National Labor Relations Board, Washington, D.C.

Poverty Law
Westside Legal Services

Public Interest Law
MALDEF (Mexican American Legal Defense and Education Fund), Los Angeles
A.C.L.U. Los Angeles, New York City
NAACP Legal Defense Fund, New York City, Los Angeles
National Women's Law Center, Washington, D.C.
Public Advocates, San Francisco
National Senior Citizens Law Center

Securities Law
Securities and Exchange Commission, Washington, D.C.
U.S. Attorney's Office, San Francisco

International Agencies
Office of the Legal Adviser, Washington, D.C.
International Labour Office, Geneva, Switzerland
United Nations, Criminal Justice Branch, Vienna, Austria
Department of Defense, Office of Assistant General Counsel (Pentagon), Washington, D.C.
U.S. Agency for International Development

Communications Law
American Film Institute
Center for Law and Social Policy: Media Access Project
Directors Guild of America
Federal Communications Commission
National Association of Broadcasters
National Cable Television Association
North American Telecommunications Association
United States Senate and House of Representatives
Communications Subcommittees
Writers Guild of America

Litigation:
Civil
U.S. Attorneys Office, Civil Division, Los Angeles, San Francisco

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Student Co-Curricular Organizations

There is a long tradition in legal education of student-organized activities designed to supplement the formal curriculum by permitting law students to learn legal skills such as writing and argumentation through participation in programs that simulate the professional role. UCLA offers a broad range of co-curricular activities, largely, though not exclusively, for students in their second and third years of study. Although all of these organizations require additional work from their members, most students have found participation in co-curricular activities to be a stimulating influence in their understanding of the law and its institutions, a useful resource in the search for rewarding professional employment, and an opportunity to collaborate rather than compete with their fellow students.

The UCLA Law Review

The legal profession is unique in the fact that its most significant literature is in the hands of law students. Since the first law review was published more than a hundred years ago, judges and lawyers have looked to student-edited journals for critical analysis of the law and its institutions. A typical issue of a law review contains articles written by practicing lawyers and legal scholars, student comments on recent cases and other new developments in the law, and reviews of books on legal topics. The UCLA Law Review has already acquired a reputation as one of the leading legal periodicals. It is run by a student Board of Editors who determine what will be published and when. Student editors are also responsible for editing the writing of student members. Membership on the Review is determined by the Board of Editors on the basis of a writing competition. Membership on the Review affords the student an opportunity to develop skills in legal research and writing and to make a significant contribution to the development of the law through the publication of commentary on crucial legal issues.

The Black Law Journal

The Black Law Journal was founded in 1970 as a national publication dealing with the legal problems of the black community. Although the Journal is based at UCLA, students from other law schools are also eligible to participate on its staff and to publish in its pages. In addition to the kind of articles found in traditional legal periodicals, the Journal has also published profiles of black judges and lawyers and the proceedings of national conferences addressing problems of racism and poverty. Participation on the staff of the Journal provides students with an opportunity to write on issues of importance while improving those skills that are important to practicing lawyers.

The Chicanos Law Review

The Chicanos Law Review is the only legal journal devoted to scholarly analysis of issues relevant to Chicano and other Spanish-speaking communities. In addition to offering students an opportunity to develop research, writing, and editorial skills, it publishes articles by judges, lawyers, and scholars that provide new perspectives on the legal problems of the Hispanic community.

The Federal Communications Law Journal

The Federal Communications Law Journal is the oldest journal devoted to the field of communications law, having been founded in 1934 as the Federal Communications Bar Journal. The journal publishes articles and comments of current interest in communications law practices, regulatory agencies, and judges. It examines the traditional areas of communications law, including broadcasting and telecommunications, as well as communications issues which arise under copyright law and the First Amendment. It is published jointly by the Federal Communications Bar Association and the Law School, under the editorial direction of a student board of editors.

UCLA Pacific Basin Law Journal

The UCLA Pacific Basin Law Journal is the only law review in the country devoted to the study of international and comparative law with the rapidly developing economic sphere of the Pacific Basin. Articles and case notes are solicited from members of the international legal community throughout East Asia and the Americas. In addition, students are encouraged to contribute material. In keeping with its practical focus, the Journal devotes special attention to legal issues that directly affect trade flows and international transactions in the Pacific Basin.
The Journal of Environmental Law and Policy is an entirely student-run publication which was first published in 1980. Each issue of the Journal is designed to offer diverse perspectives on a single topic of present environmental interest, such as toxic waste disposal and solar water heating. Affiliated with the UCLA Environmental Law Society, the Journal offers students with an interest in environmental law or policy an immediate opportunity to become involved in the editing, planning, and publishing — at any depth of involvement — of a new journal in a field of rapidly growing importance.

Moot Court

The UCLA Moot Court Program continues the tradition of student organizations known as " moots" or "case clubs" in which students prepare written briefs and deliver oral arguments before a mock appellate tribunal on cases designed to highlight significant contemporary legal issues. It has been recognized as one of the finest in the country.

Members of the first year class may participate in the program as part of their research and writing course. The Honors Program is open to all second year students who wish to join. Participants brief and argue cases before panels of local judges and practitioners. From among those members honored as Distinguished Advocates, four finalists are selected for the Roscoe Pound Competition. Outstanding state and federal jurists, including justices of the United States Supreme Court, have judged the final round. In their third year, members are responsible for administering the program.

Student Activities

A variety of student organizations and programs exist at the School of Law.

The Student Bar Association is the student organization composed of all students registered in the School of Law. The governing and policy making body of the Association, the Executive Committee, is composed of 13 members, elected or ex-officio, who represent a broad spectrum of student activities. The Executive Committee administers funds allocated from student registration fee payments to finance projects proposed by other law school student organizations. It also appoints student members to such student-faculty committees as admissions, clinical programs, curriculum, standards, and student-faculty relations. The Student Bar Association also performs important functions in integrating students into the legal community at the School of Law. During the three years of law school, students will have the opportunity to attend Association-sponsored social events, faculty-student coffee hours and other informal get-togethers, and to take part in one of the many Association-sponsored programs.

Phi Alpha Delta law fraternity is represented at the School of Law. It serves to promote student fellowship and an understanding and dedication to the tradition of the legal profession.

The Women's Law Union, the Coalition on Gay and Lesbian Issues, the Jewish, Black, La Raza, American Indian, and Asian-Pacific Islanders Law Student Associations are student organizations that deal with matters within the Law School community which are of particular interest to their members.

The Docket is the student operated official newspaper of the School of Law. It is published several times a year and presents articles and features about events and activities at the School. The Yearbook is what its name implies, the annual yearbook containing the individual pictures of the members of the student body and scenes from the year's activities at the Law School. It is edited by a student staff. Both the Docket and Yearbook encourage first-year students to apply for staff positions.
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The UCLA Environmental Law Society is an entirely student-run organization within the School of Law. In addition to publishing the UCLA Journal of Environmental Law and Policy, it sponsors an environmental law research group and other activities such as a speakers' program, and employment counseling.

The Fedelest Society organizes programs and sponsors speakers on timely issues in the law.

The National Lawyers Guild is an association of progressive attorneys and law students, organized to promote social justice.

The UCLA Public Interest Law Foundation (UCLA PILF) enables attorneys, recent law graduates and students to provide representation and counsel to the economically and educationally disadvantaged, minorities, women, victims of all forms of discrimination and persons denied human and constitutional rights. The Foundation provides subsistence, support and "seed money" for new creative public interest projects which address needs not adequately funded or met by traditional sources within the legal system.

Office of Career Planning

Placement for the graduates of UCLA is extremely favorable.

In the Fall, leading law firms from New York, Washington, Chicago, Philadelphia, Boston, Houston, San Francisco, Seattle, and other major legal centers, as well as the important Southern California law firms interview at the School of Law. Approximately 550 employers, including law firms, corporations, government agencies, legal aid offices, and public interest organizations, visit the School annually. Hundreds of others reach our students through other Office of Career Planning services.

In a survey of the class of 1989 at graduation, responses from 262 of the 299 graduates indicated over 80% of graduates who responded had accepted offers of permanent employment. Many of the remaining graduates postpone active job seeking until after completion of the bar examination. Placement for this class is detailed as follows: Private practice - 81%, Business and Industry - 23%, Government - 19%, Judicial Clerkships - 7.4%, Public Interest/Legal Services/ Public Defender - 4.9%, Full Time Advanced Degree Programs - 1%.

Fansually the second-year class and approximately three-fourths of the first-year class are employed in law-related positions during the summer.

The School of Law offers professional career services which, in addition to serving as liaisons between student and employer, provide professional career counseling on both an individual and group basis for students and alumni.

The Office of Career Planning presents workshops on career planning, resume preparation, interviewing skills and job search strategies.
Financial Aid, Prizes and Awards

All financial aid for law students, except those scholarships for law students only, listed below, is administered by the campuswide Financial Aid Office, A-129 Murphy Hall. Applications for loans, work study, and other financial aid may be obtained from that office.

Scholarships

Applications for School of Law scholarships listed below, most of which are open only to second and third year law students, are available at the beginning of each academic year from the Office for Student Affairs, School of Law, University of California, Los Angeles, California 90024.

An asterisk (*) indicates that the scholarship competition is open to UCLA students and also students from other schools.

Beverly Hills Bar Association Scholarship Foundation*
The Beverly Hills Bar Association Scholarship Foundation with the assistance of the Law Guild of Beverly Hills, provides for the partial support of law students from disadvantaged backgrounds.

Black Women Lawyers Association of Southern California*
Bar grants and scholarships are offered to Southern California law students completing their first year, based on need, achievement, and community service evidenced by an application and essay.

Irwin E. Brill and Ruth Brill Scholarship
In memory of Dorothy Canfield Fisher and John Fisher and Flora E. Brill, this fund supports scholarships and student aid.

George I. Cochran Memorial Scholarship
In memory of George Cochran for assisting deserving law students.

The Michael C. Albin Memorial Scholarship
This fund was established by friends and family in memory of Michael C. Albin, a third year student who would have graduated in 1986. An award will be given annually to a law student based on a combination of merit and need.

Baker & McKenzie Fund
Two to four awards are given to first year minority students. A key aspiration in establishing this Fund was to reduce the pressure on the recipients to work part-time during their critical first year of law school.

Hortense Fishbaugh Memorial Scholarship
The Affiliates of UCLA annually award scholarships to law students. These awards are made chiefly on the basis of scholastic excellence and promise in the chosen field as well as active participation in the School of Law. The recipients are selected in the late spring of their second year and the award is made the following August. Finalists must be available for interviews.

Manuel G. Gonzalez, III Memorial Scholarship Fund
Established in 1983 in memory of Manuel Gonzalez '54, this fund provides scholarships for deserving second- or third-year students.

Eva and Nathan Greenberg Memorial Scholarship
This scholarship was established by Audrey and Arthur N. Greenberg in memory of Mr. Greenberg's parents. Mr. Greenberg is a member of the Class of 1952, the law school's first graduating class. This scholarship is awarded annually to students of outstanding ability in need of funds to continue in law school.

The Haight, Brown & Bonesteel Scholarship
This scholarship will be awarded each year to a second year student, with demonstrated interest in civil litigation. Financial need will also be a consideration.

The Elisa H. Halpern Memorial Scholarship
This scholarship was established by Barry and Jane Halpern in memory of their daughter, Elisa, Class of 1985. Ms. Halpern was employed by Irell & Manella when she died in September, 1987. The scholarship will be awarded each year to a first year female law student based on merit and financial need.
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**George I. Cochran Memorial Scholarship**

In memory of George Cochran for assisting deserving law students.

**The Josephine Vaughn Cooper Scholarship**

This fund was established by William W. Vaughn, Class of 1955, in honor of his mother, Josephine Vaughn Cooper. This annual award will be given to a second or third-year law student based on a combination of need, academic achievement, and overall merit.

**Henry and Emma De Garmo Scholarship**

In 1949 Mr. G.C. De Garmo of Los Angeles established an endowed scholarship as a memorial to his parents, Henry and Emma De Garmo. The income from this fund is awarded to deserving law students.

**Hufstedler, Miller, Kaus & Beardsley Scholarship**

The law firm of Hufstedler, Miller, Kaus and Beardsley has established this scholarship which will be awarded annually to disadvantaged students in the School of Law to enhance the racial and ethnic diversity of the student body and the profession.

**The Edgar A. Jones, Jr. Fund**

This fund was established by William D. Guild, Class of 1963, in honor of Professor "Ted" Jones, to support the needs of law school students.

**The Julius/Horn Fund for Student Support**

Marcia Juba '54 and Martin Horn '54, law school classmates and law partners, have established an endowed fund which will support student scholarships.

**The Benjamin E. King Memorial Scholarship**

Established with a major commitment from the law firm of Buchanan, Nemer, Feilds, and Younger, this endowed fund is a memorial to Benjamin E. "Tom" King, Class of 1956. Mr. King was a senior partner in the firm when he died in September, 1989. This award is to be given each year to one or two law students. The recipient will be chosen on the basis of merit and need.

**Joseph Kirkbaum Memorial Scholarship**

This scholarship was established by the Kirkbaum and Litt families in memory of Joseph Kirkbaum. The scholarship will be awarded to a first or second-year minority student who accepts summer employment with a public interest organization or a law firm whose caseload consists of at least 25% pro bono work.

**Ilana R. Marks Memorial Scholarship**

This scholarship was established by Ilana R. Marks for students attending George Washington University Law School. The scholarship is awarded to a law student who has demonstrated academic excellence and community involvement.

**Law Affiliates of Los Angeles Scholarship**

The annual scholarship goes to an outstanding student in the second or third year, based on academic excellence and active participation in the law school community.

**Marion and Dr. Sidney Levotov Memorial Scholarship Fund**

David A. Levotov '62 established the fund in memory of his beloved parents, Marion and Dr. Sidney Levotov. The scholarship is awarded to students who demonstrate ability, interest, and professional acumen.

**Los Angeles County Bar Association, Family Law Section Scholarships**

The Family Law Section gives two scholarships annually to second-year law students receiving the highest grades in Family Law.

**Paula C. Lubin Memorial Scholarship**

Carol L. Spitz and Arthur M. Lubin have made a gift to the Law School to establish a scholarship in honor of their mother, who was a pioneer woman lawyer. The Lubin Scholarship will be available to one or more first-year students, following interviews.

**Francis E. McQuade Scholarship**

This scholarship has been established by a group of law school alumni in honor of Frances E. McQuade for her more than three decades of service as an administrator at the law school. The award will be given on the basis of need and merit.

**Joseph Porcelli Scholarship**

This scholarship was established in memory of Joseph Porcelli by his family.

**The Morrison & Foerster Fund**

This endowed fund has been established by the law firm of Morrison & Foerster to support the needs of minority students at the law school.

**William E. Nakano Memorial Scholarship**

Alumni and friends created the scholarship to honor the memory of Bill Nakano, a UCLA law student. The annual award goes to a second- or third-year student based on concern for Asian and Pacific Island people, community service, and financial need.

**Paul, Hastings, Janofsky & Walker Scholarship**

The law firm of Paul, Hastings, Janofsky & Walker has established this scholarship to assist with the educational and living expenses of a second-year law student with preference given to minority candidates. The award will be based on financial need, academic achievement, commitment to others, leadership ability and moral character.

**Mary Pickford Foundation Graduate Scholarship Fund**

The Mary Pickford Foundation created this fund which provides scholarships to needy, worthy law students doing graduate work.

**Jerold Rudelson Memorial Scholarship**

A gift from the friends and family of Jerold Rudelson, Class of '92, to keep his memory alive in young legal minds, the Scholarship is awarded to a student of outstanding ability in need of funds. The award is for all three years of law school.

**Russell P. Serber Memorial Scholarship**

This award has been established by classmates and friends to be given annually to a student who typifies the spirit of Russ Serber.
David Simon Scholarship
David Simon '55 established the scholarship as a tribute to his legal education at UCLA. The scholarship is awarded to students of outstanding academic achievement and financial need, who must be California residents completing all of their legal education at UCLA.

Southern California Chinese Lawyers Association*
The association's scholarships are based on need, academic accomplishment, and potential contribution to the Asian community.

Ann Rosenthal Stein Scholarship
A scholarship fund established by Mrs. Ann Rosenthal of Beverly Hills provides one or more annual scholarships. Preference is given to those persons who have demonstrated qualifications for the study of law and have attributes of character and intellect that will enable them to perform with distinction as attorneys. Women applicants who meet the above qualifications are given first preference.

Ida and Louis Stein Memorial Scholarship
This award was established by Clifford and Geraldine S. Hemmerling in honor of Geraldine's mother, Mrs. Ida Stein. The scholarship is given annually on the basis of financial need and academic achievement.

Lee B. Wenzel Memorial Scholarship
This scholarship was established by family and friends in memory of Lee B. Wenzel, an alumnus, former president of the UCLA Alumni Association and member of the UCLA Foundation Board of Trustees. The scholarship will be awarded to first year law students based on need, leadership ability, and extra-curricular involvement. Preference will be given to UCLA graduates.

Western State University College of Law Scholarship and Loan Fund
The Western State University Foundation has established a Scholarship and Loan Fund in honor of the Honorable William L. Murray and the Honorable Earl B. Gilliam to provide scholarships and loans for law students.

The Florence–Virginia K. Wilson Scholarships
By virtue of a gift to the School of Law from the Florence–Virginia K. Wilson Scholarship Foundation, scholarships are awarded to entering first-year students who show promise of outstanding academic achievement. These scholarships cover the required registration fee.

Wives of the Bench and Bar Scholarship*
Wives of the Bench and Bar annually award scholarships to black law students based on academic achievement, community involvement, and financial need.

Loans
Loans for law students are generally available from two sources.

The University Financial Aid Office administers Perkins Loans and Stafford Student Loans. Information about these loans can be obtained by contacting the Financial Aid Office, Room A-129, Murphy Hall.

The School makes available a limited amount of short-term, emergency loan money which is made possible by gifts to the school. Students in need of these loan funds should inquire at the Office for Student Affairs, Room 1224, Law School.

Devon Marie Green Fund
Classmates and friends of Sharon Green '68 established the emergency loan fund in memory of her daughter, Devon Marie Green.

Frances E. McQuade Emergency Loan Fund
This emergency loan fund, honoring Frances McQuade, one of the early administrators at the law school, has been established by the Joseph Drown Foundation.

Susan Lynn Ryti Memorial Fund
The fund, honoring the memory of Susan Lynn Ryti, a UCLA alumna, fulfills her wish to provide emergency loans for students going into public service law. The fund was established by family and friends.

Prizes, Awards, and Competitions

The Benjamin Aaron Fund
This fund has been established in honor of Professor Benjamin Aaron on the occasion of his becoming emeritus.

UCLA Alumni Association Distinguished Scholar Award
The awards are based on academic achievement, university or community service, or significant research. Funds are provided by the UCLA Foundation for the annual grants, awarded on a campuswide basis.

UCLA Alumni Association Outstanding Graduate Student Award
Members of the graduating class are honored for scholastic excellence, creativity, and service.

American Bar Association Awards
A book is awarded to the graduating law students with highest grades in Land Use Law and in Local Government or Municipal Corporation Law. Also, the ABA Family Law Section conducts an annual Schwab Memorial Award Essay Contest.
David Simon Scholarship

David Simon '35 established the scholar- ship as a tribute to his legal education at UCLA. The scholarship is awarded to first-year law students of outstanding academic achievement and financial need, who must be California residents completing all of their legal education at UCLA.

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The association's scholarships are based on need, academic accomplish- ment, and potential contributions to the Asian community.

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Ida and Louis Stein Memorial Scholarship

This scholarship was established by Clifford and Geraldine S. Hemminger in honor of Louis Stein's mother, Mrs. Ida Stein. The scholarship is given an- nually on the basis of financial need and academic achievement.

Lee B. Wenzel Memorial Scholarship

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American Bar Association Awards

A book is awarded to the graduating law student with highest grades in Land Use Law and in Local Govern- ment or Municipal Corporation Law. Also, theABA Family Law Section conducts an annual Schwalb Memorial Award Essay Contest.

American Trial Lawyers Environmental Law Award

The Environmental Law Section of the American Trial Lawyers Association sponsors an essay contest on subjects relating to environmental law. A $100 local prize is awarded and seven $500 national prizes. The deadline is gener- ally March 15.

Bancroft-Whitney Prizes

Awards of specially-bound American Jurisprudence titles are made by the Joint Publishers of American Jurispru- dence, Bancroft-Whitney Company of San Francisco, California, and The Lawyers Co-operative Publishing Com- pany of Rochester, New York, to those students achieving the highest mark in the examinations in selected subjects.

Bureau of National Affairs

The Bureau of National Affairs, Inc. awards a year's complimentary sub- scription to the United States Law Week to the graduating student in law who has made the most satisfactory progress in his or her final year.

The Nathan Burkman Prizes

A first prize of $500 and a second prize of $200 are offered each year by The American Society of Composers, Au- thors and Publishers (ASCAP) for the two best papers on any phase of Copy- right Law submitted by students in their second or third year in the UCLA Law School. The prize-winning papers are subsequently entered in a National Competition in which further awards and Honorable Mentions are made. The papers winning these national awards are published by ASCAP in an annual Copyright Law Symposium.

Karen Dorey Award

The award is given to a third-year stu- dent whose baccalaureate was from a campus of the California State Univer- sity and Colleges, and is based on acad- emic achievement and activity in the law school community. The award was established in honor of Karen Dorey, an alumnus of the law school, who was general counsel of the State University.

Richard T. Dukker Prize

The will of Jewell Udell provided for the contribution of funds to be invested and the proceeds therefrom to be awarded annually to a student of the University of California, Los Angeles, School of Law in honor of Richard T. Dukker, Esq., of Los Angeles. By virtue of this gift approximately $300 is awarded annually to the student of the University of California, Los Angeles, School of Law who is selected as the editor-in-chief of the UCLA Law Re- view for the ensuing academic year.

Sanford M. Gege Awards

The following awards have been estab- lished by Sanford M. Gege, a member of the Class of 1939.

The Trial Advocacy Award will be given to a third year student who has ex- celling during his or her first two years of law school in the fields of trial, evi- dence and/or trial practice.

The Most Outstanding Advocate Award has been estab- lished to support the needs of the Moot Court Program.

The Morris Greenspan Memorial Prize

This prize has been established by Ruth and Joseph Bell in memory of her father, Morris Greenspan, who devoted his later years to the study of interna- tional law and authored Modern Law of Land Use. The award is given to a law school student who demonstrates the best work in international law.

Donald G. Hagman Memorial Competition

Established by the Los Angeles section of the American Planning Association, the competition honors the late UCLA Professor Donald G. Hagman. Papers are entered in two award categories — students and practitioners.

The Lawrence E. Irel Prize

This prize has been established by the law firm of Irel & Mannell in honor of Larry Irel, a founding partner of the firm. Mr. Irel is an outstanding alumnus- us of UCLA who has continuously supported the University through his many years of volunteer service. A prize will be awarded annually to the first-year student who attains the high- est grade point average.

The Stephen P. Ladis Memorial Award

The award of $500 and a set of the three-volume treatise by Dr. Ladis are presented to the student writing the best article on trademarks and related matters; articles may be published or unpublished.

The Burton Marks Memorial Fund

This fund was established by friends, colleagues and family of Burton Marks, Class of 1965, who died in May, 1987. This award will be given each year to the top second or third year student in an advanced criminal law course.

Los Angeles Chapter, American Board of Trial Advocates Award

The chapter presents an annual award to the outstanding student in trial prac- tice.

West Publishing Awards

West Publishing Company awards one title of Currier Juris Secundum to one student in each year class excelling in the most significant contribution to scholar- ship.

Norma G. Zarky Memorial Writing Award

The firm of Mitchell, Silberberg & Knupp has established this award in honor of its late partner, Norma G. Zarky. The $500 prize is given to the person writing the best paper in the field of Employment Law.
Admission to the School

Preparation for the Study of Law

The School does not prescribe any fixed pre-law course. Successful study of law is more often related to an acquired habit of disciplined work with difficult intellectual problems than to the possession of any special body of facts. Certain general objectives of a pre-law education can, however, be given. The Association of American Law Schools has stated these objectives under three broad headings: education for comprehension and expression in words, education for critical understanding of human institutions and values, and education for creative power and thinking. The skills, understanding and cultural foundation encompassed in these statements can be gained from many fields of study. The law is particularly a discipline where every branch of knowledge will prove useful to the student and practitioner. More important than the field of study, therefore, is evidence that the student has studied under conditions of intellectual rigor and has mastered skills of critical writing. The best courses for pre-law study vary with the individual undergraduate institution and students are urged to seek local advice.

Admission to the First-Year Class

Applicants for admission to the professional curriculum of the School of Law, leading to the degree of Juris Doctor, must have received the baccalaureate degree from a university or college of approved standing before they begin their work in the School of Law. Applicants must also have achieved a satisfactory score on the Law School Admission Test. (See Page 46.) All undergraduate work, LSAT scores, and additional factors may be considered when evaluating applicants. Academic records may be evaluated on the bases of their strength, breadth, and depth, as well as on the rigor of the educational program undertaken.

The School of Law seeks a diversified student body. Many applicants will be admitted solely on their outstanding academic records. Others may be admitted on factors in addition to their academic records that indicate they would bring diverse qualities to the student body in terms of racial or ethnic origin, activities or accomplishments, career goals, unusual life experiences, foreign citizenship or residency, or special talents. Beginning in 1967, the School of Law committed itself to increase its minority student enrollment. As a consequence, the number of black, Mexican American and Latino, Asian American, and American Indian students in the Law School has increased substantially since that time. The Law School maintains one of the largest minority enrollments in the nation and its dedication to minority legal education remains as strong as ever.

Further information about the criteria for admission is available from the:

UCLA School of Law
Admissions Office
405 Hilgard Avenue
Los Angeles, California 90024-1476
(213) 825-2080

Students beginning their professional work are admitted only in the Fall and applications must be postmarked no later than the previous February 1. Students who decline to attend after being admitted and applicants who are denied admission must reapply if they wish to be considered for admission in a subsequent year. The Law School does not defer enrollment. An offer of admission is good only for the current application year.

The Law School offers only a three-year, full-time course of study. No evening or part-time programs are offered.

Applicants are advised that the School of Law continually reassesses its admission policies and that these policies are subject to change.
Admission to the School of Law

Preparation for the Study of Law

The School does not prescribe any fixed pre-law course. Successful study of law is more often related to an acquired habit of disciplined work with difficult intellectual problems than to the possession of any special body of facts. Certain general objectives of a pre-law education can, however, be given. The Association of American Law Schools has stated these objectives under three broad headings: education for comprehension and expression in words, education for critical understanding of human institutions and values, and education for creative power and thinking. The skills, understanding and cultural foundation encompassed in these statements can be gained from many fields of study. The law is peculiarly a discipline where every branch of knowledge will prove useful to the student and practitioner. More important than the field of study, therefore, in evidence that the student has studied under conditions of intellectual rigor and has mastered skills of critical writing. The best courses for pre-law study vary with the individual undergraduate institution and students are urged to seek local advice.

Admission to the First-Year Class

Applicants for admission to the professional or the division of the School of Law, leading to the degree of Juris Doctor, must have received the baccalaureate degree from a university or college of approved standing before they begin their work in the School of Law. Applicants must also have achieved a satisfactory score on the Law School Admission Test. (See Page 46.) All undergraduate work, LSAT scores, and additional factors may be considered when evaluating applicants. Academic records may be evaluated on the basis of their strength, breadth, and depth, as well as on the rigor of the educational program undertaken.

The School of Law seeks a diversified student body. Many applicants will be admitted solely on their outstanding academic records. Others may be admitted on factors in addition to their academic records that indicate they would bring diverse qualities to the student body in terms of social or ethnic origin, activities or accomplishments, career goals, unusual life experiences, foreign citizenship or rectitude, or special talents. Beginning in 1967, the School of Law committed itself to increase its minority student enrollment. As a consequence, the number of black, Mexican American and Latino, Asian American, and American Indian students in the Law School has increased substantially since that time. The Law School maintains one of the largest minority enrollments in the nation and its dedication to minority legal education remains as strong as ever.

Further information about the criteria for admission is available from the UCLA School of Law Admissions Office 405 Hilgard Avenue Los Angeles, California 90095-1476 (213) 825-2080

Students beginning their professional work are admitted only in the fall and the application must be postmarked no later than the previous February 1. Students who decline to attend after being admitted and applicants who are denied admission must supply if they wish to be considered for admission in a subsequent year. The Law School does not defer enrollment. An offer of admission is good only for the current application year.

The Law School offers only a three-year, full-time course of study. No evening or part-time programs are offered.

Applicants are advised that the School of Law continually reassesses its admission policies and that these policies are subject to change.

Admission to Advanced Standing

Applicants who have completed at least one year (30 semester units or 45 quarter hours) of satisfactory work in a law school approved by the American Bar Association may be candidates for admission with advanced standing, with credit for not more than one year (30 semester units or 45 quarter hours) of professional work if:

- The applicant has received the baccalaureate degree from a university or college of approved standing;
- Two semesters or three quarters of professional work in regular session, or their equivalent, have been undertaken in a school which is accredited by the American Bar Association; and
- The applicant received no credit toward the baccalaureate degree for the professional work for which credit is sought for advanced standing in this School.

The acceptance of a candidate for advanced standing and the amount of credit to be allowed for professional work are discretionary. Credit will not be given for unsatisfactory transfer work. Candidates must furnish official transcripts of their college as well as their law school work and their score on the Law School Admission Test (LSAT). In general, only those applicants who have completed their first year with an outstanding academic record and specify a convincing need to transfer will qualify for consideration. Transfer applicants are accepted only to the extent that vacancies exist in the relevant second-year class. Applicants for admission with advanced standing may obtain the application from June 1 to mid-July and will be notified as to the action taken shortly after that time.

No applicant who has attended another law school and who is ineligible to return to that school in good standing will be admitted as a candidate for a degree. A letter is required from the dean of the law school previously attended, stating that the applicant is eligible for continued education.

A limited number of students may under special circumstances be admitted as nonmatriculating students.

Financial Information

Fees and Expenses

All fees are subject to change. Figures here are based on information available when this publication went to press.

For the academic year 1990-91, each student in the Law School will pay each semester, when registering, the following fees:

- Educational ........... $451.50
- Registration ........... $21.00
- Student Union ......... 9.00
- John Wooden Center ... 7.50
- Graduate Student Association ........... 8.25
- Instructional Materials ........... 20.00
- Medical Insurance (See page 46) ........... 270.00

TOTAL .................. $1,084.25

A nonresident of the State of California will pay a fee of $2,958.00 per semester in addition to the fees listed above; this fee is subject to increase. Inquiries pertaining to residence status should be directed to the Residence Clerk, Office of the Registrar, UCLA, 405 Hilgard Avenue, Los Angeles, California 90095-1476

Refund of a part of the registration fee (end of the nonresident tuition fee, if paid) is made to a student who withdraws from the University within four weeks from the first day of classes.

No claim for refund of fees will be considered unless the claim is presented during the fiscal year to which the fees are applicable. No student will be entitled to a refund except upon surrender of the Registrar’s registration card and receipt.

The University of California recognizes that the cost of a University education is an obstacle to many graduate students. Therefore, students who need help in meeting educational costs are encouraged to apply for financial aid. The national trend in financing graduate education is to shift the financial aid package away from need-based grant assistance to loan assistance. Therefore, applicants should be aware that the great majority of financial assistance may be in the form of Perkins Loans, work-study, or Stafford Student Loans, provided that the applicants qualify for such programs under federal regulations. Fortunately, one benefit of attending UCLA is the fact that Public University, the low fees and tuition greatly reduce the cost of financing a legal education. A limited number of fellowships for one or more years may be awarded to applicants who show outstanding promise. Fellowships are available for students who meet the criteria established by individual deans. Information regarding these scholarships will be provided at the start of classes.

The Financial Aid Handbook, which provides more detailed information about the nature of the assistance available, may be obtained from the UCLA Financial Aid Office.

Financial Aid Office budgets have been designed to provide students with a modest but realistic standard of living. Since housing costs in the area adjacent to the University are high, they presume single students living off campus will share apartments. Their budgets are reviewed and updated each year to reflect changes in the cost of living. Each student provides his own books and supplies. The annual cost averages $850. Average costs for students in various categories including fees, books, and moderate living expenses for 1989-90 are:

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| Student Living | $10,906
| Off Campus  | $10,326
| Student Living | $10,226
| Parents or Relatives | $5,976

Budges do not include out-of-state fees which are not funded through the Financial Aid Office.

Financial Aid Application

Applicants to the first-year class wishing to apply for financial aid should complete the application form on the back of this page. The application form is so designed that financial aid applications will be sent to them.

All advanced degree and miscellaneous materials (completed forms and financial aid transcripts) should be directed to:

UCLA Financial Aid Office
405 Hilgard Ave.
A-1296 Murphy Hall
Los Angeles, CA 90024-1435
(213) 209-0432
DO NOT SEND FINANCIAL AID MATERIALS TO LAW SCHOOL ADMIS SIONS, SINCE THIS WILL DELAY PROCESSING.
Application Information

Law School Admission Test (LSAT)
The School of Law cooperates with the Law School Admissions Council in the development and administration of a uniform Law School Admission Test (LSAT). The test is designed to measure aptitude for legal study.

The Law School Admission Test is required of all applicants for admission to this School. The test is given in October, December, February, and June each year. Centers where the test may be taken have been established in all parts of the country. In order to meet the February 1 application deadline, applicants must take the test not later than the December administration.

Any test taken prior to June, 1985 will not be accepted. Applicants are advised to take the test in the summer or fall preceding the application deadline.

Joint LSAT/LSDAS applications (for submission of LSAT scores and undergraduate records to the Law School) and other information may be obtained from:

Law School Admission Services
Box 2000
Newtown, PA 18940-0998
(215) 968-1001

Law School Data Assembly Service (LSDAS)
The Law School Data Assembly Service (LSDAS) was developed by the Law School Admission Council with the assistance of Educational Testing Service to help participating schools collect and analyze data pertaining to the academic records of applicants. The LSDAS report includes a year-by-year summary of units and GPA, a cumulative GPA, LSAT score and a copy of each transcript. All applicants, including reapplicants and students from nongraded institutions, are required to register with the LSDAS. A transcript from each American or Canadian college or university attended and listed on the registration form should be sent directly to the LSDAS, in accordance with instructions. LSDAS will analyze the transcript(s) and send a copy to the UCLA School of Law and others designated on the registration form. This process takes approximately eight weeks from its inception to receipt of reports by each institution.

Do not wait for fall grades before sending your transcripts to the LSDAS since most colleges and universities do not make them available until at least February. As soon as they are available, however, the applicant should submit directly to the Law School records of any work completed after the initial registration with the LSDAS. Transcripts from colleges or universities attended outside the United States or Canada should also be submitted directly to the Law School. If these are the only transcripts being submitted, the applicant should not register with the LSDAS and the Law School should be notified of this fact.

Accepted applicants will be required to submit directly to the School of Law a final transcript showing the award of a bachelor's degree before classes begin in the fall semester.

Veterans’ and Social Security Services

Registrar's Student Information, 1134 Murphy Hall, provides information for veterans and eligible dependents about V.A. educational benefits, tutorial assistance, the work-study program, and emergency loans; issues fee waivers to dependents of California veterans who are deceased or disabled because of service-connected injuries and who meet the income restrictions in Education Code Section 10652; and certifies student status for recipients of Social Security benefits.

Mandatory Medical Insurance

All law students must maintain adequate medical insurance coverage during all periods of enrollment. UCLA offers a student Medical Insurance Plan (MIP) which is available as a supplement to the services offered in Student Health Services. MIP provides benefits for certain major medical expenses not covered by S.H.S., such as hospitalization, surgery, and emergency room costs, and fulfills the medical insurance requirement. The MIP fee is included each term in the fee assessment total on the UCLA Fee Statement portion of the Registration Form. This is the only method by which MIP can be purchased. Students who are insured under adequate private medical insurance may waive out of MIP by completing the Medical Insurance Waiver Request included with the registration materials each term.

Housing

The shortage of housing at and near UCLA may limit the options open to new graduate students. The new student should, therefore, clearly assess his or her living-style preferences, thoroughly investigate what housing options are open, decide which options to pursue, and act very early.

When requesting housing information, please identify yourself as an applicant to the School of Law for Fall, 1990. Residence Halls facilities for graduate students are very limited.
Application Information

Law School Admission Test (LSAT) The School of Law cooperates with the Law School Admission Council in the development and administration of a uniform Law School Admission Test (LSAT). The test is designed to measure aptitude for legal study.

The Law School Admission Test is required of all applicants for admission to this School. The test is given in October, December, February, and June each year. Centers where the test may have been taken in all parts of the country. In order to meet the February 1 application deadline, applicants must take the test not later than December 15.

No test taken prior to June, 1985 will not be accepted. Applicants are advised to take the test in the summer or fall preceding the application deadline.

Joint LSAT/LSAS applications (for submission of LSAT scores and undergraduate records to the Law School) and other information may be obtained from:

Law School Admission Services
Newtown, PA 18940-0999
(215) 968-1001

Law School Data Assembly Service (LSDAS) The Law School Data Assembly Service helps students help themselves to enroll in graduate programs, manages lists of law schools, and provides students with permanent and temporary directories. Students can obtain information about the enrollment so that they can find the law school that is right for them. The LSDAS has a year-by-year summary of students and GPA, a cumulative GPA, LSAT score and a copy of each transcript. All students, including reapplicants and students from nondegree granting institutions, are required to transmit their LSDAS transcripts by the date indicated on the LSDAS application. Each LSDAS transcript is sent directly to the LSDAS; in accordance with instructions, LSDAS will analyze the LSDAS transcript and transmit a copy of the LSDA School of Law and other designated on the registration form. This process takes approximately eight weeks from its inception to receipt of reports by each institution.

Do not wait for full grades before sending your transcripts to the LSDAS since most colleges and universities do not make them available until at least February. As soon as they are available, however, the applicant should submit them directly to the Law School records of any work completed after the initial registration with the LSDAS Transcripts from colleges or universities attended outside the United States or Canada should also be submitted directly to the Law School. If these are the only transcripts being submitted, the applicant should not register with the LSDAS and the Law School should be notified of this fact.

Accepted applicants will be required to submit directly to the Law School a final transcript showing the award of a bachelor's degree before classes begin in the fall semester.

Services for Students with Disabilities The Office for Students with Disabilities, A255 Murphy Hall, (215) 896-5830 or TDD (215) 732-2163, provides services to students with permanent and temporary disabilities. Services include registration, international service, special parking, referrals to deaf student services, and financial aid assistance. The office provides students with permanent and temporary disabilities with a letter of accommodation for certain academic accommodations such as note-taking, interpreters for deaf students, housing assistance, off-campus transportation, and assistive technology. The office can also assist with accommodations for training and access to the Disabled Computing Program.

The Disabled Computing Program helps provide access to campus computing facilities for disabled UCLA students. The program also provides for the purchase of computer software and training to those with low vision, blindness, and physical and learning disabilities. For further information, contact the Microcomputers Support Office at (213) 825-7498.

Veterans' and Social Security Services Register's Student Information, 1134 Murphy Hall, provides information for veterans and eligible dependents about V.A. educational benefits, tutorial assistance, the work-study program, and emergency loan; locates veteran's affairs offices of dependents of California veterans who are deceased or disabled because of service-connected injuries, and who meet the income restrictions in Education Code Section 10962; and certifies student status for recipients of Social Security benefits.

Mandatory Medical Insurance All law students must maintain adequate medical insurance coverage during all periods of enrollment. UCLA offers a student Medical Insurance Plan (MIP) which is available as a supplement to the services offered in Student Health Services. The MIP provides benefits for certain medical expenses not covered by S.S.H., such as hospitalization, prescription drugs, emergency room costs, and funeral medical insurance requirements. The MIP fee is included in each term fee assessment, and is subject to annual increases. To receive medical insurance, students must be enrolled in the Medical Insurance Waiver Request included with the registration materials each term.

Housing The shortage of housing at UCLLA allows the options open to new and continuing students. The housing office should, therefore, clearly assess his or her living-style preferences, income, and housing options before approaching the residence directors. Housing options are open, decide which option to pursue, and act very early to secure housing.

Reapplication Applicants who reapply for admission must comply with the following procedures:
(i) Complete all procedures.
(ii) Pay the current application fee.
(iii) Have a valid LSAT score and register with LSDAS.
(iv) Submit an updated personal statement.

Nondiscrimination The University of California, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, religion, sex, handicap, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation. This nondiscrimination policy covers admission and access, and to treatment and employment, in University programs and activities, including but not limited to academic admissions, financial aid, educational services, and student employment. Inquiries regarding the University's equal opportunity policies may be directed to the Campus Counsel, 3149 Murphy Hall, UCLA, Los Angeles, CA 90095-1540, or to the Office of Compliance, 270 De neve Drive, Los Angeles, CA 90024-1495. Bar Certification All first-year students who plan to take the California State Bar Examination upon graduation must register with the California State Bar no later than three months after beginning their study of law. The registration forms will be available at the Law School Records Office during the second week of school.

Those students planning to take the Bar Examination in a state other than California must also complete the Office of Compliance and Registration inquiries regarding rules and regulations governing entrance to that bar. The UCLA Law School does not ordinarily consider matters such as the applicant's prior convictions of crimes in determining the eligibility for admission. These matters, however, may be considered by licensing agencies in the state in which an applicant intends to practice and could affect the certification for the practice of law.

You can find further information about the LSAT and LSDAS on page 46 of this catalog.

Complete the application form found on the following pages and send it, together with your personal statement and the return postcards on the back cover of this catalog, to:

UCLA School of Law Admissions Office
405 Hilgard Ave.
Los Angeles, CA 90024-1476
(213) 825-2100

Hours: Monday-Friday
9 a.m. to 5 p.m. and 1 to 4 p.m.

With your application you must include a three-weeks checking account deposit fee in the form of a check or money order payable to the Regents of the University of California. This payment must cover all cases where applicants can prove inability to pay the $40 fee, they may apply for a fee waiver. By TUE, January 3, 1991. THE DEADLINE FOR SUBMISSION OF YOUR APPLICATION IS FEBRUARY 1, 1991; the School cannot consider any application received after that date. Earlier filing will meet the Admissions Committee in its consideration of your application.

Applicants should ask the writing letters of recommendation to mail their letters of recommendation to the School of Law, at the address above, no later than February 1, 1991.

Applicants who have been enrolled in graduate programs must submit directly to the Law School official transcripts and not all graduate work as part of their application.

The School recommends, but does not require, that applicants secure letters of recommendation from two people familiar with their qualifications for law school. Letters from professors under whom the applicant has studied generally prove most useful.

Applicants who apply for admission must adhere to the following application procedures:

(i) Complete all procedures.
(ii) Pay the current application fee.
(iii) Have a valid LSAT score and register with LSDAS.
(iv) Submit an updated personal statement.

The LSAT is not later than December 15, 1990. Test scores prior to June, 1985 are not acceptable.

Register with the Law School Data Assembly Service and arrange to have all materials sent to UCLA. No application will be considered until all materials are received. Application Matching Form, which can be found in each applicant's LSDAS registration packet. You can find further information about the LSAT and LSDAS on page 46 of this catalog.
In some cases the School may require from applicants information beyond that contained in the application form, letters of reference, and academic record.

Every effort will be made to notify applicants promptly when admissions decisions have been made. Because of the volume of applications, however, most applicants will not be notified before late April or May, and an applicant should not expect a decision before then.

**Instructions for Completing the Application**

The application consists of an application form, a personal statement, and a fee payment of $40.00. Enclose self-addressed postcards (from back cover of this catalog) with postage for notification of receipt and completion of application.

**APPLICATION FORM**

When filling out the application form, fill in appropriate information; do not use “same” or “as above.” If you need additional space for any item, please attach a separate sheet, clearly marked with your name and an indication of which response you are supplementing.

1. Personal Information, please enter one character per space.
2. LSAT (UCLA accepts LSAT scores from June 1985 through December 1990)
3. List all schools attended after high school. Begin with most recent first.

**Level**

U = undergraduate  
G = graduate  
P = professional

**Degrees**

RA = Bachelor of Arts  
BS = Bachelor of Science  
MA = Master of Arts  
MS = Master of Science  
MBA = Master of Business Administration  
PHD = Doctor of Philosophy  
OU = other undergraduate degree  
OG = other graduate degree

For school and major codes utilize the codes listed in the LSAT/LSDAS Information Book, published by the Law School Admission Counsel/Law School Admission Services.

4. List extracurricular activities. Summarize any extracurricular activities and volunteer work in which you participated while in college (in order of importance.)

5. List significant employment, include dates and hours per week. (Resume can be included.)

6. All applicants: It is imperative that the application form be signed and dated.

**PERSONAL STATEMENT**

Your personal statement should be included with your application form. Be sure to print your name on each page. Read instructions carefully and address specifically the topics indicated. The School of Law seeks a diversified student body; your academic record is not the only standard for admission. In order that we may evaluate your application we ask that you include a state-
In some cases the School may require from applicants information beyond that contained in the application form, letters of reference, and academic record.

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APPLICATION FORM

When filling out the application form, fill in appropriate information; do not use "same" or "as above." If you need additional space for any item, please attach a separate sheet, clearly marked with your name and an indication of which response you are supplementing.

1. Personal Information, please enter one character per space.
2. LSAT (UCLA accepts LSAT scores from June 1985 through December 1990)
3. List all schools attended after high school. Begin with most recent first.

Level
U = undergraduate
G = graduate
P = professional

Degrees
BA = Bachelor of Arts
BS = Bachelor of Science
MA = Master of Arts
MS = Master of Science
MBA = Master of Business Administration
PHD = Doctor of Philosophy
OU = other undergraduate degree
OG = other graduate degree

For school and major codes utilize the codes listed in the LSAT/LSDAS Information Book, published by the Law School Regulation Council.

Law School Admission Services.

4. List extracurricular activities. Summarize any extracurricular activities and volunteer work in which you participated while in college (in order of importance).

List significant employment, include duties and hours per week. (Resume can be included.)

All applicants: It is imperative that the application form be signed and dated.

PERSONAL STATEMENT

Your personal statement should be included with your application form. Be sure to print your name on each page. Read instructions carefully and address specifically the topics indicated.

The School of Law seeks a diversified student body; your academic record is not the only standard for admission. In order that we may evaluate your application we ask that you include a statement addressing the topics described below. This statement is an important part of your application, but it need not be long. We do not specify any length because individual circumstances will differ widely, but succinctness will be welcomed. We seek information about you; essays on the place of law or lawyers in our society typically will not be useful.

1. Our typical applicant is a person either entering law school directly after an undergraduate education or after a one-year break. The applicant has usually done well academically, and has participated in various extra-curricular activities or volunteer work, often in a legal field. We are interested in knowing about your accomplishments in these areas and have inquired about them in other parts of your application. We are also interested in the ways in which you might differ from such a profile. In this section you should include information about how you might bring distinctive qualities to the School. Examples of such qualities are: racial or ethnic background, unusual or interesting family or personal background, economic or family hardships, unusual activities or accomplishments (educational or otherwise); specific career goals other than the ordinary practice of law; foreign residence or citizenship; and special talents.

You are not limited to this list of qualities; you should include in this section anything you think important for the School to know about your distinctive qualities.

It is important that you give specific facts about any such qualities and experiences.

2. Please indicate, if appropriate, any factors suggesting that your academic record does not adequately reflect your aptitude for the study of law. These factors include (but are not limited to) unusual personal circumstances and economic, social, or educational disadvantaged.

PLEASE DO NOT REPEAT INFORMATION ALREADY CONTAINED ELSEWHERE IN YOUR APPLICATION.

LL.M. Special Procedures

LL.M. applicants only; address correspondence to Graduate L.L.M. Program, UCLA School of Law, 405 Hilgard Ave., Los Angeles, CA 90024-1476. Application deadline for LL.M. program only is March 1, 1991.

Privacy Notification

The State of California Information Practices Act of 1977 requires the University to provide the following information to individuals who are asked to supply information about themselves:

The principle purpose for requesting the information on this form is to permit evaluation of an application for admission to the School of Law. University Policy authorizes maintenance of this information.

Furnishing all (or specifically designated) information required on this form is mandatory — failure to provide such information will delay or may even prevent completion of the action for which the form is being filled out. Information furnished on this form may be used by various University departments for maintaining student records, tabulating statistical information, awarding financial aid, and will be transmitted to the state and federal governments if required by law.

In accordance with University policy, an applicant has the right to access all admissions records relating to their files, with the following exceptions:

1. Confidential letters and statements of recommendation or evaluation to which they have waived their right of access.

2. Letters and statements of recommendation or evaluation prepared, submitted, or retained with a documented understanding of confidentiality.

All requests for access to admissions records must be requested in writing to the Admissions Coordinator, UCLA School of Law, 405 Hilgard Avenue, Los Angeles, CA 90024-1476.
How to Reach UCLA

By Automobile:
San Diego Freeway northbound; exit Wilshire Boulevard toward Westwood; left on Westwood Boulevard.
San Diego Freeway southbound; exit Sunset Boulevard; left on Sunset Boulevard; right on Westwood Plaza.

By Bus:
Schedule information is available by calling the following numbers:
Culver City Municipal Bus Line: 202-5731 or 558-6310
Southern California Rapid Transit District: 626-4455
Santa Monica Municipal Bus Line: 451-5445
4. EXTRACURRICULAR ACTIVITIES

Summarize any extracurricular activities and volunteer work in which you participated while in college (in order of importance).

5. EMPLOYMENT

List all significant employment - include dates and hours per week. (Resume can be included.)

6. ALL APPLICANTS:

1. Have you ever been convicted of a felony or serious misdemeanor or is any such charge now pending against you? □ Yes □ No

2. Have you ever been subject to dismissal, suspension, probation, or other disciplinary or academic sanction by any college, university or professional school? □ Yes □ No An affirmative answer to either or both of these questions won't necessarily preclude or prejudice your admission to UCLA. If YES to either question, please explain the circumstances on a separate piece of paper attached to your application.

3. If you would like financial aid information and/or application, please check this box. □

4. If you have a significant medical disability which you would like considered as part of your application, please check the box and discuss in your personal statement. □ (Please specify)

5. As explained in the instructions dealing with your personal statement, the Law School seeks a student body diverse in many ways. One element of diversity may be ethnic background. Consequently the Law School seeks optional information on ethnic background both for statistical purposes and possible consideration in making admissions decisions.

   □ a Chicano/Mexican-American □ g Chinese/Chinese-American □ m Thai
   □ b Puerto Rican □ h Japanese/Japanese-American □ n Other Asian
   □ c Cuban □ i Korean/Korean-American □ o White (not of Hispanic Origin)
   □ d Latino/Other Spanish-American □ j Pacific Islander □ p American Indian/Alaskan Native (Please specify tribal affiliation)
   □ e Black/African-American □ k Filipino/Pilipino □ q Other (Please specify)
   □ f Other Black □ l Vietnamese

6. Check whichever boxes are appropriate:
   Previously Applied to UCLA School of Law □ □ year
   Previously Admitted to UCLA School of Law □ □ year
   Previously Registered at UCLA School of Law □ □ year

I hereby apply for admission to the UCLA School of Law. I certify that all information I submit in this application, and in support of this application, is complete and true to the best of my knowledge and belief. I understand that any false or incomplete information may be grounds for denial of admission, or, if discovered, after admission, may be grounds for dismissal from the Law School, or revocation of my degree.

I further understand any materials submitted in support of my application will not be returned.

Signature ____________________________ Date ____________

⚠️ The Federal Privacy Act of 1974 requires that you be notified that the disclosure of your Social Security number is mandatory pursuant to the authority of the Regents of the University of California under Art. 9, Sec. 9 of the California Constitution. This record-keeping procedure was established prior to Jan. 1, 1976. The Social Security number is used to verify your identity. If you do not have a Social Security number, obtain one through the nearest district Social Security office and notify the Admissions Office of the number when it is received. If you are not a U.S. citizen and do not live in the U.S., a Social Security number is not required.
EXTRACURRICULAR ACTIVITIES

Summarize any extracurricular activities and volunteer work in which you participated while in college (in order of importance).

EMPLOYMENT

List all significant employment - include dates and hours per week. (Resume can be included)

ALL APPLICANTS

1. Have you ever been convicted of a felony or serious misdemeanor or is any such charge now pending against you? □ Yes □ No

2. Have you ever been subject to dismissal, suspension, probation, or other disciplinary or academic sanction by any college, university, or professional school? □ Yes □ No

3. If you would like financial aid information and/or application, please check this box. □

4. If you have a significant medical disability which you would like considered as part of your application, please check the box and discuss in your personal statement. □ (Specify)

5. As explained in the instructions dealing with your personal statement, the Law School seeks a student body diverse in many ways. One element of diversity may be ethnic background. Consequently the Law School seeks optional information on ethnic background both for statistical purposes and possible consideration in making admissions decisions.

□ Chinese/Mexican-American □ Japanese/Japanese-American □ Thai
□ Puerto Rican □ Korean/Korean-American □ Other Asian
□ Cuban □ White (not of Hispanic Origin)
□ Latin/Other Spanish-American □ Pacific Islander □ American Indian/Alaskan Native (Please specify tribal affiliation)
□ Black/African-American □ Filipino/Pilipino □ Other (Please specify)

6. Check whichever boxes are appropriate:

□ Previously Applied to UCLA School of Law

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□ Previously Registered at UCLA School of Law

□ ______ year

□ ______ year

□ ______ year

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Signature

Date

UCLA Law School
405 Hilgard Avenue
Los Angeles, CA 90024-1476

(Your name)

(Your address)

Postage

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