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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 profiled in this booklet, 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 1991 the School of Law could enroll only 315 first-year students from the 7,300 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 was designed especially for clinical teaching and student practice, facilitating much more interchange between clinical teaching and traditional law teaching. Students now see more focus on the attorney/client relationship; they see in their education at UCLA more of what will ultimately face them as lawyers and policy-makers.

- 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 national ranking. Over 350 law firms and agencies from all over the nation came to UCLA in 1991-92 to hire our students. Graduates are placed in top firms all over the world.

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 time, 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. I do not think that we mean you should downplay ideals or principles, or ignore ideals and emotions. ‘Thinking like a lawyer’ means thinking 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.”

Law school is likely to change how you view the world. The building of knowledge and skills becomes focused on a professional goal which is defined by representing the interests of others — individuals and institutions. Students typically find this change in perspective and the development of new analytical and personal skills both challenging and interesting.
The Law School as a Community

by Kenneth L. Karst
Professor of Law

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, 70 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
The Law School as a Community

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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, 70 faculty members and a staff of nearly 46. 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 President of Stanford and a zoologist, once said that every time he remembered the name of a student, he forgot the name of a fish.)

The other major obstacle to community is the sense of competition. What we do at the law school is 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 a few 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 collegiality 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 international law teacher once led an expedition that climbed Mount Everest. 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 irredescent 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: 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 set thrown over you.) It is, as I said, a privilege to be among you. □
Debra Alligood, after earning her degree in government and Afro-American Studies at Harvard, rose rapidly in a career with New York City's Public Development Corporation. In seven years there, she became an assistant vice president and senior project manager for the agency which develops commercial and industrial projects on publicly-owned land.

She also experienced a metamorphosis in her thinking about lawyers and lawyering. "My reverence for the American legal system, which was born during a dinner table discussion of Brown v. Board of Education and nurtured during endless repeats of Perry Mason, was shaken by the reality of what I saw lawyers actually doing: poring over documents hastily pasted together by project managers, or turning a handshake deal into 60 pages of legalese. But then I began to appreciate how essential those seemingly mundane tasks were to drawing a map of where people had been and, more importantly, where they hoped to go together in the future."

The experience whetted her interest in law, and after close to a decade at the development agency, she was ready to begin a second career and to move West. Accepted by California's three top law schools, she chose UCLA because she recognized "the kind of diversity I didn't see anywhere else."

"UCLA is a much more diverse school in terms of students of color, disabled students, and students from different economic and academic backgrounds." On a visit to campus, she said, "it seemed clear that UCLA had more people who had done interesting things before becoming law students. That really does make the educational experience more enriching. Another unique thing about UCLA is that people in the community think of it as their school."

Alligood has served as academic support chair for the Black Law Students Association, which provides mentors for incoming first year students. "That's an important function, to help new students get acclimated and to help them handle the whole law school experience." She has also participated in Moot Court, was staff managing editor of the National Black Law Journal published at UCLA, and is chief comment editor of the UCLA Law Review. Advising her as she wrote her own comment for the law review (on the topic of media liability for publishing racially exclusionary real estate advertisements) was Professor Julian Eule; she notes that on such a project "working closely with a professor is a great experience."

Alligood has worked during summers at a small Santa Monica firm with a sophisticated real estate practice and the large Gibson, Dunn & Crutcher, where her projects included the incorporation of a charitable foundation for a major manufacturer which wants to become involved in educational and job training programs as part of the Rebuild L.A. program.

As a single mother moving to Los Angeles to start a new career, the most important thing she brought with her was her young daughter Andrea, who gives "joy and purpose to my life." Her advice to other single parents considering law school: "Keep everything in perspective and give up the trivial things. Don't compare yourself to other students who don't have the same responsibilities." She adds, "That's the same advice I would give anyone going into law school."

Karen Bray is a native Californian and after her undergraduate years at UCLA, she admits, it was difficult to think of leaving Los Angeles when making a choice of law schools.

A communications studies undergrad (with a double major in political science), she was deeply impressed by a course on freedom of speech during her sophomore year. "The professor taught in a Socratic style, with exams based on hypotheticals, much like law school." Then, while taking a course on Supreme Court history, she knew that law was her future. "I loved the class and I wanted to continue on."

Another interest which has carried over into law school is Bray's emphasis on philanthropy. A community service honorary, Bruin Belles was her main extracurricular project as an undergrad, in which she dedicated thousands of hours of volunteerism. In her first months of law school, not able to find the time for volunteer work, she missed "the great satisfaction that comes from being involved." She therefore volunteered for and became a board member of El Centro Legal de Santa Monica, an agency founded by UCLA law students and alumni to provide legal services.

"When you become involved in a program like this, you realize there is much more to life than course materials — and it helps you to do well in your courses when you take a break from study and then come back fresh."
Bray has done well indeed. She is editor-in-chief this year of the UCLA Law Review — which she describes as "wonderful." While it is time-consuming, "I love the constant interaction with people coming into the office to ask questions." The editorial board, she says, is looking forward this year to "publishing pieces which are practical and not just theoretical in the extreme. We want to publish pieces that are more timely, more applicable to people's everyday lives."

One of Bray's top-ranked professors is Allison Anderson. "She is one of the faculty most in-tune with the fears and concerns of first-year students, and she addresses those concerns."

This past summer, Bray worked for Perkins, Coie and gained valuable experience in the areas of litigation, bankruptcy, corporate and real estate law. "I was amazed how much my law school courses helped me in this work; I brought casebooks into the office and referred to outlines which I had made during my courses. They really helped me!"

Bray's plans for the immediate future are to do a clerkship and work at a firm. "I think I might like to teach eventually," she was a teaching assistant in the legal research and writing program during her sophomore year, and I really enjoyed it."

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Seong Hwan Kim, born in Korea, was influenced deeply by a traditional moral upbringing emphasizing community well-being over personal gain — and by his experience of poverty as a youngster in an immigrant family. His parents struggled to establish a garment manufacturing firm soon after they arrived in Los Angeles, and those efforts to overcome odds have provided important lessons to Kim. Keeping in close touch with his kin remains an essential part of his life.

An undergraduate in business at the University of California, Berkeley, Kim learned “not only to become comfortable with my past but also to be proud of it.” He determined to continue his education in the field of law, he said, because while helping his family to handle business matters he realized that law is “an essential element of doing business in the U.S. In this country in general, law plays a more important role than in many other countries.”

Kim says his choice of law schools obviously was influenced by his desire to remain close to the Korean community of Los Angeles, a community which is a vital part of the city’s diversity. “With such a large number of Koreans here, I can stay in touch, go to community events, and see my parents. Koreans are close families.”

Law school has brought some surprises. “I didn’t realize completely what law school would be like,” he said. “It’s a lot more difficult than the undergraduate years.” But Kim is well accustomed to overcoming obstacles. “My experience has taught me that success is most meaningful and worthy of pride when a formidable struggle has been involved.”

Kim has succeeded in ways that many could envy. He will be a national team member in UCLA’s Moot Court program this coming year, and will write the brief for the team. “I loved the oral arguments” in last spring’s Moot Court competition, Kim recalls. “It’s an exercise in how quick you can be on your feet.” He has also been active in the Asian/Pacific Islander Law Students Association (serving as recruitment chair) and has been a member of the Pacific Basin Law Journal.

Among courses, Kim has especially valued business classes and he mentioned Bill Warren as an “incredibly rigorous professor who, at the same time, is not intimidating. He knows so much and tries to teach you all of that in one semester.”

Kim put his business courses to good use last summer while working at the San Diego firm of Lorenz, Alhadeff and Oggel. This year, Kim will complete an externship with the U.S. Attorney’s Office in San Francisco, an experience which he finds exciting because the work will include prosecuting cases. Upon graduation, he plans to work in a business litigation firm — and he also has an interest in the government sector at some future time.

Law school, Kim says, has been “a growing experience. The first year can be like hitting a brick wall. After the initial shock, you figure out how to climb over the wall. You just do it. You commit yourself to it. And that is when the growing begins.”

Virginia Lazalde studied political science at the University of California, Santa Barbara, working at the time for the district attorney — two experiences which helped her prepare for the law school application which she had always known she’d be making one day.

“Even before high school, I thought of law as a career. Although there are not too many professionals in my family, I gained mentors when I was young. And people told me, ‘You are very argumentative, you can hold your own.’”

Setting a goal for herself, she found that many factors worked together toward achieving it. People at UCSB were very supportive of her — helping her create courses in her major to prepare for law. Her family in East Los Angeles always has been a bastion of strength. “I’ve relied on them a lot when I have felt low. At first, I didn’t realize how difficult law school can be. It was fortunate to have so many people pulling for me. Anyone thinking of law school must be prepared to work very, very hard.”

Lazalde was president of LaRaza Law Students in her second year — an invaluable experience which, she says, “helped me strengthen my communication skills.” The help flowed in two directions. “I love helping others, and I feel that through LaRaza I was able to contribute a lot. It is important that the older students help to retain the students who enter law school.”
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Among courses, Kim has especially valued business classes and he mentioned Bill Warren as an “incredibly rigorous professor who, at the same time, is not intimidating. He knows so much and tries to teach you all of that in one semester.”

Kim put his business courses to good use last summer while working at the San Diego firm of Lorenz, Alldredge and Oged. This year, Kim will complete an externship with the U.S. Attorney’s Office in San Francisco, an experience which he finds exciting because the work will include prosecuting cases. Upon graduation, he plans to work in a business litigation firm — and he also plans as an interest in the government sector at some future time.

Law school, Kim says, has been “a growing experience. The first year can be like hitting a brick wall. After the initial shock, you figure out how to climb over the wall. You just do it. You commit yourself to it. And that is when the growing begins.”

Virginia Lazalde studied political science at the University of California, Santa Barbara, working at the time for the district attorney — two experiences which helped her prepare for the law school application which she had always known she’d be making one day. “Even before high school, I thought of law as a career. Although there are not too many professionals in my family, I gained mentors when I was young. And people told me, ‘You are very argumentative, you can hold your own.’”

Getting a job for herself, she found that many factors worked together toward achieving it. People at UCSC were very supportive of her — helping her create courses in her major to prepare for the law. Her family in East Los Angeles almost has been a bastion of strength. “I’ve relied on them a lot when I have felt low. At first, I didn’t realize how difficult law school can be. It was fortunate to have so many people pulling for me. Anyone thinking of law school must be prepared to work very, very hard.”

Lazalde was president of LaRaza Law Students in her second year — an invaluable experience which, she says, “helped me strengthen my communication skills.” The help flowed in two directions. “I love helping others, and I feel that through LaRaza I was able to contribute a lot. It is important that the older students help to retain the students who enter law school.”

Law school, she notes, is filled with super-achievers. “Everyone is highly intelligent and it’s a competitive atmosphere. You have to try your hardest and just go for it. You wonder in your first year, ‘Am I going to make it? It’s a good feeling when you have made it.”

Lazalde found that some of her most enjoyable courses were Copyright, Entertainment Law and Contracts. “Those courses deal with a set universe,” she observes, “and I really enjoyed them.”

Then she adds, “Professor Grace Blumberg was fantastic in Community Property. It’s important to me that she’s a woman professor who wrote a nationally well-known book in her field. Friends of mine at other law schools saw her book, and I told them, ‘She was my professor at UCLA.’”

Lazalde worked part-time her second year at Fox Television, drafting contracts and reviewing existing contracts for a production company. “Essentially, I was given a free rein. I met with clients and saw the kinds of deals that were being negotiated with them.”

This past summer, she worked on some “huge entertainment and securities cases” for the litigation firm of Metzger, Koffman, and Odom.

Entertainment law and the civil litigation field are interests she intends to continue in her career. Her law school years, she says, are preparing her well to meet those goals. “I’m glad I chose UCLA. Among my close friends in school are people from all over the country, students of varied nationalities who bring so many refreshing perspectives to class. I’ve talked to students from other schools who feel cheated by having gone to a homogeneous law school. UCLA is definitely the place for those who want a rich diversity of experience.”

Jay Miller recalls a class in his New Jersey high school where students took the roles of congressman and formulated a law. “I loved it,” he says. Later, his experience in the student assembly at the University of Michigan confirmed his passion for legal process. “I’ve always looked for areas where I can deal with more than just my own little world, where I can comment on society and societal values.”

Law school, he says, provides a great opportunity for learning how to formul- late positions and to prepare for taking a policy-shaped role in society.

Coming from the East, Miller thought UCLA would offer an exciting experi- ence of “year-round warm weather.” He hasn’t been disappointed. It has been much more than just good weather. UCLA is one of the top national law schools, and everyone in the law school community — faculty, staff, administra- tion — is very accessible. This law school has a big open-door policy, and that’s important to me.”

Miller has discovered some special people among his professors. “You would expect a course in Business As- sociations to be basic run-of-the-mill corporate law, but it’s nothing of the sort with Michael Asimow. He’s funny, approachable, and always on top of the material. Professor Asimow shares his experience with you in a unique man- ner and you never feel you’re being talked down to.” In International Law, Miller found that Phillip Tribble is “a practitioner who goes beyond just the law and makes you think about practical consequences of decisions.” This is important, Miller says, since “as lawyers we can never separate ourselves from basic societal and economic realities we will face in our clients.”

He worked at Candon & Forsythe this past summer, where he did research on a major aviation law case in which the firm represents a consortium of 25 foreign airlines; the case “represents what aviation law is, a combina- tion of everything from constitutional, regulatory, and international law to tort law; it’s an exciting field.”

Miller plans to work in a law firm to exercise his interest in the “utility of litigation” and also to spend some time in private practice. “A law degree does not mean one must work in a firm, and UCLA devotes a lot of energy finding other areas for its graduates to enter. There is a major emphasis on public service here; it’s obvious that UCLA is not just a lawyer factory.” Location is important, Miller adds. “There is so much going on in L.A. And there are so many different communities here, you sometimes feel you have traveled around the world by taking one large trip around L.A. The city is growing, and with the emphasis that there is now on the Pacific Rim, L.A. is obviously on the cusp of that growth.”
The Faculty and Administration

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Chancellor
Susan Westerberg Prager, A.B.,
M.A., J.D., Dean of the School of Law and Professor of Law
Michael R. Asimow, B.S., LL.B.,
Associate Dean and Professor of Law
Julian N. Eule, B.A., J.D., LL.M.,
Associate Dean and Professor of Law
Myra K. Saunders, B.A., M.L.S.,
J.D., Law Librarian and
Assistant Professor in Residence
Susan Cordell Gillig, B.S., J.D.,
Assistant Dean—Clinical
Programs and Adjunct Lecturer in
Law
Michael D. Rappaport, B.S., J.D.,
Assistant Dean—Admissions
Joan Tyn dall, B.A., Assistant
Dean for Development and
Alumni Relations
Barbara A. Varat, B.A., Assistant
Dean—Students

Law School Staff
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Technical Services Department
Frederick E. Smith, B.A., LL.B.,
M.A.L.S., Faculty Services
Librarian

Faculty

RICHARD ABEL
Professor of Law
Born New York, 1941

Richard Abel spent two years after law school reading about African law and legal anthropology in London, and then a year in Kenya studying the ways in which primary courts staffed by and serving the African population had preserved indigenous notions of law and procedure within European institutions. He began teaching at Yale in 1969 and spent the 1971-72 year practicing with the New Haven Legal Assistance Association, handling mainly family law cases.

He has taught at UCLA since 1974. Over the years, he has been editor of African Law Studies, the Law & Society Review, other journals in the law and society field in the United States and abroad, and has served as president of the Law and Society Association. Professor Abel participated in the founding of the Conference on Critical Legal Studies in 1977 and has been active in it ever since. He is married and has three daughters. His spouse, Emily, is a Professor in UCLA's School of Public Health.

His writing and teaching are in the areas of dispute processes, torts, social theory, the sociology of the legal profession, the delivery of legal services, human rights lawyering in South Africa, and the control of risk. Abel’s recent work on the legal profession, including a massive international study of the profession, has earned him the respect of academics and lawyers alike.

NORMAN ABRAMS
Professor of Law
Born Chicago, Illinois, 1933
A.B. University of Chicago, 1952; J.D.
University of Chicago, 1955

Norman Abrams was Editor-in-Chief of the University of Chicago Law Review. Prior to joining the UCLA faculty in 1959, he served at Columbia as an associate in law and at the Harvard Law School as a research associate and director of the Harvard Brandeis Cooperative Research for Israel's Legal Development. In 1966-67, while on leave from UCLA, he served as special assistant to the Attorney General of the United States, working out of the Criminal Division of the Justice Department. Professor Abrams teaches courses in and writes on subjects relating to criminal law, criminal procedure, evidence and federal criminal law.

Professor Abrams has served as Associate Dean of the law school and is currently UCLA's Vice-Chancellor for Academic Personnel.

REGINALD ALLEYNE
Professor of Law
Born Boston, Massachusetts, 1932
B.S. Tufts, 1954; LL.B. Howard, 1959;
LL.M. Columbia, 1969

Reginald Alleyne was Editor-in-Chief of the Howard Law Journal. He clerked for Judge Henry W. Edgerton, U.S. Court of Appeals, D.C. Circuit from 1963-64, and was the area field representative, President's Committee on Equal Employment Opportunity (now Office of Federal Contracts Compliance) from 1962-64. Professor Alleyne also served as attorney for the National Labor Relations Board, 1965-68. He was a Krulwich Fellow at Columbia University Law School, and joined the UCLA law faculty in 1969. He has been a member of the Los Angeles Employee Relations Commission (1971-73), and served as chairman of the California Public Employment Relations Board (1976-78), and associate director, UCLA Institute of Industrial Relations, 1978-79.

Currently, Professor Alleyne teaches various labor-management relations and employment law courses. His primary areas of research are labor-management relations law and labor arbitration processes and procedures. He currently serves as a labor arbitrator in prominent disputes between unions and employers, including airline mergers and major league baseball salary disputes. During the 1992-93 academic year, Professor Alleyne will complete a three year term as a member of UCLA's Council on Academic Personnel.
Binder's creativity is the way he collaborates with students. In 1980, he received the Rutter Award for Excellence in Teaching and he was also elected Professor of the Year.

Professor Binder currently teaches civil procedure, interviewing and counseling, fact investigation and the clinical semester. Much of his research is focused on how fact finders decide disputed questions of fact.

Professor Binder has spent several summers teaching courses on "An Introduction to American Law" at various universities in China.

GARY BLASI
Acting Professor of Law
Born Pratt, Kansas, 1945
B.A. University of Oklahoma, 1966;
M.A. Harvard, 1969

Professor Blasi joined the UCLA faculty in 1991. He was a Harvard Graduate Prize Fellow and a Woodrow Wilson Fellow. In 1976 he qualified for admission to the California Bar based upon four years of law office study. Before joining the faculty, Blasi was Special Projects Attorney and the Director of the Homeless Litigation Unit of the Legal Aid Foundation of Los Angeles, where he was engaged in complex, large case litigation on behalf of the homeless. Professor Blasi has received a number of awards signifying distinction in the field of public interest law and providing legal services to the poor. Professor Blasi teaches clinical courses in and is interested in public interest litigation, poverty law, legal education and experiential learning.

GRACE GANZ BLUMBERG
Professor of Law
Born New York, New York, 1940
B.A. University of Colorado, 1960; J.D.
State University of New York at Buffalo, 1971; LL.M. Harvard, 1974

Grace Blumberg clerked on a New York appellate court after graduating from law school. She was a teaching fellow at Harvard Law School for two years and then joined the SUNY/Buffalo Law School faculty in 1974. She came to UCLA in 1979.

Professor Blumberg teaches property, community property and family law. Her primary areas of research are marital property, family law, social legislation and sex discrimination. A gifted teacher who has made significant contributions to the law school's academic support program, in 1989 she received the law school's Rutter Award for Excellence in Teaching.

GEORGE BROWN
Acting Professor of Law
Born Minneapolis, Minnesota, 1957
B.S. University of Minnesota, 1981;
J.D.M.B.A. UCLA, 1988

Professor Brown began teaching at UCLA in 1992. Before attending law school he worked as a Senior Auditor for the accounting firm of Peat, Marwick, and as the Manager of Financial Planning and Reporting in the TV division of Twentieth Century Fox Film Corporation. While a J.D./MBA student at UCLA, Brown was a teaching assistant in the law school and served as Editor-in-Chief of the Black Law Journal. After graduating from law school, Professor Brown worked in the litigation department of the law firm O'Melveny and Myers.

Professor Brown's academic interests are in contracts, corporations and securities regulation.

TAIMIE L. BRYANT
Professor of Law
Born Texas, 1953
B.A. Bryn Mawr College, 1975;
Ph.D. UCLA, 1984; J.D. Harvard, 1987

Taimie L. Bryant joined the UCLA law faculty in 1986. She teaches a first year course on property, an introductory course on Japanese law and society, and a course on Japanese family law. She is currently developing a course on animals and the law and another on reading Japanese legal materials in Japanese. All of her courses combine perspectives from anthropology and law.

During her doctoral program in anthropology, Professor Bryant focused on the substantive fields of legal and psychological anthropology while pursuing various research topics in Japan. Her principal scholarly focus is contemporary Japanese law.

J.D. Stanford, 1985

After graduating from law school, Professor Bussel clerked for Judge Stephen G. Breyer of U.S. Court of Appeals for the 1st Circuit in Boston. He then clerked for Supreme Court Justice Sandra Day O'Connor. After finishing his clerkship, Bussel served for one year as an Associate Independent Counsel for the United States Department of Justice in connection with the criminal investigation growing out of the Wedtech scandal. He then practiced at O'Melveny & Myers in Los Angeles. Professor Bussel's teaching and research interests are in bankruptcy and commercial law. He also teaches contracts and copyright law.

EVA CAMINKER
Acting Professor of Law
Born Los Angeles, California, 1961
B.A. UCLA, 1983; J.D. Yale, 1986

Professor Caminker has been teaching at UCLA since 1991. In 1986-87, he clerked for Judge William A. Norris, Ninth Circuit Court of Appeals, in Los Angeles. In 1987-88, he worked for the Center for the Public Interest in Los Angeles, and Wilmer, Cutler and Pickering. In 1989-90, he served as Law Clerk to Justice William J. Brennan, Jr. of the United States Supreme Court.

Professor Caminker's teaching and research interests are in federal courts, civil procedure and constitutional law.

KIMBERLE CRENSHAW
Professor of Law
Born Canton, Ohio, 1959
B.A. Cornell, 1981; J.D. Harvard, 1984;
Binder’s creativity is the way he collaborates with students. In 1980, he received the Barry Award for Excellence, and he also was elected Professor of the Year.

Professor Binder currently teaches civil procedure, interviewing and counseling, fact investigation and the clinical semester. Much of his research is focused on how finders decide disputed questions of fact. Professor Binder has spent several summers teaching in various countries in Eastern and Western Europe.

GARY BLASI
Acting Professor of Law
Born Pratt, Kansas, 1945
B.A. University of Oklahoma, 1966; M.A. Harvard, 1969

Professor Blasi joined the UCLA faculty in 1969. He was a Harvard Graduate Prize Fellow and worked in New York City. In 1976 he qualified for admission to the California bar based on his law degree from the University of Michigan. Professor Blasi teaches clinical law, international law, and seminar on the impact of international law on the US economy.

GACE GRANZ BLOMBERG
Acting Professor of Law
Born New York, New York, 1940
B.A. University of Colorado, 1960; J.D. Harvard Law School, 1967;
Buffalo, 1971; LL.M. Harvard, 1974

Grace Granz Blombreck clerked on a New York state trial court after law school. She was a teaching fellow at Harvard Law School for two years and then joined the SUNY/Buffalo Law School faculty in 1974. Professor Blombreck teaches property, community property and family law. She has served as a public defender in New York City. She has taught in the areas of property law, family law and tax law. She has contributed to several prominent legal journals.

TAMIE L. BRYANT
Professor of Law
Born Texas, 1953
B.A. Bryn Mawr College, 1975; Ph.D. UCLA, 1984; J.D. Harvard, 1986

Tamie L. Bryant joined the UCLA law faculty in 1986. She teaches first year courses on property, an introductory course on Japanese law and society, and a course on Japanese family law. She is currently developing a course on romantic law and legal research methodology. Professor Bryant has served as an editor and author of several law journals and has published several articles on Japanese law. She has been active in the field of legal research methodology and is currently working on her dissertation. Her research interests include legal research methodology and the history of law.

EVAN CAMINKER
Acting Professor of Law
Born Los Angeles, California, 1951
B.A. UCLA, 1973; J.D., Yale, 1983

Evan Caminker has been teaching at UCLA since 1991. He primarily teaches civil procedure courses, but has also taught legal research and writing, criminal law and sports law. Before coming to UCLA, he was a law clerk to the United States Supreme Court. Professor Caminker’s teaching and research interests are in federal courts, civil procedure and constitutional law.

J.D. Stanford, 1985
After graduating from law school, Professor Blaske served as a judicial clerk in the United States District Court for the Northern District of California. After several years as a trial lawyer, he joined the law firm of Morrison & Foerster in San Francisco. Professor Blaske’s academic interests are in intellectual property law and technology regulation. He has written extensively on the subject, and his work has been published in several leading law journals. He also teaches contracts and copyright law.

STEVEN K. DERIAN
Visiting Professor of Law
Born Long Beach, California, 1952
A.B. UC Berkeley, 1974; M.A.; California State University, Long Beach, 1978; J.D., UC Hastings College of the Law, 1983

Steve Derian joined the faculty in 1987. He currently teaches civil procedure courses, but has also taught legal research and writing, constitutional law and sports law. Before coming to UCLA, he was a law clerk to the United States Supreme Court. Professor Derian’s teaching and research interests are in federal courts, civil procedure and constitutional law.

KIMBERLE CRENshaw
Professor of Law
Born Calcutta, India, 1959
B.A. Cornell, 1981; J.D. Harvard, 1984;

Kimberle Crenshaw joined the UCLA law faculty in 1986. She was a law clerk to the United States Court of Appeals for the Ninth Circuit in 1985. Professor Crenshaw received her Ph.D. from the University of Wisconsin in 1985. She has been a visiting professor at the University of California, Berkeley, and at the University of California, Berkeley, School of Law.

Professor Crenshaw’s primary interests center on issues involving women and race, and she has been a leader in legal and social movements which have come to be called the critical race theory. She teaches courses in civil rights and constitutional law. She was elected Professor of the Year by the 1991 graduating class.

RACHEL DE LA ROCHA
Lecturer in Law
Born years of age, Sacramento, California, 1958
B.A. UCLA; J.D. UCLA, 1983

Rebecca de la Rocha joined the faculty in 1991. She teaches in the Academic Support Program. While attending UCLA Law School, Rebecca served as Editor-in-Chief of the student newspaper, The Dispatch. De la Rocha practiced law at O'Melveny & Myers and then taught law at the University of California, Berkeley (now part of the UCLA law school). In addition, she served on the University of California system and the University of California, Los Angeles Civil Service Commission, which considered the search for Los Angeles' police chief.

JESSE DUKEMINIER
Professor of Law
Born New York, New York, 1940
J.D. Columbia, 1965; Ph.D. Harvard, 1967

Jesse Dukeminier has been teaching at UCLA since 1981. He is also a member of the American Law Institute in California. Professor Dukeminier’s academic interests are in the areas of securities law, corporate law, and bankruptcy. He is an active scholar in these fields and has published several articles on these topics.

WILLIAM E. FORBATH
Professor of Law
Born New York, New York, 1942
B.A. Harvard College, 1964; B.A. Trinity College, Cambridge University, 1976; J.D. and M.Phil. Yale University, 1983

Willy Forbath clerked for a federal judge in Philadelphia after law school. After clerk ing for a district court judge in the New York City, he joined the law faculty at Yale and joined the UCLA law faculty in 1995. Professor Forbath teaches constitutional law, civil procedure, American legal history, and legal and social theory. His principal research interest is the history of the political economy of the American legal system. He has written extensively on the history of the American legal system and the political economy of the American legal system.

CASSANDRA FRANKLIN
Lecturer in Law
Born Philadelphia, Pennsylvania, 1956
B.A. University of Arizona, 1980; J.D. Duke University Law School, 1985

Professor Franklin joined the UCLA faculty in 1991. After graduating from Duke she clerked for the California Supreme Court. She then went on to Harvard Law School, where she clerked for the United States Supreme Court. Professor Franklin’s academic interests are in the areas of constitutional law, federal courts, and the history of the American legal system. She has published several articles on these topics.

JULIAN EULE
Associate Dean and Professor of Law
Born New York, New York, 1949
B.A. State University of New York at Stony Brook, 1970; J.D., Cornell, 1972; LL.M. Harvard, 1977

Jailen Eule was a Visiting Professor in 1984 and joined the faculty the following year. After graduating from law school, he clerked on the United States District Court for the Southern District of New York and clerked on the United States Court of Appeals for the Second Circuit. He served as a law clerk to the United States Court of Appeals for the Second Circuit and to the United States Court of Appeals for the Ninth Circuit. He then joined the law faculty in 1982.

David Dolinko represents clients in a wide variety of legal matters, including intellectual property, securities law, and corporate law. He has represented clients in a variety of industries, including technology, media, and entertainment. He has been involved in litigation, arbitration, and mediation.

DAVID DOLINKO
Professor of Law
Born New York, New York, 1949
B.A. Columbia, 1969; J.D. UCLA, 1980; Ph.D., UCLA, 1982

While a graduate student at UCLA, Professor Dolinko taught courses in criminal law and constitutional law. He was a law clerk to the United States District Court in Los Angeles before joining the law faculty in 1982. Professor Dolinko teaches criminal law, criminal procedure, and a seminar on criminal justice. He holds a doctorate in philosophy and has taught seminars on the moralities of capital punishment.

Professor Dolinko enjoys music of all kinds, and has a large and varied record collection. His tastes range from classic to contemporary, including many genres of music.

JUDITH R. EULE
Professor of Law
Born New York, New York, 1944
B.A. Smith College, 1967

Professor Eule clerked for a federal judge in New York City after law school. After clerk ing for a district court judge in the New York City, she joined the law faculty at Smith College in 1972. Professor Eule teaches constitutional law, civil procedure, American legal history, and legal and social theory. Her principal research interest is the history of the political economy of the American legal system. She has written extensively on the history of the American legal system and the political economy of the American legal system.
CAROLE GOLDBERG-AMBROSE
Professor of Law
Born Chicago, Illinois, 1947
B.A. Smith College, 1968; J.D.
Stanford, 1971

Carol Goldberg-Ambrose has spent almost her entire legal career at the UCLA law school. She joined the faculty in 1972, following a one-year clerkship for Judge Robert F. Peckham, United States District Court for the Northern District of California. She served as Associate Dean for the School of Law twice, from 1984 to 1989 and again in 1991-92 and as Interim Director of UCLA's American Indian Studies Center. Professor Goldberg-Ambrose will be Vice Chair of the Academic Senate in 1992-93 and will become Chair of the Academic Senate in 1993-94.

Her teaching and research interests include civil procedure, federal jurisdiction, federal Indian law, and tribal legal systems. She is also Advisor on Constitutional Law to the National Committee Against Repressive Legislation, a national civil liberties organization and lobbying group.

ROBERT D. GOLDFEIN
Professor of Law
Born Cincinnati, Ohio, 1947
B.A. Harvard College, 1969; M.Ed.
Harvard Clinical Psychology & Public Practice Program, 1976; J.D. Harvard, 1977

Robert Goldstein joined the UCLA law faculty in 1983 after practicing law with the firm of Foley, Hogg & Eliot for two years in its home office in Boston, Massachusetts, and for three years in its Washington, D.C., branch office which he helped start. He clerked for Chief Judge Raymond Petting of the Federal District Court of Rhode Island in 1977-78. Before law school, he completed all requirements, except his dissertation, for a Ph.D. in clinical psychology, including a clinical internship through the Harvard Medical School.

His teaching and research focus on civil rights, law and mental health, the law of abortion, child abuse and neglect, criminal procedure and constitutional law.

KENNETH GRAHAM
Professor of Law
Born Delphian, Ohio, 1935
A.B. 1957; J.D. 1962, University of Michigan

Kenneth Graham has taught at the UCLA School of Law since 1964. He formerly practiced law in a large corporate firm in Los Angeles, in the office of the District Attorney of Ventura County, and in the Venice office of the Los Angeles Neighborhood Legal Services, Inc. In 1987, Professor Graham received the University's Distinguished Teaching Award. He has also been elected Professor of the Year.

JOEL F. HANDLER
Professor of Law
Born Newark, New Jersey, 1932
B.A. Princeton University, 1954; J.D.
Harvard, 1957

Joel Handler teaches poverty law and health law. Before joining the UCLA law faculty in 1985, he taught at Wisconsin Law School. At Wisconsin, he was a senior researcher of the Institute for Research on Poverty, was both the George Wiley and Vilas Research Professor of Law, and chaired the Governor’s Task Force on the Reform of General Relief. He was a member of the National Academy of Science’s Committee on the Status of Black America and is chair of the Academy’s Panel on High Risk Youth. He is currently President of the Law and Society Association.

Professor Handler’s research interests include poverty and social welfare reform.

HAROLD HOROWITZ
Professor of Law Emeritus
Born Los Angeles, California, 1923

Harold Horowitz has been a member of the UCLA faculty since 1964. Before joining the faculty, Professor Horowitz served as associate general counsel for the U.S. Department of Health, Education, and Welfare. He
SUSAN FRENCH
Professor of Law
Born California, 1943

Before teaching at UCLA, Professor French was a member of the law faculty at UC Davis. She received a B.A. degree from Stanford University in 1964.

CAROLE GOLDBERG-AMBROSE
Professor of Law
Pepperdine, Illinois, 1947
B.A., Smith College, 1960; J.D., Stanford, 1971

Carole Goldberg-Ambose has spent all of her legal career at the UCLA law school. She joined the faculty in 1971, where she has taught in the area of corporate law, corporate and commercial law, and real property law. She has served as Associate Dean for the School of Law from 1984 to 1986 and since 1991-92 and as Associate Dean of UCLA’s American Indian Studies Institute. Professor Goldberg-Ambose will be Vice Chair of the Academic Senate in 1989 and will become Chair of the Academic Senate in 1989-90.

Her teaching and research interests include civil procedure, personal jurisdiction, federal and state law, and tribal legal systems.

ROBERT D. GOLDSTEIN
Professor of Law
Born Cincinnati, Ohio, 1947

Robert Goldstein joined the UCLA law faculty in 1980 after practicing law with the firm of Foley, Hoag & Flory in Boston, Massachusetts, and for three years in his home office in Boston, Massachusetts. Professor Goldstein is a member of the Civil Rights Association of the Bar of the City of New York, the Southern California Student Association of the Bar of the City of New York, the Stanford Law School Student Association, and the Student Alumni Association Board of Directors.

Professor Goldstein joined the UCLA faculty in 1980 after practicing law with the firm of Foley, Hoag & Flory in Boston, Massachusetts, and for three years in his home office in Boston, Massachusetts. Professor Goldstein is a member of the Civil Rights Association of the Bar of the City of New York, the Southern California Student Association of the Bar of the City of New York, the Stanford Law School Student Association, and the Student Alumni Association Board of Directors.

SUSAN CORDEL GILLIG
Assistant Dean—Clinical Programs and Caseload Administration
Born London, United Kingdom, 1946

Susan Gillig joined the UCLA School of Law faculty in 1984 as Assistant Dean for Clinical Programs. In addition to clinical administration, she is responsible for student academic and judicial clerkship programs. She teaches a law seminar, interviewing, counseling, and legal research. She is also an adjunct professor of law at Loyola Marymount University. She was a member of the firm of Paul, Hastings, Jaffray & Walker in its litigation and labor departments.

CAROLE GOLDBERG-AMBROSE
Professor of Law
Pepperdine, Illinois, 1947
B.A., Smith College, 1960; J.D., Stanford, 1971

Carole Goldberg-Ambose has spent all of her legal career at the UCLA law school. She joined the faculty in 1971, where she has taught in the area of corporate law, corporate and commercial law, and real property law. She has served as Associate Dean for the School of Law from 1984 to 1986 and since 1991-92 and as Associate Dean of UCLA’s American Indian Studies Institute. Professor Goldberg-Ambose will be Vice Chair of the Academic Senate in 1989 and will become Chair of the Academic Senate in 1989-90.

Her teaching and research interests include civil procedure, personal jurisdiction, federal and state law, and tribal legal systems.

ROBERT D. GOLDSTEIN
Professor of Law
Born Cincinnati, Ohio, 1947

Robert Goldstein joined the UCLA law faculty in 1980 after practicing law with the firm of Foley, Hoag & Flory in Boston, Massachusetts, and for three years in his home office in Boston, Massachusetts. Professor Goldstein is a member of the Civil Rights Association of the Bar of the City of New York, the Southern California Student Association of the Bar of the City of New York, the Stanford Law School Student Association, and the Student Alumni Association Board of Directors.

Professor Goldstein joined the UCLA faculty in 1980 after practicing law with the firm of Foley, Hoag & Flory in Boston, Massachusetts, and for three years in his home office in Boston, Massachusetts. Professor Goldstein is a member of the Civil Rights Association of the Bar of the City of New York, the Southern California Student Association of the Bar of the City of New York, the Stanford Law School Student Association, and the Student Alumni Association Board of Directors.

SUSAN CORDEL GILLIG
Assistant Dean—Clinical Programs and Caseload Administration
Born London, United Kingdom, 1946

Susan Gillig joined the UCLA School of Law faculty in 1984 as Assistant Dean for Clinical Programs. In addition to clinical administration, she is responsible for student academic and judicial clerkship programs. She teaches a law seminar, interviewing, counseling, and legal research. She is also an adjunct professor of law at Loyola Marymount University. She was a member of the firm of Paul, Hastings, Jaffray & Walker in its litigation and labor departments.
was the main drafter of the Political Reform Act, an initiative statute that was approved by the voters of California in 1974. The Political Reform Act created a new Fair Political Practices Commission, and then-Governor Brown appointed Lowenstein to be the first chairman of the Commission. Following a four year term in that post, Lowenstein joined the UCLA faculty in 1979.

Lowenstein has taught courses in election law, legislation, property, political theory, and constitutional law. He has served on the national governing board of Common Cause and as a board member and a vice-president of Americans for Nonsmokers’ Rights. He has represented Democratic members of the House of Representatives in litigation regarding reapportionment.

MARLENE MAEROWITZ
Lecturer in Law
Born Pasadena, California, 1956
B.A. USC, 1979; J.D. UC Davis, 1982

Professor Maerowitz joined the UCLA faculty in 1980. She is a lecturer in the legal research and writing and factual, clients and lawyers program and she also assists in teaching various clinical courses and the teaching assistant seminar. After receiving her juris doctorate, Professor Maerowitz joined the law firm of Stroock and Stroock and Lavan in Century City. She has also taught at the University of West Los Angeles, School of Paralegal Studies.

MARI MATSUDA
Professor of Law
Born California, 1956
B.A. Arizona State University, 1975; J.D. University of Hawaii School of Law, 1980; LL.M. Harvard, 1983

After graduating from the University of Hawaii, Professor Matsuda clerked for Judge Herbert Y.C. Choy of the Ninth Circuit Court of Appeals. In 1981-82, she worked as an associate in the law firm of King and Nakamura, in Honolulu, Hawaii. Prior to teaching at UCLA, Professor Matsuda taught at the University of Hawaii School of Law. Her teaching interests lie in civil rights, torts and Asian Americans and the law. Matsuda is widely known for her contributions to critical race theory and for her work on hate speech.

HENRY W. MCGEE, JR.
Professor of Law
Born Chicago, Illinois, 1932

Henry McGee briefly worked as a news editor before attending law school. After graduating with honors from DePaul University College of Law where he was Editor-in-Chief of the Law Review, McGee was a prosecutor in the Cook County (Chicago) State’s Attorney office where he tried felony jury cases and worked in the appeals division. He spent four years as a litigator in a Chicago law firm. In 1966 he served as Regional Legal Services Director for the U.S. Office of Economic Opportunity (Great Lakes Region), where he supervised the federal funding of legal service offices from Minnesota to Ohio.

Before joining the UCLA faculty in 1969, Professor McGee directed an action research project on juvenile delinquency at the University of Chicago’s Center for Studies in Criminal Justice. He was a visiting fellow at Oxford University and later was Cardozo Fellow at the Columbia Law School.

Professor McGee teaches and writes about criminal justice, housing and community development, land use regulation and environmental law, and comparative law with a focus on Latin America. He was a Fulbright Professor at the University of Madrid (Complutenses).

At UCLA McGee has been faculty advisor of the Black Law Journal, Director of the Center for Afro-American Studies and organized a national conference on "Latin America and Law School Curricula." As a musician as well as a lawyer, Professor McGee was for several years a member of the first violin section of the UCLA Symphony and presently plays in a Los Angeles area community symphony.

WILLIAM M. MCGOVERN
Professor of Law
Born Evanston, Illinois, 1934

William McGovern came to UCLA in 1971. From 1963-1971 he taught at Northwestern and before that he practiced law with Sidley and Austin in Chicago. He teaches wills and trusts, contracts, and his primary research focus is wills and trusts. He served as Associate Dean of the School of Law during 1983-84. His hobbies include classical music, sailing, squash, and tennis.

CARRIE MENKEL-MEADOW
Professor of Law
Born New York, New York, 1949

Carrie Menkel-Meadow graduated from the University of Pennsylvania Law School in 1974 where she served as an editor of the Law Review. In her undergraduate years at Barnard College, she majored in sociology.

Before coming to UCLA, she taught at the University of Pennsylvania Law School and was a legal services attorney with Community Legal Services in Philadelphia, where she specialized in employment issues, domestic relations and public benefits. Menkel-Meadow joined the UCLA law faculty in 1979, marking the diversification and growing maturation of the clinical program. Her work in clinical education has been nationally recognized. She teaches primarily, but not exclusively, in the clinical program: her courses include pre-trial lawyering, legal negotiation, mediation and alternative dispute resolution, legal professions and employment discrimination. She also teaches in the undergraduate Women’s Studies Program. From 1989 to 1991 she was Acting Director of UCLA’s Center for the Study of Women. Professor Menkel-Meadow received the Ketter Award for Excellence in Teaching in 1992.

Menkel-Meadow’s areas of research are in dispute resolution, the legal profession and the delivery of legal services, law and social
Associate Justice of the California Court of Appeal. His service on that court was followed by elevation to the California Supreme Court, where he served from 1982-87. Private practice followed until Professor Reynoso joined our law faculty.

Among other state and federal public service positions he has held during his long and varied career, Professor Reynoso was appointed by President Carter to the Select Commission on Immigration and Refugee Policy, and he has served as a U.S. delegate to the United Nations Commission on Human Rights and on the California Post-Secondary Education Commission. The holder of several honorary degrees, he is a board member of several civil rights, environmental, and educational organizations. His academic interests currently lie in the areas of professional responsibility, remedies and appellate advocacy.

MYRA KATHLEEN SAUNDERS
Law Librarian & Assistant Professor of Law in Residence
Born San Francisco, California, 1950
B.A. UC Berkeley; M.L.S. USC, 1973;
J.D. University of San Diego, 1979

Myra Saunders joined the staff of the UCLA Law Library in 1983 as Associate Law Librarian for Public Services. In 1987, she was appointed Acting Law Librarian. She was appointed to the positions of Law Librarian and Assistant Professor of Law in Residence in 1989.

Following her graduation from USC's School of Library Science, she was appointed Circulation Librarian at the University of San Diego Law Library. While carrying out the responsibilities of this position, she attended law school and earned her J.D. She then returned to Berkeley as a reference librarian at Boalt Hall in 1980. She moved to Los Angeles in August 1982 and was appointed associate director of the law library at Whittier College School of Law where she also taught legal research and writing.

As Law Librarian, she is responsible for the overall management of the law library's operations. She has a keen interest in legal research and bibliography, particularly the history and development of legal materials. In addition to her law school duties, she has taught both legal bibliography and law librarianship at UCLA's Graduate School of Library and Information Science.

GARY T. SCHWARTZ
Professor of Law
Born Cleveland, Ohio, 1940

Gary T. Schwartz served on the board of editors of the Harvard Law Review, and was co-founder and editor of the Harvard Civil Rights-Civil Liberties Law Review. Professor Schwartz served as law clerk to Judge J. Skelly Wright and joined the UCLA law faculty in 1969. Professor Schwartz teaches torts, local government, and administrative law. His primary research is in the area of personal injury law. One of the most deeply respected Torts scholars in the nation, Professor Schwartz is also a superb teacher. In 1987 at UCLA, he received the law school's Rutter Award for Excellence in Teaching and one of his first year sections surprised him by wearing "Schwartz on Torts" T-shirts to class at the semester's end.

JOHN SEETAR
Acting Professor of Law
Born Illinois, 1959

B.A. Williams College, 1981; J.D. Yale, 1984

Professor Setear has been teaching at UCLA since 1981. While at Yale Law School, he served as Editor-In-Chief of the Yale Law Journal. Professor Setear clerked for Judge Carl McGowan of the U.S. Court of Appeals for the D.C. Circuit and Justice Sandra Day O'Connor of the U.S. Supreme Court. Following his clerkships, Professor Setear examined foreign-policy issues as a Policy Analyst in the Behavior Sciences Department of the RAND Corporation. Professor Setear teaches international environmental law and contracts.

CLYDE SPIELINGER
Acting Professor of Law
Born New York, New York, 1960
A.B. Princeton, 1982; J.D. Yale, 1987;
M. Phil. Yale, 1988

Clyde Spielberg will join the UCLA law faculty this spring. At UCLA Law School Professor Spielberg was Articles and Commentary Editor of the Yale Law and Policy Review. After graduation from law school, Spielberg served briefly as consultant to the American Civil Liberties Union on the Reproductive Freedom Project in New York. In 1988 he accepted an associate position with the Washington, D.C. law firm of Powell, Goldstein, Frazer and Murphy before he joined the University of Wisconsin Law School where he was a Fellow in American Legal History at the Institute for Legal Studies. His principal research interest is in American legal and constitutional history. Professor Spielberg currently teaches civil procedure.

CARSON TAYLOR
Lecturer in Law
Born Lancaster, Pennsylvania, 1946
B.A. Amherst College, 1967; J.D. Duke Law School, 1970

Carson Taylor is the directing attorney of the Public Counsel Law Project at UCLA. Taylor's role is to help increase the commitment of UCLA law students to public interest legal work as well as to expand opportunities for students to work on real cases in clinical courses. He teaches a course on public advocacy and the clinical semester. While in law school Carson Taylor was a member of the Editorial Board of the Law Review. Before his association with Public Counsel, Taylor was with the firm of Taylor, Roth, Bush & Geffner — which he joined in 1970 — primarily as a personal injury and product liability attorney. Taylor also taught first year torts at People's College of Law in 1970.

SAMUEL G. THOMPSON, JR.
Professor of Law
Born Pennsylvania, 1943
B.S. West Chester State College, 1965;
for the Uniform Consumer Credit Code, and more recently drafted major portions of the revised Uniform Commercial Code.

LUCIE WHITE
Professor of Law
Born North Carolina, 1949

Lucie White joined the faculty in 1987. She teaches civil procedure, civil litigation practice, housing discrimination, and legal advocacy for poor people. In her courses, students often do field work that links them with practicing lawyers and community groups.

Before joining the faculty, she studied comparative literature, taught literacy, worked with legal services in rural North Carolina, and supervised law students in a legal aid clinic. Her research interests include housing and welfare policy and advocacy, especially as it impacts women, civil and administrative procedure, and the teaching of poverty issues in law schools. She is currently writing about the roles of poor women in the Head Start program.

When she is not doing law, she is either reading, running, or learning about the world from her young daughter.

JOHN SHEPARD WILEY
Professor of Law
Born Ames, Iowa, 1953
A.B., UC Davis, 1975; J.D., M.A. UC Berkeley, 1980

As an undergraduate at Davis, he attained his outstanding success during his junior year abroad in Great Britain. There a wave washed him off a cliff into the Irish Sea, an R.A.F. helicopter rescued him, and the National Enquirer paid him $100 for the story.

This formidable academic background armed him for the spheres of bureaucracy, and he entered the newly formed California Energy Commission. After law school at UC Berkeley, Wiley clerked for Judge Coffin in Maine and Justice Powell in Washington, D.C. In 1983 he embarked upon a teaching career at UCLA. In 1990, he received the University’s Distinguished Teaching Award.

Wiley’s teaching and research interests focus upon public control of economic activity. He teaches antitrust, business torts and unfair competition, copyright, and regulated industries. He is currently on leave working as an Assistant U.S. Attorney in Los Angeles.

Wiley is a mountaineer of mediocre abilities. He has climbed in Britain, France, Spain, and Norway, as well as throughout the United States. He enjoys riding his bicycle and surfing at Topanga or Malibu.

PAMELA WOODS
Lecturer in Law
Born San Francisco, California, 1954
B.A. Stanford, 1976; J.D. UC Berkeley, 1981

Pamela Woods has taught at UCLA School of Law since 1986. Before coming to UCLA, she practiced law for five years in downtown Los Angeles at the firm of Paul, Hastings, Janofsky and Walker, where she was a business litigator specializing in the area of toxic torts.

Woods teaches legal research and writing, and facts, clients and lawyers—a first-year course which combines legal research and writing with clinical work. She also teaches the teaching assistant seminar and pretrial lawyering.

She is married to a lawyer and they have two children.

STEPHEN C. YEAZELL
Professor of Law
Born San Francisco, California, 1945

At Swarthmore, Stephen Yeazell studied English, history, and Latin. He did graduate work at Columbia in medieval English literature.

While at Columbia he became interested in law. Between 1968 and 1971 he taught English and history in junior high schools in New York City, an experience that, he reports, has made him appreciate the relative calm of even the feistiest law school class. After graduation from Harvard Law School, he clerked for Justice Mathew Tobriner of the California Supreme Court. He has taught at UCLA since 1975.

Professor Yeazell has written about the history and the theory of procedure. Professor Yeazell teaches courses that roughly correspond to these interests—civil procedure, legal history, and an occasional foray into administrative law or remedies. In 1979, Professor Yeazell received the University Distinguished Teaching Award and became the first recipient of the law school’s Rutter Award for Excellence in Teaching.

ERIC M. ZOLT
Professor of Law
Born North Bergen, New Jersey, 1952

Since joining the UCLA law faculty in 1985, Eric Zolt has taught courses primarily in the tax area. Before practicing law, he was a member of the research staff of the Center for Policy Alternatives, Massachusetts Institute of Technology, where his work focused on the economic and legal effects of government regulation of occupational health and safety and of toxic substances.

Professor Zolt was a member of the research staff of the Center for Policy Alternatives, Massachusetts Institute of Technology, where his work focused on the economic and legal effects of government regulation of occupational health and safety and of toxic substances. He has written extensively on these topics, and his work has been published in a number of academic journals.

His research interests include tax law, tax policy, and the role of the tax system in the economy. He has published articles on these topics in a number of academic journals, including the Journal of Economic Perspectives, the American Economic Review, and the Journal of Public Economics.

Professor Zolt has also been active in the academic community, serving as a reviewer for a number of academic journals. He has also been a member of the editorial board of the Journal of Economic Perspectives and the Journal of Public Economics.

In addition to his work as a professor, Professor Zolt has also been active in the academic community, serving as a reviewer for a number of academic journals. He has also been a member of the editorial board of the Journal of Economic Perspectives and the Journal of Public Economics.
for the Uniform Consumer Credit Code, and more recently drafted major portions of the revised Uniform Commercial Code.

LUCIE WHITE
Professor of Law
Born North Carolina, 1949
B.A. Radcliffe College, 1972; J.D.

Lucie White joined the faculty in 1987. She teaches civil procedure, civil litigation practice, housing discrimination, and legal advocacy for poor people. In her courses, students often do field work that links them with practicing lawyers and community groups.

Before joining the faculty, she studied comparative literature, taught literature, worked with legal services in rural North Carolina, and supervised law students in a legal aid clinic. Her research interests include housing and welfare policy and advocacy, especially as it impacts women, civil rights, and administrative procedure, and the teaching of poverty law. She is currently writing a book about the role of prostitutes in the Hustler Start program.

When she is not doing law, she is either reading, writing, or learning about the world from her young daughter.

JOHN SHEPHARD WILEY
Professor of Law
B.A. Amherst, 1953

As an undergraduate at Davis, he attained his outstanding success during his junior year abroad in Britain. He won a first-class degree in law, then a second, and was elected to Phi Beta Kappa. He served as a research assistant for the National Enquirer, to whom he sold three hundred stories.

For his academic background and for his talent for the sphere of humor, Wiley obtained the position of professor at Harvard Law School, where he was a business law clerk, specializing in the area of toxic torts.

His work teaches legal researching and writing, and facts, clients and lawyers — a five-year course which confers legal research and writing with a civil cover. He also teaches the teaching assistant seminar and pretrial practice.

He is married to a lawyer and they have two children.

C. MARTIN MILLER
Professor of Law
B.A. North Carolina, 1992; J.D.

As a law professor, Martin Miller is an expert in the area of intellectual property and the law of innovation. He teaches commercial law, and his research focuses on the role of law in the creation and protection of intellectual property.

As an attorney, he has represented clients in a range of disputes related to intellectual property, including patent, trademark, and copyright issues.

He is currently a partner at a leading intellectual property law firm and has extensive experience in representing clients in complex litigation and prosecution matters.

EDUCATIONAL PROGRAM

Curriculum

UCLA School of Law offers courses in instruction within the school and supervised educational experiences outside of the school in an effort to ensure that students think intelligently and to prepare them for careers of practice and public service. This and 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 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. In contracts and torts, the contract the study the praxis which governs the consensual

The Advanced Curriculum

In the second and third years the student has an opportunity to engage in a range of courses in a variety of law-related studies. Typically these years are dedicated to the development of legal reasoning, and student time may be occupied in further foundational courses, examples: constitutional law, property law, and contracts.

The student’s time will be occupied in further foundational courses, examples: constitutional law, property law, and contracts.

Courses include topics such as: freedom of speech, press, and religion or the rights of the accused in the criminal process; courses which examine the legal framework within which much of the society's economic life takes place (Business Associations, Federal Income Taxation, etc.).

These courses focus on basic elements of the judicial process (Evidence, Remedies, etc.). They are meant to acquaint the student with the fundamental structures of the American legal system, including the power of the judicial system to formulate the law, and how the law is applied in practice. This includes the study of the philosophy of law, the role of the judge, and how the law is applied in different contexts and situations. The student will learn to think critically and analytically about the legal principles underlying the cases they study, and to develop the ability to apply legal principles to new situations and problems.
tribution 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.

**Courses by Subject Area**

A list of courses offered by the School of Law follows. For course descriptions, see page 23.

**First-Year Curriculum**

Civil Procedure  
Constitutional Law I  
Contracts  
Criminal Law  
Legal Research and Writing/Facts, Clients, and Lawyers  
Property  
Torts

**Advanced Curriculum**

The advanced course offerings are listed in the following general categories of substantive law:

**Civil Litigation & Procedure**

Appellate Advocacy (Seminar)  
Civil Rights  
Civil Rights Litigation  
Civil Rights & Voting Rights (Seminar)  
Clinical Semester  
Community-Based Advocacy with Poor Women (Clinical)  
Conflict of Laws  
Evidence  
Fact Investigat. & Discovery in Complex Litig. (Clinical)  
Federal Courts  
Interviewing, Counseling and Negotiation (Clinical)  
Law and Computers (Seminar)  
Legal Negotiation (Clinical)  
Mediation and Alternative Dispute Resolution (Clinical)  
Negotiation & Mediation (Clinical)  
Pretrial Lawyering Process (Clinical)  
Professional Responsibility  
Public Policy Advocacy (Clinical)  
Remedies  
Securities Litigation (Seminar)  
Trial Advocacy (Clinical)  
Workers' Compensation and Worker's Injuries

**Constitutional and Public Interest Law**

Administrative Law  
Child Abuse and Neglect  
Children and the Law  
Civil Rights  
Civil Rights Litigation  
Civil Rights and Antisubordination (Seminar)  
Civil Rights and Voting Rights (Seminar)  
Community-Based Advocacy with Poor Women (Clinical)  
Constitutional Law (Seminar)  
Constitutional Law II  
Constitutional Criminal Procedure  
Constitutional Political Economy  
Disability Law  
Education & the Law  
Election Law  
Environmental Law: Regulatory & Non-Regulatory Environmental Programs  
Environmental Law: Regulation of Land Use/Environment of Mexico-U.S. Border Zone (Seminar)  
Federal Courts  
Feminist Legal Theory: Toward Feminist Jurisprudence (Seminar)  
Health Law & Administration  
Governance: State, Regional & Local Immigration Law  
Indian Law  
Indian Law and Tribal Legal Systems (Seminar)  
International Environmental Law

“Great teaching and pathbreaking research go hand in hand at UCLA. As you acquaint yourself with the faculty and the curriculum, take note of the wide array of opportunities for students to work with individual faculty members. These range from assisting them in their research and law reform projects, to close interaction in the clinical program where students and faculty collaborate to test and reform models of learning which integrate legal theory and practice. Students also have opportunities to engage in independent writing and projects with an individual faculty mentor in areas of mutual interest. UCLA law provides an environment where interaction with faculty is an integral part of our culture.”

— Dean Susan Prager
Courses by Subject Area

A list of courses offered by the School of Law follows, in course descriptions, see page 23.

First-Year Curriculum
Civil Procedure
Constitutional Law
Contracts
Criminal Law
Legal Research and Writing/Facts, Clients, and Lawyers
Property
Torts

Advanced Curriculum
The advanced courses offerings are listed in the following general categories of substantive law:

Civil Litigation & Procedure
Appellate Advocacy (Seminar)
Civil Rights
Civil Rights Litigation
Civil Rights & Voting Rights (Seminar)
Clinical Seminar
Community-Based Advocacy with Poor Women (Clinical)
Constitution of Laws
Evidence
Fact Investigator & Discovery in Complex Litigation (Clinical)
Federal Courts
Interviewing, Counseling and Negotiation (Seminar)
Law and Computers (Seminar)
Legal Negotiation (Seminar)
Mediation and Alternative Dispute Resolution (Clinical)
Negotiation and Mediation (Clinical)
Pretrial Litigation Process (Clinical)
Professional Responsibility
Public Policy Advocacy (Clinical)
Remedies
Securities Litigation (Seminar)
Trial Advocacy (Clinical)
Workers’ Compensation and Worker’s Injuries

Constitutional and Public Interest Law
Administrative Law
Child Abuse and Neglect
Children and the Law
Civil Rights
Civil Rights Litigation

Civil Rights and Anti-Accommodation (Seminar)
Civil Rights and Voting Rights (Seminar)
Constitutional Law (Seminar)
Constitutional Law II (Seminar)
Constitutional Criminal Procedure
Constitutional Political Economy
Disability Law
Education & the Law
Electoral Law
Federal Courts
Feminist Legal Theory: Toward Feminist Jurisprudence (Seminar)
Health Law & Administration
Governance, State, Regional & Local Immigration Law
Indian Law
Indian Law and Tribal Legal Systems (Seminar)
International Environmental Law

International Human Rights
Land Use Regulation
Law and Development in Latin America (Seminar)
Law and the Poor
Legislative Advocacy (Seminar)
Private Land Use Planning (Seminar)
Public Control of Land Development
Race, Gender and the Law (Seminar)
Selected Problems in Social Welfare & Health Law (Seminar)
Urban Affairs (Seminar)
Urban Housing and Community Dev.
Water Law
Women & the Law
Women & the Law: Feminist Jurisprudence

Criminal Law
Appellate Advocacy (Seminar)
Clincal Course on Sex, Violence & Law (Seminar)
Constitutional Criminal Procedure
Criminal Law (Capital Punishment, Seminar)
Criminal Law: Moral Culpability
Entrepreneurial Crime
Criminal Law: Police Reform (Seminar)
Criminal Law: Race (Seminar)
Evidence (Course & Seminar)
Federal Criminal Law Enforcement
Law & Computers (Seminar)

Entertainment Law
Communication Law
Copyright Law
Entertainment Law
Intellectual Property Law
Patent Law
Sports Law
Trademark and Unfair Competition

Family Law and
Family Property Law
Child Abuse & Domestic Course & Seminar
Children and the Law
Computers and Law
Comparative Family Law (Seminar)
Entertainment Planning
Family Law
Federal Tax III
Intervening, Counseling and Negotiation (Clinical)
Mediation and Alternative Dispute Resolution (Clinical)
Negotiation (Clinical)
Negotiation and Mediation (Clinical)
Planning and Drafting of Small Estates (Clinical)
Pre-trial Litigation Process: Civil (Clinical)
Public Law Enforcement Process
Discrimination (Clinical)
Private Land Use Planning (Seminar)
Property (Seminar)
Wills and Trusts

International and
Comparative Law
Arms Control and Legal Process (Seminar)
Aviation Law
Comparative Law — Commercial
Comparative Law — Japanese

European Community Law
International Business Transactions
International Economic Law & Organization
International Commercial Law
International Human Rights
International Law
International Law and the New World Order (Seminar)
International Law: Trade Law (Seminar)
Land Use Regulation
Law and Development in Latin America
Law, Foreign Policy and National Security
U.S. Taxation of International Transactions

Labor-Management Relations
Arbitration, Alcohol and Drug Workplace Policy
Disputes (Seminar)
Civil Rights
Employment Discrimination
Employment Law
Employee Arbitration
Labor Law I & II
Workers’ Compensation and Workers’ Injuries
Workplace Sexual Harassment (Seminar)

Legal Theory and History
American Legal History (Course & Seminar)
Asian-American and Legal Ideology
Course & Seminar
Civil Rights and Anti-Accommodation (Seminar)
Contract of Laws
Critical Legal Theory (Seminar)
Economic Analysis of Law
Electoral Court
Federal Courts
Feminist Legal Theory (Seminar)
Graduate Students: Legal Process & Philosophy (Seminar)
Inland Law
Law and Economics
Legislation
Legislation
Legal Education
Legal History: Group Litigation (Seminar)
Legal Theory: Economics (Seminar)
Legal Theory: Toward Feminist Jurisprudence (Seminar)
Law and Philosophy
Law (Seminar)
Professional Responsibility
Property: Human Embodiment & Property Rights in Body Parts (Seminar)
Religious Legal Systems (Wicth & Law)
Street Law: Alert Legal Rights Clinic
Teaching Assistant (Seminar)
Theories of Procedures (Seminar)
Tort Law: Tort Crisis, Theory & Reform

Business, Commercial & Tax Law
Antitrust I & II
Antitrust Aspects of Mergers and Acquisitions
Bankruptcy
Bankruptcy (Seminar)
Business Associations
Business Associations and Corporate Debt, Use and Terms (Seminar)
Commercial Law — International Trade and Commercial Law

International Commercial Paper

Corporate Acquisitions (Seminar)
Corporate Securities and Antitrust Aspects
of Mergers and Acquisitions
Federal Taxation I, II, III
Law of Accounting
Medical Law
Real Estate Finance
Real Property Security Transactions
Securities Litigation (Seminar)
Securities Regulations
Securities Regulation II: Securities and Corporate Aspects of Mergers and Acquisitions
Trade Systems in Transition (Seminar)
Tax Aspects of Mergers and Acquisitions
Tort Law
Unfair Competition and Unfair Competition and Business Torts
U.S. Taxation of International Transactions

Government Regulation of Business
Administrative Law
Antitrust Law I & II
Communications Law
Environmental Law
Environmental Regulation & Non-Regulatory Environmental Programs
Law and Economics
Federal Trade Commission
Unfair Competition and Business Torts
Workers’ Compensation and Workers’ Injuries

The First Year Curriculum
The first year of law school is designed to introduce students to legal education with a variety of substantive fields. Each of the following courses is required of all first-year students.

101. Contracts (3 units). Law governing personal agreements. Analysis of criteria for determining whether or not a particular proposition or mutual agreement is legally enforceable and survey of major legal issues affecting enforceable agreements, including whether a contract becomes binding, what constitutes a breach of contract, and remedies available for breach of contract. Problems of interpreting commercial language, role of contract in a market society, conflict between commercial and customary law; and aspects of individual fairness, and relationship between contract law and other areas of law.

110. Legal Research and Writing (1 unit). Course teaches first-year students how to find the law, how to analyze it, and how to communicate their conclusions in writing. Focus on skills of analyzing legal authorities, developing arguments to solve specific problems where there is conflicting authority, and improving written work which is clear, infor- mative, and persuasive. Use of writing assignments to develop these skills. Permission of enrollment is required.

115. Criminal Law (2 units). Introduces fundamental concepts of criminal law; discusses major substantive criminal law areas; and explores the social, political, and historical aspects of criminal law and criminal justice. The course addresses the crime of murder, attempts and accessories, assault and battery, and other topics.

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23

Great teaching and pathbreaking research go hand in hand at UCLA. As you acquaint yourself with the faculty and the curriculum, take note of the wide array of opportunities for students to work with individual faculty members. These range from assisting them in their research and law reform projects, to close interaction in the clinical program where students and faculty collaborate to test and reform models of learning which integrate legal theory and practice. Students also have opportunities to engage in independent writing and projects with an individual faculty mentor in areas of mutual interest. UCLA Law provides an environment where interaction with faculty is an integral part of our culture.

— Dean Susan Prager
I aim to educate not just lawyers, but lawyer-citizens, who will fulfill their leadership roles with wisdom and insight, not just cleverness.

— Prof. Jonathan Varat

The Second and Third Year Curriculum

All of the courses in the second and third year curriculum are elective with the exception of the legal profession requirement, which is a requisite for graduation. Students may fulfill the requirement either by preparing a paper in consultation with a faculty member or by completing one of the sections of Law 312. The different sections vary in emphasis.

312. The Legal Profession. Course has two central themes. One is distribution of legal services, including topics such as social structure of the profession, different roles and specialties of law practice, and how the profession is regulated. Second theme is the lawyer’s representation of clients, including 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. Various sections may offer different emphases with respect to rules regulating the profession (ABA Model Code of Professional Responsibility and ABA Model Rules of Professional Conduct) and in course requirements. Some sections require a paper in lieu of or in addition to an examination.

Mr. Abel, Ms. de la Rocha, Mr. Dolinko, Ms. Menkel-Meekow, Mr. Reynoso, Mr. Sander

The Elective Courses

The elective course descriptions are listed in numerical order on the following pages. Depending upon faculty availability, some of these courses may not be offered every year, and in some years, additional courses may be offered. Additional information may be obtained from the schedule for a particular academic year.

200A. Constitutional Political Economy. Constitutional law is a "200" class, with separate cases for each of the different animals (types of cases) where doors of the system are open. Hence, the animals mingle with each other. An attempt to

open the cages to see if there is a unified and principled view of thinking about constitutional law and a look at many cases already considered in course 148. Use of some economics (mostly public choice theory), history, rational choice theory, and common sense.

— Prof. Liebeler


Mr. Forbes, Mr. Goldstein, Mr. Karst, Mr. Lowenstein, Mr. Varat

202. Constitutional Criminal Procedure. Study of Fourth, Fifth, and Sixth Amendment constitutional restraints on activities of law enforcement officers during investigatory stage of the criminal process. How Supreme Court has attempted to resolve tension between individual rights and crime control, prior to its regulations following the law enforcement practices: investigative detention, arrest, police interrogation, searches and seizure, and eyewitness identification. Possible coverage of right to counsel and to a jury.

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

203. Wills and Trusts. Law of estate succession, wills, will substitutes, trusts, class gifts, powers of appointment, Rule Against Perpetuities, and introduction to estate and gift taxation and law of trust and estate administration.

Mr. Dukeminier, Ms. French, Mr. Kaspund, Mr. McGovern

207. Community Property. Detailed examination of California community property system which regulates property relations between husband and wife during marriage and at its termination by divorce or death. Community property raises many questions about nature of marriage and various forms of gainful human activity.

Ms. Anderson, Ms. Blumberg, Mr. Bycral, Ms. Prager

208. Real Property Secured Transactions. Examination of operation of California’s land security system, tracing the security device from common law mortgage to modern deed of trust and land sale contract. Fundamental problems of land security in realistic context of case and statutory law of a single jurisdiction, with emphasis on planning aspects.

Mr. Warren

209. Real Estate Finance. Law governing financing of land transactions from both a national and California perspective, including real estate mortgage, California Deed of Trust, installment land contracts, other mortgage substitutes, receivers, foreclosure, lien taxes, California antideficiency legislation, secondary mortgage market, construction financing, leasehold mortgages, shopping center development, and condominiums.

Mr. Nelson

211. Evidence. Focus on usual range of evidentiary topics — relevance, hearsay, character evidence, testimonial privileges, documentary evidence, and problems in examination of witnesses. Exploration of various ways of treating these issues, with emphasis on approaches of Federal Rules of Evidence and California Evidence Code.

Mr. Goldman, Mr. Graham, Mr. Letwin

212. Federal Courts. Selected problems in jurisdiction of federal courts, including justiciability and federal judicial function; federal habeas corpus;
I aim to educate not just lawyers, but lawyer-citizens, who will fulfill their leadership roles with wisdom and insight, not just cleverness. — Prof. Jonathan Varat

The Second and Third Year Curriculum

All of the courses in the second and third year curriculum are elective with the exception of the legal profession requirement, which is a requisite for graduation. Students may fulfill the requirement either by preparing a paper in consultation with a faculty member or by completing one of the sections of Law 312. The different sections vary in emphasis.

212. The Legal Profession

Course has two central themes. One is a discussion of legal services, including topics such as social structure of the profession, different roles and specialties of law practices, and how the profession is regulated. Second theme is the lawyer’s representation of clients, including legal problems faced by clients and how legal problems are resolved. Course requires significant written work, including a paper on the regulation of legal services for the American Bar Association (ABA) Guide to Professional Conduct and in course examination. Some sections require participation in planning of a mock trial.

213. Real Property

Course provides an overview of the legal principles governing the use and ownership of real property. It covers aspects of title examination, real estate marketing, financing, and landlord-tenant law.

214. Constitutional Law

Course covers the constitutional foundations of American law, focusing on the text of the Constitution, the Supreme Court, and the relationship between the federal and state governments.

215. Civil Rights

Course examines the legal principles underlying civil rights litigation, including the Fourteenth Amendment, the Civil Rights Act of 1964, and the Voting Rights Act.

216. Taxation

Course provides an overview of the legal principles underlying taxation, including income taxes, property taxes, and corporate taxes.

217. Environmental Law

Course explores the legal principles governing the protection of the environment, including the Clean Air Act, the Clean Water Act, and the Resource Conservation and Recovery Act.

218. Corporate Law

Course examines the legal principles governing the formation, governance, and dissolution of corporations, including the rights and obligations of shareholders, directors, and officers.

219. Criminal Law

Course covers the legal principles underlying criminal law, including the definition of crimes, the elements of criminal liability, and the defenses to criminal charges.

220. Constitutional Law II

Course continues the examination of constitutional law, focusing on the relationship between the federal and state governments, and the protection of individual rights.

221. Property Law

Course explores the legal principles governing the use and ownership of personal property, including the rights and obligations of tenants, landlords, and sellers.

222. Civil Procedure

Course provides an overview of the legal principles governing civil procedure, including the rules of evidence and the rules of evidence.

The Elective Courses

The elective courses are listed in numerical order on the following page. Depending upon student availability, some of these courses may not be offered every year, and in some years additional courses may be offered. Additional information may be obtained from the student’s advisor on a particular academic year.

223. Constitutional Political Economy

Course deals with the nature of the economic system, focusing on the role of government in the economy, the distribution of wealth, and the role of labor unions.

224. Property

Course provides an overview of the legal principles governing the use and ownership of personal property, including the rights and obligations of tenants, landlords, and sellers.

225. Corporate Finance

Course covers the legal principles underlying corporate finance, including the rights and obligations of shareholders, creditors, and directors.

226. Real Estate

Course explores the legal principles governing the use and ownership of real property, including the rights and obligations of tenants, landlords, and sellers.

227. Intellectual Property

Course examines the legal principles underlying intellectual property, including the rights and obligations of inventors, authors, and creators.

228. Environmental Law II

Course continues the examination of environmental law, focusing on the protection of natural resources, and the relationship between the federal and state governments.

229. Taxation II

Course covers the legal principles underlying taxation, including income taxes, property taxes, and corporate taxes.

230. Civil Procedure II

Course provides an overview of the legal principles governing civil procedure, including the rules of evidence and the rules of evidence.

231. Constitutional Law III

Course continues the examination of constitutional law, focusing on the relationship between the federal and state governments, and the protection of individual rights.

232. Property Law II

Course explores the legal principles governing the use and ownership of personal property, including the rights and obligations of tenants, landlords, and sellers.

233. Corporate Law II

Course examines the legal principles governing the formation, governance, and dissolution of corporations, including the rights and obligations of shareholders, directors, and officers.
The horizons of a well-educated lawyer must extend beyond the borders of one nation. Just as domestic society is becoming internationalized, so too will law.

— Prof. Phillip Trumble

248. Bankruptcy. Examination of Bankruptcy Code and related statutes from viewpoint of what commercial lawyer should know about the field in order to advise clients in planning and carrying out business transactions. Emphasis on liquidation of debtors' estates in bankruptcy, reorganization of business debtors in Chapter 11, rehabilitation of individual debtors in Chapter 13, planning business transactions to withstand trustee's avoiding powers — voidable preferences, fraudulent transfers (including leveraged buyouts and intercorporate guarantees), and equitable subordination of claims.

Mr. Warren


Mr. Bussel


Mr. Jordan, Mr. Warren

252. Unfair Competition and Business Torts. Survey of five ways in which law regulates the competitive process, encourages innovation, and governs rights of creators and consumers: patent, copyright, trademark, false advertising, and business tort law. Patent law covered very briefly, primarily for comparative purposes rather than as a complete introduction to that area. "Business torts" includes interference with contracts and business advantage, trade secret theft, right of publicity, and RICO — popular federal racketeering statute.

Mr. Wiley

255. Tort Law: Tort Crisis, Tort Theory, and Tort Reform. Modern tort law — recent developments in tort doctrine and tort practice that may have led to a crisis in the 1980s; academic scholarship that has endeavored to explain, at the theoretical level, what happened in the 1980s; and range of reforms that have been enacted by state legislatures or proposed for tort scholars.

Mr. G. Schwartz

250. Labor Arbitration. Practice, procedures, and substantive law of labor arbitration, with emphasis on what labor arbitrators actually do in their interpretation of collective bargaining agreements. Procedural canons of labor arbitration: Who are the arbitrators? How are they selected? How do they handle mutually agreed-upon grievances? How may they be bound by the union and employer bear on arbitrator's decision-making process? Utility of using the labor arbitration model as a dispute resolution mechanism outside the labor environment: domestic disputes, landlord/tenant disputes, etc.

Mr. Alleyne

260. Labor Law I. Fundamental law governing labor unions and other collective bargaining agents in the private sector — the National Labor Relations Act (NLRA). How principles developed under NLRA have been applied in the public sector. Analysis of a series of topics, including organizing, union elections, collective bargaining, picketing, strikes, lockouts, and arbitration. Development of the law and how the law has structured relationships between labor and management and contributed to current state of unions in the U.S.

Mr. Alleyne, Mr. Becker


Mr. Alleyne, Mr. Becker

263. Employment Discrimination. Title VII of 1964 Civil Rights Act and similar statutes prohibit discrimination based on race, sex, national origin, religion, age, and handicap. Examination of substantive and procedural law that has developed under these statutes; consideration of social policy goals and assumptions underlying that development. Specific topics include disparate treatment and disparate impact theories of discrimination, employment testing and test validation, statistical proof, equal pay and comparable worth, affirmative defenses (business necessity, bona fide occupational qualifications, bona fide seniority systems), affirmative action and reverse discrimination, obligations of government contractors, class actions, and administrative and judicial remedies.

Mr. Alleyne, Ms. Littleton

264. Workers' Compensation and Workers' Injuries. Study of ways in which law responds to phenomenon of workers' injuries and occupational disease. Labor market and unionization, workers' compensation, federal OSHA job-safety regulation program, and limited but significant number of tort issues that workers' injuries provoke. Workers' compensation considered both as a compensation program and as a tort-like rule of strict liability.

Mr. Schwartz

267. Indian Law. Special legal status of American Indians and Indian tribes and tension between moral/legal claims and political forces. Sources and scope of federal, state, and tribal power on Indian reservations; property law concepts unique to Indian tribes and Indians; rights to American Indians in relation to federal, state, and tribal government and federal trust relationship to Indians.

Ms. Goldberg-Ambrose

270. International Law. Role of law and legal institutions in international relations and in government foreign affairs decision making, particularly on the part of the U.S. Effect of public international law on domestic law and private activity. How international law is applied in the world. Essentials of treaty law and customary international law. U.S. Constitutional structures affecting foreign relations and allocation of responsibility for decision making within the international system, and how conflicts in assertion of jurisdiction are resolved. Review of substantive rules of the law of sea and legal regime governing use of airspace. Major limitations on exercise of authority by states (doctrines of sovereign immunity, acts of state and diplomatic immunity) and responsibility of states for fair treatment of aliens, international human rights law, and role of individual in the system. Particular problems of terrorism, international environmental law, international organizations, and rules related to use of force.

Mr. Trimble

271. International Business Transactions. Legal framework of international trade, investment, and distribution of goods and services. How legal activities, such as negotiation of a contract, litigation or arbitration of a claim, distribution of goods through agents, distributors, and licensees, or pursuit of a law practice are affected by international dimensions of the work.

Mr. Rosett, Mr. Trimble

273. Human Rights. International human rights law from jurisprudential and practical perspectives. Introduction to history and normative content of international human rights law, law-making process, how abuses are spotlighted, and extent to which meaningful sanctions exist. Human rights as an element of U.S. foreign policy and remedies available to victims in U.S. courts. Use of contemporary world events to explore questions such as whether human rights norms are universally applicable, whether certain rights trump other rights, and extent to which conflicting rights can be harmonized.

Ms. Lutz

274. Trademark and Unfair Competition Law. Basic principles of trademark and unfair competition law; topics include philosophical and public policy considerations underlying trademark and unfair competition law; how trademark rights are acquired, maintained, and lost; process for registration.

Ms. Blumberg

Students are the essential part of teaching. It's an interactive process, and it doesn't work at all without wonderful students.

— Prof. Grace Blumberg
The principle of equal citizenship centers on those aspects of equality that are most closely bound to the sense of self and the sense of inclusion in a community.

— Prof. Kenneth Karst

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Bergman states that the law and lawyers need to retain the influence of common sense, emotion, and intuition in the resolution of everyday affairs. This idea is crucial for maintaining the effectiveness and fairness of the legal system. The author argues that relying solely on technical knowledge and procedural rules can lead to decisions that are out of touch with real-world considerations.

406. Pollution Abatement (Clinical) — Describes the process of measuring and mitigating the environmental impact of pollution. This includes understanding the sources of pollution, assessing its effects on human health and the environment, and implementing strategies to reduce its impact. The focus is on practical, hands-on approaches to pollution abatement.

407. Simulated Trial Advocacy (Clinical) — A simulation of a legal trial where participants practice the skills necessary for effective advocacy. This includes understanding the legal context, preparing arguments, and presenting evidence in a simulated courtroom setting.

408. Negotiation and Mediation (Clinical) — Discusses the techniques and strategies used in negotiation and mediation to resolve disputes. This includes understanding the dynamics of negotiation, creating effective strategies, and facilitating constructive communication.

409. Public Policy Advocacy (Clinical) — Focuses on the role of lawyers in advocating for public policy changes. This includes understanding the political process, identifying policy gaps, and developing effective strategies to influence policy makers.

410. Community-Based Advocacy (Clinical) — Highlights the importance of community involvement in legal advocacy. This includes understanding the role of community-based organizations in addressing legal issues and the significance of building alliances with community partners.

411. A satisfactory examination of property must weave together the theoretical and the concrete, and help to solve real-world problems. — Prof. Stephen Muzner

Muzner emphasizes the importance of integrating theoretical knowledge with practical application in legal education. This allows legal professionals to effectively address real-world problems by combining theoretical understanding with practical skills.

412. Women and the Law: An inquiry into the factors that influence the participation of women in the legal profession. This includes examining the historical and societal influences that have limited women's participation, as well as contemporary issues that continue to impact women's access to legal education and careers.

413. Children and the Law: An introduction to the role of the law in protecting and empowering children. This includes understanding the legal rights of children, the challenges they face, and the strategies used to advocate for their protection.

414. Religion and Law: An exploration of the relationship between religious beliefs and legal systems. This includes understanding the impact of religious beliefs on legal decisions, as well as the role of law in shaping religious practices.

415. Legal Ethics: An examination of the ethical principles that guide the practice of law. This includes understanding the ethical obligations of lawyers, as well as the challenges and dilemmas that they face in their work.

416. Public Policy Advocacy (Clinical) — Focuses on the role of lawyers in advocating for public policy changes. This includes understanding the political process, identifying policy gaps, and developing effective strategies to influence policy makers.

417. Community-Based Advocacy (Clinical) — Highlights the importance of community involvement in legal advocacy. This includes understanding the role of community-based organizations in addressing legal issues and the significance of building alliances with community partners.
The debate concerning the proper tax treatment of mergers and acquisitions continues today and is likely to increase in intensity in coming years.

— Prof. Samuel Thompson

in role of state and federal government in formulation of policy in both nations, as well as decline in living conditions and social indicators on U.S. side of the border.

514. Seminar: Comparative Family Law. Focus on Japanese family law, with emphasis on problems of comparative legal analysis; interplay between legal norms and historical, religious, sociocultural, and economic factors. Topics include family registration, adoption, selection of marital partner, breach of contract to marry, divorce, abortion, and juvenile delinquency.

516. Seminar: International Law — Trade Law. Public international law affecting private economic activity in areas of trade, investment, and monetary affairs. Roles of international organizations, such as GATT, IMF, World Bank, UNCTAD, and United Nations Center on Transnational Corporations. U.S. law governing negotiation and implementation of international agreements. Roles and procedures of GATT and U.S. implementation of GATT obligations. Functions of International Monetary Fund and World Bank in international trade and development of the developing world, including GSP [tariff preferences for developing countries], commodity problems, and access to supplies of important products. Proposal to regulate international investment, including work of UNCTAD and the United Nations Center on TNCs, and proposed "Codes of Conduct" designed to govern activities of multinational corporations.

512. Seminar: Private Land-Use Planning. Constitutional, statutory, and public policy limits on private ordering in the land-use arena. Limits on racial and religious discrimination, gender and life-style discrimination, restraints on trade and competition, restraints on alienation, and limits on interference with privacy and personal autonomy examined primarily in context of subdivision covenants and homeowner associations.

524. Seminar: Philosophy of Law. Selected topics in philosophy of law.

526. Seminar: Urban Affairs. Consideration of selected aspects of housing policy and law, including current federal and state housing subsidies; remedies of housing consumers; impacts of market discrimination against children, racial minorities, and local governmental laws influencing cost and supply, such as antispeculation and rent control legislation. Catalytic role of economic and community development in expansion of housing supply also considered.


531. Seminar: Law and Development in Latin America. Role of law in economic, political, and social change in the developing countries of Latin America, compared to function of law and policy in the U.S. in allocation of wealth and natural resources. Consideration of the civil law tradition in Latin America. Examination of nexus between existing socio-economic relationships and legal institutions; exploration of role of law as an instrument of both reform and counter-revolution.

535. Seminar: Arbitrated Alcohol and Drug Workplace Disputes. Study of evolving arbitral and judicial standards in drug and alcohol workplace disputes. Topics include sufficiency of just-cause to test employee for drugs; disputes over accuracy of urine and blood analysis tests for drugs; role of rehabilitation as a factor in the decision to discipline for drug or alcohol abuse; differing (and possibly discriminatory) treatment of drug-abuse offenders versus alcohol abuse offenders; appropriateness of on-duty conviction for on-duty impairment; appropriate impact on the arbitrator of drug and alcohol criminal law procedural and proof standards; judicial review standards for drug and alcohol-award arbitrations, including effect of public-policy exceptions to usual insulation of arbitration awards from review on the merits.

540. Legislative Advocacy. Designed to acquaint students with theoretical and empirical aspects of legislative process, how that process works and how it might be improved, and roles played and techniques used by legislative advocates. Experiential course, incorporating an 8-week seminar and an 8-week simulation in which students are assigned roles as either legislators or lobbyists.

545. Seminar: Civil Rights — Antisubordination Theories. Advanced seminar designed for students pursuing original research on civil rights topics. Reading and discussion of legal and interdisciplinary materials dealing with antisubordination theory, including interconnection between various forms of subordination (issues of race, gender, sexuality, religion, class, and disability).

549. Seminar: Civil Rights — Voting Rights. Exploration of tension between antidiscrimination law and principles of democratic majoritarianism. Ex-
The debate concerning the proper tax treatment of mergers and acquisitions continues today and is likely to increase in intensity in coming years. **— Prof. Samuel Thompson**

What the modern state calls for is community, not conflict. People are not isolated individuals; in their dealing with government, they are in a social bond. **— Prof. Joel Handler**

**[Image] 30**
ment and current debate over affirmative action and multiculturalism. Ms. Matsuda

588. Seminar: International Law and the New World Order. The Soviet empire has crumbled. The U.S. has led a United Nations-endorsed, multilateral, military operation in the Persian Gulf against an aggressor state. Western Europe, and much of North America, has traveled far down the road to becoming single economic units. Do these and related events portend a "new world order?" Exploration of these questions by paying attention to questions involving use of force, arms control, global environmental problems, economic integration, North/South problems, and the United Nations.

Mr. Setaro


Mr. Brown

Extern Program

Litigation:
Civil
U.S. Attorney's Office, Civil Division, Los Angeles

Criminal
U.S. Attorney's Office, Criminal Division, Los Angeles, San Francisco

Environmental
California Attorney General, Los Angeles Sierra Club Legal Defense Fund, San Francisco

Labor
Directors Guild of America, Inc., Los Angeles National Labor Relations Board, Washington, D.C.

Municipal
City Attorney's Office, Santa Monica

Public Interest
ACLU, Los Angeles Mexican American Legal Defense & Education Fund, Los Angeles NAACP Legal Defense Fund, Los Angeles Public Advocates, San Francisco

Securities
Securities and Exchange Commission, Washington, D.C.

International Agencies

Communications Law

National Cable Television Association, Washington, D.C.

Entertainment Law
Directors Guild of America, Inc., Los Angeles KCFV/Channel 28 Public Television, Los Angeles

Law students Reed McLurkin and Julie Zahniser review a videotaped deposition in one of the several video monitor control rooms of the new clinical education wing.

The Clinical Program

The School of Law offers one of the finest clinical education programs in the nation. Housed in a new state-of-the-art clinical wing, the program provides extensive and rigorous practical training for student-lawyers prior to entry into the legal profession. Through simulated and actual client contact, students learn skills such as how to interview and counsel clients in litigation and non-litigation matters, draft legal documents, examine and cross-examine witness and argue to a judge or jury.

The new clinical wing includes a two-story Law Office designed with modern lawyering technology in mind: the student work rooms are equipped with computers that operate on a network, access legal research data bases and use electronic mail. The Law Office also includes client interviewing rooms and attorney offices for supervising faculty members. The Law School has recently developed the Clinical Semester, a full-time clinical experience located in the office in which students work on real cases, performing such tasks as preparing discovery, taking depositions, and conducting trials under the supervision of faculty members. Other new programs include a mediation clinic working with real cases in the Municipal Court and a Public Policy Advocacy course that focuses on public interest policy questions. The Law School has also recently formed a partnership with Public Counsel, the pro-bono arm of the Los Angeles County and Beverly Hills Bar Associations to promote public interest practice among law students in clinical courses and during law school generally.

Students can choose from among a wide range of clinical subjects ranging from trial advocacy, to alternative dispute resolution to fact investigation and pre-trial procedures. Students in most clinical courses work with real clients under close faculty supervision, either at the school's Law Office or for some courses, in public interest law settings. A main feature of clinical education is the low faculty-student ratio. Students in all clinical courses are regularly video-taped performing lawyering tasks and then given detailed feedback by clinical faculty. In these video-exercises, the roles of clients and witnesses are played by members of our Witness Program, volunteers from the community who bring a real-life dimension even to simulated exercises. All the classrooms and mock law offices are video-equipped so that students can view their performances. Each trial advocacy course ends with a videotaped mock trial conducted by
The Clinical Program

The School of Law offers one of the finest clinical educational programs in the nation. The Clinical Program is part of the law school’s Professional Component Program, which is designed to provide practical, hands-on experience for students. The program offers students the opportunity to work with the legal profession and to gain practical knowledge and skills that are essential for success in the legal profession.

Collaboration with Faculty

One of the opportunities available to second and third year students is the Collaborative Research Program. The program provides students with the opportunity to work with faculty members on research projects, to participate in seminars and workshops, and to engage in other academic activities. The program is designed to encourage collaboration between students and faculty members and to foster the development of research skills.

Graduate Law Program

The UCLA School of Law offers a graduate law degree (J.D.), a Master of Laws degree (LL.M.), and a Master of Science degree (M.S.) in Law. The J.D. program is designed for students who wish to pursue careers in law, and the LL.M. program is designed for students who wish to pursue careers in international law, business law, or public law. The M.S. program is designed for students who wish to pursue careers in law and economics, or in law and social sciences.

The Hugh and Hazel Darling Law Library

The law library is the largest in the country and is the hub of the law school. The library provides students with access to a wealth of resources, including a vast collection of law books, journals, and other materials. The library also provides students with access to online resources, such as databases and legal research tools. The library is open to students, faculty, and staff, and is open 24 hours a day, 7 days a week.
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 currently are offered:

- 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 study groups in twelve first year classes, designed for students with academic need. These study groups are taught by outstanding second and third year students. Some faculty members offer small group tutoring for students who demonstrate a need for help in learning to analyze legal problems.

UCLA also offers workshops 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 has small group tutoring by faculty members for students with academic need. In addition, UCLA offers an intensive credit course in an advanced subject for students in academic difficulty.

Residence and Unit Requirements

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:

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

All students are required to satisfactorily complete a course of instruction on the legal profession and issues of professional responsibility before graduation.
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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 90 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 for 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 time permitted for the completion of the requirements of this School of Law, or to any law school from which advanced standing is sought, and graduation shall be five (5) years.

Residence and Unit Requirements

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:

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

Bar Certification

All first-year students who plan to take the California State Bar Examination upon completion of their law studies must register with the California State Bar no later than three months after beginning their study of law. The registration form will be available at the Law School Records Office early in the first semester of study.

Those students planning to take the Bar Examination in a state other than California must consult the regulations of the bar association in that state. The School of Law 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 one intends to practice and admission to the bar will be conditioned upon satisfactory certification for the practice of law.

Student Life

The School and Its Environment

The School of Law is located on the main campus of the University of California, Los Angeles, and is one of the nation's leading institutions of higher education. The University of California system offers a broad range of cultural and social activities.

Law Reviews and Journals

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 year 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 careers, 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 at the hands of law students. Since the first law review was published more than a hundred years ago, judges and lawyers have looked to those students who are educated in the law for their standards and other new developments in the law and its institutions. A typical issue of a law review contains articles written by practicing lawyers and legal scholars, student comments on current 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 deter-
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 Chicano/Latino Law Review
The Chicano/Latino 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.

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 within the rapidly developing economic sphere of the Pacific Basin. Articles and casenotes 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.

UCLA Journal of Environmental Law and Policy
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.
UCLA Pacific Basin Law Journal

The UCLA Pacific Basin Law Journal is the only law journal in the country devoted to the study of international and comparative law within the rapidly developing economic sphere of the Pacific Basin. Articles and cases 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 National 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 in 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 Chicano/Latino Law Review

The Chicano/Latino 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.

UCLA Women's Law Journal

The Women's Law Journal is a student publication which published its first issue in Spring 1981. The journal is dedicated to the scholarly discussion of women in the law and in the legal profession from a feminist perspective. The journal includes articles by students, scholars, and practitioners from across the country.

The Asian American/Pacific Islands Law Journal

The Asian American/Pacific Islands Law Journal is the only journal in the nation to address the complex legal and societal issues facing the Asian American and Pacific Islands communities. The journal will publish its first issue in August 1992.

Entertainment Law Journal

The Entertainment Law Journal, published three times annually, is a scholarly journal devoted to legal issues affecting film, television, radio, computer, and print media. Topics addressed in professional and student work include: copyright and patent issues, the regulation of the entertainment industry, and labor, constitutional, administrative, and antitrust law as they affect the industry. The journal is organized by UCLA students who publish and manage all the business aspects of the journal. In addition, students occasionally write abstracts and comments for the journal. The two- or three-member editorial board selects articles from student submissions for publication. The Executive Committee consists of an editor-in-chief, an associate editor, and two editors.

Moot Court

The UCLA Moot Court Program continues the tradition of student organizations known as "mock" 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.

UCLA has a chapter of the Order of the Coif, a national legal honor society, the purpose of which is to "encourage excellence in legal education by fostering the spirit of careful study, and recognizing those who as law students attained a high grade of scholarship".

Student Organizations

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 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, library, and student-faculty relations. The Student Bar Association also performs important functions in integrating students in the law school 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.

The Dockett is the student operated 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 Dockett and Yearbook encourage first-year students to apply for staff positions.
Phi Alpha Delta law fraternity is represented at the School of Law. It serves to promote student fellowship and an understanding of and dedication to the tradition of the legal profession. Phi Delta Phi law fraternity provides academic support to law students and promotes interaction between faculty and students.

The UCLA Public Interest Law Foundation (PILF) enables students, recent graduates, and attorneys 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. In 1992, Public Interest Law Foundation (PILF) awarded 14 summer grants to first- and second-year students and one postgraduate fellowship to a member of the graduating class.

The PILF grants are funded through direct contributions from students, faculty and alumni of the law school. Many students pledge one day’s income from own summer jobs to support the summer public interest work of their classmates. Other student organizations that deal with matters within the Law School community which are of particular interest to their members are the American Indian, Asian Pacific Islander, Black, Jewish and La Raza Law Student Associations; Christian Legal Society, the Coalition on Gay and Lesbian Issues, Democratic Law Students, El Centro Legal, Entertainment Law Society, Environmental Law Society, the Federalist Society, UCLA Legal Society on Disability, the National Lawyers Guild, the Republican Law Students and the Women’s Law Union. These groups present debates, speakers, panels and organize various fund raisers in line with their special interests. In addition, many of these groups participate in community service activities.

Housing

There are many different housing options available for UCLA students. A large number of UCLA students live in the surrounding community which offers a wide range of housing opportunities. Most students live in Westwood, West Los Angeles, Culver City, Palms, and Mar Vista. For information regarding private off-campus housing, contact the UCLA Community Housing Office, 270 De Neve Drive, Los Angeles, California, 90024-1495, (310) 825-4491.

UCLA owns and operates several off-campus apartment complexes for single graduate students, married students, and single-parent families. Some are located within walking distance to the campus and others are located a few miles away. Apartments vary from bachelors to three-bedroom units, furnished and unfurnished. Rental rates

Many social activities revolve around a beautifully landscaped courtyard — also a favorite place for reading, or an occasional outdoor class session.
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The UCLA Public Interest Law Foundation (PILF) awarded 16 summer grants to first- and second-year students and one graduate fellow to a member of the graduating class.

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Many student groups one day's income from their annual Let's to support the summer public interest work of their classmates.

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The groups present debates, speakers, panels and organize various fund raisers in line with their special interests. In addition, many of these groups participate in community service activities in the surrounding community which offers a wide range of housing opportunities for single graduate students, married students, and single-parent families. Some are located within walking distance to the campus and others are located a few miles away. Apartments vary from bachelor to three-bedroom units, furnished and unfurnished. Rental rates vary according to the location and size of the apartment.

For information regarding single student University off-campus housing, contact UCLA University Apartments North, 625, Lumina Avenue, #1, Los Angeles, California, 90004-2485, (310) 825-2283 or UCLA University Apartments South, 3233 Sepulveda Blvd., Los Angeles, California, 90034, (310) 299-4892. For information on married student and single-parent University off-campus housing contact UCLA University Apartments North, 625, Sepulveda Blvd., Los Angeles, California, 90034, (310) 396-4069.

In addition to off-campus housing, there is limited space available for students who are at least 21 years of age in the graduate residence dorm, Misses Horsby Hall. It is located near the law school and offers furnished rooms that are shared by two students in either single-sex or mixed-sex compartments. The rooms are assigned according to a lottery selection from housing applications. Information regarding Misses Horsby Hall, contact the On Campus Housing Assignment Office, 929 Westwood Boulevard, Los Angeles, California, 90024-1381, (310) 825-4271.

UCLA Housing Options and Opportunities: Information and Application, a booklet describing housing opportunities in greater detail, is mailed to all students with accepted applications for admission. Waiting lists for family student housing are long, thus students are urged to complete the housing application as soon as possible. Other apartments are assigned as units become available.

When requesting information from any of the housing offices, students should identify themselves as full law school applicants.

Many social activities revolve around a beautifully landscaped courtyard — also a favorite place for reading, or on an occasional outdoor class session.

Student Services

Housing

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When requesting information from any of the housing offices, students should identify themselves as full law school applicants.

Student Services

Computer Lab Services

The School of Law Computer Lab, located in the Room 127, offers a wide range of computer programs to our students: 1) The Academic Program provides access to on campus hardware and software located in the NASDAQ and West Lawn for Computer Associated Legal Instruction software, interactive video programs, the Evidence Tracking System, and any wordprocessing instruction that is a required component of a law school course such as legal research and writing. Wordprocessing and printing services for other purposes are available under this program. 2) The Wordprocessing Services Program provides users with hardware and software access and printing services for a nominal fee per semester. This service is available for an additional print service fee.

Student Health Services

The Student Health Service (SHS) is designed to offer basic health care and health information to all UCLA students. Services are provided on an appointment or walk-on basis at no cost. Payment for services received outside of SHS is the student's responsibility. All law students must maintain adequate medical insurance coverage during their period of enrollment. Offered is a Student Medical Insurance Plan (SMIP) which is a supplement to the services offered in Student Health Services. SMIP provides benefits for certain major medical expenses not covered by SHS, such as hospitalization, surgery, and emergency room costs, and fulfills the medical insurance requirement. The SMIP fee is included each term in the fee assessment total on the UCLA Fee Statement Payment of the Registration Form. This is the only method by which SMIP can be purchased. Students who are insured under adequate private medical insurance may be exempted from the SMIP by completing the Medical Insurance Waiver Request included with the registration materials each term. For further information regarding medical insurance, call the Student Health Services Insurance Office at (310) 825-1656.

Services for Students with Disabilities

The Office for Students with Disabilities, 2255 Murphy Hall, (310) 825-1651 or TDD (310) 206-0984, provides academic support services to students with permanent or temporary disabilities, including registration/enrollment assistance, special parking, food accommodations, and other accommodations. For more information, call the Office for Students with Disabilities at (310) 825-1651.

Vetran's and Social Security Services

Veterans' Services Office, the American Record Services, 1134 Murphy Hall, provides information for veterans and eligible dependents about VA education benefits, educational assistance, the work-study program, and emergency loans. Issues fee waivers to dependents of California veterans who were deceased or disabled because of service-connected injuries and who meet the income restrictions in Educa.

Women's Resource Center

The Women's Resource Center (WRC), located in Hall today, (310) 825-2654, offers services to all UCLA students, with special focus on women's needs. The center presents workshops, supports groups and referrals on many topics including medical and legal concerns, child care, self-defense, assertiveness training, rape prevention and education, and personal relationships. It also provides personal counseling on rape and sexual harassment matters.

Child Care Services

The Child Care Center provides full and part-time care for a limited number of children, ages six months to five years. Fees range from $230 to $575 per month, depending on the age of the child and the schedule selected. A satellite day care center for children ages two through five is located in Comm. Linus C. Colina Glen faculty housing area. Fees
range from $39 to $475, depending on the schedule; priority is given to Collin Glen residents. Call (310) 825-5086 for more information.

The Outreach Program helps parents make off campus child care arrangements. The outreach coordinator meets parents each Monday, from noon to one in 2 Dodd Hall. For more information, call (310) 825-8474. The University Parents Nursery School is a multicultural cooperative school for two to five year old children of UCLA students, faculty and staff. The nursery school is located in the UCLA family student housing community center, 3227 South Sepulveda Blvd., (310) 397-2735.

Transportation and Parking Information
There are several alternative means of transportation to and from campus other than driving a car. There is an excellent public bus line system that connects UCLA to Santa Monica, Culver City, Beverly Hills, and most of the greater Los Angeles area. We are fortunate to have the primary bus station for these systems located very near the law building. Bicycles, mopeds, and motorcycles are other popular ways to get to campus; several bike paths in the local area make the ride easier and safer, and there are special parking areas on campus specifically marked and equipped for these vehicles. Many students form or join UCLA carpools and vanpools to save time and money and make the daily commute more pleasant.

There are a limited number of parking permits available to students for main campus structures/dots and off-campus peripheral areas (serviced by free shuttle buses). Parking assignments are based on a number of factors, including the distance a student lives from campus, employment obligations, and other transportation and educational-related factors. Unfortunately, not all students who request a permit can be offered space.

To remain consistent with UCLA’s commitment to provide a safe environment for students, employees, and visitors, the law building and law courtyard are designated as no smoking areas.

DISCLOSURE OF 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, absent their prior consent for release, 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 each correction of their student records through a request to amend the records or if such request is denied, through a hearing;
5. To file complaints with the U.S. 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, mailing and/or permanent address, telephone numbers, 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 of the Data Change Request on the Quarterly Registration Form. Official University mailings are sent to all students, while optional mailings are sent only to students with no designated limitations.

To restrict the release or publication 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, sex, weight, and height of participants on intercollegiate athletic teams — complete the Deny to Release form available in the Registration/Enrollment Office, 1113 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 CHR Directory which lists all the offices which maintain student records, together with their campus address, and telephone numbers. Students have the right to inspect their student records in any such office subject to the terms of the appropriate Federal and State Law and the University Policies. Inspection of records maintained by the Registrar’s Office is by appointment only, with 24-hour advance notice. Call 558-0462 or inquire at 1114 Murphy Hall.

A copy of the Federal and State Laws, the University Policies, and the UCLA Campus and CHR Directory may be inspected in and information concerning these matters and students’ hearing rights may be obtained from the office of the Information Practices Coordinator, 2330 Murphy Hall.

UNIVERSITY RELATIONS INFORMATION:

In addition to the public information described here, information related to students’ Social Security numbers, sex and marital status, and the name(s), address(es), and telephone number(s) of their parents or next of kin made available to the UCLA University Relations Department for use in alumni, development, and public relations activities. To restrict the release of this additional information, students should fill out a Request for University Relations Information Restriction form available in the Registration/Enrollment Office, 1113 Murphy Hall.
range from $139 to $475, depending on the schedule; priority is given to Colina Glen residents. Call (213) 825-5908 for more information.

The Outreach Program helps parents make off-campus child care arrangements. The outreach coordinator meets parents each Monday, from 9 am to 2 pm at Dodd Hall. For more information, call (213) 825-8474. The University Parents Nursery School is a multicultural cooperative for two to five-year-old children of UCLA students, faculty, and staff. The nursery school is located in the UCLA family student housing community center, 3327 South Sepulveda Blvd., (310) 387-2735.

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To remain consistent with UCLA’s commitment to provide a safe environment for students, employees, employers, and visitors, the law building and law courtyard are designated as no-smoking areas.

Three distinguished UCLA law alumni, John A. Arguelles (retired Justice of the California Supreme Court), Willie Barnes (former Commissioner of Corporations) and Andrew Shepherd Ordin (former Chief Assistant Attorney General) speak to a law school audience on the role of attorneys in public service.

Professional Lives

Office of Career Services

The School of Law offers professional career services which, in addition to serving as liaison between student and employer, provide professional career counseling on both an individual and group basis for students and alumni. The Office of Career Services presents workshops on career planning, resume preparation, interviewing skills and job search strategies.

Approximately 350 employers, including law firms, corporations, government agencies, legal aid offices and public interest organizations visit the law school annually. In the Fall, these leading employers recruit on-campus for their offices in Southern California.

New York, Washington, D.C., Chicago, Seattle, San Francisco and other major legal centers. Through the year legal employers hire our students through various other professional and social events designed to provide part-time employment during the school year and full-time options for summer or permanent positions. The office hosts the Annual Southern California Public Interest Career Day and coordinates a voluntary pro-bono program to provide information and opportunity for students interested in public interest law.

Placement rates for graduates of UCLA are extremely favorable. In a survey of the class of 1991, responses from 297 of the 303 graduates indicated that 85% who responded had accepted offers of permanent employment by graduation time. Many of the remaining graduates postponing active job seeking until after completion of the bar examination. Placement for this class is detailed as follows: Private practice-81%, Business and Industry-2%, Government-9%, Judicial clerkships-6%, Public Interest-2%. The average starting salary for the class was $61,447.

The professional staff of the Office of Career Services is dedicated to assisting students in gaining a clearer understanding of the legal profession, presenting a wide variety of career options shaping their focus in obtaining short and long term employment goals and to supporting their professional development as alumni.

Alumni

One measure of the caliber of a law school is in the professional lives of its alumni. UCLA lawyers are senior partners managing some of the most prestigious national and international law firms, in every major metropolitan area of the country and abroad. They are "in-house" lawyers representing the major corporations and small town lawyers representing family businesses and individual clients. Our graduates are government lawyers with local, state and federal agencies and judges in our state and federal courts. Some pursue careers as legislators in state and federal government and lawyers working in the Federal Executive with responsibilities representing clients who are unable to afford legal counsel. They are teachers in law schools and other institutions of higher education, corporate chief executives and expert consultants to businesses, industry and government. Justices of the U.S. Supreme Court have offered a clerkship to a graduate from three of our last four classes.

After graduation, UCLA alumni remain integral members of the law school community. They are mentors to first year students, assisting in the transition of new students into the law school environment and creating personal and professional friendships. As speakers, panelists, adjunct professors and moot court judges, they share their expertise in the educational development of UCLA’s future lawyers. Our alumni are employed by every practice setting who actively recruit students for summer or graduate positions. They are committed fund raisers, a fact which contributes to the law school endowment and development to continue as a leader in legal education.
Finances

Fees And Expenses

All fees are subject to change.

Student fees for the 1992-93 academic year are listed below:

<table>
<thead>
<tr>
<th></th>
<th>Semester Total</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>$ 346.50</td>
<td>$ 693.00</td>
</tr>
<tr>
<td>Educational</td>
<td>1,065.50</td>
<td>2,131.00</td>
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<tr>
<td>Student Union</td>
<td>3.75</td>
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</tr>
<tr>
<td>Graduate Student Association</td>
<td>8.25</td>
<td>16.50</td>
</tr>
<tr>
<td>Wooden Recreation Center</td>
<td>18.50</td>
<td>33.00</td>
</tr>
<tr>
<td>Law/Medicine Special Fee</td>
<td>188.00</td>
<td>376.00</td>
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<tr>
<td>Instructional Materials</td>
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<td>40.00</td>
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<tr>
<td>Mandatory Medical Insurance*</td>
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<td>576.00</td>
</tr>
<tr>
<td><strong>California Resident Total</strong></td>
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<tr>
<td>Non-resident Tuition</td>
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<tr>
<td><strong>Non-Resident Total</strong></td>
<td><strong>$5,786.00</strong></td>
<td><strong>$11,372.00</strong></td>
</tr>
</tbody>
</table>

*See page 39

Inquiries pertaining to residence status should be directed to the Residence Clerk, Office of the Registrar, UCLA, 405 Hilgard Avenue, Los Angeles, California 90024-1022, (310) 825-3447.

Students who formally withdraw from the University during the first five weeks of instruction may receive a partial refund of fees.

Financial Aid

The law school recognizes that obtaining resources for financing a legal education is of great importance. Therefore, students who need help in meeting educational costs are encouraged to apply for financial aid. Need is defined as the difference between allowable school-related expenses and a student’s financial resources.

The national trend in financing graduate education is to shift the financial aid package away from need-based grant assistance to loan assistance. Therefore, financial aid applicants should be aware that the majority of financial assistance will be in the form of Perkins, Stafford or SLS loans provided that the applicants qualify for such programs under federal regulations. In addition, a portion of the financial aid package may be funded through private loan sources, which are not federally guaranteed, and require the borrower to demonstrate credit worthiness.

Fortunately, one benefit of attending UCLA, a public University, is the low fees and tuition, which make the cost of financing a legal education more manageable. A limited number of fellowships may be awarded at the time of admission to applicants who show outstanding promise. Students may apply for law school scholarships if they meet the various criteria established by individual donors. Information regarding these scholarships will be provided at the beginning of the academic year.

Financial aid budgets are designed to provide students with a modest, but realistic standard of living. Because housing costs in the area adjacent to the University are high, the budgets presume single students living off campus will share apartments. The budgets are adjusted annually to reflect changes in the cost of living. Federal regulations require a minimum student contribution of $1,200 per year toward the budgets listed below, however a student may borrow this amount through an SLS loan, if necessary. Students are expected to purchase their own books and supplies. $1,020 has been appropriated in the financial aid budget for this expense. The financial aid budgets for California residents for the 1992-93 academic year, which include registration fees, books, and moderate living expenses are listed below:

Scholarships

The Michael C. Albin Memorial Scholarship
Established by Michael's friends and family.

Arnold & Porter
Established by the firm in an effort to promote opportunities for minority law students.

Baker & McKenzie Fund
Created to help support first year minority students.

Black Women Lawyers Association of Southern California
Bar grants and scholarships offered to law students completing their first year.

Irwin E. Brill and Ruth Brill Scholarship
Established in memory of Dorothy Canfield Fisher and John Fisher and Flora E. Brill.

George I. Cochran Memorial Scholarship
Created in memory of George Cochran to assist deserving students.

Marshall Cogan Scholarship Fund
Established by Shirley and Ralph Shapiro '56 in honor of their friend, Marshall Cogan.

The Josephine Vaughn Cooper Scholarship
Established by William W. Vaughn '55, in honor of his mother, Josephine Vaughn Cooper.
Financial Aid

The law school recognizes that obtaining resources for financing a legal education is of great importance. Therefore, students who need help in meeting educational costs are encouraged to apply for financial aid. Need is defined as the difference between a law school's costs and expenses and a student's financial resources.

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- Student Living Off Campus in Apartment $15,886
- Student Living On Campus in Residence Hall 14,483
- Student Living with Parents or Relatives 10,073
- Budgets for non-California residents should be increased in each of the categories by the amount of the $7,699 non-resident tuition.

The Financial Aid Handbook and Student Aid Application for California (SAA) is sent only to admitted applicants. Financial aid inquiries and materials (SAA) Report from CSS, Financial Aid Transcripts from all previous post-secondary institutions the student has attended, and the completed (independent Student Certification) should be sent directly to:

UCLA Financial Aid Office
405 Hilgard Avenue
A129 Murphy Hall
Los Angeles, CA 90024-1345
(310) 206-0040

DO NOT SEND FINANCIAL AID AP-PLICATION MATERIALS TO THE LAW SCHOOL ADMISSIONS OFFICE BECAUSE THIS WILL DELAY PRO-CESSING.

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Established by the firm as an effort to pro-mote opportunities for minority law students.

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George I. Cochran Memorial Scholarship
Established in memory of George Cochran to as-sist deserving students.

Marshall Cogan Scholarship Fund
Established by Shirley and Randolph Saprio '56 in honor of their friend, Marshall Cogan.

The Josephine Vaughn Cooper Scholarship
Established by William W. Vaughn '35 in honor of his mother, Josephine Vaughn Cooper.

Curtis B. Danning Scholarship Fund
Established by friends and colleagues in honor of '52 alum Curtis Danning's retirement.

Henry and Emma De Garme Scholarship
Established in 1996 by Mr. and Mrs. De Garme in memory of his parents.

Hartse Fishbaugh Memorial Scholarship
Established to enhance diversity in law school and the legal profession.

Irrel & Manolla Pro Bono Scholarship
Established and funded from proceeds received by Irrel & Manolla in connection with the pro bono work of the firm.

The Edgar A. Jones, Jr. Fund
Established by William D. Gould '70 in honor of Professor "Ted" Jones.

The Julius/Horn Fund for Student Support
Established by Marvin Julius '54 and Martin Horn '54, law school classmates and law partners.

The Benjamin E. King Memorial Scholarship
Established with a major commitment from the law firm of Buchalter, Nemer, Fields & Younger in memory of Benjamin E. "I Hor" King '56.

Joseph Kirshbaum Memorial Scholarship
Established by the Kirshbaum and Litt families in memory of Joseph Kirshbaum.

La Raza Law Alumni Scholarship
Awarded to a UCLA Law School student with preference given to a La Raza Student.

Law Alumni of Los Angeles Scholarship
Awarded annually to an outstanding law student.

Marion and Dr. Sidney Leviton Memorial Scholarship Fund
Awarded to a UCLA Law School student.

Liebert, Cassidy & Fiersen Minority Scholarship Fund
Established for minority law students interested in labor and/or employment law.

Los Angeles County Bar Association, Family Law Section Scholarship
Two scholarships are awarded annually for the highest grades in family law.
Paula C. Lubic Memorial Scholarship
Established by Carol L. Spitz and Arthur M. Lubic in honor of their mother, a pioneering woman lawyer.

Frances E. McQuade Scholarship
Established by a group of law school alumni in honor of Frances E. McQuade, the first staff member of the law school.

George L. Marinoff Memorial Scholarship
Created by Elaine Marinoff Good in honor of her father, George L. Marinoff.

The Howard P. Miller Memorial Fund
Established with a major commitment from Shirley and Ralph Shapiro '58, the fund is a memorial to their friend, Howard P. Miller.

Mitchell, Silberberg & Knupp Fund
Established by the law firm of Mitchell, Silberberg & Knupp.

The Morrison & Foerster Fund
Established by the law firm of Morrison & Foerster to support the needs of minority law students.

Mudge, Rose, Guthrie, Alexander & Ferdon Scholarship Fund
The fund provides scholarship awards to second-year minority students who have an interest in public finance.

Melville B. Nimmer Memorial Scholarship Fund
Established with a gift from David Ginsburg '76 and awarded to the student who receives the highest grade in copyright law.

William E. Nakano Memorial Scholarship
Created by alumni and friends of Bill Nakano, a UCLA law student, to recognize community service.

Martin C. Pachter Scholarship
Established in memory of Martin C. Pachter '59 by his friends and colleagues in the Family Law Section of the Los Angeles County Bar Association.

Paul, Hastings, Janofsky & Walker Scholarship
Established to assist a second-year law student with preference given to minority candidates.

Jerrold Rudelson Memorial Scholarship
Established with a gift from friends and family of Jerrold Rudelson '57.

Russell P. Serber Memorial Scholarship
Established by classmates and friends of Russell Serber '55.

David Simon Scholarships
Established by David Simon '55 as a tribute to his legal education at UCLA.

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

Ann Rosenthal Stein Scholarship

Ida and Louis Stein Memorial Scholarship
Established by Clifford and Geraldine S. Hemmerling '52 in honor of Geraldine's mother, Mrs. Ida Stein.

Lee B. Wenzel Memorial Scholarship
Established by family and friends in memory of Lee B. Wenzel '57, former president of the UCLA Alumni Association and member of the UCLA Foundation Board of Trustees.

Western State University College of Law Scholarship and Loan Fund
From the Western State University Foundation in tribute to the Honorable William L. Murray and the Honorable Earl B. Gilliam.

Gail McKinney Wheat Scholarship
Created in memory of Gail McKinney Wheat '59 by a bequest from her mother Cathleen H. Wheat.

The Florence-Virginia K. Wilson Scholarships
Established with a gift from the Florence-Virginia K. Wilson Scholarship Foundation, scholarships are awarded to entering first-year students.

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

Loans

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

Frances E. McQuade Emergency Loan Fund
Established by the Joseph Drown Foundation honoring Frances McQuade, one of the early administrators at the law school.

Susan Lynn Ryti Memorial Fund
The fund honors the memory of Susan Lynn Ryti, a UCLA alumnus.

Prizes, Awards & Competitions

The Benjamin Aaron Fund
Established to honor Professor Benjamin Aaron.

UCLA Alumni Association Distinguished Scholar Award
Awarded on a campus-wide basis for academic achievement, university or community service, or significant research.

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

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.

The Nathan Burkan Prizes
Sponsored by the American Society of Composers, Authors and Publishers (ASCAP), writers of the two best papers in the field of copyright receive cash prizes and entry in the national Burkan competition.

Karen Dorey Award
Established in honor of Karen Dorey '66 who was general counsel of the California State University.

Richard T. Druker Prize
The estate of Jewell Udell provided this prize honoring Richard T. Druker.

Sanford M. Gage Awards
The Moot Court Award and The Trial Advocacy Award established by Sanford M. Gage '58.

The Morris Greenspan Memorial Prize
Established by Ruth and Joseph Bell in memory of her father, Morris Greenspan, for the best work in the International law field.

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.

The Lawrence E. Irell Prize
Established by the law firm of Irell & Manella in honor of Larry Irell, a founding partner of the firm, for the first year student with the highest grades.

The Stephen P. Ladas Memorial Award
For the best student article on trademarks and related matters.

Los Angeles County Bar Association Commercial and Bankruptcy Awards
For the two best student authored articles in those fields.

The Burton Marks Memorial Fund
Established by friends, colleagues and family of Burton Marks '55 for achievement in advanced criminal law.

Los Angeles Chapter, American Board of Trial Advocates Award
For the outstanding student in trial practice.

Theilen, Marrin, Johnson & Bridges Award
For the best student essay in Torts.

Norma G. Zarky Memorial Writing Award
Established by Mitchell, Silberberg & Knupp for the best paper in Entertainment Law in honor of Norma G. Zarky.

The following publishers present books to recognize academic achievement in selected courses:

American Bar Association
Bancroft-Whitney Prizes
West Publishing Company
Paula C. Lublin Memorial Scholarship
Established by Carol L. Spitz and Arthur M. Lubin in honor of their mother, a pioneering woman lawyer.

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UCLA Alumni Association Distinguished Scholar Award
Awarded to UCLA students for academic excellence.

Outstanding Graduating Student Award
Awarded to a graduating student for academic excellence.

Most Outstanding Undergraduate Student Award
Awarded to a graduating student for academic excellence.

Prizes, Awards & Competitions
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UCLA Alumni Association Distinguished Scholar Award
Awarded to UCLA students for academic excellence.

Outstanding Graduating Student Award
Awarded to a graduating student for academic excellence.

American Trial Lawyers Environmental Law Award
Established in honor of Karen Dory ’86 who was general counsel to the California State University.

Richard T. Drukker Prize
Established in honor of Richard T. Drukker, a retired judge.

Sawyer M. Gage Awards
The Most Court Award and The Trial Advocacy Award established by Sanford M. Gage ’58.

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Established by Ruth and Joseph Bell in memory of Morris Greenspan, for the best work in the international law field.

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For the best student article on trademarks and related matters.

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The following publishers present books to recognize academic achievement in selected courses:
American Bar Association
Barratt’s Open Book Prizes
West Publishing Company

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 rote memorization 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 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, 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 an accredited university or college of approved standing before they begin their work in the School of Law. Applicants must also have achieved a strong score on the Law School Admission Test. (See Page 47.) All undergraduate work, LSAT scores, and additional factors may be considered, criteria vary with the applicant. Academic records may be evaluated on the basis of their breadth, strength, and depth, as well as on the rigor of the educational program undertaken. The School of Law seeks a diverse and promising 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 African-Americans, Latinos, Asian-American, and American Indian
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<tr>
<th>Amherst College</th>
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<td>Arizona State</td>
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<td>New York University</td>
<td>University of California, Santa Cruz</td>
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<td>Northwestern</td>
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<td>California State, San Bernardino</td>
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<td>Eastern New Mexico University</td>
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<td>Harvard-Radcliffe</td>
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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.

Students beginning their professional work are admitted only in the Fall and applications must be postmarked no later than the previous January 15. 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.

Additional information on admissions criteria is available in The Official Guide to U.S. Law Schools which may be ordered through the Law School Admissions Services (LSAS) by writing to:

Law Service Publications
P.O. Box 40
Newtown, PA 18940

• Register with the Law School Data Assembly Service and arrange to have all materials sent to UCLA. No application will be considered unless accompanied by a Law School Application Matching Form, which can be found in each applicant's LSAT/LSDB registration packet.

You can find further information about the LSAT and LSDAS on pages 47-48 of this catalog.

• Complete the application form found on pages 51-52; send it, together with your personal statement, letters of recommendation, and the enclosed postcards to:

**Application Procedures**

All applicants for admission in the Fall of 1993 should follow these application procedures:

- Take the LSAT not later than December, 1992. (Any tests taken prior to December, 1986 are not acceptable.)

UCLA
Law Admissions Office
71 Dodd Hall
405 Hilgard Avenue
Los Angeles, CA 90024-1445
Undergraduate Institutions Represented in the Fall 1992 Class

Ambrose College
Arizona State
Bates College
Berea College
Boston College
Boston University
Bowdoin College
Brandeis
Brigham Young
Brown
Bucknell
Cal Poly Pomona
Cal Poly San Luis Obispo
California State, Fullerton
California State, Long Beach
California State, Los Angeles
California State, Northridge
California State, San Bernardino
Carleton College
Carnegie-Mellon
Case Western Reserve
Claremont McKenna College
College of William & Mary
Colorado, Boulder
Colorado
Cornell
Dartmouth College
Dartmouth
Drexel
Duke
Eastern New Mexico University
Georgetown
Harvard Radcliffe
Haverford College
Howard
Illinois
Iowa
Iowa State
Jackson State
Johns Hopkins
Lafayette College
 Loyola Marymount
Maryland
Massachusetts Institute of Technology
Miami, Florida
Michigan State
Michigan
Michigan, Ann Arbor
New College of South Florida
New York University
Northeastern
Notre Dame
Oberlin College
Occidental College
Ohio State
Oregon
Oregon State
Pennsylvania
Pennsylvania State
Philadelphia Bible College
Pomona College
Pratt Institute
Princeton
Reed College
Rhode Island School of Dentistry
Rice
Rutgers
San Francisco State
Santa Clara
Southern Illinois
Stanford
State University of New York
Syracuse
Tulsa
University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Southern California
University of Washington
US Coast Guard Academy
US Military Academy
US Naval Academy
Utah State
Vanderbilt
Vassar College
Virginia
Washington College
Washington University, St. Louis
Wellesley
Western State
Williams
Wisconsin, Madison
Yale

Students in the Law School has increased substantially since that time. The Law School maintains a strong commitment to minority enrollment and the promotion of diversity in the legal education community. Students are encouraged to apply for admission and to learn more about the Law School and its admission policies. 

In the Fall of 1992, the Law School announced the following admission policies:

- **Register with the Law School Data Assembly Service and arrange to have all materials sent to UCL. No application will be considered unless accompanied by a Law School Application Matching Form, which can be found in each applicant's LSATS registration packet.**
- **You can find further information about the LSAT and LSDAS on pages 47-48 of this catalog.**
- **Complete the application form found on pages 51-52; send it, together with your personal statement, letters of recommendation, and the enclosed postcards to: UCL Information Services Office 71 Dillard Hall 405 Hilgard Avenue Los Angeles, CA 90024-1445**

**The Deadline for Submitting Your Application is January 15, 1993.** The Law School will not consider any application postmarked after that date. Further filing will assist the Admissions Committee in their consideration of your application.

**ues with the LSAT results and LSDAS information may be obtained from: Law School Admission Services Box 2001 Newington, PA 19040-0558 (215) 996-1191**

**Law School Data Assembly Service (LSADS) is a service of the Law School Admission Council, which provides educational assistance to law schools.**

...prove most useful. We prefer that you include the letters with your application, and do not require that any specific form be used. Letters of recommendation received after January 15 will not be considered.

- No facsimiles (fax) will be accepted at any time.
- In some cases the Law 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 the applicant promptly when admissions decisions have been made.
- In 1992, there were over 7,200 applicants for the first year class. Please be sure to send any address changes directly to UCL.

**UCLA Law Admissions Office 71 Dillard Hall 400 Hilgard Ave. Los Angeles, CA 90024-1445**

**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 the school. The test is usually given in October, December, February, and June. Each year, centers where the test may be taken may be established in all parts of the country. In order to**
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 nongrading 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 foreign transcripts are the only transcripts being submitted, the applicant should not register with the LSDAS and the Law School should be notified of this fact.

Applicants who have been enrolled in graduate programs must submit directly to the Law School official final transcripts showing all graduate work as part of their application.

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.

**Notification of Application Status**

When your file is complete, you will be sent a card informing you of that fact. Because of the volume of applications (7,200 for Fall 1992), there will be a delay between submission of your application and notification that your file is complete. Please be patient during this period. Do not contact the Admissions Office to find out the status of your application. Confidentiality prohibits the discussion of an application with anyone over the telephone. You will be notified as soon as possible both after your file is complete and after a final decision has been reached on your application.

**Evaluation**

When an application is complete, it is carefully considered based on its academic merit as well as other information contained in the application. Following the initial consideration, some applicants are admitted, while some are placed on the waiting list. Unfortunately, due to the large number of applicants, most will be denied.

**Notification of Decision**

Applicants will be notified as soon as possible after decisions are made. For the majority of applicants, this is usually about mid-May. Please don't contact the office regarding your status as the volume of applicants precludes us from identifying an individual's status over the telephone.

**Acceptance Deposit**

UCLA does not require an acceptance deposit. Instead we have an honor sys-
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Instructions for Completing the Application

The application consists of an application form, a personal statement, letters of recommendation, and a fee payment of $40.00. Enclose self addressed postcards (inside the back cover of this catalog) with letter rate 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 the section number to which you are responding.

1. PERSONAL INFORMATION
Please enter one character per space.

2. LSAT
(UCLA only accepts LSAT scores from December 1988 through December 1992) List date(s) you took, or plan to take, the Law School Admission Test (LSAT). If all your undergraduate transcripts are from foreign schools and you are registered for the LSAT only, check the box on the application.

3. ACADEMIC INFORMATION
List all schools attended after high school beginning with the most recent school first.

For school and major codes please refer to the LSAT/LSDS Information Book, published by the Law School Admission Counsel/Law School Admission Services.

Check the box if you have a professional or doctorate degree.

Please use the following codes for school level and degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Law</td>
</tr>
<tr>
<td>U</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>G</td>
<td>Graduate</td>
</tr>
<tr>
<td>P</td>
<td>Professional</td>
</tr>
</tbody>
</table>

Degree codes

AB = Bachelor of Arts
BA = Bachelor of Arts
BS = Bachelor of Science
MA = Master of Arts
MS = Master of Science
MBA = Master of Business Administration
MPH = Master of Public Health
PHD = Doctor of Philosophy
RN = Registered Nurse
DDS = Doctor of Dental Science
MD = Doctor of Medicine
OU = other undergraduate degree
OG = other graduate degree
OP = other professional degree

4. EXTRACURRICULAR ACTIVITIES
Summarize any extracurricular activities and volunteer work in which you participated while in college. Include additional sheet if necessary.

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

6. APPLICANT INFORMATION
Please check whichever boxes are appropriate.

7. ETHNIC SURVEY
This section is optional. Please check only one box.

8. SIGNATURE
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 this application. We are also interested in the ways in which you might differ from such a profile. In this section please include information about how you might bring distinctive qualities to the Law School. Examples of such qualities are: racial or ethnic background, unusual or interesting family or personal background, economic or family hardship, 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 Law 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 disadvantage.

PLEASE DO NOT REPEAT INFORMATION ALREADY CONTAINED ELSEWHERE IN YOUR APPLICATION

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, sexual orientation, handicap, or age in any of its policies, programs, or practices. This nondiscrimination policy covers admission and access to, and 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 90024-1405, (310) 825-4042. Speech and hearing-impaired persons may call TDD (310) 206-5083.

Inquiries regarding Americans with Disabilities Act (ADA) or 504 Compliance may be directed to Dr. Douglas Martin, Special Assistant to the Chancellor/Coordinator of ADA and 504 Compliance, 2326 Murphy Hall, UCLA, Los Angeles, CA 90024-1405, (310) 825-2242 Voice or TDD (310) 206-3249.

Students may complain of any action which they believe discriminates against them on the ground of race, color, national origin, religion, sex, sexual orientation, handicap, or age and may contact the Office of the Dean of Students, 1206 Murphy Hall, for further information and procedures.
Instructions for Completing the Application

The application consists of an application form, a personal statement, letters of recommendation, and a fee payment of $40.00. Enclose self-addressed postage-paid envelopes (inside the back cover of this catalog) with letter rate postage for notification of receipt and completion of application.

APPLICATION FORM
When filling out the application form, fill it in appropriate format, 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 the section number to which you are applying.

1. PERSONAL INFORMATION

   Please enter one character per space.

2. LSAT (UCLA only accepts LSAT scores from December 1989 through December 1990) List date(s) you took, or plan to take, the Law School Admission Test (LSAT). If all your undergraduate transcripts are from foreign schools and you are registered for the LSAT only, check the box on the application.

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   List all schools attended after high school beginning with the most recent school first.

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   Please use the following codes for school level and degree:

   Level
   U = undergraduate
   G = graduate
   P = professional

Degree codes
AB = Bachelor of Arts
BA = Bachelor of Arts
BS = Bachelor of Science
MA = Master of Arts
MS = Master of Science
MBA = Master of Business Administration
MPH = Master of Public Health
FHD = Doctor of Philosophy
RN = Registered Nurse
DDS = Doctor of Dental Science
MD = Doctor of Medicine
OU = other undergraduate degree
OG = other graduate degree
OP = other professional degree

4. EXTRACURRICULAR ACTIVITIES

   Summarize any extracurricular activities and volunteer work in which you participated while in college. Include additional sheet if necessary.

5. EMPLOYMENT

   List significant employment, including dates and hours per week. Resume can be included.

6. APPLICANT INFORMATION

   Please check whichever boxes are appropriate.

7. ETHNIC SURVEY

   This section is optional. Please check only one box.

   SIGNATURE

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

PERSONAL STATEMENT

Your personal statement should include 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 your essays on the place of law or lawyers in society typically will not be useful.

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   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 disadvantages.

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

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Law School Admission Office
71 Dodd Hall
405 Hilgard Avenue
Los Angeles, CA 90024-1445

Application must be postmarked by January 15, 1993

Non-refundable fee of $40.00 is required. Make check or money order payable to THE REGENTS OF THE UNIVERSITY OF CALIFORNIA. Please use complete instructions. Be sure to include the requested personal statement as described.

1. PERSONAL INFORMATION

   NAME DR. MR. MRS. JUNIOR NAME
   Last Name
   Middle Initial
   First Name

   Address
   City
   State
   Zip Code

   Address
   City
   State
   Zip Code

   Phone
   Fax

   Number and Street
   City
   State
   Zip Code

   Have you attended any other law schools?

   If so, which law school(s) and when?

   Country of Citizenship:

   Are you a California resident?

   Yes
   No

   If a U.S. citizen by birth, what year did you begin living in the U.S.?

   19

   If all your undergraduate transcripts are from foreign schools and you are registered for LSAT only check box. (LSAT)

   2. LSAT (UCLA only accepts LSAT scores from December 1989 through December 1992)

   List date(s) you took, or plan to take, the Law School Admission Test (LSAT).

   If you have a PhD, MD or other doctorate degree check box. (DS)

   3. ACADEMIC INFORMATION

   List all schools attended after high school, beginning with most recent school first. For school and major codes please refer to the LSAT/LLSDAS Information Book.

   If you have a PhD, MD or other doctorate degree check box. (DS)

   SCHOOL CODE

   NAME OF SCHOOL

   LEVEL

   BEGIN

   END

   DATES OF ATTENDANCE

   MAJOR CODE

   MAJOR DISCIPLINE

   G

   P

   O

   U

   FOR OFFICE USE ONLY

   SID #
4. EXTRACURRICULAR ACTIVITIES
Summarize any extracurricular activities and volunteer work in which you participated while in college. Please see instructions.

5. EMPLOYMENT
List all significant employment — include dates and hours per week. Please see instructions.

6. APPLICANT INFORMATION
1. Have you ever been convicted of a criminal offense 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 in your personal statement.
3. If you have a significant disability which you would like considered as part of your application, please check the box and discuss in your personal statement. □ (DA) (Please specify)

4. Check if you are applying to a concurrent degree program: (534) □ J.D./M.B.A. (911) □ J.D./M.A. (UP)
5. 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

7. ETHNIC SURVEY: Check one (Optional)
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 (Please specify)
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/Filipino q □ Other (Please specify)
f □ Other Black l □ Vietnamese

8. SIGNATURE
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. IX, Sec. 9 of the California Constitution. This record-keeping procedure was established prior to Jan. 1, 1975. 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.
Thank you for applying to UCLA School of Law. We will inform you when your application file is complete. It probably will not be necessary, but if you must contact this office, please write to the Admissions Coordinator, and use the telephone only for matters of an urgent nature.

Dean Susan Prager welcomes Lisa Chung, Class of '92, to the legal profession as the Juris Doctor degrees are conferred at the school's 41st annual Commencement ceremony.