COLLEGE OF LAW CATALOG 1986-87/1987-88
THE UNIVERSITY OF ARIZONA RECORD
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Dear Students:

Welcome to the University of Arizona College of Law. We believe you will find the study of law to be an exciting and challenging experience. Indeed, in many ways the three years of law school may be the most intellectually enriching experience of your life. You will be challenged on a daily basis in class, required to communicate your thoughts in concise and cogent fashion and you will be forced to engage in the art of persuasion. In short, you will learn to “think like a lawyer.” You will explore the important philosophical and ethical issues of the law, you will consider the intricate practicalities of the law.

We at the University of Arizona College of Law are proud of our program of legal education. We engage in the preparation of students to pass the bar examination and enter into the practice of law, but we also do much more. We try to assist in the education of outstanding men and women. To quote Justice Holmes:

*I say the business of a law school is not sufficiently described when you merely say that it is to teach law, or to make lawyers. It is to teach law in the grand manner to make great lawyers.*

The faculty of the University of Arizona College of Law is made up of distinguished people from across the country. What they share is the common goal of offering incisive and probing instruction in areas which are vital to lawyers. The College is part of a great tradition and fine University. It was founded in 1925 with but eight law students. Since that time thousands of individuals have graduated from the law school and have pursued important careers in Arizona and in other parts of the United States.

I want to thank you for considering the University of Arizona College of Law for your legal education. We are proud to be an integral part of both a distinguished university and a noble profession. I wish you well in your legal career.

Sincerely,

Paul Marcus

Dean
The study of law is intellectually challenging. Students grapple with a new discipline, learning new ways of approaching and solving human problems and new ways of expressing knowledge and creativity. It is fascinating, occasionally frustrating, often exhilarating. The main intellectual ferment occurs in the classroom (and in the hallways before and after class). Daily, hourly, faculty and students confront the tough decisions that must be made. What does justice require, given the particular facts? Which rule of law best furthers the common good?

At Arizona we are proud of both our faculty and our students. Our faculty is strong and is devoted to classroom teaching. They have authored major texts, have written extensively in the law reviews, have participated widely in the academic and professional communities, and, prior to teaching have had varied and significant careers in practice, from Legal Aid to Wall Street, from the City Attorney's Office to that of the United States Justice Department.

Over the last three years, we have hired six new faculty (bringing our student/faculty ratio to approximately 17 to one). Of the six, three are women. Four are entering teaching directly from practice (one from the Antitrust Division of the United States Department of Justice, one from a large Wall Street firm, one from the London Office of a multinational firm located in Washington D.C. and another from a large Phoenix firm where she was a partner). The other two have already established themselves as teachers and scholars as tenured professors at other institutions (one from the University of Wisconsin, one from the University of Houston).

No matter how distinguished the faculty members, their effectiveness will be limited if they are inaccessible and aloof. That is not the case at the University of Arizona College of Law. The atmosphere, while serious, is relaxed. In the first semester of the first year each student takes one small substantive law class and works closely, one-on-one, with the professor on writing skills. The small sections set the tone; students are frequently found in faculty offices seeking guidance and discussing and arguing the law.

In the classroom, we employ a variety of teaching methods, Socratic, lecture, problem solving and clinical. We offer the standard basic curriculum as well as numerous specialized courses and seminars. The scope of our offerings are comparable to those of law schools our size (25 full time professors, about 450 students.)

We offer a solid and exciting legal education. In addition to our fine faculty and its commitment to teaching, what specifics distinguish the College of Law? We have a strong Legal Writing Program, a leading Law and Computer Program, an expanding International and Comparative Law Program, a diverse Clinical Program and a unique Community Service Program.

Finally, and importantly, we are a leading component of a major research university. Our students partake in the life of a great university. The University of Arizona is a leading teaching and research university. It has nationally recognized departments in Philosophy, Anthropology,
Astronomy, Sociology, Geosciences, Optical Sciences, Physics and now, in a pioneer program, Cognitive Science. In a recent National Science Foundation survey of research expenditures in 2500 institutions of higher education, the University of Arizona ranked twenty-second. Some of the special cultural opportunities are the University of Arizona Museum of Art, the State Museum (Anthropology), The University of Arizona Poetry Center, Drama Series, Music Series, and International Arts Society.

The University fields athletic teams in the Pac 10. (The year 1985–86 was particularly successful for Arizona teams—the men's baseball team winning the national championship, the men's basketball team winning the Pac 10 and the football team second in that league). The University has a strong intramural sports program in which many law students participate.

The Law College has many academic ties with the University. Law students can enroll in graduate courses in the University and, with certain restrictions, receive up to six units of law school credit. The Law College offers two Concurrent Degree Programs (J.D./Ph.D.), one with Philosophy, the other with Psychology. We are developing others. Concurrent degree students add to the richness of the student body.

Law professors interested in interdisciplinary research can work with leading academics in other fields. New courses result, such as Law and Social Sciences, team taught by law and psychology professors. In recognition of their close work with the College, some members of the University faculty have been named Joint Appointees (Michael Block of Management and Policy, Joel Feinberg of Philosophy, Helen Ingram of Political Science, and Bruce Sales of Psychology and Sociology).

The University is an intellectually exciting place to be. So, too, is the Law College. In our monthly Film Forum we show films that raise significant legal issues, such as *Billy Budd* and *To Kill a Mockingbird*, and follow them with panel discussions among lawyers and faculty from other departments. At an informal Law and Literature seminar, eighteen students and ten faculty members meet monthly to discuss (and argue) books ranging from *Crime and Punishment* to *The Milagro Beanfield War*.

The Law College also presents a large number of guest speakers during the year. In the past few years the Isaac Marks Memorial Lectures, the Rosenstiel Scholar-in-Residence Program, and similar programs have sponsored Anthony Lewis of the *New York Times*, Benno Schmidt, President of Yale University, Justice William Rehnquist, Justice Sandra Day O'Connor, Justice Cruz Reynoso, and Federal Court of Appeals Judges Carl McGowan and Mary Schroeder, as well as a host of leading law teachers and practitioners.

Ultimately, however, films, masterpieces and speakers do not determine the intellectual quality of an institution; it is the heated student discussions that they spark. Law students must throw themselves into the debate of the great questions of the day, be they philosophical, political, or moral, for tomorrow, as law-
yers, they may decide them.

**Writing Programs**

From the hurly burly of the courtroom to the quiet of the office conference room, a lawyer needs one central skill: the ability to write clearly and concisely. In law, that is not easy.

The University of Arizona College of Law devotes substantial time and energy to its various writing programs. In the first semester of the first year, each student is assigned to a Small Section (approximately 25 people) in one of the substantive first year courses: Contracts, Criminal Procedure or Civil Procedure. Legal Research and Writing is taught in these sections. The assignments relate to the substantive material being studied in the class; they are created, read, and critiqued by the professor.

In the second semester of the first year, students participate in the Moot Court Program and refine their writing skills by writing a brief. They then argue their case before practicing judges and lawyers.

Before graduation, each student must complete a substantial paper, which is an original research paper of publishable quality. Substantial papers are written in small writing seminars of no more than 15 students, under the supervision of a full time faculty member. The papers go through three drafts. Each of the three drafts are extensively critiqued by the professor. Students present and defend their papers in the seminar. In the last two years, substantial paper seminars have been offered in a wide variety of areas, including: Professional Responsibility, Mental Health Law, Tax Policy, Law and Technology, Torts and Insurance, Appellate Practice, Alternative Dispute Resolution, First Amendment, Current Business Problems, The Warren Court and International Commercial Transactions.

Small sections, first year moot court and substantial papers constitute the required writing program. Students may further refine their writing skills by taking courses and seminars requiring papers or by participating in the second year Fegley Moot Court Competition. Finalists in the competition represent the College in the National Moot Court Competition during their third year. Membership on the Arizona Law Review, The Advocate or The Journal of International and Comparative Law provide additional research and writing opportunities. These activities are described in the Student Activities section of this catalog.

**Computerized Legal Education**

The College of Law has one of the most advanced computer systems of any law school in the country. This system supports the heavy involvement of the faculty in research and publication. Students receive training in the use of automated legal databases such as Westlaw and Lexis. In the bankruptcy and creditor's remedies courses, computer simulation of a business failure allows students to apply the principles of law learned in the classroom. There are plans to make word processing and related services available to the students as well. The College recently hired a lawyer who is also a computer expert to oversee computer use, and
expand the use of the computer aided legal instruction program.

**International and Comparative Law Programs**

The College is developing a substantial program in international and comparative law. Because of our proximity to Mexico and the interest of many students and faculty, a considerable amount has been accomplished in recent years. The Journal of International and Comparative Law is one of the few student run journals in these fields. We are also part of a consortium of law schools which permits students in their second or third years of law school to study in an organized program in London. Students in that program study both American and English law and receive up to a full semester of credit. Finally, the University of Arizona College of Law and the Universidad Nacional Autónoma de México (U.N.A.M.) in Mexico City have joined together to develop exchange programs of both students and faculty.

**Clinical Programs**

The major change in legal education over the last 20 years has been the addition of clinical teaching programs which involve students in such lawyering tasks as conducting trials, negotiating cases, and interviewing clients. Most schools today have clinical programs although their philosophies differ.

The College has a strong clinical program. More than eighty percent of the students enroll in one or more clinical courses. We have a particularly effective Trial Practice Program. Restricted to 16 students per section, students role play various trial tasks—closing argument, direct and cross-examination—and often participate in a full mock jury trial at the end of the semester. We urge students to take the course even if they do not plan to become litigators. We believe that one develops a different understanding of legal doctrines by working with them in the trial process.

There are also courses in Negotiation and in Interviewing. The Interviewing course involves the use of "client/instructors," trained individuals who play the role of a client and thereafter critique the student's interviewing skills. This program was developed in conjunction with the University's Medical School.

Most clinical law programs have a component in which students work on actual cases under the supervision of a licensed lawyer. Some law schools have their own in-house "clinic" where students work under the guidance of lawyers hired by the law college for that purpose. Other schools follow the "placement" model where students work under the supervision of lawyers working either in private law firms or in government offices (Public Defender, Prosecutor's Office, Legal Aid). There is a great deal of debate as to which is the best model; each offers different strengths and each suffers certain limitations. The College has opted for the "placement" model. As an academic institution, we feel it is important that students not only learn the techniques of effective legal practice but also step back and question the philosophic and moral assumptions behind such techniques.
This critique, we believe, can be more effectively accomplished in placement programs. Students doing a field placement meet weekly in a seminar designed to bring their insights into practice back into the classroom for discussion and analysis.

**Community Service Programs**

The College of Law attracts students rich in energy and intelligence. Consistent with our educational aims, we attempt to direct some of that energy and intelligence back into the community; public service is a high ideal of the legal profession.

In our High School Teaching Program, law students are placed in local high schools where they teach their classes once a week, for seven weeks. The high school student gains an understanding of the process of legal-decision making while the law student has the opportunity to discuss the law with non-lawyers. Our students have a positive influence on a group of people still in the process of formulating beliefs about law and justice. The program, which is highly successful and great fun, has involved hundreds of law students and tens of thousands of high school students.

The Law College has embarked on a new program aimed at combating drug abuse in the schools. Presented at the sophomore level, the program presents a video of a juvenile court "sentencing" hearing involving a teenager who has admitted selling drugs on campus. Lawyers argue the case and then the high school students are asked to decide what punishment is appropriate. Law students then lead a discussion of the juvenile court system and how the law should cope with the societal problems caused by drug abuse.

Students become involved in community service activities in other ways as well. For example, under one of our programs, law students conduct client intake interviews for the local Legal Aid Office. Students can also participate in legislative internships in Washington, D.C. and in Phoenix.

We welcome your interest in our College. We feel that we teach law very well. We will continue to develop new programs to strengthen our College. Our major commitment, however, is not to create individual programs, no matter their quality; it is to make the College of Law intellectually vibrant, a place where students and faculty confront ideas to become, not merely technically proficient in the ways of the law, but wise and visionary. As students and teachers of the law, we must never forget that it is a profession that we are creating.
Facilities

The Law College. Legal education at the University of Arizona originated in 1914 as a law department in the College of Letters, Arts and Sciences. In 1925, the State Legislature authorized the establishment of the current College of Law as the fifth college at the University. Since then, many of Arizona's distinguished judges and lawyers have received their legal education at the College. It is fully accredited and has been a member of the Association of American Law Schools since 1931. The law building, occupied in 1979, is a completely new facility housing faculty and administrative offices, class and seminar rooms, student lounge and offices, a large library and two courtrooms frequently used for actual trials and appellate arguments, as well as for traditional student instruction. The new building is as functional as it is attractive and contains the latest in technical equipment such as videotape, closed-circuit television, and computer-assisted instruction terminals.

The Law Library. Arizona's programs require a first-rate research library. Building on a solid foundation acquired over the years, the College is devoting a large share of its resources to the development of its collection which now exceeds 250,000 volumes. The library already contains the reports of all state and federal courts, the statutes of every state, virtually all the English language legal periodicals published in the world, a carefully selected and expanding collection of law and law-related treaties, and a large collection of English and British Commonwealth, Latin-American, and other foreign materials. As new teaching and research programs are developed, library holdings will respond accordingly. The collection is presently and will continue to be the most comprehensive in this area of the United States. The College has also recently acquired a computer research system. It has both LEXIS and WESTLAW. In addition, the University of Arizona College of Law Library was recently designated by the International Academy of Commercial Law to be one of the two world-wide document centers (along with the University of Geneva) for the development of international commercial law materials.
Many come to law school without a clear idea of the kind of law they wish to practice or, indeed, whether they wish to practice at all. While irrevocable decisions need not be made in law school, as many lawyers change jobs several times, law school is a good place to consider career options. The Placement Office helps students sort out the many options a law degree creates.

There are many ways of narrowing career options. Some students find specific areas of law particularly fascinating; others gain insights into law practice by clerking during the summer with firms and agencies; still others achieve similar results by participating in the clinical program. Discussing career choices with members of the faculty can be quite useful as they have practiced law in numerous contexts. Novels written by lawyers about practice can be helpful as well. The Placement Office conducts seminars in which lawyers describe their jobs and maintains a library on law firms, corporations, government agencies, legal aid, public interest groups, teaching opportunities, fellowships and opportunities outside of law for law graduates.

In addition to career counseling, the Placement Office, which is headed by a full-time career placement officer, helps students and graduates find employment. As a general matter, prospects are quite good. A recent survey showed that ninety-two percent of our graduates seeking employment found it within six months of graduation. Arizona and the Sun Belt are growing and the College is becoming nationally known as a good place to find good lawyers. Over the last three years, the number of firms and agencies interviewing at the school has increased almost fifty percent. Over ninety employers from all over the United States will interview third-year students for permanent positions and second-year students for summer clerkships. In addition, numerous employers write letters inviting applications. The Placement Office helps in the interview process by offering seminars on resume writing and interviewing and job search techniques.

Recent surveys indicate that more than twenty percent of our graduates take jobs out of state. Last year twenty percent accepted judicial clerkships, both on Federal and State, Appeals and Trial Courts.
Residence Halls
Residence in halls is restricted to students enrolled for 12 or more units. Although it is made available first to legal residents of Arizona, a large number of accommodations are available each year to nonresident students. Applications for the reservation of a room should be made immediately upon receipt of notification that admission has been granted. A deposit of $50.00 must accompany each application. This application should be sent to: Department of Residence Life, 103 Nugent Building, The University of Arizona, Tucson, Arizona 85721.

Married Students’ Housing
The University offers to qualified married students 420 one-story apartments conveniently located in northeast Tucson. The apartments feature individually controlled refrigerated air conditioning and heating, all-electric kitchen, refrigerator-freezer, disposal, wall-to-wall carpeting, draperies, private patio, heated seventy-foot swimming pool, recreation area and laundry facilities. For further information write to: Family Housing, The University of Arizona, 3401 North Columbus Blvd., Tucson, Arizona 85712. Predictably, it is difficult to gain access to married students’ housing. Interested students should make inquiry as early as possible.

Off-Campus Residence
The Tucson community is well supplied with adequate off-campus housing for both single and married students. The office of On-Campus Housing is available for assistance.

Student Health Service
The Student Health Service helps students maintain their physical and mental health and is a campus resource for counseling on health problems. For further information on available services, contact the Student Health Center, The University of Arizona, Tucson, Arizona 85721.
Student Activities

Students at the University of Arizona College of Law play an integral part in the governance of the College. Students participate as full voting members in virtually all committees, including the Admissions, Executive, Curriculum and Faculty Selection committees. In addition, student organizations sponsor a variety of programs and activities aimed at enriching student life. Some of these activities include: the Law Women’s Association’s College-wide Auction and Little Sister Mentoring program; the Minority Law Students’ Association’s Community Awards Banquet; the Law Library’s “Race Judicata” ten kilometer race; and the Annual Law College Follies. Finally, the many cultural, recreational and intellectual opportunities offered by the University of Arizona provide the context for student life, in a thriving, ethnically diverse and environmentally beautiful city.

Student Bar Association

Upon entering law school, every student becomes a member of the Student Bar Association (SBA). The SBA is a self-governing body designed to promote professional responsibility among the student body and to provide extracurricular activities, both social and professional. The SBA is a member of the American Law Student Association and keeps abreast of new developments and changing trends in legal education by maintaining close contact with many other law school associations.

The SBA is partially responsible for administering the College’s Honor Code through participation on the College Honor Council. The Code governs student conduct during examinations and other activities undertaken under law school auspices. In addition, the SBA provides a speakers’ program which attracts top legal and political figures from many areas. Social events provide a meeting ground for students and faculty members.

The Arizona Law Review

The Arizona Law Review, published four times each year, is a scholarly journal of criticism and commentary on current legal problems, with substantial circulation throughout the legal community. The primary function of the Law Review is to provide its members with a comprehensive, yet intensive and demanding, analytical experience. The Review also serves as a forum for teachers and practitioners to discuss and analyze developments in the law.

The Law Review is unique in that it is edited and managed entirely by students. Candidates are selected after the first semester on the basis of scholarship and writing ability; final selections are made at the end of the second semester, based solely on performance in the candidacy program. The editors, who are selected from among the second-year writers, work closely with the faculty but exercise substantial autonomy in publishing the Review.

Membership on the Review is considered one of the most valuable educational experiences available to a law student. It provides students with an opportunity to do independent and exhaustive research in problem areas of the law, and through
publication of their work to contribute in some measure to a clearer understanding of the nature of the legal process.

The Arizona Advocate
The Arizona Advocate is the College's newspaper. In addition to covering important events at the law college, the Advocate serves as a voice for students and faculty opinions on a wide variety of issues.

Moot Court
The Fegty Moot Court Competition provides a full program of briefing and arguing appellate cases. Beginning in the first year with Appellate Practice and Moot Court, the competition offers each student an opportunity to develop ability both in creative legal writing and appellate advocacy. In the second year, interested students have the opportunity to argue before locally as well as nationally prominent judges. Finally, those who excel in the second-year program are elected to the Moot Court Board where they prepare problems for and judge the competitions of the first- and second-year students.

Minority Law Students' Association
This organization is primarily a service organization representing minority law students. It recruits and promotes the admission and retention of members of the minority community to the College, in addition to actively engaging in many community-oriented projects geared to assist the minority community.
Law Women's Association
This organization is directed towards encouraging the entrance of women into legal careers; providing a forum for the exchange of ideas among women in the College; and effecting beneficial changes, especially in response to the needs of women, within the College and the Bar, and within the community at large.

In addition to these organizations, there are many other activities which reflect the diverse interests of the student body and are not sponsored by the College of Law.

National Lawyers Guild
The College chapter of the Guild is open to all law students. It is an association dedicated to the need for basic change in the structure of our political and economic system.

Law Fraternities
Two national legal fraternal organizations are represented in the College of Law: Phi Alpha Delta and Phi Delta Phi. Each contributes in its own way to the professional atmosphere of the College.

American Bar Association—Law Student Division
All law students are eligible for membership in the Law Student Division of the American Bar Association. The Division's objectives are to promote professional responsibility and to encourage student involvement in the solution of problems which confront today's changing society.

Christian Legal Society
This chapter of the National CLS is dedicated to providing a forum for the discussion of legal issues relating to religion and the law, and to encouraging fellowship and service programs within the school and the community at large.
Admission to the College of Law

Admission Requirements
Applicants for admission to the College of Law must have earned a bachelor's degree from an accredited college or university. Admission is based on the applicant's prior academic achievement, aptitude for the study of law as indicated by the score on the Law School Admission Test (LSAT), personal statement and references.

Admission Process
Applicants are initially evaluated according to personal statements, references and a formula which combines the candidate's undergraduate grade point average and score on the LSAT. Many of our admittees are selected from the pool of applicants based primarily upon the quality of their academic performance and LSAT score.

The balance of the entering class will be chosen by the vote of the Admissions Committee from a group of qualified candidates whose backgrounds and academic records indicate a good chance to succeed in law studies and to make a significant contribution to the legal educational process, the legal profession and the community. We believe that diversity is essential to a vital educational process and a dynamic legal profession. Although weight is given to academic records and test scores, the Committee looks to other factors that not only affect the diversity objective in a positive manner but also may render grades and test scores less important as indicators of intellectual strength. Among those factors are colleges attended, course of study, grade trends, significant or extracurricular activities, unique educational or occupational experience, involvement in community affairs, participation in pre-law school programs (e.g., CLEO), race and ethnicity, economic or cultural background, and any other factors that may justifiably be relied upon in appraising the qualifications of applicants for success in law school and contribution to the legal profession. In making the selections, consideration is given to the individual characteristics of each applicant.

Application Procedure
First-year students are admitted only in the fall semester. Offers of admission can be deferred until subsequent years at the discretion of the Assistant Dean. Appli-
Admission to the College

cants are encouraged to submit their applications as early as possible in the Fall Semester. All application materials, including the LSDAS report, must be delivered to the Admissions Office or postmarked no later than MARCH 1.

1. To complete an application, a candidate for admission must submit:
   A. A Law School Application Matching Form (see item 3).
   B. A completed law school application (including personal statement).
   C. A Domicile Affidavit.
   D. Two references.
   E. Nonresidents only: a non-refundable $10.00 application fee. (Only checks or money orders, payable to the University of Arizona, are acceptable.)

2. All candidates must take the Law School Admission Test (LSAT), which is given at centers in the United States several times a year. Information about the test can be obtained by writing Law School Admission Services (LSAS), Box 200–R, Newtown, PA 18940, or by contacting the nearest law school or prelaw adviser. In order to meet the March 1 deadline for complete applications, candidates must take the test no later than the DECEMBER administration. Scores for the March test will not be considered for applicants to the entering class. An applicant may take the LSAT more than once; however, the scores will be averaged for use in the initial evaluation formula.

3. All applicants must register for a Law School Data Assembly Service Report. LSDAS reports are produced only for candidates who submit directly to all law colleges a Law School Application Matching Form with their application for admission. The matching forms are included with the LSAT/LSDAS registration materials found in Law School Admission Bulletins. To preserve a candidate’s right to privacy, LSAS does not release LSDAS reports to any school that does not supply them with an Application Matching Form.

   It is important to recognize that considerable lead time is required for the LSDAS process. To ensure timely completion of applications, we recommend that candidates register with LSDAS and submit transcripts from each undergraduate institution attended to LSDAS prior to JANUARY 1. Students must provide to LSDAS transcripts of any coursework completed after the initial submission to LSDAS. It is wise to keep receipts for transcripts and LSDAS services as evidence of compliance with deadlines.

   Graduate transcripts should also be sent to LSDAS. Graduate grades will not be analyzed on the report but the transcripts will be attached to the back of the report.

Applicants Who Have Previously Applied to this Law School

Applicants who have been admitted or denied in previous years must file a new application, personal statement, references, domicile affidavit, status cards and a $10.00 nonresident application fee, if applicable. Additionally, all such appli-
cants must again register with LSDAS and have a new LSDAS report submitted to the University of Arizona. Previous applicants must comply with the deadlines stated above.

Files containing prior applications, letters of recommendation and personal statements are retained by the Admissions Office for five years for those who were previously admitted and two years for those who were previously denied or who submitted incomplete applications.

Transfer Applications
Second-year students who have done very well at other law schools may be accepted as transfer students at the University of Arizona in either the fall or spring of their second year. Transfer applicants will not be accepted at mid-year of the first year or for the third year. However, third year students may apply as visiting students.

A transfer applicant must send the following items to the Admissions Office so that they are received no later than December 1, for applications for the spring semester, and no later than July 15, for applications for the fall semester.
1. A completed Application for Transfer Admission.
2. A Domicile Affidavit.
3. An LSDAS report reflecting the entire undergraduate career and the LSAT score. (Unless the applicant has previously applied to this College and provided an LSDAS report reflecting the entire undergraduate career, the procedures in item 3 under "Application Procedure" must be followed.)
4. A law school transcript including grades and class rank received through the final semester of study.
5. A letter from the dean of the law school the applicant is currently attending indicating the student is in good standing and eligible to continue studies at that institution.
6. Nonresidents only: a nonrefundable $1000 application fee. (Only checks or money orders, payable to the University of Arizona, are acceptable.)

No student who has been disqualified or placed on probation at another law school, or who has failed to maintain at least a "C" average for all law work attempted will be allowed to transfer to the College of Law. If these minimum requirements are met, the application will be evaluated as to whether the transfer would be in the best interest of the student and the College. Residents ranked below the top quartile of their class and nonresidents ranked below the top ten percent usually will not be accepted as transfer students.

Transfer students will not receive credit for work done at a law school which is not a member of the Association of American Law Schools or approved by the American Bar Association. To qualify for graduation, transfer students must do a minimum of three semesters of academic work, including their final two semesters' work, comprising at least 27 units of credit, in residence at this university. In order to receive credit for residence, students must be registered for a schedule of no fewer than 10 units for the semester. In the
event that they fail to pass at least 9 units of work, they shall receive credit for residence in the ratio that the units passed bear to 9.

**Non-degree Students**

**Special Students.** A limited number of students without the qualifications required of candidates for the law degree may, at the discretion of the faculty, be allowed to audit a course or courses as special students. Applicants must have experience and educational background which indicate a strong probability that they will be successful in law study. They must also demonstrate some special need for legal training.

**Students From Other Colleges.** Graduate students, with the written approval of their adviser and the Dean of the Graduate College, may register for courses in the College of Law. Students desiring to do so will be required to obtain the approval of the instructor and the Assistant Dean of the College of Law.

Special students and students from other colleges studying at the College of Law are not degree candidates and are not eligible for the bar examination in Arizona. In addition, law courses taken as a non-degree student cannot be used as credit toward a law degree should an individual be subsequently admitted to the College of Law.

Inquiries regarding admission should be addressed to: The Assistant Dean, College of Law, The University of Arizona, Tucson, Arizona 85721.

**Fees and Expenses**

Following is a summary estimate of minimum annual expenses for single, self-supporting law students for the 1986–87 academic year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>$1,868.00</td>
</tr>
<tr>
<td>Food</td>
<td>1,216.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>420.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>1,136.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,640.00</strong></td>
</tr>
</tbody>
</table>

(Legal Resident of Arizona)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Tuition</td>
<td>$3,124.00</td>
</tr>
<tr>
<td><strong>Total (Nonresident)</strong></td>
<td><strong>$7,764.00</strong></td>
</tr>
</tbody>
</table>

Students should add incidental personal expenses as anticipated. Fees are payable to the University Cashier upon registration. Dormitory rent is paid by the semester, in advance.

The Board of Regents reserves the right to change charges from time to time as necessary.
Financial Assistance

Need-Based Financial Aids
Need-based financial aid is of three types: (1) scholarship, (2) combination scholarship-loan, and (3) loan. Students applying for aid are automatically considered for general University scholarships and/or loans as well as law school funds.

A significant number of need-based scholarships from various sources are available through the College of Law. Approximately $100,000 in need-based funds are awarded each year to law students. Of that amount, one-third is awarded to entering students; two-thirds, to continuing students. Details on the various scholarships, application procedures and deadlines are available from the Manager of Financial Services.

By the time students arrive at law school, they frequently have put a severe strain on their families' resources. Many have family responsibilities of their own. Scholarship aid, while increasing, is nevertheless limited, and many students need assistance in financing their legal education. While recognizing the natural inclination all of us have to avoid debt, the College urges that students arrange to finance their education through special educational loans instead of taking on outside employment that consumes time and energy badly needed for study. A student in law school is at the threshold of a professional career. Much that is achieved in later life will depend on the start obtained and the record compiled. Working one's way through college is an honorable aspect of American life, and there are many fine lawyers practicing today who financed their legal education in this way but even they will tell us that they would have gotten more out of school if they could have had more time for study and reflection. The law is becoming more complex and law school is correspondingly more demanding. The students, their families and communities have a stake in getting the best possible return on the educational investment. That is why public and private institutions have made available loans funds for college and professional education.

Merit/Performance Awards
A limited number of merit awards are made each year to entering students. For details on these awards, which are not based upon financial need, applicants should contact the Assistant Dean for Student Affairs.

Continuing students are eligible for numerous honors and awards based upon their overall performance or upon their performance in specific College programs, such as Moot Court and Trial Advocacy. Recipients of these awards are selected by the faculty of the College. Details on the various awards are available from the Manager of Financial Services.
The Program of Study

Requirements for the Juris Doctor Degree
The course of study leading to the Juris Doctor degree is designed to be completed in 6 semesters, or their equivalent, of study in residence at an accredited law school. To receive credit for a semester in residence, students must be registered for a schedule of no fewer than 10 class hours per week. In the event that they fail to pass at least 9 units of work, they shall receive credit for residence in the ratio that the units passed bear to 9. A student enrolled in a schedule of fewer than 10 class hours a week shall receive credit for residence in the ratio that the hours passed bear to 10. The course can be accelerated by summer study, but in no event can the student complete the course of study in less than two and a half academic years and one or more summer sessions totalling the equivalent of one full academic period in residence.

To meet graduation requirements a student must successfully complete at least 85 units of law study, including all required courses, with a cumulative grade point average of 2.00 (C).

Students must satisfactorily complete one special writing seminar. The topics of these seminars vary from semester to semester. Law Review students who have written a publishable paper as certified by the Editor-in-Chief and faculty adviser will be exempt from this requirement.

Course Load Requirements
The study of law requires substantially all of a student's time and energy. The world of the lawyer is vast and there is much to learn beyond the confines of the classroom and the casebook. Students must spend a great deal of time in the library digging into the history and theories of the law, and should engage in some of the student professional activities that will equip them to be contributing members of the bar. The faculty believes that part-time legal education lacks the breadth required for adequate professional training and urges most strongly that students not plan to do outside work. It is essential that first-year students devote themselves entirely to their studies. The law school assists in every way it can to see that students need not seek gainful employment. Resources are limited, however, and no assurances can be given that financial aid will be available.

First-year students will be required to register for the entire prescribed course of studies, and second- and third-year students must carry at least 13 units each semester but no more than 17 units. In very special circumstances a reduction in course load may be permitted with the consent of the Executive Committee. After consulting with the Assistant Dean, single parents may take a reduced load each semester of their first year.

Academic Regulations
The University of Arizona employs a grading system in which A(4) = excellent, B(3) = good, C(2) = fair, D(1) = poor, and E(0) = failure. Credit will not be awarded for a course in which a grade of E is received.

Academic regulations governing probation and disqualification within the College...
of Law were revised by the faculty in 1984. The complete text of the policy is included in the Student Handbook, which is distributed to each entering student.

**Honor Code.** All students enrolled as law degree candidates in the College are automatically members of the Student Bar Association and therefore subject to the Honor Code as provided for by the Constitution of the Student Bar Association. The Code was created to provide the student body an opportunity to establish standards of personal conduct and self-regulation. The governing philosophy and premise of the Code is that students striving to enter the legal profession are capable of adherence to ethical standards. The text of the Code is included in the Student Handbook.

Any nonmatriculated student registered for coursework in the College shall be subject to the provisions of this Code and any violation by such a student should be reported to the College's Honor Council.
The College of Law has completed a fundamental reorganization of the curriculum, which includes a modernized set of required courses, and a wide variety of problem method courses, seminars and clinical programs. The program is now mostly elective in the second and third years of law study.

**Courses Outside the Law College.** A student who has completed the first year of law studies and who has a 2.50 cumulative grade point average may, with the approval of the College's Executive Committee, take a maximum of 6 units of graduate work in other colleges of the University. The Executive Committee will require that the courses so elected be relevant to law study. Law school credit will be awarded for such courses in which a grade of C or higher has been received. However, the grades received will not be included in the student's cumulative grade point average.

**Interdisciplinary Studies.** Students considering interdisciplinary research of joint degree programs have the benefit of attending one of the strongest universities in the Southwest. The College of Law has created an Interdisciplinary Studies Committee to advise law students interested in attaining another graduate degree in conjunction with the Juris Doctor. Further information can be obtained by contacting the Associate Dean.

**Internships.** Two internships are currently available to law students. The Senator Dennis DeConcini internship provides an opportunity for one second- or third-year student each semester to work with the Senator's staff in Washington. The intern may also take classes at Georgetown or George Washington Law Schools. The Arizona Legislative Internship sends students to Phoenix to work with members of the Arizona Legislature. Students may enroll for courses at the Arizona State University Law College.

A list of the required courses and a description of required courses, elective courses, and seminars follows.

**Required Courses**

**First Year.** The first year of law study is entirely prescribed.

**First Semester**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts (Law 600)</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Legal Process and Civil Procedure (Law 601a)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Procedure (Law 602)</td>
<td>4</td>
</tr>
<tr>
<td>Research and Writing (Law 603)</td>
<td>2</td>
</tr>
<tr>
<td>Torts (Law 604a)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Legal Process and Civil Procedure (Law 601b)</td>
<td>2</td>
</tr>
<tr>
<td>Torts (Law 604b)</td>
<td>3</td>
</tr>
<tr>
<td>Property (Law 605)</td>
<td>5</td>
</tr>
<tr>
<td>Constitutional Law (Law 606)</td>
<td>3</td>
</tr>
<tr>
<td>Appellate Practice and Moot Court (Law 607)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
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</table>
Second or Third Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence (Law 608)</td>
<td>4</td>
</tr>
<tr>
<td>The Legal Profession (Law 609)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Course Descriptions—Required Courses

Following are descriptions of the substantive content of the courses. The numerals following the course numbers indicate the credit units.

**Contracts** (Law 600, 5).
Legal principles governing the formation, interpretation, performance and discharge of contracts.

**Introduction to Legal Process and Civil Procedure** (Law 601a – 601b, 3 – 2).
A survey of the origins of the common law, and the English and American judicial systems; an introduction to the functioning of the legal system including the relationship among courts, administrative agencies and other executive departments; concepts of jurisdiction in American courts; civil procedure from complaint to trial.

**Criminal Procedure** (Law 602, 4).
An introduction to the administration of criminal justice, emphasizing basic constitutional issues arising in the criminal process.

**Research and Writing** (Law 603, 2).
Introduction to principles and techniques of legal research; analysis of cases and synthesis of rules of law; intensive exercises in legal research and writing.

**Torts** (Law 604a – 604b, 2 – 3).
Injuries to persons, property, and relationships; intentional wrongs, strict liability, negligence, contributory negligence, and causation, deceit, defamation and malicious prosecution are all examined.

**Property** (Law 605, 5).
The concept of possession and transfer of ownership of chattels; estates and conveyancing; covenants for title; estoppel by deed and recording acts; rights in land; fixtures.

**Constitutional Law I** (Law 606, 3).
A study of the role of the courts in the constitutional system and of the allocation
Curriculum

criminal litigation, including judicial notice; examination, competency and privileges of witnesses; relevancy; hearsay; opinion and scientific evidence; documentary evidence; burden of proof and presumptions.

**The Legal Profession** (Law 609, 2).
The background and basis of the lawyer's professional responsibility including legal and ethical responsibility to the client, the courts, other lawyers and society generally.

**Course Descriptions—Elective Courses**
The roman numeral following the parentheses indicates the semester in which the course normally is given. Some shuffling of courses between the first and second semesters is occasionally made necessary by sabbaticals, leaves, retirements, etc. However, all of these courses have been offered within the past two years; most are offered each year. The courses listed in parentheses following a description indicate courses required to be taken prior to or contemporaneous with the course described. Enrollment without completion of the required courses will be allowed only with the consent of the instructor, except where The Legal Profession (Law 609) is a prerequisite, in which case it will be allowed only with the consent of the Executive Committee. Subject to prerequisites, elective courses may be taken in either the second or third year.

**Decedents' Estates** (Law 610, 2) I.
The substantive law of intestate succession and wills, including statutes and
cases on community property law; formalities of execution of wills; revocation, revalidation and revival of wills; grounds for and procedure in will contest proceedings.

**Trusts and Fiduciary Administration** (Law 611, 4) II.
Intended to follow Decedents' Estates, this course will cover the substantive law of inter vivos and testamentary trusts, including charitable trusts; interrelating testamentary and inter vivos wealth-transmission transactions; future interests, including powers of appointment and the rule against perpetuities; the law of fiduciary administration, as to both decedents' and trust estates.

**Family Law** (Law 612, 3) II.
Examines the creation and dissolution of marriage and problems of marital and family relationships.

**Law and Medicine** (Law 613, 3) II.
An introduction to forensic medicine and medical jurisprudence; the physician as an expert witness in the application of medical knowledge to legal problems; the legal responsibilities of the physician to patients; malpractice suits; drug liability litigation.

**Workers' Compensation** (Law 614, 2) II.
An examination of the content and administration of the laws governing compensation of employees for losses from accidental injuries and disabilities resulting from occupational diseases.

**Constitutional Law II** (Law 615, 4) II.
Building on the structure investigated in Law 606, the course explores the concepts of state action; due process of law; equal protection of the law; congressional power under the reconstruction amendments; freedom of expression, of press and of association; and problems under the religion clauses of the First Amendment.

**Corporations** (Law 616, 3) I.
An introduction to law and reality in the conduct of business in the corporate form. This course will attempt to illumine some sensitive areas besetting management, shareholders and creditors in the control, financing and management of corporate enterprises.

**Corporate Finance** (Law 617, 2) II.
A study of the legal problems involved in financing corporate growth through such avenues as bank, insurance company, other institutional and public borrowings as well as expansion through equity financings. Students will be expected to draft the typical operative instruments used to memorialize such transactions. (Law 616)

**Antitrust Law** (Law 618, 3) II.
The course will examine how the antitrust laws regulate business activity. The relationship between theoretical values (economic efficiency, populist notions, etc.) and actual implementation of the antitrust laws will be explored. Consideration will be given to legal and economic aspects of monopolization, horizontal collusion, vertical relationships, mergers, price discrimi-
nation, public vs. private enforcement and practical aspects of antitrust practice.

**Estates and Trusts** (Law 619, 4) I.
Intestate succession and wills (including an overview of community property); inter vivos, testamentary, and charitable trusts; future interests; powers of appointment; the rule against perpetuities, fiduciary administration. Credit is allowed for this course or 610 and 611, but a student may not receive credit for 619 and either 610 or 611.

**Immigration Law** (Law 620, 3) I.
A study of the law and procedure concerning immigration, deportation and related issues, with emphasis on the situation in the Southwest.

**Administrative Law** (Law 621, 3) II.
A study of the creation and functions of administrative agencies, primarily on the federal level, including investigation, rule-making and adjudication, as well as judicial review of administrative action.

**Law Review** (Law 622, 1 to 3) I, II.
Students elected to the Arizona Law Review may register for and receive up to 6 units, over two years, for service on Law Review. No more than 3 units may be earned in one academic year.

**Conflict of Laws** (Law 623, 3) II.
A consideration of problems arising from multistate or multinational transactions. Included are questions of domicile, jurisdiction, the effect of foreign judgments and choice of law.

**Labor Law** (Law 624, 3) I.
The scope of employees' rights to engage in concerted activities; the processes of collective bargaining and the enforcement of labor-management contracts, the lawyer's role as counselor, negotiator and litigator; the interpretation and enforcement of the National Labor Relations Act.

**American Legal History** (Law 625x, 3) II.
A study of the role of law in American society, using a topical approach. Topics vary, but may include: The American Revolution and Constitution; American Legal Philosophy, particularly legal realism; The History of Civil Liberties, with special emphasis on slavery and women's rights; Constitutional Adjudication, with special emphasis on the jurisprudential theories of the most important U.S. Supreme Court justices; The Role of Law in the Economic Development of the 19th Century United States; and The Role of Law in the Modern Civil Rights Movement.

**Jurisprudence** (Law 626, 3) I.
A survey of the main schools of thought concerning justice and the nature, purpose and institutions of law. Selected writings and judicial opinions are examined for their implications in legal philosophy.

**Comparative Law** (Law 628, 3) I.
An exploration of the origins, development and characteristic features of some of the world's legal systems, with emphasis on civil law; a study of the fundamental differences in approach and method between common law and civil law; a comparative study of a specific branch of
Mexican law to help common-law-trained lawyers to recognize, analyze and solve problems arising in the civil law system.

**Law and Humanities** (Law 630, 3) II.  
A look at the legal process, its premises, problems and conflicts, from the perspective of the Humanities. A broad range of materials will be explored—anthropology, philosophy, the history of science, literature, child development and Law Review articles. The goal is to pause and puzzle over your discipline and career choice.

**Indian Law** (Law 631, 2) I.  
Selected problems in tribal government, Indian civil rights, administration of justice, legal services, Indian lands and claims, economic development, Indian health, education and welfare. Bureau of Indian Affairs, termination of established relations between the federal government and the Indian.

**Taxation of Multinational Transactions** (Law 632, 3) I. 1987–88  
An examination of United States income tax law applicable to foreign source income, foreign taxpayers and United States taxpayers living and/or doing business abroad. (Law 646)

**Commercial Transactions**  
(Law 633a – 633b, 3 – 3).  
633a: Commercial Transactions I covers basic notions on the scope and nature of commercial law as found in the Uniform Commercial Code. The course focuses on
UCC Articles Two (sales), Three (commercial paper), Four (bank deposits and collections), Six (bulk sales) and, only tangentially, Seven (documents of title).

633b: Commercial Transactions II focuses primarily on Article Nine, the secured transactions article, of the UCC. Other articles, such as Article Seven (documents of title) and Article Eight (corporate securities), will be considered insofar as they affect the creation and perfection of security interests in property. Attention will also be given to the resolution of conflicts between Article Nine secured parties and the Internal Revenue Service under the federal Tax Lien Act.

Products Liability (Law 634, 2) II.
An intensive examination of this burgeoning area at the intersection of torts and commercial law.

Insurance (Law 635a – 635b, 2 – 3).
635a.: Arizona Automobile Insurance. All aspects of law concerned with the standard automobile liability insurance policy employed in Arizona. 635b.: Basic Insurance. Basic survey course on insurance law covering the various classifications in insurance law, legal aspects of marketing insurance, the principle of indemnity, persons and interests protected, risks transferred, rights at variance with policy provisions, claims processes and insurance institutions. (635a is not prerequisite to 635b.)

Federal Tax Procedure (Law 636, 2) I.
A problem method course in basic federal tax procedure designed for both the general practitioner and those desiring to specialize in tax matters. Specific topics include: the alternative forums available for litigating the merits of a federal tax controversy; United States Tax Court jurisdiction; the ordinary deficiency procedures and the summary assessment process (including jeopardy) utilized by the IRS; claims and suits for refund; statutes of limitation and statutory mitigation; equitable recoupment; injunctions. (Law 646)

Real Estate Transactions (Law 638, 3) II.
A survey of documents and legal problems involved in real estate transfers and financing, including contracts used in
buying and selling, deeds of trust, mortgages, recording, title insurance, cooperatives, condominiums, and shopping centers.

**Community Property** (Law 639, 2) I.
The nature of the community, its formation and dissolution, the acquisition, management and disposition of community property; liabilities of community and separate property for debts; conflict of laws in transactions with common law jurisdiction.

**Mining and Public Land Law** (Law 640, 3) I.
Study of the state and federal law affecting the use and conservation of the public land, including methods by which mining claims can be located and proved, and other mineral rights obtained.

**Water Law** (Law 641, 3) I.
The doctrine of prior appropriation of the western states; riparian rights; underground waters; interstate streams, national development and quality control statutes and regulations.

**Federal Jurisdiction** (Law 642, 3) II.
This course is primarily constitutional law, with some statutory questions, concerning problems of federalism and of separation of powers. Topics include the power of Congress to control the jurisdiction of federal and state courts; federal question jurisdiction; habeas corpus; U.S. Supreme Court review of state court judgments; the relationship between federal and state law, particularly as applied to Federal Civil Rights Acts; and the relationship between state and federal courts, accenting doctrines of abstention and equitable restraint.

**Arizona Civil Procedure**
(Law 643, 3) II.
The civil action in modern procedure, especially under the federal and state rules of civil procedure.

**Remedies** (Law 644a – 644b, 1 – 3).
644a: An introduction to legal and equitable remedies with a survey of general rules of damages and an introductory lecture on restitution. 644b: This segment builds on 644a, exploring topics such as recovery of attorney's fees and contempt of court in more detail. It also adds new topics, such as consideration of remedies for certain civil rights violations. It will consider problems of remedies in particular legal settings, involving tort, contract, civil rights, fiduciary obligations and others. 644a is a prerequisite to 644b.

**Trial Practice** (Law 645a – 645b, 2 – 3).
This course involves studying the procedural, evidentiary and ethical rules which govern civil and criminal trials. Classes are spent on simulations by students of every phase of jury trials, from jury selection to closing arguments. Each student will act as trial counsel in a trial. Student performances are continuously critiqued and frequently videotaped.

645a: Basic trial practice. (Law 608, 609)
645b: Advanced trial practice. This course is organized around trials. Each student will act as trial counsel in 4 jury trials. Practicing lawyers and judges will be the trial judges.
Federal Income Taxation
(Law 646, 5) I.
A study of the fundamentals of the federal income taxation of individuals including the nature of gross income and the computation of adjusted gross income and taxable income; specific items of income, deductions and credits; capital gains and losses; nontaxable exchanges; income splitting; tax accounting principles—all presented in the form of a series of problems with emphasis on statutory interpretation.

Corporate Taxation (Law 647, 3) II.
A problem method analysis of the federal income taxation of regular C corporations and their shareholders in the organization, financing, operation, purchase and sale, and liquidation of corporations as well as a comparison with S corporations and their shareholders. (Law 646)

Estate and Gift Taxation and Basic Estate Planning (Law 648, 3) I.
A detailed examination of what property interests are included in the gross estate and in gross gifts under the federal estate and gift taxes; allowable deductions, exemptions and credits under both taxes. Basic estate planning ideas and techniques are also studied. (Law 610, 611)

Torts II (Law 649, 3) II.
This course involves economic and dignitary torts, including defamation, privacy, unfair litigation, trade torts, fraud and injuries to economic, political and dignitary relationships.

Criminal Law (Law 650, 3) II.
An in-depth examination of selected substantive offenses, defenses and doctrines of the criminal law. The course will focus on problems of contemporary significance and analyze how the current criminal law meshes with modern social scientific knowledge.

Accounting and the Law
(Law 651, 2) II.
Fundamental principles of accounting and their relation to the law, including an examination of legal disputes and statutory requirements involving accounting concepts.

Income Taxation of Estates and Trusts
(Law 652, 2) II.
The taxation of income of trusts, estates and beneficiaries, including income tax considerations of estate and trust distributions of income and corpus, distributions of property in kind, and income in respect of decedents. (Law 611, 646)

Advanced Appellate Practice and Moot Court (Law 653, 2) II.
Supervised written and oral appellate advocacy through a combination of lecture and tutorial approach. Open only to and required of all second-year Moot Court Competition participants.

The First Amendment (Law 654, 3) II.
An in-depth study of the personal freedom protected from federal abridgment by the First Amendment and from state abridgment by the Fourteenth Amendment.
Law of the Elderly (Law 656, 2) I.  
An investigation of the body of law concerned with the welfare of the elderly, covering such topics as social security, laws, medicare and medicaid, pensions and the problems of age discrimination, mental commitment and guardianship.

Partnership Taxation  
This course covers the income tax treatment of partners and partnerships, the formation, operations, and liquidation of partnerships. Issues of United States tax policy in the tax shelter area are examined in connection with a review of the use and abuse of the partnership provisions (Law 646).

Securities Regulation (Law 658, 3) II.  
Study of federal and state regulation of the distribution of, and trading in, securities, with emphasis on the Securities Act of 1933, the Securities Exchange Act of 1934, and the constantly expanding lode of case materials relating thereto.

Land-Use Planning (Law 660, 3) II.  
Review of the principal legal devices available to implement planning decisions on community design (official map, subdivision control), the use of land (nuisance, covenants and zoning), and housing needs (including urban renewal). Special attention will be paid to the significance and legal effect of a comprehensive plan, and to the social and economic effects of planning decisions.
**Moot Court Board** (Law 661, 2) I, II. Third-year students elected to the Moot Court Board may receive a total of two units of credit during the academic year. Prerequisite: membership on Moot Court Board.

**Debtor—Creditor Law** (Law 662, 3) II. This course covers the basics of State debtor-creditor law, including execution of judgements, garnishment, judgement liens and provisional remedies. The bulk of the course is devoted to federal bankruptcy law. While not a prerequisite, commercial transactions is strongly recommended.

**Law and Social Science** (664x, 2) I. An introduction to the use of social sciences in law, from the perspectives of litigation and the shaping of legal and social policy. The uses, potential uses, and limitations of social science and its methodology in a legal context.

**Interviewing, Counseling and Negotiating** (Law 665a – 665b, 1 – 1). The Interviewing and Counseling segment involves reading, lectures and discussions, as well as in-class exercises on interviewing and counseling. Students must also complete two out-of-class interviews. The Negotiating (Law 665b) segment includes readings, lectures and discussions as well as in-class and out-of-class exercises aimed at developing skills in legal negotiation. (665a is not prerequisite to 665b.)

**Lawyering Skills Outside the Courtroom** (Law 666, 2) I, II. This is the classroom component to the field work done by a student through Clinical Practice. The course explores what it is to be a lawyer and involves training in various lawyering skills. For students doing a clinical placement, this course must be taken in conjunction with or following the placement. If space is available, students who are not doing a field placement may take the course. Enrollment limited to third year students. (P or CR, Law 696cc or substantial clerking experience.)

**Law and Economics** (Law 667, 3) II. Illustrates the uses and limitations of economic analysis in representative areas of the law, ranging from trial advocacy to
abstract legal theory. A structural set of legal problems with significant economic content is used to acquaint the student with those technical economic tools most likely to be of use to a lawyer.

**International Law** (670x, 3) I.
This introductory course in the basic principles of public international law will provide an overview of a number of issues, including the sources of international law; the principal international organizations; the concepts of sovereignty, statehood and territoriality; the basis for jurisdiction under international law; state responsibility; international human rights; and roles of force and war. Some consideration will also be given to the relation between public and private international law and to the value of an understanding of public international law to the private practitioner.

**Entertainment Law** (672x, 3) II.
The course examines legal issues in the entertainment industry, such as artistic control, credit, compensation and grants of rights.

**Independent Research** (Law 699, 1 to 6) I, II.
For any one project, a student may receive one to three units credit, depending upon the magnitude of the project, for investigation of and writing on special legal problems under the supervision of a member of the faculty. Prior to registration the student must obtain written approval to register for Independent Research from the professor who will supervise the study. For further details, see the Assistant Dean.
these seminars will be offered and, contrariwise, it is possible that seminars not listed will be offered.

**Estate Planning** (Law 696a, 2) II.
An intensive examination of the problems involved in planning the orderly devolution of property. Tax, nontax, and practical considerations will be explored. Each student will be responsible for the preparation of a series of problems and drafting assignments. (Law 610, 611, 646, 648)

**Dispute Resolution** (696bx, 3) II.
The study of non-litigative methods of dispute resolution including arbitration, mediation, negotiation, legislation and other alternative dispute resolution processes.

**Women and the Law** (696dx, 3) I.
This seminar will cover selected sex discrimination issues in the contexts of marriage and divorce, child custody, employment, credit, education, and criminal law. The course will also examine the topic of reproductive rights. Constitutional and statutory constraints will be studied in connection with each issue, and the impact of the proposed Equal Rights Amendment will be explored.

**Business Planning** (Law 696e, 3) II.
The organization, reorganization and dissolution of private corporations and the corollary reconciliation of various conflicting security holder and managerial interests will be considered by a series of
separate problems to be worked out in light of the tax, corporate and other needs of the parties concerned. (Law 616, 647)

**Labor and Employment Problems** (Law 696i, 3) II.
This seminar will address current problems in the employee-employer relationship. Students will select topics in the labor and employment area, including collective bargaining in the public or private sector, employment discrimination, wrongful discharge, and the use of polygraphs or drug testing as a condition of employment.

**International Commercial Transactions** (Law 696k, 3) I.
Inquiry will relate to rights of aliens; nationality of persons and business instrumentalities; international contracts; foreign state trading corporations; conflicting and overlapping national regulation and taxation of international trade; incorporation and agency abroad; remedies for expropriation. (Law 633a, 633b)

**Problems Under the First Amendment** (696lx, 3) II.
Selected problems in freedom of expression, freedom of religion and establishment of religion under the First Amendment.

**Mental Health Law** (Law 696o, 2) II, 1987 – 88
An examination of such topics as civil commitment, incompetency to stand trial, the insanity defense, confidentiality, the right to treatment, and the legal regulation of therapy.

**Public Interest Law** (696rx, 3) I.
This seminar will provide an in-depth review of issues that often arise in social reform litigation, including test case planning; class action strategy and mechanics; the law of standing; methods of administrative advocacy; equitable remedies; state and federal freedom of information acts; attorney’s fees; law of consent decrees; and ethics. The course will also explore career opportunities in public interest practice and the role of the courts in promoting social change.

**Law and Technology** (Law 696t, 3) I, II.
In this seminar, students are allowed to explore any topic in the law-medicine interface, although the emphasis is on problems raised by the latest advances in biomedicine. Problem areas include research and experimentation, genetic control, reproductive control, behavior control, transplantation and implantation, and death control. Interdisciplinary efforts combining law with behavioral science, natural science, sociology, philosophy, economics or other disciplines are encouraged. No educational background or training beyond the ordinary undergraduate curriculum is required.

**Problems in Federal Taxation** (Law 696vx, 3) II.
This seminar offers students an opportunity to examine in-depth selected current problems in federal taxation. The problems to be considered may arise under one or more of the income, estate, gift, and generation skipping taxes.
Curriculum

**The Warren Court** (Law 696wx, 3) I.
From 1953 to 1969, the Court made enormous changes in civil rights, civil liberties, criminal procedure, federal-state relations, and legislative apportionment. These legal developments occurred in the midst of the Cold War, the McCarthy period, the civil rights struggle, the anti-war movement, the development of folk music and rock and roll, the beginning of the space age, the Great Society legislative program, and economic prosperity. What is the relationship between legal change and social and political movements? Narrowly, we will examine some of the important doctrines and techniques developed by the Warren Court to facilitate legal change. Broadly, we will draw on perspectives from politics and culture in an effort to understand the interplay between constitutional adjudication and social and political change.

**Advanced Civil Procedure**
(Law 696bb, 3) I.
This seminar will focus on selected topics of current importance in litigation. Examples would be the problems of multiparty litigation and the scope of and limitations on the right to injunctive relief.

**Clinical Practice** (Law 696cc, 2 to 3) I, II.
The field placement, which involves placements in governmental agencies and private law firms, exposes the students to actual law practice. (Law 608, 609)

**Current Business Regulation**
(Law 696gg, 3) II.
This seminar will discuss problems of current interest in the corporations and securities area. (Law 616)

**Debtor-Creditor Game** (696jjx, 1) II.
This is a computer-assisted simulation of a debtor-creditor conflict. Students are assigned the roles of attorneys for a debtor in financial difficulty and the creditors of this debtor. Students are given the opportunity to apply the complex substantive and procedural rules of state debtor-creditor law and federal bankruptcy law which they encounter in only abstract form in the classroom.

**State Debtor-Creditor Law** (696kkx, 1) II.
This seminar covers the basics of state debtor-creditor law, including execution of judgments, garnishment, judgment liens, and provisional remedies.

**World Peace Through Law**
(Law 696lx, 2) I.
The origin, make up, procedures, jurisdiction, and case experiences of the World Court and its contribution to efforts for world peace through law.

**Business, Government and Society**
(Law 696pp, 3) I, II.
(Identical with M.A.P. 696pp.)
Ex-Officio:
Bruce E. Babbitt, J.D., Governor of Arizona
Carolyn P. Warner, State Superintendent of Instruction

Appointed:
Edith Auslander, M.S., Treasurer, term expires January, 1992
Herman Chanen, Secretary, term expires January, 1992
A. J. Pfister, LL.B., President, term expires January, 1990
Donald Pitt, J.D., term expires January, 1994
William P. Reilly, Assistant Secretary, term expires January, 1988
Donald G. Shropshire, B.S., President-Elect, term expires January, 1990
Tio A. Tachias, term expires January, 1988

Student Representative:
Felicia Martinez, Assistant Treasurer, term expires June 1987

Officers of the University
Henry Koffler, Ph.D., President of the University
Allan Beigel, M.D., Vice President for University Relations
George R. Cunningham, Jr., M.P.A., Vice President for Administrative Services
Nils Hasselmo, Ph.D., Senior Vice President for Academic Affairs and Provost
Ben J. Tuchi, Ph.D., Senior Vice President for Finance and Administration
Laurel L. Wilkening, Ph.D., Vice President for Research and Dean of the Graduate College
Dudley B. Woodard, Jr., Ph.D., Vice President for Student Affairs
Emeriti Faculty
Clark, Robert Emmet, Professor Emeritus of Law. B.A., 1944, University of New Mexico; LL.B., 1946, University of Arizona; J.S.D., 1960, Yale University.

Hall, Thomas L., Professor Emeritus of Law. A.B., 1929, University of Arizona; LL.B., 1931, University of Michigan.


Van Slyck, Willard N., Jr., Professor Emeritus of Law. B.A., 1940, Yale University; J.D., 1947, Washburn University.

Williams, Norman, Professor of Law, Geography and Regional Development. B.A., 1938, LL.B., 1943, Yale College.

Law Library


Administration


Shiner, Amy, Assistant Dean. B.A., 1971, University of Wisconsin; J.D., 1974, University of Arizona.

Faculty

Marcus, Paul, Dean and Professor of Law. A.B., 1968, J.D., 1971, University of California at Los Angeles.
Professor Marcus became dean at the University of Arizona College of Law in 1983. Under his creative leadership the College has continued to prosper and grow. His primary commitment, however, is to teaching and scholarship. He has written extensively in his major academic specialty of criminal law, Criminal Law: Cases and Materials (with Cook), 1982; The Prosecution and Defense of Conspiracy Cases, 1985; and Criminal Procedure: Cases and Materials (with Cook), 1986; and is currently writing a book on entrapment. Dean Marcus clerked on the U.S. Court of Appeals for the D.C. Circuit, practiced with a large Los Angeles firm, and then began his teaching career at the University of Illinois. Active in many national organizations, he serves as the reporter to the Federal Judicial Commission on Jury Instructions.

One of the most effective and popular teachers in the school, Professor Andrews specializes in administrative law and tax law, and has written extensively in the latter area. Before entering teaching in 1967, he practiced in Iowa, as a partner in a small firm and as an assistant county attorney. He is active in State Bar activities, most recently as a member of the Arizona Board of Legal Specialization. A former associate dean of the College, he was named the Rosenstiel Summer Scholar in 1984 and the Streich, Lang, Weeks & Cardon Summer Research Scholar in 1986.

Ares, Charles E., Law College Association Professor of Law. J.D., 1952, University of Arizona.
Professor Ares was dean of the College from 1966 to 1973. During his deanship the college began its journey from a regional state law school to a position of national prominence. Professor Ares clerked for Justice William O. Douglas, practiced law in Tucson with Morris Udall, and taught at NYU and Harvard. He teaches Civil Procedure, First Amendment, and Legal Profession. Active in local and national
professional activities, Professor Ares recently served as chair of the committee appointed by the Arizona Supreme Court to study the contingent fee system. In recognition of his service to the College and the community, he was named Law College Association Professor of Law.

Ascher, Mark L., Professor of Law. B.A., 1975, Marquette University; M.A., 1977, Kansas State University; J.D., 1978, Harvard University; LL.M. (in Taxation), 1981, New York University. After four years of practice with a Wall Street firm, Professor Ascher joined the faculty in 1982 to teach in the areas of estate and gift tax. In his short tenure here, he has proven himself to be an outstanding teacher and scholar. He has already published two extensive articles, and is currently preparing a casebook and a third article. In the summer of 1986, he was a visiting professor at the University of Texas in Austin.

Atwood, Barbara Ann, Professor of Law. B.A., 1969, Mary Baldwin College; J.D., 1976, University of Arizona. Professor Atwood has recently returned to the College of Law from which she graduated in 1976. In the interim, she clerked in the Federal District Court, served as a trial attorney with the Civil Rights Division of the U.S. Department of Justice, and was a professor of law at the University of Houston. She teaches Federal Jurisdic-
tion, Conflict of Laws, Civil Procedure, Family Law, and a seminar in Women and the Law. She has written mostly in the area of family law.

**Born, Gary, Associate Professor of Law.** B.A., 1978, Haverford College; J.D., 1981, University of Pennsylvania. Prior to joining the faculty in 1986, Professor Born practiced in the areas of international trade and finance in the London Office of a large Washington D.C. firm. He clerked with Circuit Judge Henry Friendly and then with Justice William Rehnquist. In addition to courses in the area of public international law, he teaches Constitutional Law.

**Boyd, William E., Professor of Law.** A.B., 1963, University of Michigan; J.D., 1966, Wayne State University; LL.M., 1967, Harvard University. Drawing on an interest that began as a law and computer fellow at Stanford, Professor Boyd has written extensively in the area of law and computers, including constructing "expert systems" to aid in legal decision making. Professor Boyd is also working to develop a computer-assisted instructional program at the Law College. He has presented papers on these subjects in Houston, Texas and Glasgow, Scotland. Professor Boyd, who teaches in the commercial law field, has authored such books as Secured Transactions in Arizona and has assisted numerous Indian tribes in their efforts to develop commercial codes for their reservations. In 1985 he was named Rosenstiel Summer Scholar.

**Cherry, Ronald L., Professor of Law and Director of Law Library.** B.A., 1959, J.D., 1961, University of Iowa; M.L.L., 1967, University of Washington. Before beginning a career as law librarian, Professor Cherry was involved in the general practice of law in Iowa, where he served as the Dysart city attorney. He was named director of the College of Law library in 1980 after having served as assistant law librarian at Harvard, as law librarian at the University of Oregon and as Minnesota State Law Librarian. In addition to his administrative duties, he teaches Legal Research and Writing.

**Dobbs, Dan B., Rosenstiel Distinguished Professor of Law.** B.A., 1956, University of Arkansas; LL.M., 1961, J.S.D., 1966, University of Illinois. Professor Dobbs is one of the most prolific legal scholars in the nation. He is the author of four major books: Handbook on Remedies, 1973; Problems in Remedies, 1974; Prosser and Keeton on Torts (with P. Keeton, R. Keeton & D. Owen), 1984; and Torts and Compensation, 1985. After four years in private practice in Arkansas, his teaching career included stints at North Carolina, Minnesota, Virginia and Cornell before his move to Tucson in 1978. Among his other national legal involvements, since 1981 he has been an advisor to the Restatement of Restitution 2d.

**Eckhardt, August G., Professor of Law.** B.A., 1939, LL.M., 1946, S.J.D., 1951, University of Wisconsin; LL.B., 1942, George Washington University. Professor Eckhardt has recently returned
from London where he taught in the Lon-
don Law Consortium, which is attended
both by our students and law students
from other institutions. Professor Eckhardt
has had a long and distinguished teach-
ing career and has most recently turned
his interest to international law. He cur-
rently teaches a seminar on the World
Court.

Gabaldon, Theresa A., Associate Pro-
fessor of Law. B.S., 1975, University of
Arizona; J.D., 1978, Harvard University.
For five years Professor Gabaldon prac-
ticed corporate and utility law with a large
Phoenix firm. She became a partner in
that firm before turning her interests to
teaching and joining our faculty in 1984.
She teaches Contracts and Corporations.
Her first scholarly article was on implied
rights of action under the federal
securities laws.

Glennon, Robert Jerome, Professor of
College; M.A., 1972, Ph.D., 1981,
Brandeis University.
With a doctorate in history, Professor Glen-
non adds an important perspective to the
faculty. The author of a major historical
work, The Iconoclast as Reformer:
Jerome Frank's Impact on American
Law, 1985, Professor Glennon is working
on an ambitious review of the role of law in
the Civil Rights Movement. He taught at
Wayne State, Illinois and Minnesota before
joining the University of Arizona Law Col-
lege in 1985. He teaches American Legal
History, Constitutional Law, and a seminar
on the Warren Court.

Hegland, Kenney F., Acting Associate
Dean for Academic Affairs and
Professor of Law. A.B., 1963, Stanford
University; LL.B., 1966, University of
California, Berkeley; LL.M., 1974,
Harvard University.
Professor Hegland practiced poverty
law, first with the California Rural Legal
Assistance and then as law reform direc-
tor of San Diego Legal Aid. He has also
done criminal defense work. He has been
a visiting professor at UCLA and Harvard,
where he was also a fellow in law and
humanities. He teaches Contracts, Law
and Humanities, and Clinical Education.
He has published Trial and Practice Skills
in a Nutshell, 1978, and Introduction to
the Study and Practice of Law, 1983. Cur-
rently, he is Acting Associate Dean for
Academic Affairs.

Henderson, Roger C., Professor of Law.
B.B.A., 1960, LL.B., 1965, University of
Texas; LL.M., 1969, Harvard University.
After two years in private practice with a
small firm in Plainview, Texas, Professor
Henderson was a teaching fellow at the
Harvard Law School and taught at
Nebraska for eight years. During that time
he was also a visiting professor at Michi-
gan. As dean of the University of Arizona
College of Law from 1977 to 1983, he con-
tinued the school on its course to national
recognition. The author of Tort Law, No-
Fault and Beyond (with O'Connell), 1975,
he teaches Torts, Products Liability and
Insurance. He has served as reporter to
the Uniform Motor Vehicle Reparations Act
and the Model Periodic Payment of Judg-
ments Act. He is an Arizona commissioner
to the National Conference of Commissioners on Uniform State Laws. He also chaired the Governor’s Commission on Governmental Tort Liability.

Professor Hoff’s primary academic interests are tax law and economics. After practicing law in New York City and with the Internal Revenue Service, Professor Hoff spent seven years as principal tax law specialist for the General Accounting Office in Washington D.C. before joining our faculty in 1981. Her doctorate in economics brings added breadth to her course in Law and Economics, as well as to her various tax offerings. She frequently serves as a tax law consultant to Indian tribes and has written in the subject areas of tax reform and international tax.

Hoffman, Junius, Professor of Law. A.B., 1943, Dartmouth College; A.M., 1947, Harvard University; LL.B., 1951, Yale University.
Professor Hoffman’s expertise in the area of corporate law has been repeatedly recognized. The governor of Arizona appointed him to the State Corporation Commission, and, more recently, a federal district judge appointed him special master in a complex, multi-billion dollar, bond default case arising in the state of Washington. During his career he has clerked for Judge David L. Bazelon; taught in Bogota, Colombia; served as a vice president in the Children’s Television Workshop; practiced corporate law in Cleveland; and served as visiting professor at the University of Texas and at Tulane University. He teaches Corporations, Corporate Finance, Securities Regulation and Current Business Problems.

Professor Kozolchyk brings a strong and varied international law background to his interest in the use of law to further economic development. In addition to spend-
ing three years as resident consultant to the Rand Corporation, and two years as director of the Law Project of USAID in San Jose, Costa Rica, he has consulted extensively with various national and international organizations. He has written several books in the area of international transactions, including El Credito Documentario en el Derecho Americano (Best Book Award, InterAmerican Bar Association), 1973. His subjects include Jurisprudence, Comparative Law, Commercial Law and Law and Economic Development.

Mauet, Thomas A., Professor of Law and Director of Trial Advocacy. A.B., 1967, Dartmouth College; J.D., 1970, Northwestern University.

In addition to heading the College's Trial Advocacy Program, Professor Mauet teaches Evidence and Criminal Procedure. Before joining the College faculty, he spent ten years as a trial lawyer in Chicago, including seven years as a prosecutor with the Cook County State's Attorney and the U.S. Attorney's Office. His book, Fundamentals of Trial Techniques, 1980, is quite likely the leading text in the field. In addition, he has published Materials in Trial Advocacy: Problems and Cases, 1981, and is currently working on Fundamentals of Litigation Techniques, to be published by Little, Brown and Company.


Professor Ratner, who joined the faculty in 1985, is interested in the application of economic analysis to legal doctrine. After graduating from U.C. Berkeley with a law degree and a master's degree in economics, he spent five years in Washington, D.C. as a trial attorney for the Antitrust Division of the Justice Department. Professor Ratner teaches Contracts and Antitrust.


A nationally recognized expert in the field of legal ethics, Professor Schneyer recently joined the College faculty after having taught at the University of Wisconsin for fourteen years and having served as a visiting scholar with the American Bar Foundation. The author of a leading book in the area of legal ethics, The Lawyer in Modern Society (with Countryman and Finman) 2d Ed., 1976, Professor Schneyer is a leading proponent of interdisciplinary approaches to legal research. He teaches Torts, Legal Ethics and Legal Process.


Before joining the faculty in 1974, Professor Schuessler was engaged in private practice in Cleveland for four years and then spent another two years with the Ohio State Attorney General's Office working on environmental matters. He teaches Civil Procedure, Conflicts and Appellate Advocacy, and has written extensively on communications law. In the area of public
service, Professor Schuessler administers a trust fund to assist heart transplant patients. He has done *pro bono* work on immigration matters, and has served as a consultant to Tucson's Solidarity Movement.

**Silverman, Andrew, Professor of Law and Director of Clinical Program. J.D., 1969, University of Arizona.**

Professor Silverman is the catalyst of our clinical program, which has matured from a small, highly experimental program in the early 1970's to a large and important component of today's curriculum. He was a trial attorney with the Maricopa County Attorney's Office and was the executive director of the Phoenix Legal Aid Program. Currently he is the president of the Board of Directors of Southern Arizona Legal Aid and president of the University of Arizona Chapter of the AAUP. In addition to clinical courses, Professor Silverman teaches Immigration Law. In 1986 he received the "Outstanding Service Award" from the Minority Law Students Association.

**Silverman, Jane B., Associate Professor of Law. B.A., 1972, Rutgers University; J.D., 1983, University of Colorado.**

After a clerkship with the late Circuit Judge William Doyle in Denver, Professor Silverman gained expertise in corporate
Faculty

law practicing with a large Wall Street firm. Drawing on this experience, she teaches Corporations, Labor Law and Employment Discrimination. She joined the faculty in 1986. At the University of Colorado, she was an editor of the Law Review.

Smith, Charles M., Professor Emeritus of Law. J.D., 1943, University of Arizona. Professor Smith practiced for fifteen years in Maricopa and Graham Counties before joining the faculty in 1960. He has taught a broad range of subjects and has numerous publications in many areas including his most recent book, Arizona Civil Trial Practice. For ten years he served as the director of The Arizona Law Institute. Professor Smith is presently teaching Arizona Civil Procedure and Community Property.

Spece, Roy G., Jr., Professor of Law. B.A., 1972, California State University, Long Beach; J.D., 1972, University of Southern California. Professor Spece's main academic interests are law and medicine, law and bioethics, and constitutional law. The author of Bioethics and the Law (with Shapiro), 1981, he is a frequent lecturer in the University's Medical School and other departments, and serves on the Editorial Board of the journal, Law and Human Behavior. He pursues his academic interests by serving on the University’s Human Subjects, Biohazards and Gerontology Committees and on the Board of Directors of El Pueblo (Health) Clinic. He practiced with a large Los Angeles firm for three years before joining our faculty.
Strong, John W., Rosenstiel Distinguished Professor of Law. B.A., 1957, Yale University; J.D., 1962, University of Illinois.

Professor Strong is one of the most distinguished legal educators in the country. He is the author of *Cases, Materials and Problems on Evidence* (with Cleary) 3rd Ed. 1981, a classic in its field. He spent two years in private practice before embarking on a teaching career which has taken him to Kansas, Duke, Oregon, and Nebraska, where he was dean of the law school and then the vice chancellor of the university. He joined our faculty in 1984, and remains active in several national legal groups.


Professor Wexler, a national authority on mental health law, was recently elected vice president of the International Academy of Law and Mental Health, and chair of the American Bar Association Commission on the Mentally Disabled. He won the coveted American Psychiatric Association Manfred S. Guttmacher Award for his pioneering work in the area of civil commitment in the early 1970's. That work lead to a major legislative revision of the Arizona Civil Commitment Law. In 1981 he published *Mental Health Law: Major Issues*. He practiced two years for the Criminal Division of the United States Department of Justice. In addition to mental health law courses, Professor Wexler teaches Criminal Procedure, Criminal Law and Law and Social Science, which is a new course developed in conjunction with Professor Bruce Sales of the Psychology faculty.


Professor Williams, the first Marks Visiting Professor of Law, is a leading scholar in the area of Indian law. After graduating from Harvard in 1980, he immediately embarked on a teaching career as a faculty member at Boston College and Rutgers (Camden) before moving to the University of Wisconsin. In addition to Indian Law, Professor Williams teaches Property and Natural Resources Law.


Among Professor Woods' scholarly interests is the field of dispute resolution. He has recently completed the first draft of his book on dispute resolution pursuant to a grant which he received from the National Institute for Dispute Resolution. He currently teaches Dispute Resolution, Civil Procedure, Conflicts and Land Development Law. He was a visiting professor at Illinois and, prior to teaching, was a law clerk to a federal district judge. Professor Woods is extensively involved in public interest law. He edited a symposium issue of the *Arizona Law Review* on that topic, and operated his own public interest law firm for several years. He continues to be involved as a consultant in major public interest litigation.
Academic Calendar

Fall Semester, 1986

Wednesday, August 20
Thursday—Friday, August 21—22
Friday, August 22
Monday, August 25
Monday, September 1
Tuesday, November 11
Saturday—Sunday, November 22—29
Monday, December 1
Friday, December 5
Monday, December 8
Friday, December 19
Wednesday—Thursday, December 24-25
Free Drop/Add
Walk Through Registration
Orientation
Classes Start
Labor Day—No Classes
Veteran's Day—No Classes
Study Week—No Classes
Classes Reconvene
Classes End
Exams Begin
Exams End
Christmas Holidays

Spring Semester, 1987

Thursday—Friday, January 1—2
Monday, January 12
Tuesday—Wednesday, January 13—14
Thursday, January 15
Saturday—Sunday, March 14—22
Monday, March 23
Wednesday, April 29
Tuesday, May 5
Friday, May 15
Saturday, May 16
New Year's Holiday
Free Drop/Add
Walk Through Registration
Classes Start
Spring Recess—Study Week
Classes Reconvene
Classes End
Finals Begin
Finals End
Commencement & Convocation

Photographers:
Amy Logan Carr
Josh Young
George Kew
Judith Leckrone
Jill Stone Rice

Design: U of A Graphic Services