practical exercises. First, law and medical students paired up to give oral arguments on the constitutionality of Michigan's assisted suicide ban. Later, the student teams negotiated a contract between a mythical patient and a dialysis clinic. In a final role reversal, the medical students played lawyers representing the law student/doctors as they negotiated a settlement in a malpractice case.

The exercises required true teamwork. Outside of class, the law students taught their medical partners enough rudimentary law to conduct the oral argument; the medical students laid the groundwork for the settlement negotiation by reviewing the patient chart from an actual case and writing a memo on whether malpractice had occurred. "By putting the students into teams and reversing their roles, we've forced them to educate each other," Schneider said. "That worked quite well."

The course was designed to offer a better understanding of how law shapes the practice of medicine and how societal values and medical traditions shape law. "What medical students get from the course is a way to explore the legal foundations of bioethics and the medical profession," commented Howell, who is also an associate professor of history and health services management. "What law students get is learning, as one student put it, that 'it's messy on the ground.' They saw that theories are nice, but when you put them into practice in real-world situations, things sometimes get complicated."

Above all, students say they enjoyed the opportunity to see how differently doctors and lawyers think. Mary Ann Campo, a second-year law student from Buffalo, said she was already aware that law school has made her think differently than the doctors in her family. She expected disagreements in the seminar, but noted, "I wanted the clash. I'm interested in malpractice and I needed a better framework to think about it. It's been helpful to find out about doctors' reaction to cases and their ideas about the duty of care."

Medical student Mark Pinto noted, "It was interesting to see how we looked at a problem differently. Medical students were asking if the physician in a case acted in a patient's best interest; law students were trying to figure out the point of law involved."

John LaGrand took the course because he's planning to specialize in the litigation-prone field of obstetrics. "I'd just as soon know how a lawyer thinks before I'm up against one," he laughed. He credited the law students and his partner, Bethanne Hurley, for "teaching us how to be lawyers in one week."

Hurley said that both the teaching experience and the practical exercises were interesting and fun. The exercises brought together aspects of criminal law, constitutional law and contract law and other courses for her.

The course was educational for the professors, too. "Lawyers think differently than doctors; law students think differently than medical students; law professors think differently than medical professors. This was a chance to experience new ways of thinking," said Howell. "Although we all go back to our own worlds at the end of the course, we all have gained immeasurably."

"It was interesting to see how we looked at a problem differently. Medical students were asking if the physician in a case acted in a patient's best interest; law students were trying to figure out the point of law involved."

— Mark Pinto, medical student
law schools, according to Bollinger.

Frier is an expert on Roman law who is also a professor of classics in the U-M College of Literature, Science, and the Arts. He came to Michigan in 1969 as an assistant professor in the Department of Classical Studies. He joined the law faculty in 1986.

"Professor Frier is another of the interdisciplinarians who have done so much to enrich the Law School’s curriculum and scholarship in recent years," said Bollinger. Frier’s teaching in the Law School originally focused on Roman law; recently it has expanded to include the first-year contracts course. His scholarship on the Roman Empire explored topics as diverse as landlords and tenants; interest and usury; marriage and motherhood; and law as rhetoric. "His students and faculty colleagues benefit greatly from his teaching, research and service in faculty affairs," Bollinger said.

The Ransom professorship was previously held by Yale Kamisar, who became the Clarence Darrow Distinguished University Professor in 1993.

Trip explores the world of international trade

For students interested in international trade law and policy, Professor John Jackson’s seminar offers the ultimate field trip — a chance to witness world trade experts in action in Washington, D.C.

For about 10 years, Professor John Jackson has arranged the trip for students in the International Trade Law and Policy seminar. For two days, students meet with many different players in the arena of international trade. Typically, the trip might include visits to officials at key U.S. government agencies, foreign embassies, lobbying groups, law firms, and legislative offices.

The seminar, co-taught by Alan Deardorff, professor and chairman of the Department of Economics, is also open to economics students. At the start of the course, participants pick a specific topic in international economics to explore in depth. "I tell them to pick carefully, because we delve into it so intensely that by the end of the seminar, they will be world experts," Jackson said. "Students seldom believe that, but sometimes, after they’ve watched the real experts on the Washington trip, they realize they are just as knowledgeable."

This year, the class chose to focus on the general topic of regulating international trade. In the classroom and in Washington on March 24-25, students explored major aspects of regulation, including competition policy, antitrust law and the intersection between environmental and trade policy.

Every year, the first meeting of the trip is at the Office of the U.S. Trade Representative, where students meet with various members of the staff. Other stops this year included:

- The U.S. Department of Commerce, to discuss countervailing duty and antidumping cases, the Uruguay round, the World Trade Organization and dispute settlement.
- The Federal Trade Commission, where discussions focused on international competition policy.
- The European Communities Mission, for a discussion of the Uruguay Round.
- The International Trade Commission, to discuss economic regulation in light of increasing economic interdependence.
- The House of Representatives Subcommittee on Trade, to hear about Congressional prospects related to the Uruguay Round.
- Two sessions at a conference room provided by a law firm, for panel discussions concerning trade and the environment and the prospects for the future of trade policy and law after the Uruguay Round.

Jackson, now the Hessel E. Yntema Professor of Law, was a consultant to GATT negotiations in Geneva in 1965. In 1973-74, he was general counsel to the Office of Special Representative for Trade in 1973-74 and later acting deputy there. He returned to the capitol in 1983 as a visiting fellow at the Institute for International Economics. From these roles, he maintains contacts throughout Washington’s international trade community that make it possible to schedule activities with key figures. "In some cases, even when officials are incredibly tightly scheduled, they somehow squeezed us in," Jackson said.

"Professor Jackson’s contacts are great," said second-year student Paul Tauber. "We got to see what they have to grapple with every day. At the International Trade Commission, we saw two commissioners discussing decisions about an actual antidumping case and watched them get into a debate over different views."