CIVIL TAX PROCEDURE

SECOND EDITION

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PREFACE

The Lexis Graduate Tax Series grew out of the recognition that the goals of a graduate tax program are different than those of J.D. tax courses. J.D. tax courses are introductory in nature. Although many J.D. tax courses provide a good overview of their targeted areas of law, time rarely permits either in-depth analysis of complicated Code or Regulation provisions, or the application of those provisions to real life problems. In essence, J.D. tax courses provide students a foundation in the core statutory and judicial concepts.

LL.M. programs build on, and significantly expand, students' knowledge of the Code, Regulations, and judicial doctrines, and enhance their Code and Regulations reading skills. LL.M. programs require students to concentrate on the primary sources of the law, the Code and Regulations. Students are expected to improve their ability to read, comprehend, and apply the Code and Regulations, and they do so by working on complex fact patterns that raise difficult legal issues.

The different goals of graduate tax programs and J.D. tax courses suggest that the course materials used in those programs should also be different. Students in LL.M. programs need to move away from the standard, J.D., "author tells all," casebooks, which contain extensive quotations from cases and other secondary sources, and toward emphasis on the primary sources of the law. By applying the Code and Regulations to real-life fact patterns, students gain the confidence necessary to rely on the Code and Regulations as their main source of information.

An important, but different, driving force behind the development of specially designed course materials for LL.M. programs is the dramatic expansion of the quantity and complexity of tax law over the past forty or fifty years. The current commercially available versions of the Code and Regulations are roughly four times as large as their 1970 predecessors. Over that period, class time dedicated to tax has grown very little. Covering much more material in the same period of time has led authors to write longer J.D. textbooks, many of which exceed one thousand pages. Such comprehensive coverage leads to extended textbook assignments. This both forces and permits the students to bypass the assigned Code and Regulations provisions and spend their available time answering problems by reference solely to the author's explanation of the law in the textbook. Tax casebooks written primarily for the larger J.D. market that purport to be suitable for both J.D. and LL.M. tax courses, also lean towards comprehensive explanations of the Code and

Regulations, which tend to deflect students away from the primary sources.

Books in the Graduate Tax Series are designed to be read with, and complement, the study of the Code and Regulations. Although some chapters of books in the Series provide detailed explanation of the topic, more frequently the chapters provide a general, normally brief, overview of the topic together with more complete explanations of the applicable portions of the Code and Regulations that are particularly difficult to understand. Also, many of the problems are based on situations encountered in practice or found in decided cases. Although some of the questions either state or disclose the issues and even the applicable statutes, many of them require analysis of a given set of facts to first determine and then resolve the critical issues.

Students need to recognize that shifting the emphasis to primary sources and practice-based problems, which is made possible by reducing the time spent reading and analyzing cases and other secondary sources, increases the responsibility of the student for his or her education. It is harder to master a complex statute or regulation by studying it than it is to have someone explain it. It is also harder to identify the issues and applicable law from a group of facts than it is to answer short problems that identify the issue and the applicable law.

Students in an LL.M. program should be able to handle the higher level of personal responsibility. Furthermore, if one accepts the premise that learning a core set of rules and developing Code and Regulations reading skills are equally important goals, it is clear that students must dedicate a significant portion of their study time to the primary sources of the law.

Like all other areas of law, tax law has both substantive and procedural components. This book addresses the procedures by which tax-payers' liabilities are determined and collected. These procedures include the filing of returns, the administrative and judicial mechanisms for resolving disputes about how much tax is owed, the administrative and judicial mechanisms by which unpaid taxes are collected after the extent of the liability has been determined, and penalties for noncompliance with tax rules. The focus of this book is on civil tax procedure. Although criminal tax rules are occasionally mentioned, this book does not examine them in detail.

A great many of the rules of civil tax procedure were created or significantly revised by the Internal Revenue Service Restructuring and Reform Act of 1998, Pub. L. No. 105-206, 112 Stat. 685. Throughout the

book, this legislation is referred to as the 1998 Reform Act. Unless otherwise indicated, references to sections in this book are to the Internal Revenue Code of 1986 as amended through December 31, 2004.

In this course, students should focus on the assigned reading materials, principally sections of the Internal Revenue Code and the Regulations promulgated under it. For additional information and as aids in practice, there are numerous books and articles exploring in greater depth the topics addressed in this book. Some of the best are the current editions of: Jerome Borison (ed.), Effectively Representing Clients Before the "New" IRS (3 volumes); Michael Saltzman, IRS Practice and Procedure; and William D. Elliott, Federal Tax Collections, Liens, and Levies.

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Jerome Borison wishes to thank his super family—Meg, Spencer and Georgia—for giving him only a modestly tough time about the hours and hours spent in the basement office working at the computer on this book. Fortunately, he did not have to miss any soccer, baseball, softball, tennis, skiing, basketball, piano or choir activities or performances to do it.

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