The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Valérie O. Hayes, Special Adviser to the Provost and Director of the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to Yale Law School, please telephone the Director of Admissions, 203.432.4995, or the Director of Graduate Programs, 203.432.1696.

Central Services
Admissions (J.D.) 203.432.4995
Alumni Affairs 203.432.1690
Building Services 203.432.4980
Business Office 203.432.4886
Career Development Office 203.432.1676
Computer Services 203.432.4668
Dean's Office 203.432.1660
Financial Aid 203.432.1688
The Jerome N. Frank Legal Services Organization 203.432.4800
Graduate Programs (LL.M., M.S.L., J.S.D., Visiting Scholar) 203.432.1696
Human Resources 203.432.9619
Public Affairs 203.432.8464
Registrar's Office 203.432.1678
Yale Law School Fund and Development Office 203.432.6080
Calendar

2006

Fall

Aug. 28 Mon.  Orientation for graduate students and Visiting Researchers begins.
Aug. 30 Wed.  Orientation for new J.D. students begins.
Aug. 31 Thurs. Registration for all new students.
Sept. 1 Fri.  Orientation for all new students.
Sept. 5 Tues.  *Fall term begins, 8.10 A.M.*
                First day of classes and registration for returning students.
Oct. 20 Fri.  Fall recess begins, 6 p.m.
Oct. 30 Mon.  Fall recess ends; classes resume, 8.10 A.M.
Nov. 22 Wed.  Thanksgiving recess begins, 6 p.m.
Nov. 27 Mon.  Classes resume, 8.10 A.M.
Dec. 20 Wed.  Only Friday classes will meet; vacation begins, 6 p.m.

2007

Jan. 10 Wed.  Vacation ends; examination period begins, 9 A.M.
Jan. 24 Wed.  *Fall term ends, 5 P.M.*

Spring

Jan. 29 Mon.  *Spring term begins, 8.10 A.M.* Registration for all students.
Mar. 16 Fri.  Spring recess begins, 6 p.m.
Mar. 26 Mon.  Spring recess ends; classes resume, 8.10 A.M.
May 11 Fri.  Classes end.
May 14 Mon.  Examination period begins, 9 A.M.
May 25 Fri.  *Spring term ends, 5 P.M.*
May 28 Mon.  *University Commencement*
June 6 Wed.  Degrees voted by faculty.
The President and Fellows of Yale University

President
Richard Charles Levin, B.A., B.LITT., PH.D.

Fellows
Her Excellency the Governor of Connecticut, ex officio.
His Honor the Lieutenant Governor of Connecticut, ex officio.
Edward Perry Bass, B.S., Fort Worth, Texas.
Gerhard Casper, LL.M., PH.D., LL.D., Atherton, California.
Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California.
Jeffrey Powell Koplan, B.A., M.D., M.P.H., Atlanta, Georgia (June 2009).
William Irwin Miller, B.A., M.B.A., Columbus, Indiana (June 2011).
The Officers of Yale University

President
Richard Charles Levin, B.A., B.Litt., Ph.D.

Provost
Andrew David Hamilton, B.Sc., Ph.D., F.R.S.

Vice President and Secretary
Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel
Dorothy Kathryn Robinson, B.A., J.D.

Vice President for New Haven and State Affairs and Campus Development
Bruce Donald Alexander, B.A., J.D.

Vice President for Development
Ingeborg Theresia Reichenbach, Staatsexamen

Vice President for Finance and Administration
Shauna Ryan King, B.S., M.B.A.
OFFICERS OF ADMINISTRATION

Richard Charles Levin, B.A., B.LITT., PH.D., President of the University.
Andrew David Hamilton, B.SC., PH.D., F.R.S., Provost of the University.
Harold Hongju Koh, A.B., J.D., Dean.
Jonathan R. Macey, A.B., J.D., Deputy Dean.
Jed Rubenfeld, A.B., J.D., Deputy Dean.
S. Blair Kauffman, J.D., LL.M., M.L.L., Law Librarian.
Megan A. Barnett, B.A., J.D., Associate Dean.
Toni Hahn Davis, J.D., LL.M., Associate Dean.
Mark LaFontaine, B.A., J.D., Associate Dean.
Asha Rangappa, A.B., J.D., Assistant Dean.
Mike K. Thompson, M.B.A., J.D., Associate Dean.

FACULTY EMERITI

Elias Clark, M.A., LL.B., Lafayette S. Foster Professor Emeritus of Law.
Dennis E. Curtis, B.S., LL.B., Clinical Professor Emeritus of Law and Professorial Lecturer in Law.
Jan Ginter Deutsch, LL.B., PH.D., Walter Hale Hamilton Professor Emeritus of Law and Professorial Lecturer in Law.
Daniel Josef Freed, M.A., LL.B., Clinical Professor Emeritus of Law and Its Administration, and Professorial Lecturer in Law.
Geoffrey Cornell Hazard, Jr., M.A., LL.B., Sterling Professor Emeritus of Law.
Quintin Johnstone, B.A., J.S.D., Justus S. Hotchkiss Professor Emeritus of Law and Professorial Lecturer in Law.
Jay Katz, B.A., M.D., Elizabeth K. Dollard Professor Emeritus of Law, Medicine, and Psychiatry, and Harry L. Karp Professorial Lecturer in Law and Psychoanalysis.
Carol M. Rose, J.D., PH.D., Gordon Bradford Tvedy Professor Emeritus of Law and Organization, and Professorial Lecturer in Law.
Harry Hillel Wellington, M.A., LL.B., LL.D., Sterling Professor Emeritus of Law and Harry H. Wellington Professorial Lecturer in Law.
Stanton Wheeler, M.A., PH.D., Ford Foundation Professor Emeritus of Law and the Social Sciences, and Professorial Lecturer in Law.
Faculty

Bruce Ackerman, B.A., LL.B., Sterling Professor of Law and Political Science.
†Anne L. Alstott, A.B., J.D., Jacquin D. Bierman Professor of Taxation.
†Akhil Reed Amar, B.A., J.D., Southmayd Professor of Law.
Ian Ayres, J.D., Ph.D., William K. Townsend Professor of Law.
Jack M. Balkin, J.D., Ph.D., Knight Professor of Constitutional Law and the First Amendment.
Stuart Banner, B.A., J.D., Visiting Professor of Law (fall term).
Megan A. Barnett, B.A., J.D., Associate Dean.
Seyla Benhabib, B.A., Ph.D., Eugene Meyer Professor of Political Science and Philosophy, Department of Political Science; and Professor (Adjunct) of Law (spring term).
‡Yochai Benkler, LL.B., J.D., Professor of Law.
‡Lea Brilmayer, J.D., LL.M., Howard M. Holtzmann Professor of International Law.
*Richard R.W. Brooks, Ph.D., J.D., Associate Professor of Law.
Robert Amsterdam Burt, M.A., J.D., Alexander M. Bickel Professor of Law.
‡Stephen Lisle Carter, B.A., J.D., William Nelson Cromwell Professor of Law.
Margaret Chisholm, M.L.S., J.D., Lecturer in Legal Research.
Amy Chua, A.B., J.D., John M. Duff, Jr. Professor of Law.
Elias Clark, M.A., LL.B., Lafayette S. Foster Professor Emeritus of Law.
Jules L. Coleman, M.S.L., Ph.D., Wesley Newcomb Hohfeld Professor of Jurisprudence and Professor of Philosophy.
Dennis E. Curtis, B.S., LL.B., Clinical Professor Emeritus of Law and Professorial Lecturer in Law.
Harlon Leigh Dalton, B.A., J.D., Professor of Law.
Mirjan Radovan Damaška, LL.B., Dr. Jur., Sterling Professor of Law.
Toni Hahn Davis, J.D., LL.M., Associate Dean.
Drew S. Days, III, B.A., LL.B., Alfred M. Rankin Professor of Law.
Jan Ginter Deutsch, LL.B., Ph.D., Walter Hale Hamilton Professor Emeritus of Law and Professorial Lecturer in Law.
Brett Dignam, M.A., J.D., Clinical Professor of Law and Supervising Attorney.
John J. Donohue III, J.D., Ph.D., Leighton Homer Surbeck Professor of Law.
Michael Doyle, M.A., Ph.D., Georges Lurcy Visiting Professor of Law.
Steven Barry Duke, J.D., LL.M., Professor of Law.
Robert C. Ellickson, A.B., LL.B., Walter E. Meyer Professor of Property and Urban Law.
Edwin Donald Elliott, B.A., J.D., Professor (Adjunct) of Law.

‡ On leave of absence, spring term, 2007.
Mark Engsberg, J.D., M.L.S., Ph.D., Lecturer in Legal Research.

†William N. Eskridge, Jr., M.A., J.D., John A. Garver Professor of Jurisprudence.
Daniel C. Esty, M.A., J.D., Hillhouse Professor of Environmental Law and Policy, School of Forestry & Environmental Studies; and Clinical Professor of Environmental Law and Policy, Law School.

‡Owen M. Fiss, M.A., L.L.B., Sterling Professor of Law.
Daniel Josef Freed, M.A., L.L.B., Clinical Professor Emeritus of Law and Its Administration, and Professorial Lecturer in Law.
Heather K. Gerken, B.A., J.D., Professor of Law.
Paul Gewirtz, B.A., J.D., Potter Stewart Professor of Constitutional Law.
‡Robert W. Gordon, A.B., J.D., Chancellor Kent Professor of Law and Legal History.
Michael J. Graetz, B.B.A., L.L.B., L.L.D., Justus S. Hotchkiss Professor of Law.
Henry B. Hansmann, J.D., Ph.D., Augustus E. Lines Professor of Law.
Robert D. Harrison, J.D., Ph.D., Lecturer in Legal Method.
Oona A. Hathaway, B.A., J.D., Associate Professor of Law.
Quintin Johnstone, B.A., J.S.D., Justus S. Hotchkiss Professor Emeritus of Law and Professorial Lecturer in Law.
Christine Jolls, J.D., Ph.D., Professor of Law.
Dan M. Kahan, B.A., J.D., Elizabeth K. Dollard Professor of Law.
Paul W. Kahn, J.D., Ph.D., Robert W. Winner Professor of Law and the Humanities.
Pamela Karlan, M.A., J.D., Sidley Austin–Robert D. McLean ’70 Visiting Professor of Law (fall term).
Jay Katz, B.A., M.D., Elizabeth K. Dollard Professor Emeritus of Law, Medicine, and Psychiatry, and Harvey L. Karp Professorial Lecturer in Law and Psychoanalysis.
S. Blair Kauffman, J.D., LL.M., M.L.L., Law Librarian and Professor of Law.
Daniel J. Kevles, B.A., Ph.D., Stanley Woodward Professor of History and Professor (Adjunct) of Law.
Michael J. Klarman, D.PHIL., J.D., Visiting Professor of Law (fall term).
Alvin Keith Klevorick, M.A., Ph.D., John Thomas Smith Professor of Law and Professor of Economics.
Harold Hongju Koh, A.B., J.D., Dean and Gerard C. and Bernice Latrobe Smith Professor of International Law.
†Anthony Townsend Kronman, J.D., Ph.D., Sterling Professor of Law.
Mark LaFontaine, B.A., J.D., Associate Dean.
‡John H. Langbein, LL.B., Ph.D., Sterling Professor of Law and Legal History.
William P. LaPiana, J.D., Ph.D., Visiting Professor of Law (spring term).
Sanford V. Levinson, Ph.D., J.D., Visiting Professor of Law (fall term).
Yair Listokin, Ph.D., J.D., Associate Professor of Law.
†Carroll L. Lucht, M.S.W., J.D., Clinical Professor of Law and Supervising Attorney.
Jonathan R. Macey, A.B., J.D., Sam Harris Professor of Corporate Law, Corporate Finance, and Securities Law.
‡Daniel Markovits, D.PHIL., J.D., Associate Professor of Law.
Theodore R. Marmor, B.A., Ph.D., Professor of Public Policy and Management, School of Management; Professor of Political Science; and Professor (Adjunct) of Law (spring term).
Jerry Louis Mashaw, LL.B., Ph.D., Sterling Professor of Law.
Tracey L. Meares, B.S., J.D., Professor of Law (spring term).
Teresa Miguel, B.A., J.D., M.L.S., Lecturer in Legal Research.
John B. Nann, M.S., J.D., Lecturer in Legal Research.
Jean Koh Peters, A.B., J.D., Clinical Professor of Law and Supervising Attorney.
†Robert C. Post, J.D., Ph.D., David Boies Professor of Law.
J. L. Pottenger, Jr., A.B., J.D., Nathan Baker Clinical Professor of Law and Supervising Attorney.
George L. Priest, B.A., J.D., John M. Olin Professor of Law and Economics.
Asha Rangappa, A.B., J.D., Assistant Dean.
‡William Michael Reisman, B.A., J.S.D., Myres S. McDougall Professor of International Law.
Judith Resnik, B.A., J.D., Arthur Liman Professor of Law.
†Roberta Romano, M.A., J.D., Oscar M. Ruebhausen Professor of Law.
Carol M. Rose, J.D., Ph.D., Gordon Bradford Tweedy Professor Emeritus of Law and Organization, and Professorial Lecturer in Law.
Susan Rose-Ackerman, B.A., Ph.D., Henry R. Luce Professor of Jurisprudence (Law School and Department of Political Science).
‡Jed Rubenfeld, A.B., J.D., Robert Slaughter Professor of Law.
Austin Sarat, Ph.D., J.D., Visiting Professor of Law (spring term).
‡Peter H. Schuck, M.A., J.D., LL.M., Simeon E. Baldwin Professor of Law.

‡ On leave of absence, spring term, 2007.
Vicki Schultz, B.A., J.D., Ford Foundation Professor of Law.
Alan Schwartz, M.A., LL.B., Sterling Professor of Law.
Fred R. Shapiro, M.S., J.D., Lecturer in Legal Research.
Robert J. Shiller, B.A., Ph.D., Stanley B. Resor Professor of Economics, Department of Economics; Professor, School of Management; and Professor (Adjunct) of Law (fall term).
†Reva Siegel, M.Phil., J.D., Nicholas deB. Katzenbach Professor of Law.
James J. Silk, M.A., J.D., Associate Clinical Professor of Law.
‡Henry E. Smith, J.D., Ph.D., Professor of Law.
Steven Smith, B.A., Ph.D., Alfred Cowles Professor of Political Science, Department of Political Science; and Professor (Adjunct) of Law (spring term).
Robert A. Solomon, B.A., J.D., Clinical Professor of Law and Supervising Attorney, and Director of Clinical Studies.
Alex Stein, LL.M., Ph.D., Visiting Professor of Law.
Kate Stith, M.P.P., J.D., Lafayette S. Foster Professor of Law.
‡Alec Stone Sweet, M.A., Ph.D., Leitner Professor of International Law, Politics, and International Studies.
‡Ronald S. Sullivan, Jr., B.A., J.D., Associate Clinical Professor of Law and Supervising Attorney.
David Super, A.B., J.D., Visiting Associate Professor of Law.
Mark N. Templeton, A.B., J.D., Associate Dean.
Mike K. Thompson, M.B.A., J.D., Associate Dean.
Camilla Tubbs, B.A., J.D., M.L.S., Lecturer in Legal Research.
Daniel Wade, M.S., J.D., Lecturer in Legal Research.
Harry Hillel Wellington, M.A., LL.B., LL.D., Sterling Professor Emeritus of Law and Harry H. Wellington Professorial Lecturer in Law.
Stanton Wheeler, M.A., Ph.D., Ford Foundation Professor Emeritus of Law and the Social Sciences, and Professorial Lecturer in Law.
*James Q. Whitman, J.D., Ph.D., Ford Foundation Professor of Comparative and Foreign Law.
Marci L. Windsheimer, B.A., M.S., J.D., Lecturer in Legal Research.
Ralph Karl Winter, Jr., M.A.H., LL.B., Professor (Adjunct) of Law (full term).
Michael J. Wishnie, B.A., J.D., Clinical Professor of Law.
Stephen Wizner, A.B., J.D., William O. Douglas Clinical Professor of Law and Supervising Attorney.
*Kenji Yoshino, M.Sc., J.D., Professor of Law.
Edward A. Zelinsky, M.A., J.D., Visiting Professor of Law.
Howard V. Zonana, B.A., M.D., Professor of Psychiatry and Clinical Professor (Adjunct) of Law.
RESEARCH SCHOLARS AND FELLOWS IN LAW

Jennifer Gerarda Brown, A.B., J.D., Senior Research Scholar in Law.
Marcia Chambers, M.A., M.S.L., Journalist in Residence and Fellow in Law.
Lung-chu Chen, LL.M., J.S.D., Senior Research Scholar in Law.
Kathleen Neal Cleaver, B.A., J.D., Senior Research Scholar in Law.
Elizabeth H. Esty, B.A., J.D., Senior Research Scholar in Law.
Kelli Garcia, Ph.D., J.D., Oscar M. Ruebhausen Fellow in Law.
James Grimmelmiehann, A.B., J.D., Post-Doctoral Fellow in Law.
Keith J. Hand, B.A., J.D., Senior Research Scholar in Law.
Jonathan Hecht, J.D., M.A.L.D., Senior Research Scholar in Law.
Thomas E. Kellogg, B.A., J.D., Senior Research Scholar in Law.
Katherine McDaniel, B.A., J.D., Post-Doctoral Fellow in Law.
Dan Priel, B.C.L., M.Phil., Oscar M. Ruebhausen Fellow in Law.
Jeff A. Redding, B.A., J.D., Oscar M. Ruebhausen Fellow in Law.
Stephanie Robinson, B.A., J.D., Senior Research Scholar in Law.
David N. Rosen, A.B., LL.B., Senior Research Scholar in Law.
Benjamin I. Sachs, B.A., J.D., Joseph Goldstein Fellow.
Barbara J. Safriet, J.D., LL.M., Dean’s Senior Fellow in Law.
Marina Santilli, J.D., M.C.L., Senior Research Scholar in Law.
Richard D. Schwartz, B.A., Ph.D., Senior Research Scholar in Law.
James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser.
Elga R. Wasserman, Ph.D., J.D., Research Scholar in Law.
Ruth Wedgwood, A.B., J.D., Senior Research Scholar in Law.
Hong Xue, LL.M., Ph.D., Post-Doctoral Fellow in Law.

LECTURERS IN LAW

Deborah J. Cantrell, M.A., J.D.
Jamie P. Horsley, M.A., J.D.
Eddan Katz, B.A., J.D.
Thomas E. Kellogg, B.A., J.D.
Daniel Wade, M.S., J.D.

VISITING LECTURERS IN LAW

William C. Baskin, Jr., B.A., LL.B.
Stephen Bright, B.A., J.D.
G. Eric Brunstad, Jr., B.A., J.D., Macklin Fleming Visiting Lecturer in Law.
Jonathan M. Freiman, B.A., J.D.
Nancy Gertner, M.A., J.D.

‡ On leave of absence, spring term, 2007.
Robert J. Kirsch, M.B.A., Ph.D.
Andrew J. Pincus, B.A., J.D.
James E. Ponet, B.A., M.A.
Nicholas A. Robinson, A.B., J.D.
Florence Wagman Roisman, B.A., LL.B.
Charles A. Rothfeld, A.B., J.D.
John M. Samuels, J.D., LL.M.
Cass R. Sunstein, A.B., J.D.
Steven M. Teles, M.A., Ph.D.
John M. Walker, Jr., B.A., J.D.

**Clinical Visiting Lecturers in Law**

Dale S. Bryk, M.A.L.D., J.D.
Todd A. Bussert, B.S., J.D.
Lisa Nachmias Davis, B.A., J.D.
Francis X. Dineen, B.A., LL.B.
Shelley Diehl Geballe, J.D., M.P.H.
Peggy Delinois Hamilton, B.A., J.D., Selma M. Levine Clinical Visiting Lecturer in Law.
Alex A. Knopp, B.A., J.D.
Harvey L. Koizim, B.A., J.D.
Daniel L. Kurtz, A.B., J.D.
Barbara B. Lindsay, J.D., LL.M.
Kica Matos, M.A., J.D.
Hope R. Metcalf, B.A., J.D.
Cantwell F. Muckenfuss III, B.A., J.D.
Laurence P. Nadel, A.B., J.D.
William J. Nardini, J.D., LL.M.
Ellen Scalettar, B.A., J.D.
Cameron C. Staples, M.A., J.D.

**Tutors in Clinical Studies**

Juliett L. Crawford, B.A., J.D.
Jeremiah F. Donovan, B.A., J.D.
William F. Dow III, B.A., LL.B.
Stewart I. Edelstein, B.A., J.D.
Holly B. Fitzsimmons, M.A., J.D.
Frederick S. Gold, A.B., J.D.
Beverly J. Hodgson, A.B., J.D.
Clarance J. Jones, A.B., J.D.
Hugh F. Keefe, B.A., J.D.
Anthony J. Lasala, B.A., LL.B.
Margaret P. Mason, B.A., J.D.
P. J. Pittman, b.a., j.d.
Barry R. Schaller, b.a., j.d.
Michael O. Sheehan, m.a., j.d.
David X. Sullivan, j.d., ll.m.
James E. Swaine, b.a., j.d.

**Clinical Fellows**
Molly K. Beutz, b.a., j.d., *Robert M. Cover/Allard K. Lowenstein Fellow in International Human Rights*.
Christopher N. Lasch, b.a., j.d., *Robert M. Cover Clinical Teaching Fellow*.
Giovanna Shay, m.phil., j.d., *Robert M. Cover Clinical Teaching Fellow*.

**Tutors in Law**
Neysun A. Mahboubi, a.b., j.d.
Dirk Pulowski, 1st state exam, ll.m.

**Assistants in Instruction**
*Coker Fellows*
Roy Altman, a.b.
William D. Bowen, b.a., b.s.
Elaine M. Chao, b.a.
Geoffrey R. Chepiga, b.a., m.phil.
Eric F. Citron, a.b.
Lindsay L. Clayton, a.b.
Elyse Jones Cowgill, b.a.
Melissa A. Cox, b.a., m.sc.
Annie Decker, a.b., m.c.p.
Kimberly A. Gahan, b.a.
Jamie H. Ginott, a.b.
Talia R. Inlender, b.a.
Abha Khanna, b.a.
Julia K. Martínez, b.a.
Michelle Messer, b.a.
Eugene Nardelli, a.b.
Elizabeth M. M. O’Connor, b.a., m.phil.
Wendy M. Phillips, a.b., m.ph.
Bharat R. Ramamurti, a.b.
Adam P. Romero, a.b.
Rahael Seifu, b.a.
Eric S. Tam, b.arts.sc., m.phil.
Brian J. Wong, a.b.
Mark Wu, a.b., m.sc.
LIBRARY PROFESSIONAL STAFF

S. Blair Kauffman, J.D., LL.M., M.L.L., Law Librarian and Professor of Law.
Margaret Chisholm, M.L.S., J.D., Reference Librarian.
Martha Clark, B.S., M.L.S., Information Access Manager.
Bonnie Collier, M.A., M.L.S., Associate Librarian for Administration.
Mark Engsberg, J.D., M.L.S., Ph.D., Head of Reference.
Jo-Anne Giammattei, B.S., M.L.S., Acquisitions Librarian.
Susan Karpuk, M.A., M.S., Catalog Librarian.
Evelyn Ma, B.A., J.D., M.L.S., Catalog and Special Projects Librarian.
Teresa Miguel, B.A., J.D., M.L.S., Foreign and International Reference Librarian.
John B. Nann, M.S., J.D., Associate Librarian for Reference and Instructional Services.
Stephanie Schmitt, B.A., M.S., Manager of Serials Service.
Fred R. Shapiro, M.S., J.D., Associate Librarian for Collections and Access Services.
Camilla Tubbs, B.A., J.D., M.L.S., Faculty Services and Government Documents Reference Librarian.
Daniel Wade, M.S., J.D., Associate Librarian for Foreign and International Law.
Michael Widener, B.A., M.L.S., Rare Books Librarian.
Marci L. Windsheimer, B.A., M.S., J.D., Reference Librarian.
Cesar Zapata, B.A., Access and Collections Coordinator.

MANAGERIAL AND PROFESSIONAL STAFF

Stephen Ackley-Ortiz, B.A., J.D., Director of Planned Giving and Associate Director of Major Gifts, Development Office.
Karen Alderman, B.A., J.D., Director of Human Resources.
Dawn Alicandro, User Support Specialist, Information Technology Services.
Patricia Barnes, Director of Financial Aid.
James S. Barnett, Dining Hall Manager.
Kenna Barrett, A.B., M.A., Director, Corporate and Foundation Relations, Development Office.
Cynthia J. Breault, Assistant Director of Finance and Administration.
Theresa J. Bryant, B.S., J.D., Executive Director and Director of Public Interest Counseling and Programs, Career Development Office.
Judith Calvert, M.A., Ph.D., Registrar.
Deborah J. Cantrell, M.A., J.D., Director, Arthur Liman Program, and Director of Projects on the Profession.
Jan Conroy, B.S., M.S., Director of Public Affairs.
Renee DeMatteo, Senior Decanal Assistant for Special Projects.
Marianne Dietz, Deputy Executive Assistant to the Dean and Associate Director, Center for the Study of Corporate Law.
Maria Z. Dino, LL.B., M.A., Director of Graduate Programs.
Marilyn F. Drees, B.A., J.D., Director of Student Life.
William C. Fray, B.A., M.L.S., Deputy Director and Manager of Network Services, Information Technology Services.
Concetta Fusco, Administrative Coordinator, The China Law Center.
Daniel Griffin, B.A., Manager, Instructional Technologies, Information Technology Services.
Jamie P. Horsley, M.A., J.D., Deputy Director, The China Law Center.
Craig L. Janeczek, B.A., Director of Admissions.
Kathy Jannke, B.S., M.S., Office Manager, Legal Services Organization.
Barbara Johnson, B.A., Director of Finance and Administration.
Greg Kader, Assistant Dining Hall Manager.
Eddan Katz, B.A., J.D., Executive Director, Information Society Project.
Linda E. Laufer, B.A., J.D., Director of Judicial Clerkships and Fellowships, Career Development Office.
Rebecca B. Martin, B.A., J.D., Associate Director of Major Gifts, Development Office.
Pascale C. Mathieu, B.S., M.A., Coordinator, International Programs.
Susan Monsen, B.S., M.S., Director of Information Technology Services.
Jeffrey M. Prescott, B.A., J.D., Associate Director, The China Law Center.
Grace Profatilov, B.A., Web Manager.
Georganne Rogers, Executive Assistant to the Dean.
Robyn Schultz, B.S., M.P.A., Pro Bono and Information Manager, Career Development Office.
Christine B. Severson, B.A., Director of Recruitment Programs, Career Development Office.
Maura Sichol-Sprague, B.A., J.D., Student Life Coordinator.
Pamela E. Sims, B.A., Alumni Affairs Coordinator.
Kathleen Slater, B.A., Assistant Director of Human Resources.
Eric D. Stoddard, B.A., Director, Annual Giving Programs.
Kaitlin Thomas, B.A., M.F.A., Communications Officer, Public Affairs.
Barbara A. Tracy, Endowment Funds Coordinator.
Kelly J. Voight, B.A., J.D., Director of Private Sector Counseling and Programs, Career Development Office.
Kelly Waldron, B.A., Assistant Director of Publications, Public Affairs.
Roger Watson, Supervisor of Custodial Services.
John Zito, B.S., User Support Specialist, Information Technology Services.
The origins of Yale Law School trace to the earliest days of the nineteenth century, when there was as yet no university legal education. Instead, law was learned by clerking as an apprentice in a lawyer’s office. The first law schools, including the one that became Yale, developed out of this apprenticeship system and grew up inside law offices. The earliest of these law-office law schools, located in Litchfield, Connecticut, trained upwards of a thousand students from throughout the country over the half-century from its beginnings in the 1780s until it closed in 1833.

The future Yale Law School formed in the office of a New Haven practitioner, Seth Staples. Staples owned an exceptionally good library (an attraction for students at a time when law books were quite scarce), and he began training apprentices in the early 1800s. By the 1810s his law office had a full-fledged law school. In 1820 Staples took on a former student, Samuel Hitchcock, as a partner in his combined law office and law school. A few years later, Staples moved his practice to New York, leaving Hitchcock as the proprietor of the New Haven Law School. (Staples went on to become counsel to Charles Goodyear in the litigation that vindicated Goodyear’s patent on the vulcanizing process for rubber manufacture, and Staples served pro bono as one of the lawyers who won the celebrated _Amistad_ case in 1839.)

The New Haven Law School affiliated gradually with Yale across the two decades from the mid-1820s to the mid-1840s. David Daggett, a former U.S. senator from Connecticut, joined Hitchcock as co-proprietor of the school in 1824. In 1826 Yale named Daggett to be professor of law in Yale College, where he lectured to undergraduates on public law and government. Also in 1826 the Yale College catalogue began to list “The Law School’s” instructors and course of study, although law students did not begin receiving Yale degrees until 1843.

Yale Law School remained fragile for decades. At the death of Samuel Hitchcock in 1845 and again upon the death of his successor, Henry Dutton, in 1869, the University came near to closing the School. Preoccupied with the needs of Yale College, the University left the Law School largely in the hands of a succession of New Haven practicing lawyers who operated the School as a proprietorship. Thus, instead of receiving salaries, they were paid with what was left of the year’s tuition revenue after the School’s other expenses. The School was housed in rented space in a single lecture hall over a downtown saloon until 1873, when it moved to premises in the New Haven county courthouse. (The School acquired its first home on the Yale campus, Hendrie Hall, in the 1890s, and moved to its present home, the Sterling Law Building, in 1931.)

In the last decades of the nineteenth century Yale began to take the mission of university legal education seriously, and to articulate for Yale Law School two traits that would come to be hallmarks of the School. First, Yale Law School

---

**A BRIEF HISTORY OF YALE LAW SCHOOL**

The origins of Yale Law School trace to the earliest days of the nineteenth century, when there was as yet no university legal education. Instead, law was learned by clerking as an apprentice in a lawyer’s office. The first law schools, including the one that became Yale, developed out of this apprenticeship system and grew up inside law offices. The earliest of these law-office law schools, located in Litchfield, Connecticut, trained upwards of a thousand students from throughout the country over the half-century from its beginnings in the 1780s until it closed in 1833.

The future Yale Law School formed in the office of a New Haven practitioner, Seth Staples. Staples owned an exceptionally good library (an attraction for students at a time when law books were quite scarce), and he began training apprentices in the early 1800s. By the 1810s his law office had a full-fledged law school. In 1820 Staples took on a former student, Samuel Hitchcock, as a partner in his combined law office and law school. A few years later, Staples moved his practice to New York, leaving Hitchcock as the proprietor of the New Haven Law School. (Staples went on to become counsel to Charles Goodyear in the litigation that vindicated Goodyear’s patent on the vulcanizing process for rubber manufacture, and Staples served pro bono as one of the lawyers who won the celebrated _Amistad_ case in 1839.)

The New Haven Law School affiliated gradually with Yale across the two decades from the mid-1820s to the mid-1840s. David Daggett, a former U.S. senator from Connecticut, joined Hitchcock as co-proprietor of the school in 1824. In 1826 Yale named Daggett to be professor of law in Yale College, where he lectured to undergraduates on public law and government. Also in 1826 the Yale College catalogue began to list “The Law School’s” instructors and course of study, although law students did not begin receiving Yale degrees until 1843.

Yale Law School remained fragile for decades. At the death of Samuel Hitchcock in 1845 and again upon the death of his successor, Henry Dutton, in 1869, the University came near to closing the School. Preoccupied with the needs of Yale College, the University left the Law School largely in the hands of a succession of New Haven practicing lawyers who operated the School as a proprietorship. Thus, instead of receiving salaries, they were paid with what was left of the year’s tuition revenue after the School’s other expenses. The School was housed in rented space in a single lecture hall over a downtown saloon until 1873, when it moved to premises in the New Haven county courthouse. (The School acquired its first home on the Yale campus, Hendrie Hall, in the 1890s, and moved to its present home, the Sterling Law Building, in 1931.)

In the last decades of the nineteenth century Yale began to take the mission of university legal education seriously, and to articulate for Yale Law School two traits that would come to be hallmarks of the School. First, Yale Law School
would be small and humane; it would resist the pressures that were emerging in university law schools elsewhere toward large enrollments and impersonal faculty-student relations.

Second, Yale Law School would be interdisciplinary in its approach to teaching the law. Yale’s President Theodore Dwight Woolsey, in a notable address delivered in 1874, challenged the contemporary orthodoxy that law was an autonomous discipline:

Let the school, then, be regarded no longer as simply the place for training men to plead causes, to give advice to clients, to defend criminals; but let it be regarded as the place of instruction in all sound learning relating to the foundations of justice, the doctrine of government, to all those branches of knowledge which the most finished statesman and legislator ought to know.

Yale’s program of promoting interdisciplinarity in legal studies within a setting of low faculty-student ratios took decades to evolve and to implement. Initially, the Law School achieved its links to other fields of knowledge by arranging for selected members of other departments of the University to teach in the Law School. Across the twentieth century, Yale pioneered the appointment to the law faculty of professors with advanced training in fields ranging from economics to psychiatry. This led Yale Law School away from the preoccupation with private law that then typified American legal education, and toward serious engagement with public and international law.

The revival of Yale Law School after 1869 was led by its first full-time dean, Francis Wayland, who helped the School establish its philanthropic base. It was during this time that the modern law library was organized and Hendrie Hall was constructed. It was also during this period that *The Yale Law Journal* was started and Yale’s pioneering efforts in graduate programs in law began; the degree of Master of Laws was offered for the first time in 1876. The faculty was led by Simeon Baldwin, who began teaching at the School at age twenty-nine and retired fifty years later in 1919. Baldwin became the leading railroad lawyer of the Railroad Age. He wrote dozens of books and articles on a wide range of legal subjects. He also served as governor of Connecticut and chief justice of the state Supreme Court. Along with other members of the Law School faculty, he played a significant part in the founding of the American Bar Association (he also served as president of that organization) and what ultimately became the Association of American Law Schools.

After 1900, Yale Law School acquired its character as a dynamic center of legal scholarship. Arthur Corbin, hired as a youngster in 1903, became the dominant contracts scholar of the first half of the twentieth century. Among those who joined him in the next decade was Wesley N. Hohfeld, whose account of jural relations remains a classic of American jurisprudence.

In the 1930s Yale Law School spawned the movement known as legal realism, which has reshaped the way American lawyers understand the function of legal rules and the work of courts and judges. The realists directed attention to factors
not captured in the rules, ranging from the attitudes of judges and jurors to the
nuances of the facts of particular cases. Under the influence of realism, Ameri-
can legal doctrine has become less conceptual and more empirical. Under Dean
Charles Clark (1929–1939), the School built a faculty that included such leg-
endary figures as Thurman Arnold, Edwin Borchard, future U.S. Supreme Court
Justice William O. Douglas, Jerome Frank, Underhill Moore, Walton Hamil-
ton, and Wesley Sturges. Clark was the moving figure during these years in craft-
ing the Federal Rules of Civil Procedure, the foundation of modern American
procedure.

Yale Law School’s tradition of emphasizing public as well as private law
proved ever more prescient as events of the twentieth century increased the role
of public affairs in the life of the law. Yale graduates found themselves uniquely
well prepared to play important roles in the rise of the administrative state, the
internationalization following the World Wars, and the domestic civil rights
movement. In the 1950s and 1960s, the School became renowned as a center of
constitutional law, taxation, commercial law, international law, antitrust, and law
and economics. In recent decades the pace of curricular innovation has if any-
thing quickened, as the School has developed new strengths in such fields as
comparative constitutional law, corporate finance, environmental law, gender
studies, international human rights, and legal history, as well as an array of clin-
ical programs taught by a clinical faculty of exceptional breadth and devotion.

Deans of Yale Law School, 1873–2006

1873–1903  Francis Wayland
1903–1916  Henry Wade Roger
1916–1927  Thomas Walter Swan
1927–1929  Robert Maynard Hutchins ’25
1929–1939  Charles Edward Clark ’13
1940–1946  Ashbel Green Gulliver ’22
1946–1954  Wesley Alba Sturges ’23
1954–1955  Harry Shulman
1955–1965  Eugene Victor Rostow ’37
1965–1970  Louis Heilprin Pollak ’48
1970–1975  Abraham Samuel Goldstein ’49
1975–1985  Harry Hillel Wellington
1985–1994  Guido Calabresi ’58
1994–2004  Anthony Townsend Kronman ’75
2004–      Harold Hongju Koh

THE CHARGE TO STUDENTS

The following sections contain the course offerings, a general description of the
requirements for graduation from Yale Law School, and information concerning
various academic options. Students are charged with notice of the contents of
this bulletin.
Course Offerings

FALL TERM

First-Term Courses

**Constitutional Law I (10001).** 4 units. B. Ackerman (Section A), S. Levinson (Section B), J. M. Balkin (Group 1), P. Gewirtz (Group 2), P. W. Kahn (Group 3), J. Rubenfeld (Group 4)

**Contracts I (11001).** 4 units. A. Schwartz (Section A), L. Brilmayer (Section B), D. Markovits (Group 1), I. Ayres (Group 2), R. Gordon (Group 3), A. Chua (Group 4), S. L. Carter (Group 5), Y. Listokin (Group 6), H. Hansmann (Group 7)

**Procedure I (12001).** 4 units. H. H. Koh (Section A), J. Resnik (Section B), D. A. Super (Section C)

**Torts I (13001).** 4 units. J. L. Coleman (Section A), P. Schuck (Section B), G. Calabresi (Section C), J. J. Donohue (Group 1)

Advanced Courses

Courses marked with an asterisk (*) satisfy the legal ethics/professional responsibility requirement.

**Access to Knowledge Practicum (20428).** 2 units, credit/fail. Students in this course work on projects that promote innovation and distributive justice through the reform of intellectual property and telecommunications laws, treaties, and policies both internationally and in specific countries. These laws, treaties, and policies shape the delivery of health care services, technology, telecommunications access, education, and culture around the globe. Students will supplement their projects with theoretical readings and frequent contact with Information Society Project Fellows. Permission of the instructor required. Enrollment limited to eight. J. M. Balkin and E. Katz.

**Administrative Law (20170).** 4 units. This course will review the legal and practical foundations of the modern administrative state. Topics will include the creation of administrative agencies and the non-delegation doctrine, the internal process of adjudication and rulemaking in administrative agencies, judicial review of administrative action, the organization of the executive branch, liability for official misconduct, and beneficiary enforcement of public law. Self-scheduled examination. Enrollment will be capped at seventy-five. J. L. Mashaw.

*Advanced Advocacy for Children and Youth (20327).* 3 units, credit/fail, with a graded option. Limited to students who have taken Advocacy for Children and Youth in previous terms. Permission of the instructor required. Enrollment limited. J. K. Peters.
Advanced Community Lawyering (20404). 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Community Lawyering Clinic. Permission of the instructor required. C.L. Lucht and R.A. Solomon.

Advanced Criminal Defense Clinic (20427). 3 units, credit/fail. This course will afford students the opportunity to represent, under faculty supervision, indigent clients who are charged with violations of the criminal law in the New Haven Superior Court. The course will include a weekly seminar component and a fieldwork component. In the seminar portion, students will explore advanced litigation techniques, including cross-examination of expert witnesses, co-defendant representation, and advanced motions practice. During the fieldwork component, students will be assigned more serious criminal cases than those assigned in the Criminal Defense Clinic. Limited to students who have already taken both CDC I and CDC II. Permission of the instructor required. R.S. Sullivan, Jr., and T.A. Bussert.

Advanced Environmental Law: U.S. and EU Approaches to Regulating Chemicals, Biotechnology, and Nanotechnology (20028). 3 units. This course builds on the survey course in environmental law and policy. The basic objective is to acquaint students with the similarities and differences between the U.S. and EU approaches to regulating chemicals, biotechnology, and nanotechnology. The course begins with an examination of the basic paradigms of Quantitative Risk Assessment in the U.S. and the Precautionary Principle in the EU. Reading materials and articles include portions of the U.S. Toxic Substance Control Act, the EU proposed regulation on the Registration, Evaluation and Authorization of Chemicals (REACH), the EPA, FDA, and USDA approaches to regulating biotechnology, the EU Labeling and Traceability Law, the U.S. coordinated effort on nanotechnology, and the EU White Paper Towards a European Strategy for Nanotechnology. Students will conduct and report on research on topics related to the course. The emphasis is on what the U.S. and the EU can learn from one another to improve their regulatory systems. Paper required. Enrollment limited. E.D. Elliott.

*Advanced Immigration Legal Services (20382). 3 units, credit/fail. Only open to students who have taken Immigration Legal Services. Permission of the instructors required. J.K. Peters, S. Wizner, and H.V. Zonana.

Advanced Legal Writing (20032). 3 units. This course will provide practice in writing legal memoranda and briefs. Students will have the opportunity to refine analytical as well as writing skills. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to ten. R.D. Harrison.

*Advocacy for Children and Youth (20329). 3 units, credit/fail. Students in this clinical seminar will represent children and youth in abuse, neglect, uncared for, and termination of parental rights cases in the Superior Court for Juvenile Mat-
ters and certain related matters. Class sessions will focus on substantive law, ethical issues arising from the representation of children and youth in the relevant contexts, interviewing and lawyering competencies, case discussions, and background materials relating to state intervention into the family. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Casework will require, on average, ten to twelve hours weekly, but time demands will fluctuate over the course of the term. Class time will be concentrated in the first half of the term. Enrollment limited to four. J.K. Peters.

*Advocacy for Detained Refugees (20422). 3 units, credit/fail. This clinical course will focus on representation of foreign nationals who are seeking asylum and who are detained by U.S. Immigration and Customs Enforcement. Cases will involve asylum, withholding of removal, and Convention Against Torture hearings in immigration courts in Hartford, New York, and Boston. Course participants will meet biweekly. Permission of the instructor required. Enrollment limited to six. C. L. Lucht.

Antitrust: Research Seminar (20007). 3 or 4 units. Research and writing on current problems in antitrust. Topics to be arranged with the instructor. Prerequisite: the basic Antitrust course or its equivalent. Permission of the instructor required. Enrollment limited. A. K. Klevorick.

[The] Art and Science of Power: Becoming an American Lawyer (20204). 1 to 3 units. Spiritual changes are miracles — events humans may desire, but which they do not control. Changes in the material world cause or are caused by the politics of theory, changes in the concepts which structure our perception of the environment. Precedent is a powerful concept because it postulates that changes can be rational, balancing the constraints of theory, of the past, against the needs of the present and the theoretical possibilities of the future. A lawyer, an officer of the court, is charged with counseling clients on how to comply with human laws. The course materials analyze common law processes of adjudication that create legal opinions, some of which serve as precedents. The goal of the jurisprudence presented in the materials is to understand the connections between client behavior and those processes. The philosophy embodied in that jurisprudence is an attempt to set out those connections, to explore the meaning of the concept of precedent. Paper required. J. G. Deutsch.

*Balancing Civil Liberties and National Security after September 11 (20343). 3 units, credit/fail. This course will be a hybrid between clinic and seminar, focusing on civil liberties cases arising out of government policies in the aftermath of September 11, including citizen and non-citizen detentions, Fourth and Fifth Amendment issues, international human rights and humanitarian law issues, and so on. Students enrolled in the course will prepare memoranda on points of law at issue in some of these cases and, as the timing dictates, will help to do legal research and draft pleadings and amicus briefs based on their research.
The course will include a clinical component and a reading seminar focusing on the text of the cases themselves and their precedents. The class will meet at a regularly scheduled time once a week, and one additional weekly meeting period will be arranged at the beginning of the term. Permission of the instructor required. Enrollment limited. H. H. Koh, M. R. Wishnie, J. M. Freiman, and H. R. Metcalf.

**Behavioral and Institutional Economics (20083).** 3 units. Behavioral economics incorporates insights from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of economic organizations, laws, contracts, and customs as part of a historical and continuing process of economic development. Behavioral economics and institutional economics are naturally treated together, since so much of the logic and design of economic institutions has to do with complexities of human behavior. The course will emphasize two main topics: behavioral macroeconomics and behavioral finance, though references will be made to other branches of economics as well. This course will meet according to the Yale Graduate School calendar. Also ECON 527a. R. Shiller.

**Business Organizations (20219).** 4 units. An introduction to the business corporation laws affecting the rights and roles of corporate boards of directors, senior executive officers, and shareholders, with an emphasis on large, publicly traded firms. Shareholders’ economic interests are examined from the perspective of limited liability and dividend standards, expectations of liquidity or transferability of shares, and the use of debt capital as a mode of financing corporate activity. Shareholders’ limited participation rights in corporate decision making will be examined from the perspective of state and federal rules governing shareholder voting and the disclosure of corporate information and the notion of managerial expertise (e.g., as evidenced by judicial application of the “business judgment rule”). The latter part of the course will focus on directors’ and officers’ fiduciary obligations to shareholders, examining the operation of these duties in a variety of settings and transactions. Issues relating to the roles and functions assumed by corporate attorneys (with respect to their clients) and the role of business corporations within society will also be addressed. Self-scheduled examination. J. R. Macey.

**Capital Punishment: Experience in Advocacy (20251).** 4 units (2 fall, 2 spring), credit/fail. Students will assist members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty. Students will make practical use of research and analytical skills, and may participate in investigations and conferences with clients, witnesses, and experts, and observe court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. The course is limited to students who intend to take Capital Punishment: Race,
Poverty, and Disadvantage in spring 2007, or have already taken it. Permission of the instructor required. Enrollment limited to twelve. S. B. Bright.

**[The] Civil Rights Movement (20089).** 4 units. This course will examine the Civil Rights movement, focusing on the roles of lawyers and “the law,” and their relationships to direct action and other forms of advocacy, in advancing and impeding social change. Topics will include marches on Washington; the Journey of Reconciliation and the Freedom Rides; school desegregation (Little Rock, New Orleans, Ole Miss); the murders of Emmett Till and many others; the Montgomery Bus Boycott; student sit-ins; Freedom Summer; Black nationalism and the Black Power movement; and the Selma-to-Montgomery March. The course is permeated with consideration of the conflicts between violence and non-violence and among law, politics, and morality. Each student will write a weekly reflection and a book review. F. W. Roisman.

**Community Development Financial Institutions (20405).** 3 units, credit/fail. This clinic represents a local foundation seeking to start a community development bank, a process that will take two years. Students will be involved in all aspects of starting a new community development bank, with the purpose of supporting community development activities (primarily affordable housing development, home ownership, small business, and banking the unbanked) in New Haven’s under-served areas. The curriculum will include an overview of banking law and practice, an in-depth study of community development banking, and New Haven as a community. Permission of the instructor required; priority given to students who have previously taken Housing and Community Development or Community and Economic Development. Enrollment limited to twenty. R. A. Solomon, P. D. Hamilton, H. L. Koizim, and C. F. Muckenfuss.

**Community and Economic Development (20023).** 3 units, credit/fail. A multidisciplinary workshop involving students from the schools of Law, Management, Divinity, Forestry & Environmental Studies, Epidemiology and Public Health, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, access to capital and credit, and social service delivery in the New Haven area. The clinic will emphasize a nonadversarial, transactional approach to problem solving. As legal, financial, architectural, and social policy advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real estate finance, low-income housing policy, community development corporations and financial institutions, neighborhood planning, public school reform, and urban economic policy. Enrollment limited to twenty. Also MGT 694a. R. A. Solomon, P. D. Hamilton, and L. P. Nadel.
Community Lawyering Clinic (2002). 3 units, credit/fail. Community lawyering fuses traditional civil legal services representation with collaborative, community-based strategies for solving community problems and empowering clients. The Community Lawyering Clinic will offer students the opportunity to represent low-income clients in an extraordinarily wide range of cases, including immigration, domestic violence, family law (divorce, child custody, visitation, and support), HIV/AIDS-law, benefits, landlord-tenant law, consumer fraud, special education, and employment law. The clinic is committed to the community lawyering philosophy. Through partnerships with local nonprofit organizations, students will meet clients at outreach sites in New Haven. Students will also develop and coordinate such community initiatives for socio-legal change as impact litigation, education, community-based representation, and policy advocacy. Enrollment limited. R. A. Solomon, K. Matos, and S. Wizner.

Complex Federal Litigation (2008). 2 or 3 units, credit/fail. The clinic will focus primarily on ongoing civil rights litigation on behalf of state and federal prisoners housed in Connecticut. Cases include Eighth Amendment claims alleging sexual abuse or misconduct by staff, Eighth Amendment claims addressing deliberate indifference to serious medical needs, Eighth Amendment failure to protect claims, and First Amendment religious freedom claims on behalf of Muslim women prisoners. The course will provide exposure to the substantive law of federal prison litigation, including claims and defenses under Section 1983 and Bivens and the requirements of the Prison Litigation Reform Act. Students will also work on developing clinical skills, including, inter alia, taking depositions and negotiating settlements. The classroom component of the course will meet every other week, although supervision meetings will also be scheduled in addition to the classroom discussions. Permission of the instructor required. Enrollment limited. B. Dignam, H. V. Zonana, and G. Shay.

Constitutional Litigation (2006). 3 units. This course in advanced and applied constitutional law will focus on one of the central ways in which constitutional claims are actually litigated: in lawsuits against public officials and local governments. The bulk of the course will look at litigation under 42 U.S.C § 1983. The class will consider such topics as what it means to act “under color of state law”; absolute and qualified immunities; government liability for the acts of individual officials; remedies for constitutional violations, including monetary and injunctive relief; structural reform litigation; and attorneys’ fees awards. This course will be particularly useful for students who plan to clerk in federal courts, as much of their dockets involves §1983 litigation. Self-scheduled examination. P. Karlan.

Contemporary Legal Issues in Africa (2010). 1 unit, credit/fail. This reading group will meet once a week at lunchtime to discuss current events in Africa, with special emphasis on events that raise issues of international law. Each student will be given responsibility for a particular region of Africa and will report
weekly on the important events in that region. One unit of credit is available for participants. Students who wish to do more extensive research into the legal issues in their particular region can make special arrangements for additional study, including the awarding of Supervised Analytic Writing credit. It is possible to take this course more than once. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Africa. L. Brilmayer and D. Wade.

**Corporate Governance: Seminar (20206).** 3 units. This seminar will examine the idea of corporate governance in the large publicly held corporation. Each week the class will consider one or more of the following topics: (1) What is corporate governance and what is it supposed to accomplish?; (2) institutions and mechanisms of corporate governance; (3) political theories of corporate law; (4) the production of legal rules at the state level; (5) the securities and exchange commission; (6) the organized stock exchanges; (7) boards of directors; (8) the market for corporate control; (9) the accounting rules and the accounting industry; (10) insider trading, short selling, and whistleblowing; (11) shareholder voting; (12) credit rating agencies; (13) stock market analysts. Students will be required to write one shorter paper, which must be turned in during the term, and one longer paper due by the end of the term on topics related to corporate governance. The shorter paper will be the basis for an in-class presentation which each student will be expected to make on the subject of the readings for a particular week. The shorter paper will be due prior to the in-class presentation. Prerequisite: Business Organizations. Paper required. Enrollment limited. J. R. Macey.

**Corruption, Economic Development, and Democracy (20098).** 2 or 3 units. A seminar on the link between political and bureaucratic institutions, on the one hand, and economic development, on the other. A particular focus will be the impact of corruption on development and the establishment of democratic government. Paper (2 or 3 units) or self-scheduled examination (2 units). Enrollment limited to fifteen. Also PLSC 714a. S. Rose-Ackerman.

**Criminal Law and Administration (20061).** 3 units. This course will relate criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property will be evaluated against the objectives and the limits of the criminal justice system. Scheduled examination. A. Stein.

**Criminal Procedure I (20270).** 3 units. This course will cover the law regulating interrogation of suspects, witnesses, and defendants; bail; preliminary hearings; grand jury proceedings; the right to effective assistance of counsel; the right to trial by jury; discovery; guilty pleas; various trial procedures; and double jeopardy. Little attention is paid to the Fourth Amendment. Scheduled examination. S. B. Duke and R. S. Sullivan, Jr.
Criminal Procedure: Investigation and Plea-Bargaining (20216). 4 units. This course will examine the major strategies of criminal investigation in the United States: search and seizure; interrogation; the grand jury; informants, undercover agents, and cooperating witnesses. Particular attention will be paid to the exercise of discretion by police and prosecutors, the role of defense counsel in non-trial settings, and plea-bargaining. Some attention will be devoted as well to those criminal trial processes (e.g., exclusionary rules, discovery and Brady, the petit jury, proof beyond a reasonable doubt, confrontation, cross-examination, and determinate sentencing rules) that may greatly affect strategic and ethical aspects of investigations. Sources of law include the U.S. Constitution and federal statutes (and, to a lesser extent, state constitutions and state statutes), the Federal Rules of Criminal Procedure, and administrative regulations and guidelines. Some attention will be given to the law governing investigations in other common law and in civil law regimes. Students who have previously taken any course in criminal procedure may enroll only with the permission of the instructor. Scheduled examination. K. Stith.

Designing Public Institutions: Accountability and Its Cousins (20049). 4 units (2 fall, 2 spring). What exactly is meant by accountability, the ubiquitously discussed and apparently much-to-be-desired feature of public institutions? And how can institutions be designed to have the “right” accountability characteristics? The fall term will be devoted to readings and class discussion. Each student must have developed a suitable paper topic by the end of the term. Papers in this course will generally satisfy either the Substantial Paper or the Supervised Analytic Writing requirement. The spring term will be devoted to research and writing under intensive supervision. Draft papers will be circulated and discussed in class and all papers must be completed by the last day of the spring-term examination period. This is a full-year course. Students may not receive credit for either term independently. Paper required. Enrollment limited. M. J. Graetz and J. L. Mashaw.

*The Education Adequacy Project (20403). 3 units, credit/fail. This highly focused clinical course will represent the Connecticut Coalition for Justice in Education Funding (CJEF) and individual plaintiffs in litigation challenging Connecticut’s school financing system. CJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. CJEF seeks to reform Connecticut’s public school finance system to provide for greater levels of funding for education by establishing a minimum level of funding needed to provide an adequate education and to alleviate the burden on local municipalities to provide the bulk of education funding. The Education Adequacy Project will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CJEF’s case and the theoretical issues involved in the adequacy movement. Enrollment limited to ten. R.A. Solomon and A.A. Knopp.
Emerging Trends in Labor Law (20397). 3 units. This course will focus on the statutory, judicial, and administrative law governing the collective organization of workers and the interaction between such collective organizations and employers. The course will introduce students to the basics of traditional labor law and will explore how labor law is evolving in response to innovative forms of union organizing and collective bargaining. The class will consider the legal status of new, privately negotiated processes for organizing and recognizing unions, new forms of workplace organization, and new modes of bargaining collective agreements. It will also explore emerging forms of worker organizing that rely not on the National Labor Relations Act but on other federal statutes, with a particular focus on the Fair Labor Standards Act. No prerequisites. Self-scheduled examination and short discussion papers. Enrollment capped at forty. B. I. Sachs.

[The] Engineering and Ownership of Life (20332). 2 units. This seminar will explore the development of intellectual property protection in living organisms in relation to changes in biological knowledge, control of reproduction, and the market economy. Topics will include plant and animal breeding, horticulture and agribusiness, medicine, biotechnology, and patent law. Paper required. This course will meet according to the Yale College calendar. Permission of the instructor required. Enrollment limited to ten law students. Also HIST 9384u, HSHM 676au. D. J. Kevles.
Environmental Law and Policy (20348). 3 units. Introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Water Act, Clean Air Act, and various statutes governing waste, food safety, and toxic substances. This course will examine and evaluate current approaches to pollution control and resource management as well as the “next generation” of regulatory strategies, including economic incentives and other market mechanisms, voluntary emissions reductions, regulatory negotiation, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Scheduled examination. Also F&ES 85033a. D. C. Esty.

Environmental Protection Clinic (20316). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. Also F&ES 80034a. D. S. Bryk.

*Ethics in Clinical Practice (20131). 2 units. This course will introduce clinical students to ethical issues that commonly arise during the course of working with clients. The course will consider examples across the substantive areas covered by clinics in LSO. Students will become familiar with Connecticut’s Rules of Professional Conduct, the ABA Model Rules of Professional Conduct, and cases and commentary about legal ethics. While the course focuses on ethics in practice and will utilize students’ experiences with current clinical cases, students will also examine the primary theoretical arguments concerning the current system for regulating the legal profession. Substantive issues to be covered will include confidentiality, relations with clients, competency, zeal, candor to the tribunal, fairness to parties, scope of the attorney-client relationship, conflicts of interest, and enforcement of ethical rules.

This course is mandatory for students enrolled in certain LSO clinics for the first time (see individual clinical course descriptions) and must be taken during the term when the student first enrolls in that LSO clinic. Students who are enrolled in other LSO clinics are also encouraged to take the course. There is no final examination, but attendance in class is mandatory and there will be a number of assigned response papers due throughout the term. Additional LSO clinicians will join particular sessions throughout the term. D. J. Cantrell, B. Dignam, and G. Shay.
Ethics in the Practice of Law (20239). 3 units. This course will focus on one facet of professional ethics—the representation of clients—with particular emphasis on the relationship between zealous advocacy and the public interest. Every kind of practice generates serious tensions among attorneys’ obligations to their clients, their own moral and social commitments, obligations to third parties (including adversaries), and responsibilities as officers of the court and citizens of the larger community. A second and related concern of the course will be to examine the practice of law in the public interest, whether as lawyers in firms through pro bono activities or as attorneys in public interest organizations. The goal will be to understand the continuities and distinctions among various kinds of practices in coming to grips with the tensions described above. Students who plan to practice in law firms will be encouraged and assisted in developing pro bono projects to take with them to their firms. Students who are seeking jobs in public interest organizations will be expected to assist in cases or projects developed by public interest organizations. A final paper is required and can be co-authored. Enrollment limited to twenty-four. D. E. Curtis, D. J. Cantrell, and S. Wizner.

Evidence (20166). 3 units. This course will examine the rules and doctrines regulating the presentation of factual proof in American trials, with primary focus on the Federal Rules of Evidence. Scheduled examination. D. M. Kahan.

Family Law: Adult Relations (20018). 3 units. The basic agenda for family law reform, until recently, has been to protect privacy rights against state interference in such matters as divorce, abortion, and same-gender sexual relationships. New claims have now come forward, however, for state interventions in adult familial relationships in such matters as affirmative recognition of same-sex marriages; more aggressive state actions to protect women against spousal violence; more stringent state actions to ensure financial equality between former spouses or between those who had previously lived together without state-recognized marriage ties; and more demanding child support obligations enforced against noncustodial (previously married or never-married) fathers. Evaluating these new claims for and prior claims against state interventions requires consideration of the proper state role in the formation, ongoing regulation, and reconstruction of adult familial relations. Self-scheduled examination or paper option. R. A. Burt.

Federal Estate, Gift, and Generation-Skipping Taxation (20163). 3 units. An introduction to federal estate, gift, and generation-skipping taxes with emphasis on the historical development of the statute, the role of the courts in construing this portion of the Internal Revenue Code, and the propriety of taxing wealth at death. No prior experience with the tax law is required. Indeed, many professors and students conclude that the study of federal estate, gift, and generation-skipping taxes is a particularly good introduction to the Code. Scheduled examination. E. Zelinsky.
Federal Income Taxation (20222). 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will apply (and question) the traditional tax policy criteria of fairness, efficiency, and administrability. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Scheduled examination. M. J. Graetz.

Global Constitutionalism (20137). 3 units. This course will compare a variety of proposals that have been advanced to promote global order. It will begin with traditional conceptions of the balance of power among independent states and then explore arrangements designed to produce increasing forms of international and world order. These include liberal internationalism, collective security through the League Covenant and the United Nations Charter, Clark and Sohn's World Peace Through World Law, John Rawls's Law of Peoples, and various other contemporary models of global governance networks and global democratization. In addition to assessing the particular merits and limitations of these visions of global order, the class will examine the underlying principles of international politics and institutional responsibility that characterize these efforts to establish rules for the globe. Prerequisite: a previous course in international law or politics. Scheduled examination. Also PLSC 670a. M. Doyle.

Historical Foundations of Modern Civil Procedure (20138). 2 or 3 units. This seminar will provide an opportunity to explore both recent and more established scholarly writing about developments from the eighteenth century onward that reshaped Anglo-American civil procedure. Topics of inquiry include the demise of the writ system; the reform of Chancery and of Chancery procedure; the growth of appellate review; the drafting of the Field Procedure Code in New York and its influence in England and elsewhere in the U.S.; the fusion of law and equity; the growth of county courts, small claims courts, and other forms of petty civil jurisdiction; the decline and abolition of civil jury trial in England; the constitutionalization of civil jury trial in the U.S.; the growth of pattern jury instructions in American civil practice, transforming issues of fact into law; the American origins of the pretrial deposition; and the causes and the consequences of the ongoing reorientation of civil practice from trial to pretrial. Permission of the instructor required. J. H. Langbein.

History of the Common Law: Procedure and Institutions (20010). 3 units. An introduction to the historical origins of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (1) the jury system — medieval origins and European alternatives, separation of grand and petty juries, changes in the
functions and composition of the jury from medieval to modern times, the vari-
eties of jury control; (2) civil justice — the forms of action and the pleading
system; attorneys, bar, and bench; the regular and itinerant courts; legal educa-
tion, law reporting, and the legal treatise; Chancery, the trust, equitable proce-
dure and remedies; the deterioration of Chancery procedure and the fusion of
law and equity; the codification movement; historical perspectives on the scope
of the right to civil jury trial under the Seventh Amendment; (3) criminal jus-
tice — medieval criminal procedure; presentment and indictment; the recasting
of criminal procedure in the sixteenth and seventeenth centuries; the officializa-
tion of prosecution and policing; Star Chamber; defense counsel and the rise of
the adversary system in the eighteenth century; the privilege against self-
incrimination; the law of evidence; criminal sanctions. Duplicated materials,
consisting of original historical sources and extracts from scholarly writing. Self-
scheduled examination. J. H. Langbein.

**Human Rights Workshop: Current Issues and Events (20134).** 1 unit,
credit/fail. Conducted in workshop format and led by Professor Paul Kahn,
Director of the Orville H. Schell, Jr. Center for International Human Rights, the
course will discuss recent writings in the field, presentations from outside guests
and participants, and newsworthy events in the human rights arena. P. W. Kahn.

**Insurance and Public Policy (20367).** 3 units. This course will address the wide
range of public policy issues implicating insurance for those who suffer losses.
The course will first address the principles of insurance and insurance techniques
that reduce societal and personal risks. It will then apply these principles to the
range of insurance law issues. The course will combine both a practical and a
conceptual understanding of insurance law. Self-scheduled examination or paper
option. G. L. Priest.

**International Law Research and Writing: Seminar (20136).** 3 or 4 units.
This seminar is structured around writing a significant research paper relating to
international law during the course of the year. The course will begin by provid-
ing an overview of the state of the debate in international law scholarship and
then will focus on helping students contribute to that scholarship. Students will
receive assistance in finding a good research topic, developing an effective argu-
ment, bringing the piece to completion, and presenting the finished work to
fellow students. The class will meet intensively at the beginning and end of the
academic year, with only a few classes in between. Supervised Analytic Writing
and Substantial Paper credit are available. A yearlong commitment is required;
one term of credit will be awarded for the fall term. Enrollment limited to ten.
O. A. Hathaway.

**Introduction to Accounting and Financial Statement Analysis (20433).**
4 units. An introduction to financial and managerial accounting and financial
statement analysis. Fundamental accounting concepts and generally accepted
financial accounting practices, both U.S. and international, will be examined. In addition, basic managerial accounting subjects will be covered, including standard costing, contribution margin and break-even analysis, budgeting, planning, and control. Great attention will be focused on financial statement analysis of reports prepared according to U.S. Generally Accepted Accounting Principles and International Financial Reporting Standards as a tool for investment decision making and fraud detection. Paper required. R. J. Kirsch.

**Introduction to the Philosophy of Law (20141).** 3 units. This introduction to the philosophy of law will cover three different kinds of topics: (1) the nature of law and of legal authority; (2) the philosophy of particular areas of law, e.g., torts, contracts, and criminal law; (3) issues pertaining to the intersection of political and legal philosophy, e.g., rights, justice, political authority. Self-scheduled examination. J. L. Coleman.

**Knowledge and Information Policy (20198).** 3 units. Participants in this research seminar will study the best policies for promoting the growth and spread of diverse and valuable forms of knowledge and information. Although these policies implicate free speech values, their implementation lies largely outside the realm of traditional First Amendment doctrine. Topics may include (1) government investment in (and limits on) scientific research; (2) government speech and state-supported production of information; (3) transparency and access to information about government activities; (4) privacy restrictions on flows of information involving government and the private sector; (5) the promotion and regulation of libraries, archives, and search engines; (6) access to Internet and telecommunications facilities; and (7) the proper scope of intellectual property as a tool for the promotion of knowledge and culture. Participants will be expected to research literatures in a wide range of disciplines, construct and share annotated bibliographies, and write original papers. Enrollment limited. J. M. Balkin.

**Land Use (20415).** 3 units. This course will examine the array of devices, legal and nonlegal, that governments, developers, and opponents of development employ to influence the land development process. Attention will be given not only to zoning but also to such advanced topics as planning theory, environmental impact reports, homeowner associations, state land-use controls, and mechanisms for financing the urban infrastructure. The course is designed for students who have taken Property, but that course is not a prerequisite. Scheduled examination. R. C. Ellickson.

**Landlord/Tenant Law (20004).** 3 units, credit/fail. Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to low-income tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, ethical issues arising in the representation of clients,
social and housing policy, and the development of lawyering skills, particularly in interviewing, litigation, negotiation, and mediation. Weekly class sessions and supervision sessions, plus eight to twelve hours per week of casework. Enrollment limited. F. X. Dineen and J. L. Pottenger, Jr.

**Law and Business (20199).** 2 units. Corporate and securities law is about resolving disputes and dealing with charges of misbehavior in business settings. Economists propose dealing with such problems by maximizing benefits to the consumer, that mythical person who is not only both reasonable and rational, but who also represents a majority of the populace. Practicing lawyers recognize that, when the two sets of facts presented to a judge or jury are irreconcilable, the dispute is resolved, or the behavior condoned or punished, by arbitrarily identifying the issues presented — something accomplished in law by selecting the relevant precedent and equitably deciding whether or not to follow it. This process enables one to tell the producers and/or victims — the non-consumers for purposes of legal proceedings — that their side has been given a fair hearing. This course presents the legal approach to corporate and securities law by examining a set of unresolved traditional and topical issues — legal capital; management duties and responsibilities; insider trading; reporting and disclosure, among others. Dealing with these issues involves knowledge of basic business (corporate and securities) statutory and regulatory regimens and terminology; and this course assumes such knowledge or a willingness to acquire the same. Paper required. J. G. Deutsch and W. C. Baskin, Jr.

**Law and Globalization (20200).** 2 units. As globalization has proceeded, new law and legal practices have emerged and existing legal systems are being transformed. This seminar will focus on the relationship, often reciprocal, between (1) global politics and economics, and (2) the evolution of international and transnational law. Classes will alternate, on a weekly basis, between the discussion of selected texts and the presentation of papers by guest scholars or practitioners. Students will be expected to write a five- to seven-page discussion paper on each paper presentation. Enrollment limited. A. Stone Sweet and D. C. Esty.

**Law, Economics, and Organization (20036).** 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive one unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short papers will be required during the term. J. J. Donohue, H. Hansmann, Y. J. Listokin, J. R. Macey, and H. E. Smith.
Lawyering Ethics Clinic (2014). 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process against lawyers charged with violating ethical obligations to clients or other interested persons. The class will help students understand the current disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating disciplinary sanctions with the grieved lawyer. Enrollment limited to ten. D.E. Curtis and D. J. Cantrell.

Legal Assistance (2010). 3 units, credit/fail. A clinical seminar, using classroom, fieldwork, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court will also be available. Enrollment limited to eight. F. X. Dineen.

Legal Practicum (2008). ½ unit, credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a five- to fifteen-page essay that reflectively evaluates how her or his experiences in legal employment or other practical professional training, acquired during the immediately prior summer recess, have influenced her or his understanding of the legal system, the legal profession, or other aspects of legal culture. Permission of the instructor required. J. R. Macey.

Legal Regulation of the Political Process (2008). 3 units. This course will cover a wide range of topics relating to participation, representation, and democratic structures, including the right to vote, the conduct of elections, the drawing of election districts, regulation of political parties, and direct democracy. In addition to looking at constitutional constraints — from doctrinal, historical, and comparative perspectives — students will study the Voting Rights Act of 1965, as amended, to understand how the law both shapes and has been shaped by historical forces, practical considerations, scholarship, and sheer fortuity. While the course will provide a solid introduction to the legal regulation of politics for anyone thinking about a litigation or policy-making career in the field, it is also
an opportunity for more general study of advanced and applied constitutional law. Self-scheduled examination. P. Karlan.

**Legislative Advocacy Clinic (20352).** 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative process by advancing — and defending — the interests of Connecticut public interest organizations (including other LSO clinics and their clients). The primary client (Voices for Connecticut’s Children and Youth) is a key player on a broad spectrum of policy issues. Recently, the clinic has focused on public education, juvenile justice, and tax policy. The clinic’s work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients’ interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut’s most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda. Once issues have been chosen for action, students will research the subject, work with other client organizations to help draft legislation, and meet with legislators. In the spring, students will work in partnership with their client organization to meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic’s clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students willing to commit to participating for two terms. Enrollment limited. J. L. Pottenger, Jr., S. D. Geballe, E. Scalettar, and C. C. Staples.

**Liman Public Interest Reading Group (20324).** 1 unit, credit/fail. This reading group will consider emerging issues of public interest law. J. Resnik and D. J. Cantrell.

*Lowenstein International Human Rights Clinic (20188).** 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts by human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application, instruction in human rights research, writing, and other advocacy skills, and discussion of the substantive,
ethical, strategic, and theoretical issues that current projects raise. The clinic will have one or more student directors. Permission of the instructor required. Enrollment limited to eighteen. J. J. Silk.

Nonprofit Organizations Clinic (2005). 1 or 2 units, credit/fail. This clinical workshop, now in its sixteenth year, serves the pro bono needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, obtaining tax exemption, and solving ongoing legal problems. The organizations that are assisted operate in several states and in other countries (most recently, for example, Iraq and Indonesia). There are no prerequisites for enrollment. The class will meet as a group five or six times during the term, in addition to individual meetings with clients and other members of the clinic. Also MGT 695a. J. G. Simon, L. N. Davis, and B. B. Lindsay.

Organizational Mobilization and Political Change (2026). 3 units. Large-scale change in the law is a function not only of shifts in public opinion, regis-
tered by the political system through elections, but also a product of elite organ-
izational mobilization in professional organizations and networks, educational
institutions, and public interest law organizations. This course will examine the
phenomenon of elite organizational mobilization in the law through close study
of two linked cases: liberal mobilization in the 1950s, 1960s, and 1970s, and con-
servative mobilization from the 1970s to the present. In addition to secondary
sources, materials will include primary sources and guest speakers. Paper
required. S. Teles.

Political Analysis in Legal and Policy Design (20268). 3 units. Public policies
or legal strategies have impacts not only on the population they are intended to
serve, but on the larger political system through which they are enacted and
maintained. This course will examine two factors that are typically ignored in
policy or legal analysis: the elements of policy or legal design that can enhance
viability in the short term and the long-term impact of policies and legal strate-
gies on public policies, interest group organization, public opinion, and political
mobilization. Scheduled examination. Also PLSC 855a. S. Teles.

Problems in Evidence (20338). 2 or 3 units. This seminar will focus on the allo-
cation of functions between judge and jury, the problem of expert and scientific
evidence, evidentiary privileges, and shortcuts to proof (such as judicial notice,
presumptions, and burden of proof). The seminar will include a brief historical
survey of the law of evidence and occasional forays into comparative systems of
proof. The course in evidence is not a prerequisite. Scheduled examination or

*Professional Responsibility and the Legal Profession (20012). 3 units.
Comprehensive and critical coverage of the Rules of Professional Conduct and
the Code of Professional Responsibility, including proposals for change. Also
considered will be major problems currently facing the legal profession, includ-
ing multidisciplinary practice (MDP), unauthorized practice of law by lay com-
petitors of lawyers, restrictions on interstate law practice, funding of legal aid,
the risks and benefits of increased specialization by individual lawyers, taking
advantage of new technologies, and lawyer quality-of-life problems from long
workdays and high billable hours requirements. Scheduled examination.
Q. Johnstone.

Property (20207). 4 units. This course will inquire into a pervasive set of
human institutions—the arrangements for getting, controlling, using, transfer-
ring, and forfeiting resources in the world around us. The course will begin by
exploring what property regimes are and the range of purposes they might serve,
and then move through the topics of acquisition, transfer, shared interests, and
limitations on property. While the main focus will be property in land, the class
will discuss the implications of property in other resources, such as wild animals,
body parts, water, and information. The course will also examine recording and
other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” landlord-tenant relations, issues of differential wealth and civil rights, and public land-use regulation. Scheduled examination. H. E. Smith.

**Property Rights and Indigenous People (2020).** 2 units. Indigenous people all over the world are seeking the return of property and compensation for property taken during the course of colonization, including rights in land and other natural resources; rights in physical objects like art, antiquities, and human remains; and intellectual property rights in aspects of indigenous knowledge and culture. These efforts are taking a wide range of forms, from litigation to political action to outright violence. Students will write a paper of substantial length and lead a class discussion on a topic relevant to these claims. This seminar will meet for the first five weeks and the last five weeks of the term. Paper required. Enrollment limited. S. Banner.

**Property, Social Justice, and the Environment (2020).** 2 or 3 units. This seminar will explore the relationship of property to social and environmental concerns in the context of several past and present controversies over property rights. Topics on the “social justice” side will include some or all of the following: racially restrictive covenants; privatized and especially “gated” communities; land titling programs in less developed areas; and (time permitting) the expansion of intellectual property, particularly as this affects indigenous peoples or persons in less developed countries. Issues on the “environmental” side may include the free-market environmental movement; the so-called takings question in relationship to the environment; private wildlife rights; conservation easements; governmentally created private rights such as appropriate water rights, tradable emission permits and habitat trading programs; and community ownership of forests and other natural resource bases. The class will search for common themes about the range, capacities, and limitations of property regimes, but theoretical purity should not be expected in this overview. Moreover, topics may change in response to particular student interest. The class will meet twice weekly (two two-hour sessions per week) during the first six weeks of the term. Take-home examination essay for 2 units; research paper for 3 units. C. M. Rose.

**Prosecution Externship (2019).** 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, both before and at trial. Placements are available in New Haven and surrounding cities and in a variety of fields, including misdemeanors, felonies, or specialized areas such as career criminal, traffic, or appellate work. Weekly sessions will range from discussions of assigned readings to field trips to prisons, police laboratories, etc. Students will be required to keep journals and time records. Placements at the U.S. Attorney’s Office must be arranged at least four months in advance, to allow time for security clearance procedures. Applications and inter-
views for the State’s Attorney placements will take place during the first week of the term. Although enrollment is limited and permission of the instructor is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. J. L. Pottenger, Jr., and W. J. Nardini.

**Public Welfare Law (20430).** 3 units. Few areas of law define a society’s values more clearly than welfare law. In addition to obvious humanitarian concerns cited when programs for low-income people are established, policy judgments in this area are inevitably tinged with attitudes about the distribution of wealth, race, gender, and the scope that should be allowed to personal autonomy. Legislation signed in 1996 and 2006 fundamentally changed what is possible in social policy, how social welfare issues are discussed, and the functions of lawyers, social scientists and policymakers. In this transformed landscape, this course seeks to discern persistent themes in social welfare law that provide insight into its future path. Self-scheduled examination or paper option. D. A. Super.

**Quantitative Corporate Finance (20208).** 3 units. This course will introduce students to some of the fundamentals of financial economics. Topics will include net present values, the capital asset pricing model, the efficient capital market hypotheses, event studies, and option theory. Students will need to learn to use electronic spreadsheet software such as Excel. Grades will be based on weekly computer problem sets and on an open-book final examination. Scheduled examination. I. Ayres.

**Race and the Constitution in American History (20203).** 1 unit. This one-credit short course will consider topics concerning race and the Constitution from the founding through the Civil Rights movement. Topics will include the role of slavery at the constitutional convention, the fugitive slave issue, slavery in the federal territories and the Dred Scott decision, the drafting and ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments, the era of Jim Crow, the transformative impact of World War II, and Brown v. Board of Education and its significance. This course will meet in the week of October 2 and the week of October 9. Examination. M. Klarman.

**Regulation of Industry: Advanced Antitrust (20429).** 3 units. This course will survey the method and legal structure of the economic regulation of industry, in particular in the context of network industries. In recent years, the understanding of the economics of network industries has been vastly enhanced. This understanding, however, has not been systematically applied either in the context of traditional economic regulation or in the application of antitrust law. This course will begin with readings from the economics literature, then turn to a review of the scope of economic regulation — using a Regulated Industries casebook — then reanalyze the antitrust canon from a network economics perspective. The basic Antitrust course would be helpful but, with permission of the instructor, is not a prerequisite. Paper required. G. L. Priest.
[The] Regulation of Information Production and Exchange: An Introduction to Patents, Copyrights, and Similar Exclusive Rights Regimes (20369). 4 units. This course will offer an introduction to the basic institutional systems that regulate information production and exchange. Particular attention will be given to patents and copyrights, as well as other regulatory frameworks like trademarks. The course is designed to provide a basic theoretical and doctrinal grounding, and will also consider the politics of exclusive rights in information, knowledge, and culture. The emphasis will be on U.S. law, but with consideration of international law and effects on global flows of information and occasional comparison to the European Union. It will include some industry studies of industries that are particularly dependent on exclusive rights, like the pharmaceutical and music industries, and some that are not, like the software industry, as a vehicle for examining the operation of these laws in different contexts. Self-scheduled examination or paper option. Y. Benkler.

Research Methods in International Law (20196). 1 unit, credit/fail. International legal research, whether for scholarly or professional purposes, must use materials and methods that are quite different from those encountered in domestic legal research. This workshop will examine those methods and help students develop improved techniques for international legal research using both print and electronic resources. There will be no paper or examination and grading will be credit/fail. The workshop will meet for five or six weekly two-hour sessions. M. L. Cohen and J. Nann.

Secured Transactions (20317). 3 units. This course will provide an in-depth examination of the basic structures and purposes of secured credit transactions under Article 9 of the Uniform Commercial Code. Discussions will focus on the essential elements of secured financing (including the creation and enforcement of security interests in various types of tangible and intangible property) as well as the longstanding debate over the essential utility and fairness of contractual security devices and the secured creditor's priority. The class will also consider the treatment of security interests in bankruptcy proceedings, and the rise of securitizations as an alternative to traditional methods of secured lending. Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. Students should expect a lively discussion of a number of important issues of current and enduring significance in the study of commercial law. Self-scheduled examination or paper option. G. E. Brunstad, Jr.


Sentencing (20345). 3 units. An examination of the history, philosophy, and administration of the criminal sentencing process. Particular attention will be
devoted to: (1) how judges, apart from guidelines, exercise discretion in light of the circumstances of crimes, discretionary decisions by prosecutors, characteristics of offenders, and choices among permissible sanctions and purposes of sentencing; and (2) whether, in the wake of guidelines, even “advisory” guidelines, and mandatory penalties, fact-finding judges may continue to individualize sentences, and if so, how. The course will explore different kinds of sentencing regimes — state guideline systems, international models on which sentencing standards have evolved from common law decision making or judge-imposed guidelines (Australia, Israel, England), the American Law Institute’s revision of the Model Penal Code’s sentencing provisions, and the federal sentencing guidelines. The course will also explore the relationship between sentencing guidelines and the criminal code; the interplay between principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on case outcomes. Paper required. Enrollment limited. D. E. Curtis and N. Gertner.

**Sexuality and the Law (20220).** 3 units. This seminar will consider how the law governs and structures sexuality. The class will consider contemporary topics in sexuality and the law, including same-sex marriage, polygamy, parenting rights for sexual minorities, incest, age of consent, prostitution, and pornography. It will also look at the law’s treatment of emerging sexual identities, including bisexuality, transsexuality, and intersexuality. Paper required. Enrollment limited. R. A. Burt.

**Sociolegal Studies: Directed Research and Writing (20296).** Units to be arranged. A limited number of students will be accepted for research and writing related to empirical studies of law or legal process, or topics that draw upon a law and society perspective. The instructor has a special interest in topics related to music. Students should provide a reasonably detailed proposal and obtain the instructor’s permission, which can be arranged for early in the fall term. May be used in fulfillment of the Substantial Paper or Supervised Analytic Writing requirement. Permission of the instructor required. S. Wheeler.

**Sport and the Law (20054).** 3 units. This seminar will examine the growth of big-time college and professional sports teams and leagues and will study a number of the sociolegal issues that have accompanied that growth: the emergence of players’ associations, the changed balance of power between owners and players, and the increased influence of television dollars on the structure of sport. Special attention will be devoted to the NCAA and its role as a private regulatory body. Paper required. Enrollment limited to fourteen. S. Wheeler.

**Supreme Court Advocacy (20431).** 4 units (2 fall, 2 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Thereafter students will work on a variety of actual cases before the Court, preparing
petitions for certiorari and merits briefs. Finally, if time permits, students will
draft model opinions in pending cases. Students will work under the supervision
of Yale faculty and experienced Supreme Court practitioners. The course will be
a two-term offering and will satisfy the Substantial Paper writing requirement.
The course demands a significant time investment that is not recommended for
students with other time-intensive commitments. Permission of instructors
Rothfeld, and G. Shay.

**Taxation of Corporations and Partnerships (20033).** 4 units. This course will
explore and compare federal taxation of corporations (including S corporations)
and partnerships (including limited liability companies). The course will initially
focus on the tax consequences of forming, operating, and terminating such part-
nerships and corporations. The course will then explore particular issues unique
to each of these entities. Prerequisite: Federal Income Taxation. Scheduled
examination. E. Zelinsky.

**Topics in Behavioral Law and Economics (20432).** 2 units. This seminar will
explore a set of “frontier” issues at the intersection of law and human behavior,
including people’s conduct under risk and uncertainty; the commitment to fair-
ness; social influences and peer pressure; adaptation; happiness; discrimination;
and judicial behavior. Some discussion will be devoted to the uses and limits of
paternalism and to the ability of the legal system to accommodate and respond
to what we know about human behavior. Grades will be based on several short
papers. Permission of the instructors required. Enrollment limited. C. Jolls and
C. R. Sunstein.

**Urban Legal History: The Development of New Haven (20264).** 3 units.
Under what conditions do residents of a city succeed in cooperating to mutual
advantage? This seminar will explore this question by focusing on the physical
development of New Haven from 1638 to the present. Readings and class ses-
sions will address, among other topics, the initial Nine Squares layout and colo-
nial land allotments; the dynamics of land subdivision and private development
(such as the Hillhouse Subdivision); land assembly by Yale and others; the street
network, the Green, and other public lands; such public works as the Farming-
ton Canal, the planting of elm trees, and the interstate highways; and evolving
controls on building quality and land use. Special attention will be given to New
Haven’s nationally conspicuous efforts, since 1940, to provide public housing,
renew neighborhoods, and nurture a nonprofit housing sector. Paper required.
Enrollment limited to sixteen, with preference given to students entering their
second year. R. C. Ellickson.

**[The] War Against Terrorism and the Rule of Law (20265).** 4 units. This
seminar starts with the events of September 11, 2001, and seeks to analyze the
many practices that evolved over the last five years and are sometimes defended
as part of a war against terrorism—the military invasion and occupation of Afghanistan and Iraq, the detention without trial of alleged enemy combatants, new systems of surveillance as allowed by the U.S.A. Patriot Act, domestic wire-tapping by the NSA without court authorization, restrictions on the writ of habeas, the closing of selective deportation proceedings to the public, and a new resurgence of racial profiling against young men of apparent Middle East origin. It has been charged that these developments have put into question the most elementary understanding of the rule of law. The purpose of this seminar will be to determine what substance, if any, there is to this charge and, even more, to reflect on the role of law in our society. Paper required. Enrollment limited. O. M. Fiss.

**Work and Gender (20398).** 5 units. This course will examine how workplaces, jobs, and workers come to be structured along gendered lines. The class will read theoretical accounts, empirical studies, ethnographies, and legal cases to obtain an understanding of the mechanisms through which work becomes gendered. Among the questions the course will address are: Does the workplace reflect or rather actively reproduce gendered social relations and identities? What is the relationship among wage work, citizenship, and gender? How do structural features of organizations tend to reproduce sex segregation and gender harassment? How should we understand the relationship between gender and sexuality at work? Which theories ground past and present interpretations of the law’s ban on sex discrimination? Which theories should do so? The representation of gender and work in the popular media will also be explored through an accompanying, required in-class film series. Self-scheduled examination, possible paper option. *Also SOCY 601A, WGSS 704A.* V. Schultz.

**Workshop on Chinese Legal Reform (20135).** 1 unit, credit/fail; 2 or 3 graded units with paper. This workshop will examine legal development in China today. Typically, guests from other universities in the U.S. or China will present papers or discuss current issues. P. Gewirtz, J. P. Horsley, and T. E. Kellogg.

**SPRING TERM**

**Advanced Courses**

Courses marked with an asterisk (*) satisfy the legal ethics/professional responsibility requirement.

**Administrative Law (21048).** 4 units. A course on the behavior of administrative agencies and their interaction with courts and legislatures, emphasizing the contributions of social science. In addition to studying some of the procedural issues of primary concern to reviewing courts, the course will consider the use of economic and scientific expertise in helping to determine agency choices. The course will blend substantive policy issues with procedural questions by focusing on the regulation of health and safety in the environment, in the workplace, and in the product market. Self-scheduled examination. S. Rose-Ackerman.
Advanced Administrative Law: Seminar (21512). 2 or 3 units. According to conventional accounts, federal administrative law in the U.S. begins in 1887 with the passage of the Interstate Commerce Act and becomes an important field for practice and study only after the New Deal and the passage of the Federal Administrative Procedure Act of 1946. This seminar is designed to question that account by looking primarily at the “lost 100 years of American Administrative Law” (1787–1887). Its thesis is that the conventional account is both conceptually confused and historically inaccurate, and that this confusion and misdescription have truncated our contemporary understanding of how administrative governance is, and can be, structured and constrained by law. This thesis will be explored through readings, class discussion, and student papers. Paper required. Enrollment limited to twelve. J. Mashaw.

*Advanced Community Lawyering (21476). 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Community Lawyering. Permission of the instructor required. C. L. Lucht and R. A. Solomon.

Advanced Jurisprudence (21444). 2 units. This course will focus on contemporary issues in analytic jurisprudence, including especially the nature of law, legal authority, the relationship between law and morality, and the nature of legal interpretation. There will be few articles to read, but the readings will be intensive. A substantial background in philosophy is desirable; more desirable still is a willingness to work hard and carefully through a demanding literature. The most crucial character traits necessary for this class are a willingness to approach the material with modesty, a desire ultimately to respect the field, and a sense that the most you can hope for is a grasp of what the important questions are and why they are important. Two short papers are required. J. L. Coleman.

Advanced Legal Writing (21343). 3 units. This course will provide practice in writing legal memoranda and briefs. Students will have the opportunity to refine their analytical as well as their writing skills. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to ten. R. D. Harrison.

Advanced Topics in Election Law (21259). 3 units. This class will be devoted to canvassing the major theoretical debates in the field of election law. Topics will include race and redistricting, the rights-structure debate, partisan gerrymandering, the regulation of political parties, elite v. participatory conceptions of democracy, popular referenda, the liberty/equality debate in campaign finance, group rights, and the role courts ought to play in regulating democracy. Although class readings will be drawn primarily from the works of legal scholars, political scientists, and political theorists, students will also read case law, briefs, and regulatory materials. Several election law scholars will also present works-in-progress during the term. In lieu of an exam, students will be required to write a series of short reflection papers on a number of the week’s readings as well as a
more substantial thought piece at the end of the term. A course in the law of democracy is helpful but not required. H. Gerken.

*Advocacy for Children and Youth (21387). 3 units, credit/fail. Students in this clinical seminar will represent children and youth in abuse, neglect, unattended for, and termination of parental rights cases in the Superior Court for Juvenile Matters and certain related matters. Class sessions will focus on substantive law, ethical issues arising from the representation of children and youth in the relevant contexts, interviewing and lawyering competencies, case discussions, and background materials relating to state intervention into the family. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Casework will require, on average, ten to twelve hours weekly, but time demands will fluctuate over the course of the term; class time will be concentrated in the first half of the term. Enrollment limited to four. J. K. Peters.

Antidiscrimination Law (21417). 3 or 4 units. This course will examine how law concerning discrimination has developed since the 1960s, focusing on questions of race, sex, and sexual orientation, with some consideration of disability and religion. The course will first build a constitutional framework, examining selected topics in equal protection and substantive due process law, concluding with Congress’s power to enforce constitutional rights under Section Five of the Fourteenth Amendment. It will then survey topics in federal employment discrimination law, with occasional consideration of related bodies of civil rights legislation. What are different ways of understanding inequality and how it varies by group, within groups, and over time? When and how should law intervene? Are there distinctive roles that courts and legislatures might play in this process? The course will explore these questions in a variety of settings, including education, the military, the criminal justice system, and the workplace, as well as in the regulation of reproduction, sexuality, and family. An optional fourth unit is available with the permission of the instructor. Scheduled examination. Also WGSS 785b. R. Siegel.

Antitrust (21068). 3 or 4 units. This course will survey a range of issues in the law and economics of antitrust. It will be concerned with horizontal agreements, monopolization, vertical arrangements, and mergers. There is no economics prerequisite for this course, but some background in the basic elements of microeconomics will be helpful. Students who would like to do some reading in microeconomics before taking the course should consult with the instructor about appropriate materials. A fourth unit will be available to students who complete a short paper in addition to the examination. Self-scheduled examination. A. K. Klevorick.

Antitrust: Directed Research (21212). Units to be arranged. This seminar will provide an opportunity for discussion among students interested in writing
Substantial or Supervised Analytic Writing papers on current (or historical) antitrust topics. Permission of the instructor required. G. L. Priest.

*Balancing Civil Liberties and National Security after September 11 (21391).* 3 units, credit/fail. This course will be a hybrid between clinic and seminar, focusing primarily on civil liberties cases arising out of government policies in the aftermath of September 11, including citizen and non-citizen detentions, Fourth and Fifth Amendment issues, international human rights and humanitarian law issues, and so on. Students enrolled in the course will prepare memoranda on points of law at issue in some of these cases and, as the timing dictates, will help to do legal research and draft pleadings and amicus briefs based on their research. The course will include a clinical component and a reading seminar focusing on the text of the cases themselves and their precedents. The class will meet at a regularly scheduled time once a week, and one additional weekly meeting period will be arranged at the beginning of the term. Permission of the instructor required. Enrollment limited. H. H. Koh, M. R. Wishnie, J. M. Freiman, and H. R. Metcalf.

**Banking Law and Regulation (21171).** 3 units. This course will begin by defining the roles that banks and other financial intermediaries play in the economy. It will consider the claim that a specialized set of regulations governing the activities of financial intermediaries is justified by the special role that banks occupy in society. In that context, a variety of theoretical arguments about banking regulation will be considered. The course will then examine each of the major laws that govern banking activities against the background of the various regulatory theories discussed. Topics will include entry restrictions, growth and expansion of bank activities, regulation of the business of banking, expansion through the bank holding-company structure, the financial holding-company structure, branch banking, interstate banking, and regulation of failing or failed banks. Attention will be paid to the regulation of close substitutes for banks, particularly mutual funds, insurance companies, and investment banks, and to international banking. Self-scheduled examination and short paper. J. R. Macey.

**Bankruptcy (21204).** 4 units. This course will concern both business and consumer bankruptcies. Why is a federal bankruptcy procedure necessary? What normative goals should animate that procedure? When should insolvent firms be reorganized rather than liquidated? What is the relation between an ex post insolvency law and the ex ante investment and other behavior of firms? How can a consumer bankruptcy law best resolve the tradeoff between insurance — the discharge — and incentives — holding people to their obligations? A casebook will form the basis of the readings, and there will be considerable stress on learning the law as well as the economics of bankruptcy. Examination. A. Schwartz.

[The] Book of Job and Injustice: Seminar (21123). 3 units. The Book of Job is a template for thinking about the unjustifiable sufferings inflicted during this
past destructive century. The Nazi Holocaust, to choose one terrible example, provocates the same questions that Job posed: “Where was God, that this was permitted to occur?” “What justice is there in the universe that this could occur?”  “In the face of this occurrence, how, if at all, can belief in the ideal of justice based on faith in the goodness of the universe be rekindled?” The seminar will consider such questions in three principal ways: by a close study of the perspectives offered in the Book of Job; by a comparison of the conceptions of justice and the possibility of its vindication treated elsewhere in the Bible; and by exploration of the ways that secular institutions have tried to assert norms of justice in response to such shattering events. Paper required. Enrollment limited to twenty. R. A. Burt and J. E. Ponet.

Business Organizations (21241). 4 units. A general introduction to the role and structure of organizational law. Although broadly held business corporations will be the principal focus of the course, attention will also be paid to other modes of organizing both commercial and noncommercial enterprise. Scheduled examination. H. Hansmann.

Business Organizations (21274). 4 units. A survey of the law of business organizations, emphasizing the control, management, and financing of publicly owned corporations. The key problem for corporate law is one of agency relations — how to align management’s incentives with shareholders’ interests. The course will accordingly examine how legal rules, markets, and institutional arrangements mitigate, or magnify, the agency problem. Scheduled examination. R. Romano.

Capital Punishment: Experience in Advocacy (21082). 4 units (2 fall, 2 spring), credit/fail. Students assist members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty. Students make practical use of research and analytical skills, and may participate in investigations and conferences with clients, witnesses, and experts, and observe court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. The course is limited to students who intend to take Capital Punishment: Race, Poverty, and Disadvantage in spring 2007, or have already taken it. Permission of the instructor required. Enrollment limited to twelve. S. B. Bright.

Capital Punishment: Race, Poverty, and Disadvantage (21426). 3 units, credit/fail option. This course examines issues of poverty and race in the criminal justice system, particularly with regard to the imposition of the death penalty. Topics include the right to counsel for people who cannot afford lawyers, racial discrimination, prosecutorial discretion, judicial independence, and mental health issues. Paper required. Permission of the instructor required. Enrollment limited. S.B. Bright.
Capitalism (21308). 3 units. This seminar will survey the theory, practice, and moral foundations of capitalism. It will use major works describing and explaining capitalist methods and institutions, including the works of Adam Smith and Hayek, as well as those of modern economists. It will then address the major criticisms of capitalism, including those by Marx, Habermas, and modern welfare economists criticizing income inequality. This course will also review the success or failure of efforts to introduce capitalism to Eastern Europe, Africa, and South America. Paper required. G. L. Priest.

[The] Civil Rights Era (21172). 2 units. An analysis of the constitutional law and politics during the period beginning with Brown and ending with the election of Ronald Reagan to the presidency. Paper required. Enrollment limited. Also PLSC 846b. B. Ackerman.

Colloquium on Contemporary Issues in Law and Business (21502). 2 units. This course will bring leading members of the corporate bar, business and investment communities, judges, and regulators to discuss emerging practice and regulatory issues, as well as scholars from other institutions to present their ongoing research on corporate governance and finance. An aim of the colloquium will be to provide a realistic sense of the varieties of business law practice. Short papers required during the term. Prerequisite: Business Organizations. Enrollment limited. Y. J. Listokin and R. Romano.

Commercial Transactions (21070). 3 units. This course will offer a survey of the law of commercial transactions excluding secured credit transactions under Article 9 of the Uniform Commercial Code (which is a separate course). Discussions will focus on examination of Article 2 of the Uniform Commercial Code (sales); Article 2A (leases); Article 3 (commercial paper); Articles 4 and 4A (bank deposits, collections, and fund transfers); and Article 5 (letters of credit). Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. Students should expect a lively discussion of a number of important issues of current and enduring significance in the study of commercial law. Self-scheduled examination or paper option. G. E. Brunstad, Jr.

*Community Development Financial Institutions (21474). 3 units, credit/fail. This clinic represents a local foundation seeking to start a community development bank, a process that will take two years. Students will be involved in all aspects of starting a new community development bank, with the purpose of supporting community development activities (primarily affordable housing development, home ownership, small business, and banking the unbanked) in New Haven’s under-served areas. The curriculum will include an overview of banking law and practice, an in-depth study of community development banking, and New Haven as a community. Permission of the instructor required; priority given to students who have previously taken Housing and Community Develop-
ment, or Community and Economic Development. Enrollment limited to twenty. R. A. Solomon, P. D. Hamilton, H. L. Koizim, and C. F. Muckenfuss.

*Community and Economic Development (21016). 3 units, credit/fail. A multidisciplinary workshop involving students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, access to capital and credit, and social service delivery in the New Haven area. The clinic will emphasize a non-adversarial, transactional approach to problem solving. As legal, financial, architectural, and social policy advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real estate finance, low-income housing policy, community development corporations and financial institutions, neighborhood planning, public school reform, and urban economic policy. Enrollment limited to twenty. Also MGT 694b. R. A. Solomon, P. D. Hamilton.

*Community Lawyering Clinic (21015). 3 units, credit/fail. Community lawyering fuses traditional civil legal services representation with collaborative, community-based strategies for solving community problems and empowering clients. The Community Lawyering Clinic will offer students the opportunity to represent low-income clients in an extraordinarily wide range of cases, including immigration, domestic violence, family law (divorce, child custody, visitation, and support), HIV/AIDS-law, benefits, landlord-tenant law, consumer fraud, special education, and employment law. The clinic is committed to the community lawyering philosophy. Through partnerships with local nonprofit organizations, students will meet clients at outreach sites in New Haven. Students will also develop and coordinate such community initiatives for socio-legal change as impact litigation, education, community-based representation, and policy advocacy. Enrollment limited. R. A. Solomon, C. L. Lucht, K. Matos, and S. Wizner.

Comparative Sentencing Law: Research Seminar (21258). 3 units. This seminar will examine criminal sentencing, within the larger context of the criminal law regime and punishment practices, of various countries and regions throughout the world, drawing parallels where appropriate with sentencing laws, procedures, and practices in the United States. Particular attention will be given to recent changes in law or recent reform movements (such as sentencing guidelines of one form or another). The focus will be on sentencing of routine and serious crimes, not on the issue of capital punishment.

This is an advanced research seminar. Students who wish to enroll are encouraged to already have some experience with or other demonstrated knowledge of sentencing law in the United States and/or of comparative criminal law.
Each student will be expected to write a publishable paper on criminal sentencing in another country. Students will also be provided an opportunity to present their ongoing research to other seminar participants, and to outside guests where appropriate, throughout the term. The focus will include common law and civil code countries such as Great Britain, Canada, Australia, and Scotland; France, Germany, and Italy; Israel, South Africa, and Japan. The class will also study systems whose sentencing law and practices derive from very different political and criminal law traditions, such as China. Permission of the instructors required. Enrollment limited. K. Stith, N. Gertner, and D. E. Curtis.

Constitutional Litigation (21219). 3 units. Constitutional law courses traditionally focus on the development of legal doctrine and on how judges guide that process. This seminar will focus, in contrast, on tactical choices that confront lawyers and their clients in constitutional litigation and how the decisions they make affect the substance and scope of United States Supreme Court rulings. Seminar materials and discussions for approximately the first half of the term will be devoted to familiarizing students with problems presented by trial and appellate practice in litigating constitutional cases. Each student will be expected to write a paper for the seminar which analyzes, from this tactical perspective, a recently decided Supreme Court case, tracing it from pre-filing or pre-indictment up through state or lower federal courts, to oral argument and decision in the Supreme Court. During the second half of the term, members of the class will make work-in-progress oral presentations on the cases they have selected. Paper required. Enrollment limited. D. S. Days, III.

Constitutional Litigation Seminar (21345). 2 units. Federal constitutional adjudication from the vantage of the litigator with an emphasis on Circuit and Supreme Court practice and procedural problems, including jurisdiction, justiciability, exhaustion of remedies, immunities, abstention, and comity. Specific substantive questions of constitutional law currently before the Supreme Court are considered as well. Students will each argue two cases taken from the Supreme Court docket and will write one brief, which may be from that docket, but will likely come from the Second Circuit. Students will also join the faculty members on the bench and will, from time to time, be asked to make brief arguments on very short notice on issues raised in the class. Preference will be given to third-year students and without regard to whether they have applied earlier for the seminar. Enrollment limited to twelve. G. Calabresi and J. M. Walker, Jr.

Contemporary Legal Issues in Africa (21139). 1 unit, credit/fail. This reading group will meet once a week at lunchtime to discuss current events in Africa, with special emphasis on events that raise issues of international law. Each student will be given responsibility for a particular region of Africa and will report weekly on the important events in that region. One unit of credit is available for participants. Students who wish to do more extensive research into the legal
issues in their particular region can make special arrangements for additional study, including the awarding of Supervised Analytic Writing credit. It is possible to take this course more than once. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Africa.

S. B. Kauffman and D. Wade.

Convicting the Innocent (21447). 2 or 3 units. This course will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. The class will examine the processes of memory and suggestion, cognition, belief formation and resistance to change, lying and lie detection, the motivations and opportunities for fabricating evidence, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students may be required to present brief analyses of one or two of these problems during the term. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Scheduled examination or paper option. S. B. Duke.

Criminal Law and Administration (21300). 3 units. This course will relate the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Optional paper, approved by instructor, for one additional unit; not available for Supervised Analytic Writing or Substantial Paper credit. Scheduled examination. D. M. Kahan.

Criminal Procedure: Research Seminar (21398). 2 or 3 units. Students will do research and writing on a topic in criminal procedure to be selected by agreement with the instructor, with the goal of producing a publishable article. Substantial Paper and Supervised Analytic Writing credit available. Not ordinarily open to third-year students. Paper required. Enrollment limited to eight. S. B. Duke.

Designing Public Institutions: Accountability and Its Cousins (21049). 4 units (2 fall, 2 spring). A continuation of the fall-term course. May not be taken separately. [See description under Fall-Term Courses.] M. J. Graetz and J. L. Mashaw.

*The Education Adequacy Project (21470). 3 units, credit/fail. This highly focused clinical course will represent the Connecticut Coalition for Justice in Education Funding (CJEF) and individual plaintiffs in litigation challenging
Connecticut’s school financing system. CJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. CJEF seeks to reform Connecticut’s public school finance system to provide for greater levels of funding for education by establishing a minimum level of funding needed to provide an adequate education and to alleviate the burden on local municipalities to provide the bulk of education funding. The Education Adequacy Project will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CJEF’s case and the theoretical issues involved in the adequacy movement. Enrollment limited to ten. R. A. Solomon and A. A. Knopp.

**Empirical Law and Economics (21449).** 3 units. The goal of this course is to develop understanding of the major tools of statistics and econometrics that are used to empirically investigate causal claims about law and public policy. (The level of sophistication will be at about that of Frank Fisher’s seminal work in the 1980 *Columbia Law Review* on “The Use of Multiple Regression in Legal Proceedings.”) This year the course will use the debate over the deterrent effect of the death penalty as a springboard to understanding the difficulties of establishing causal relationships and the attendant uncertainty associated with econometric evaluation of complex social phenomena. The goal is to develop both substantive understanding of this particular academic debate, and the ability to evaluate other empirical debates (students will write one or more “referee reports” on selected empirical papers to develop this skill). After thoroughly evaluating the current published literature, the class will be divided into teams that will independently develop a research scheme designed to shed light on the deterrence debate by examining through field research what potential criminals know about the risk of punishment, and in particular, the risk of execution. Depending on the approach — which must be approved in advance by the professor — there may be some need for limited travel during the course of the term. Written and oral presentation of the research results will be required, and the hope is that the work will ultimately generate publishable papers (or at least a blueprint for constructing such papers). J. J. Donohue.

**Employment Discrimination Law (21310).** 4 units. This course will examine the regulation of employment discrimination through Title VII of the Civil Rights Act of 1964 and related laws. It will be an introductory course that emphasizes the major analytical frameworks for conceptualizing race and sex discrimination and equality in the workplace. The course will combine a pragmatic, litigation-oriented perspective with a theoretical, sociological one, as it investigates the assumptions underlying various legal approaches and situates legal trends within larger social and historical contexts. The course will provide a solid theoretical foundation for understanding differing conceptions of equality. Scheduled examination. V. Schultz.
Environmental Protection Clinic (21321). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. Also F&ES 80034b. D. S. Bryk.

Equality, Citizenship, and Sovereignty: Comparative Perspectives (21450). 3 units. This course will examine how different nations and federations define and implement laws on citizenship and equality. The class will consider how transnational laws and supra-national norms concerning citizenship relate to national law, and how claims for equal treatment of citizens and/or of persons alters understandings of nations’ sovereignty. Readings will include constitutional provisions, statutes, cases from various countries, and essays and articles from the fields of law, history, and political theory. The class will also host visitors who are engaged in thinking through these problems. Papers at the permission of the professors, with the possibility of an extra credit. No credit/fail option. Self-scheduled examination. Enrollment limited. Also WGSS 755b. J. Resnik and R. Siegel.

*Ethics in Clinical Practice (21173). 2 units. This weekly course is designed to introduce clinical students to ethical issues that commonly arise during the course of working with clients. The course will consider examples across the substantive areas covered by clinics in LSO. Students will become familiar with Connecticut’s Rules of Professional Conduct, the ABA Model Rules of Professional Conduct, and cases and commentary about legal ethics. While the course focuses on ethics in practice and will utilize students’ experiences with current clinical cases, students will also examine the primary theoretical arguments concerning the current system for regulating the legal profession. Substantive issues to be covered will include confidentiality, relations with clients, competency, zeal, candor to the tribunal, fairness to parties, scope of the attorney-client relationship, conflicts of interest, and enforcement of ethical rules.

This course is mandatory for students enrolled in certain LSO clinics for the first time (see individual clinical course descriptions) and must be taken during the term when the student first enrolls in that LSO clinic. Students who are enrolled in other LSO clinics are also encouraged to take the course. There is no final exam, but attendance at class is mandatory and there will be a number of assigned response papers due throughout the term. Additional LSO clinicians will join particular sessions throughout the term. D. J. Cantrell, B. Dignam, and G. Shay.
Evidence (21142). 3 units. This course will examine the fact-finding system operating in American courts and its epistemological, moral, and economic underpinnings. Scheduled examination. A. Stein.

Federal Courts in a Federal System (21124). 4 units. The “Federal Courts” play a central role in today’s political debates, just as the federal courts as a branch of the national government is an important component of the constitutional political system in the United States. The past decades have been complex and fascinating ones for anyone interested in the federal courts. The class will focus on these courts as it examines the allocation of authority among the branches of the federal government and the relationships among state, federal, and tribal governments within the United States. Questions of the meaning of national and of state “sovereignty” lace the materials. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about such issues as race, religion, the beginning and end of life, abortion, Indian tribal rights, and gender equality. In addition to considering the political and historical context of the doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, as well as current questions about the size and shape of the federal courts, the allocation of work among state, tribal, and federal courts and among the different kinds of federal judges now in the federal system, as well as the effects of social and demographic categories on the processes of federal adjudication. The class will also occasionally consider concepts of federalism comparatively. Class participation will be part of the final grade. No credit/fail option. Self-scheduled examination. J. Resnik.

Federal Income Taxation (21050). 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will apply (and question) the traditional tax policy criteria of fairness, efficiency, and administrability. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Scheduled examination. E. Zelinsky.

[The] First Amendment (21421). 3 units. This course will discuss the structure of the First Amendment protections for expression. Self-scheduled examination. R. C. Post.

Hobbes, Spinoza, and the Enlightenment Critique of Religion (21174). 3 units. This class examines Thomas Hobbes and Baruch Spinoza as the two chief architects of the Enlightenment critique of religion. What were the bases of their critiques of Scripture? What kind of politics did their critiques make possible? How did their writings on religion shape the Enlightenment conception of secularization and religious toleration and what role, if any, did they imagine that religion would play in public and private life, given their criticisms
of biblical orthodoxy? The course will be based on a close reading of Hobbes's *Leviathan* and Spinoza's *Theologic-Political Treatise*. The class will also look briefly at the replies to their views by two figures of twentieth-century political theology, Carl Schmitt and Leo Strauss. Paper required. *Also PLSC 641b*. A.T. Kronman and S.B. Smith.

**Human Rights Workshop: Current Issues and Events (21193).** 1 unit, credit/fail. Conducted in workshop format and led by Professor Paul Kahn, Director of the Orville H. Schell, Jr. Center for International Human Rights, the course will discuss recent writings in the field, presentations from outside guests and participants, and newsworthy events in the human rights arena. P. W. Kahn.

**Immigration Legal Services (21012).** 3 units, credit/fail. A clinical seminar involving class sessions and casework. The clinic will specialize in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Class sessions will focus on the substantive law and the legal and ethical issues arising in the context of casework and on the development of lawyering skills. Enrollment limited. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana.

**[The] Information Society (21468).** 4 units. This course will study how the Internet and new information technologies affect liberty, democracy, and the production of democratic culture. A previous course on the First Amendment is helpful but not required. Topics will include (1) mass media concentration; (2) the proliferation of new forms of freedom of speech and democratic practice on the Internet; (3) how the digitally networked environment affects politics and journalism; (4) the emerging conflicts between freedom of speech and intellectual property; (5) the political economy of information production; (6) the constitutional and policy issues raised by filtering technology; (7) the regulation of virtual worlds; and (8) the use of new information technologies as methods of control and surveillance. Self-scheduled examination or paper option. J.M. Balkin.

**International Business Transactions (21209).** 4 units. An introduction to the formation, regulation, and global impact of international business transactions. The primary focus of the course will be on the legal and practical aspects of multinational transactions, including the structuring, negotiation, and documentation of the relevant arrangements. A secondary focus will be on the broader economic, political, and social context and consequences of international business transactions. Case studies from Latin America, Asia, the former Soviet Union, and the Middle East will be used. Topics to be discussed include privatization, project finance, letters of credit, conflicts of law, extraterritoriality, sovereign debt restructuring, expropriation, corruption, and the relationships among markets, democracy, and “culture.” Scheduled examination or paper option. A. Chua.
International Criminal Law (21404). 2 or 3 units. After a brief historical survey of the development of international criminal law, the seminar will examine events leading to the creation of the International Criminal Court for the former Yugoslavia. Following the examination of this ad hoc international forum, the class will consider the newly created permanent International Criminal Court. Considerable attention will be given throughout to alternatives to international criminal jurisdiction, such as the jurisdiction of national courts under the universality principle, or the establishment of “truth commissions.” The seminar will end with a discussion of the likely future of international criminal jurisdiction. Scheduled examination or paper option. Enrollment limited to twenty-five. M. R. Damaška.

International Environmental Law and Policy (21163). 3 units. An introduction to international environmental law and policy. After reviewing the rise of the international environmental agenda, the course will concentrate on how societies have responded to global-scale environmental challenges, including deforestation, biodiversity loss, desertification, climate change, ozone depletion, toxic substances, and the loss of living marine resources. The principal response to date has been in the area of international environmental law and policy, where a major new field of law and diplomacy has opened up and new multilateral institutions have been created. This first attempt at global environmental governance will be surveyed and critically evaluated. Alternatives will be examined. This course will follow the F&ES calendar. Midterm and final examinations. Self-scheduled examination. Also F&ES 85035b. N. A. Robinson.


Introduction to Transnational Law (21454). 4 units. This course will provide an introduction to and overview of the emerging field of transnational law. It will teach students the minimum that every lawyer should know about the international dimensions of law in the modern world. It is also intended as a foundation on which those who are interested in further study of the particular topics covered in the course can build. The course will cover both the public and the private dimensions of transnational law. Among the topics to be studied are transnational legal process; the Constitution and foreign affairs; the law of treaties; customary international law; trade law; international environmental law; international criminal law; international business transactions; law on the use of force; transnational litigation; and transnational arbitration. Self-scheduled examination. M. Doyle and O. A. Hathaway.

Justice (21260). 3 units. An examination of contemporary theories, together with an effort to assess their practical implications. Authors this year will include
Peter Singer, Richard Posner, John Rawls, Robert Nozick, Michael Walzer, Marian Young, and Roberto Unger. Topics: animal rights, the status of children and the principles of educational policy, the relation of market justice to distributive justice, the status of affirmative action. Self-scheduled examination or paper option. Also PLSC 553b. B. Ackerman.

**Landlord/Tenant Legal Services (21004).** 3 units, credit/fail. Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to low-income tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, ethical issues arising in the representation of clients, social and housing policy, and the development of lawyering skills, particularly in interviewing, litigation, negotiation, and mediation. Weekly class sessions and supervision sessions, plus eight to twelve hours per week of casework. Enrollment limited. F. X. Dineen and J. L. Pottenger, Jr.

**Land Transactions (21228).** 3 units. The construction, conveyancing, and financing of real estate are major aspects of the economy in the United States and are activities in which lawyers often are extensively involved. This course
will cover legal aspects of land transactions, including mortgages and other means of real estate finance, mortgage insurance, the mortgage market, real estate broker agreements, real estate contracts of sale, construction agreements, the recording acts, title insurance, and Torrens Registration. Scheduled examination. Q. Johnstone.

**Law and Globalization (21348).** 1 unit, graded or credit/fail at student’s option. This course will allow students to engage scholars who are doing exciting, cutting-edge work across the disciplines on topics relating to law and globalization. In all but the first class, we will discuss papers presented by guest speakers on issues relating to their current research. The course will meet every other week during the term, for a total of seven classes (beginning the first week of classes). All students enrolled in the course will be required to write several short reaction papers. Neither Substantial Paper nor Supervised Analytic Writing credit will be available. O. A. Hathaway.

**Law, Economics, and Organization (21041).** 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive one unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short papers will be required during the term. J. J. Donohue, H. Hansmann, Y. J. Listokin, J. R. Macey, R. Romano, A. Schwartz, and H. E. Smith.

*Lawyering Ethics Clinic (21309).* 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process against lawyers charged with violating ethical obligations to clients or other interested persons. The course will help students understand the current disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating disciplinary sanctions with the grieved lawyer. Enrollment limited to ten. D. E. Curtis and D. J. Cantrell.

**Legal Assistance (21057).** 3 units, credit/fail. A clinical seminar, using classroom, fieldwork, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be
practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court will also be available. Enrollment limited to eight. F.X. Dineen.

Legislation (21227). 3 units. This course will provide an introduction to theories of the legislative process and their relation to the theory and doctrine of statutory interpretation. The course begins with a case study of the Civil Rights Act of 1964 and that study is used to illustrate three paradigms of the legislative process. The course will then turn to theory and practice of statutory interpretation. Students will test the theories of statutory interpretation against theories of law and the legislative process. The course will analyze the doctrines associated with statutory interpretation in detail. Self-scheduled examination. D.A. Super.

Legislative Advocacy Clinic (21392). 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative process by advancing—and defending—the interests of Connecticut public interest organizations (including other LSO clinics, and their clients). The primary client (Voices for Connecticut’s Children and Youth) is a key player on a broad spectrum of policy issues. Recently, the clinic has focused on public education, juvenile justice, and tax policy. The clinic’s work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients’ interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut’s most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda. Once issues have been chosen for action, students will research the subject, work with other client organizations to help draft legislation, and meet with legislators. In the spring, students will work in partnership with their client organization to meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic’s clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students willing to commit to participating for two terms. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, E. Scalettar, and C.C. Staples.
Local Government Law (21175). 3 units. This course will explore the structures and powers of state and local governments. In doing so, it will test the implications of contrasting visions of local governments: as creatures of their states, as social and political communities, and as economic entities. The final month of the course then will apply these principles to study two of the most important contemporary issues in education law: education reform (including school financing and the No Child Left Behind Act) and the Individuals with Disabilities Education Act (IDEA). Students will write several reaction papers throughout the term and then will have the option of a term paper or a self-scheduled twenty-four-hour take-home exam. Self-scheduled examination or paper option. D. A. Super.

*Lowenstein International Human Rights Clinic (21152). 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts by human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application, instruction in human rights research, writing, and other advocacy skills, and discussion of the substantive, ethical, strategic, and theoretical issues that current projects raise. The clinic will have one or more student directors. Permission of the instructor required. Enrollment limited to eighteen. J. J. Silk.

Medicine and Law: Ethics, Policy, and Politics (21176). 3 units. This course will examine significant aspects of the legal and policy framework within which the individual relationship between physician and patient takes place. The class will consider regulation of the relationship directly “at the bedside”—that is, the respective roles of physician and patient in deciding what treatments should be provided (e.g., the legal requirement of the patient’s “informed consent” and rules governing provision of treatment for “incompetent patients”) and what treatments should be withheld (e.g., state laws prohibiting physician-assisted suicide or the claims for the physician’s authority to refuse patient demands for “medically futile” treatments). The course will also evaluate the structure of the medical care system as such both in the U.S. and other countries, in setting the context for the individual therapeutic encounter and effectively supervening the wishes of individual physicians and/or patients—such as mechanisms for rationing or otherwise restricting the availability of medical treatment, and different schemes for private and public health care insurance. R. A. Burt and T. R. Marmor.

Nonprofit Institutions (21280). 3 units. This course will examine the legal treatment, under federal and state law, of the world of nonprofit organizations,
charitable and otherwise. The course will start with an overview of tax and nontax regulation of the nonprofit sector. The class will then examine in greater detail a number of issues relating to the financing and governance of nonprofits, including a review of the theory and practice of tax “subsidization” and several modes of government control over such matters as fund raising, joint ventures between nonprofits and for-profits, conversions (of health care entities) from nonprofit to for-profit status and vice versa, self-dealing, investment standards, international operations (including the impact of the government anti-terrorist guidelines), affirmative action, and redistributive practices (or their absence). Attention will be given to the special regulatory regime for private foundations enacted in 1969. Along the way, the class will consider various law-related policy and management dilemmas that confront the voluntary sector, relating to the expansion or reduction of its mission; its accountability (pecuniary and programmatic); its search for revenue (herein, charity’s involvement in commerce); and its quest for impact (herein, charity’s involvement in politics). This course is separate from but may be taken in conjunction with the Nonprofit Organizations Clinic (see below). Self-scheduled examination with paper option.

J.G. Simon, B.B. Lindsay, and D. L. Kurtz.

**Nonprofit Organizations Clinic (21056).** 1 or 2 units, credit/fail. This clinical workshop, now in its sixteenth year, serves the pro bono needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, obtaining tax exemption, and solving ongoing legal problems. The organizations that are assisted operate in several states and in other countries (most recently, for example, Iraq and Indonesia). There are no prerequisites for enrollment. The class will meet as a group five or six times during the term, in addition to individual meetings with clients and other members of the clinic. Also MGT 695b. J. G. Simon, L. N. Davis, and B. B. Lindsay.

**Political and Civil Rights in Canada and the United States (21211).** 2 units. Canada and the United States share more than an international border: both were colonies of Great Britain; both are federal systems; both countries’ legal systems reflect an English common law heritage; and both are modern, industrialized societies. Canada did not, however, adopt a written bill of rights or institute the practice of judicial review, other than on federal questions, until 1982. Prior to that time, its legal system operated according to principles of parliamentary supremacy. This is a comparative constitutional law seminar that will explore the similarities and differences, both before and after Canada’s 1982 constitutional change, between the two legal systems with respect to protection of individual rights. Attention will be given to the issues of hate speech, language rights, abortion, pornography and obscenity, religious liberty, affirmative action, criminal justice, press freedom, and the impact of international human rights norms on domestic decision making. Paper required. Enrollment limited. D. S. Days, III.
Prison Legal Services (21237). 3 units, credit/fail. Students in this clinical seminar will provide legal assistance to inmates at state prisons. The weekly class sessions will focus on prisoners’ rights, readings about prisons and punishment, and current Legal Services Organization cases. The seminar will also concentrate on developing professional responsibility through weekly seminar and supervision sessions, plus at least twelve hours each week of required client work, including interviewing, investigating, counseling, and drafting of court papers. Where possible, the student’s representation of inmate clients, under attorney supervision, will include court appearances and administrative hearings. Enrollment limited to six. B. Dignam, G. Shay, and H. V. Zonana.

Property (21017). 4 units. This course will begin with an inquiry into a fundamental question of human civilization: how members of a group should allocate formal or informal entitlements to scarce resources such as wild animals, labor, ideas, water, and land. Thereafter, land will become the exclusive focus. Topics will include limitations on the rights of landowners to exclude others; estates in land; co-ownership; landlord-tenant law and the slum-housing problem; nuisance law; easements and covenants as means to cooperation among neighbors; and zoning, eminent domain, and other tools of public land-use regulation. Scheduled examination. R. C. Ellickson.

Property: Individual Research (21018). 3 units. The instructor will separately supervise students who wish to write a paper on a property topic. To receive credit for satisfying the Supervised Analytic Writing requirement, a student must devote two terms of work to the paper. Enrollment limited to six. R. C. Ellickson.

Prosecution Externship (21088). 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, both before and at trial. Placements are available in New Haven and surrounding cities and in a variety of fields, including misdemeanors, felonies, or specialized areas such as career criminal, traffic, or appellate work. Weekly sessions will range from discussions of assigned readings to field trips to prisons, police laboratories, etc. Students will be required to keep journals and time records. Placements at the U.S. Attorney’s Office must be arranged at least four months in advance, to allow time for security clearance procedures. Applications and interviews for the State’s Attorney placements will take place during the first week of the term. Although enrollment is limited and permission of the instructor is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. J. L. Pottenger, Jr., and W. J. Nardini.

Proving Discrimination (21261). 2 units. We are undoubtedly a much more egalitarian society than we were even a generation ago. Yet significant racial and gender differences remain in terms of employment, income, wealth, health, schooling, housing, and criminal justice. Many factors, including past discrimi-
nation, may account for these differences, but it is often difficult to identify current patterns of discrimination as the source of these differences. This seminar will consider how law and social science, both within the academy and in the courtroom, establish standards and means of “proving” discrimination. Paper required. Enrollment limited. V. Schultz (with R. Brooks).

**Reading the Constitution: Substance and Method (21411).** 4 units. An advanced constitutional law course focusing intently on the Constitution itself (as distinct from the case law interpreting it, sometimes quite loosely). The class will begin by studying the document itself in exquisite detail, Article by Article, and Amendment by Amendment. The main text for this segment of the course will be Amar, *America’s Constitution: A Biography* (2005). The class will then canvass various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Rubinfeld, Siegel, Strauss, and Tribe). Permission of the instructor required. Self-scheduled examination or paper option. A. R. Amar.

**Reconstruction from the Right (21178).** 2 units. Centering on the 1970s, an examination of changes in policy and society that moved the United States from the liberalism of the Kennedy-Johnson years to the conservatism of the Reagan era. Topics to be considered include the backlash against the women’s and the civil rights movements; deregulation; tax and economic policies; the rise of the religious right; the federalization of crime; the new immigration and regional migrations; the emergence of the personal computer, biotechnology, and reproductive technologies industries; energy policy; environmental policy; and globalization. Enrollment limited to eighteen, of which ten places are for Law students. Also AMST 778b, HIST 778b, PLSC 814b. M. J. Graetz and D. J. Kevles.

**Research Methods in American Law (21486).** 1 unit, credit/fail. This course will instruct students in basic legal research skills, including researching and updating state and federal case law, legislation, administrative law, and secondary sources, using both print and online resources. Students will be required to complete a series of short research assignments. The course will be offered in three sections, each of which will meet twice weekly for the first seven weeks of the term. An additional unit of credit may be earned by completing the Specialized Legal Research course during the second half of the term. S. B. Kauffman, T. Miguel, J. B. Nann, and C. Tubbs.

**Research Methods in American Legal History (21080).** 2 or 3 units. This seminar will examine the methods and major materials used in American historical legal research, whether for scholarly pursuits or professional advocacy. It will cover early judicial, statutory, and constitutional sources; crime literature; court records; government documents; biographical materials and personal papers of lawyers and judges; other manuscript collections; and early sources of American international law and civil law. Paper required. M. L. Cohen and J. Nann.
Rethinking Sovereignty: Cosmopolitanism, Rights, and Popular Constitutionalism (21253). 2 or 3 units. Recently the crises of sovereignty and the end of sovereignty have been discussed in law, political science, and philosophy. Post-nationalist, cosmopolitan, as well as neo-liberal critics of sovereignty abound. This course will discuss alternative models of sovereignty, ranging from democratic iterations to popular constitutionalism, and it will consider the implications of these models for the definition and enforcement of rights. Readings will include Hobbes, Bodin, Austin, Schmitt, Kelsen, Habermas, Waldron, Pogge, and Aleinikoff. This seminar will meet according to the Graduate School calendar. Paper required. Permission of the instructor required. Enrollment limited. Also PHIL 701b, PLSC 605b. R. C. Post and S. Benhabib.

Sexuality, Gender, and the Law (21129). 3 units. This course will explore the historical, comparative, statutory, constitutional, and theoretical dimensions of law’s regulation of sexuality and gender. Because sex, gender, and sexual orientation issues are at the cutting edge of privacy, equality, and free speech litigation in this and other countries, the course can be viewed as an advanced constitutional law course. The exploration of natural law, law and economics, feminist, and gay legal theory in many different contexts also gives this course a jurisprudential focus. Self-scheduled examination. Enrollment limited to fifty. W. N. Eskridge, Jr.

[The] Social Organization of Law (21368). 2 units. That law is socially organized is by now a well recognized fact. Few would argue with the proposition that legal rules and processes are embedded in social contexts that account for their meaning and operation or that law depends on a complex bureaucracy to translate legal rules into practice. Yet in spite of the recognition of law’s dependence on, and responsiveness to, social life, the “sociological vision” has had but a minor impact on law, legal theory, and legal education. This seminar will treat the “sociological vision” as an oppositional discourse which reads law from an external perspective, seeks to connect law to the world beyond doctrine, and makes law legible in terms of its power and effects. Consideration will be given to where and how law attends to social difference—race, gender, sexuality, class—as well as how law responds to the difficulties judges and other officials encounter in translating legal rules into practice and controlling the violence of law itself. How the sociological vision makes that violence visible will be discussed. Cases considered will include self-defense, the use of lethal force by police, violence in prison, and the death penalty. Throughout, the seminar will try to account for the persistence of formalism as a legitimizing discourse in law, legal theory, and legal education, as well as consider the possibilities of developing a genuinely sociological jurisprudence. Examination or paper option. A. D. Sarat.

Specialized Legal Research (21487). 1 unit, credit/fail. This course is an optional continuation of Research Methods in American Law, which is a pre-
requisite for enrollment. The course will meet twice weekly during the second half of the term. Students will learn how to use print and online legal resources effectively to research such specialized areas of the law as environmental law and tax. Students will be required to complete a series of short research assignments. Prerequisite: Research Methods in American Law. Permission of the instructors required. S. B. Kauffman, T. Miguel, J. B. Nann, and C. Tubbs.

**Supervised Papers in Legislation (21255).** Units to be arranged. Enrollment limited to five. W. N. Eskridge, Jr.

**Supreme Court Advocacy (21262).** 4 units (2 fall, 2 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Thereafter students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Finally, if time permits, students will draft model opinions in pending cases. Students will work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Paper writing requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Permission of instructors required. Enrollment limited. B. Dignam, D. M. Kahan, A. J. Pincus, C. A. Rothfeld, and G. Shay.

**[The] Theory and Practice of Human Rights: Seminar (21256).** 3 units. Since the end of the Second World War, international law, or at least the theory of international law, has moved through two major paradigm shifts. With the creation of the United Nations immediately after the war, the foundation of the international legal order shifted from the affirmation of state sovereignty to the prohibition on the use of force. At the end of the Cold War, that foundation shifted to the protection of human rights. The class will examine the normative foundation and assumptions behind this second shift. The new paradigm must be understood in relationship both to the classic idea of state sovereignty and to the earlier postwar paradigm. The first part of the seminar will examine some of the deepest controversies in contemporary human rights practice in order broadly to frame the issue of the significance and reality of this shift — for example, charges of Western neo-imperialism in the face of cultural diversity, claims for American exceptionalism, and the conflict between sovereignty and third party intervention. From there, the class will proceed to more specific contemporary controversies, including the new forms of international criminal justice, cultural defenses of gender discrimination, and human rights in the war on terror. In each instance, the goal will be to use particular controversies to explore the relationship between the theory and practice of human rights. In particular, attention will be focused on those elements of the global order that are often
suppressed from view by human rights discourse: the political role of violence, the sovereign imagination, and the nature of collective responsibility. While there are no formal prerequisites for the course, a basic knowledge of international human rights law will be assumed. The seminar is not designed for those with no prior exposure to international law. A paper is required and can be used to satisfy the writing requirements. Enrollment limited. P. W. Kahn.

**Trial Practice (21183).** 2 units, credit/fail. An introduction to trial evidence and to the techniques and ethics of advocacy in civil and criminal trials. Students will act as lawyers in simulated trial situations. The instructors will be judges and experienced trial lawyers from the community who will provide instruction and critique. Enrollment limited to seventy-eight. S. Wizner.

**Trusts and Estates (21276).** 4 units. This course will present the law governing: (1) the disposition of property under state statutes of succession and by will (including the preparation, execution, and revocation of wills; testamentary capacity; fraud; fiduciary duties, and select topics in estate administration); (2) the theory and practice of trust law (including types of trusts; the creation, alteration, and termination of trusts; the trustee’s standard of care, and trust accountings); and (3) future interests and the rule against perpetuities. Estate and gift tax matters may be covered where appropriate. Examination. W. P. LaPiana.

**U.S. International Taxation (21100).** 2 units. This course will cover the basic principles of U.S. international income taxation. The class will examine how the U.S. taxes both so-called (i) inbound transactions (income earned by foreign persons from investing and doing business in the United States, and (2) outbound transactions (income earned by U.S. persons from business activities and investments outside the United States). The principal focus of the course will be on how the U.S. taxes income earned by U.S. corporations from doing business outside the United States. Topics will include the foreign tax credit; the controlled foreign corporation rules; transfer pricing and income tax treaties. Once a basic ground in the rules has been established, the class will consider several international tax planning strategies currently used by U.S. multinational corporations and explore some possible future directions for U.S. international tax policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. J. M. Samuels.

**Use of Force: Research Seminar (21257).** 2 or 3 units. This research seminar offers an opportunity for students to explore the law, ethics, and politics of the use of force. The class will concentrate on anticipatory self-defense and humanitarian intervention. When, other than in self-defense once an armed attack has occurred, should states be allowed to forcibly intervene in or invade another state in order to protect themselves? When should states be permitted or required to intervene in order to rescue populations from a humanitarian emergency? Drawing on the literature and examining historical cases, the seminar aims to foster a discussion of what would be better procedural and substantive
guidelines for making these difficult decisions. At the beginning of the term, the seminar meets together to consider some of the key issues and methods of analysis. Students will orally present an outline of their paper before the end of the term. Papers should focus on contentious historical or contemporary cases. Final paper due August 2007. Permission of the instructor required. Also PLSC 676b. M. Doyle.

**Workshop on Chinese Legal Reform (21361).** 1 unit, credit/fail; 2 or 3 graded units with paper. This will be a workshop to examine legal development in China today. Typically, guests from other universities in the United States or China will present papers or discuss current issues. P. Gewirtz, J. P. Horsley, and T. E. Kellogg.
The Dean and Faculty of Yale Law School cordially invite you to an inaugural lecture

“ Powerful Evidence”
the Death Penalty Deters?
Surely You’re Joking, Mr. Sunstein!

by John J. Donohue, III
on the occasion of his appointment as the first
Leighton Homer Surbeck Professor of Law

Tuesday, March 7, 2006
4:30 p.m.

Room 127, Yale Law School
127 Wall Street, New Haven, CT
Reception to Follow in the
Alumni Reading Room
The regular curriculum at Yale Law School is augmented by a host of events that enrich legal education and scholarship. Distinguished speakers—lawyers, judges, public figures, government officials, scholars, and other prominent individuals—are invited by faculty members, student organizations, and academic programs within the School to give talks or participate in panel discussions on a wide variety of topics throughout the year. Conferences sponsored or co-sponsored by the School or by its faculty or students address issues of legal import both here and abroad. Additionally, an abundant resource of endowed funds allows the School to invite many specially designated fellows who not only give lectures but also spend time mentoring students with similar academic or professional interests.

LECTURE PROGRAMS

A sampling of the endowed lecture programs from the 2005–2006 academic year follows:

The John R. Raben Fellowship brings to the Law School a leading expert in securities law or accounting for business enterprises, who delivers a public lecture at the School. Oliver Hart, Andrew E. Furer Professor of Economics, Harvard University, gave the 2005–2006 Raben Lecture entitled “Partial Contracts.”

The Sherrill Lectureship brings distinguished visitors with special expertise in problems of international law and international relations. Senator John Danforth spoke on “Who Is Responsible for World Order?” during the 2005–2006 academic year.

The Storrs Lectures, one of Yale Law School’s oldest and most prestigious lecture programs, were established in 1889. These annual lectures are given by a prominent scholar within the broad topic of fundamental problems in law and jurisprudence. The 2005–2006 Storrs Lecturer was Harvard University’s Nancy Rosenblum. Her lectures were entitled “On the Side of Angels,” and she discussed “Glorious Traditions of Anti-Partyism and Moments of Appreciation” and “Partisanship and Independence: The Moral Distinctiveness of ‘Party ID.’”

The Judge Ralph Winter Lectureship on Corporate Law and Governance was recently established by former law clerks and students of Judge Winter to support lectures on corporate law and governance and related topics. Paul Mahoney, Brokaw Professor of Corporate Law and Albert C. BeVier Research Professor, University of Virginia School of Law, delivered a lecture entitled “Did the SEC Improve Corporate Disclosure? Evidence from the 1930s.”
Other named lecture and fellowship programs at Yale Law School include:

The Robert P. Anderson Memorial Fellowship, established in 1987 in memory of the senior judge of the U.S. Court of Appeals for the Second Circuit, provides a forum for distinguished judges to speak on matters of general importance to law and society.

The Timothy B. Atkeson Environmental Practitioner in Residence Program, established in honor of Timothy B. Atkeson ’52, a former assistant administrator for international affairs of the U.S. Environmental Protection Agency.

The Robert L. Bernstein Lecture in International Human Rights, which was inaugurated in 1998 by Wei Jingsheng, a political prisoner released in 1997 after almost twenty years of continuous captivity in a Chinese jail.

The Robert M. Cover Lectures in Law and Religion, established to honor the memory of Yale Law School Professor Robert Cover, which bring speakers to Yale to explore the intersection of legal and religious thought and practice.

The Ralph Gregory Elliot First Amendment Lectureship, established in 1990 to provide for lectures on some aspect of the First Amendment.

The Harper Fellowship, which sponsors a prominent figure selected for distinguished contribution to the public life.

The Arthur Allen Leff Fellowship, which brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions.

The Mechem Fellowship, made possible by a grant from Charles S. Mechem, Jr. ’55, established to foster an understanding of decision making in the business environment.

The Preiskel/Silverman Program on the Practicing Lawyer and the Public Interest, which sponsors lectures and other events celebrating private lawyers’ contributions to public service.

The Stupski Fellowship in Education, sponsored by the Larry and Joyce Stupski Public Interest Support Fund, which invites prominent educators to offer their perspectives on their field.

The James A. Thomas Lecture Series, established by Yale Law School students in 1989 to honor James A. Thomas ’64, to recognize scholars whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.

Beyond the endowed lecture and fellowship programs, other invited speakers present topics of particular interest to the Law School community. Among those invited in the 2005–2006 academic year were author Thomas L. Friedman, who spoke on “Transnational Law: The World is Flat”; Professor Anita Anand, who gave a lecture entitled “Voluntary vs. Mandatory Corporate Governance Regulation: Theory and Evidence”; and Richard Abel from the UCLA School of Law, who spoke about “Bad Lawyers.”

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year, including The Yale Law Journal and the Information Society Project. Other notable conferences held
this year included the “Yale Sex for Sale Symposium,” sponsored by the Yale Journal of Law and Feminism, and the 12th Annual Rebellious Lawyering Conference.

During the 2005–2006 academic year, first-year students attended several Dean’s Introductory Lectures given by current Law School professors and practicing attorneys. These lectures offered insight into topics ranging from the history of the Law School to an introduction to legal thought. Students also had the opportunity to learn more about various fields within the legal profession through the Dean’s Program on the Profession Lecture Series, which offered talks with alumni like Richard Cotton ’69, Executive Vice President and General Counsel of NBC Universal.

Other regularly scheduled talks are given around a specific academic or intellectual interest. The Orville H. Schell, Jr. Center for International Human Rights sponsors a weekly Human Rights Workshop for students, scholars, and practitioners in the field of human rights. The China Law Center organizes a weekly workshop on Chinese Legal Reform, in which U.S. and Chinese scholars present papers on Chinese legal and policy developments. The Legal Theory Workshop brings to the Law School provocative new scholarship from law and affiliated disciplines in the humanities and social sciences. The Legal History Forum brings together law students, graduate students, and scholars from a variety of disciplines who have an interest in history and the law. The Law, Economics, and Organization Workshop is both a forum for ongoing scholarly research in law and economics and a Law School course. With the Quinnipiac University Law School, Yale Law School sponsors regular workshops on dispute resolution. In addition, students have the opportunity to learn about current Yale Law School faculty research during Faculty Teas scheduled periodically throughout the academic year.

Further information about the origins and history of all endowed fellowships and lectures at the Law School appears on pages 181–84. Lectures and other public events are listed in the online Calendar of Events, which is updated daily during the academic year (www.law.yale.edu/calendar).

SPECIAL INITIATIVES

The Yale Law School is shaped by the intellectual interests of its faculty and students. Those interests find expression not only in our established curriculum and other academic opportunities, but also in new activities that emerge from time to time.

For example, the growing importance of international perspectives has yielded several major initiatives. The Global Constitutionalism Seminar is an annual event in which Supreme Court and constitutional court judges from around the world meet with faculty members to discuss issues of common concern. To date, nine seminars have been convened. While the proceedings are largely confidential, some events are open to the Law School community.
A second initiative is designed to strengthen democratic institutions and practices in Latin America through linkage activities with two law schools in Chile, one in Argentina, and one in Brazil. Now in its fourteenth year, this program permits up to six Yale students to spend the month of June in Chile or Argentina, and three students to spend a month in Brazil, in order to work with Latin American law students in small study groups and clinics. In the spring, students from the Latin American linkage law schools visit Yale for three weeks to participate in study groups and attend classes. In addition, legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet in June for the Seminario en Latino-américa de Teoría Constitucional y Política (SELA), a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is co-sponsored by Yale and a number of other law schools in Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Puerto Rico, and Spain.

A similar initiative, the Middle East Legal Studies Seminar, is an annual meeting convened by the Law School in a Middle East or nearby venue. It was created to provide a forum in which influential scholars and opinion leaders from the legal communities of the Middle East could exchange ideas and form a productive working relationship. Every year, roughly thirty-five lawyers, judges, and academics from the region meet with Yale professors and students to discuss an agreed-upon topic of common importance. Past topics have included the concept of legal authority, the basic rights and remedies available to individuals, and the challenges of religious pluralism in the Middle East. The proceedings are structured around a series of papers that are distributed in advance. Many Law School faculty are active participants, including Yochai Benkler, Owen Fiss, Alvin Klevorick, Anthony Kronman, Robert Post, George Priest, Carol Rose, Peter Schuck, Reva Siegel, and James Whitman.

THE YALE CENTER FOR ENVIRONMENTAL LAW AND POLICY

The center, established in 1994 by Yale Law School and the Yale School of Forestry & Environmental Studies, draws upon resources throughout Yale University to develop and advance environmental policy locally, regionally, nationally, and globally. The center seeks to advance fresh thinking and analytically rigorous approaches to environmental decision making — across disciplines, across sectors, and across boundaries. The center supports a variety of research projects, including the Global Environmental Governance Project, which examines strengths and weaknesses of the international environmental regime; the Environmental Performance Measurement Project, which aims to develop pollution control and natural resource management metrics and indicators; the Corporate Environmental Strategy Project, which explores the business-environment interface; and an initiative on “Information Age” environmental protection.
The center runs the Environmental Protection Clinic, where law students have opportunities to address environmental law and policy problems on behalf of client organizations. In recent years, Yale student teams have worked with a range of community groups, environmental groups, think tanks, government agencies, and international organizations.

The center also sponsors an Environmental Governance Lecture Series, which provides a forum for visiting scholars, environmental professionals, business leaders, and government officials. The director of the center is Professor Daniel C. Esty, who is the Hillhouse Professor of Environmental Law and Policy, with a joint appointment in the Law School and the School of Forestry & Environmental Studies.

THE YALE CENTER FOR LAW AND PHILOSOPHY

The Yale Center for Law and Philosophy was founded in 2005 as a joint venture with the Law School and the Yale Philosophy department. It aims to encourage advanced work, including research degrees, at the interface of philosophy and law. Members of both faculties are affiliated with the center, as are a number of visitors. The center’s programs include regular workshops and conferences, attracting leading philosophers of law from around the world. The center also helps to coordinate courses across the Law School and the Philosophy department. A selection of conference papers is available on the center Web site at www.law.yale.edu/yclp.

THE JOHN M. OLIN CENTER FOR STUDIES IN LAW, ECONOMICS, AND PUBLIC POLICY

The Center for Studies in Law, Economics, and Public Policy is designed to facilitate the scholarly interests of the many distinguished law and economics scholars at Yale, including Professors Ackerman, Alstott, Ayres, Brooks, Calabresi, Coleman, Donohue, Ellickson, Graetz, Hansmann, Klevorick, Kronman, Macey, Markovits, Mashaw, Priest, Romano, Rose, Rose-Ackerman, Schuck, Schwartz, Smith, and Winter. The center supports a broad range of scholarly work. Under the center, the John M. Olin Program in Law and Economics supports John M. Olin Scholarships to students interested in law and economics, to students conducting law and economics research projects over the summer, as well as to students who wish to obtain joint degrees in law and economics; the John M. Olin Prize for the best student paper on a law and economics subject; the Journal of Law, Economics, and Organization, co-edited by Professor Ian Ayres; the center’s Working Paper Series; and the Law, Economics, and Organization Workshop, at which scholars from other institutions and from Yale present papers for student and faculty criticism. The center also provides an umbrella for two programs: the Program in Civil Liability, established to promote comprehensive reanalysis of the modern law of torts, products liability,
professional malpractice, insurance, and other subjects related to our civil liability system; and the Program for Studies in Capitalism, which supports research on the operation of capitalism as a mechanism of economic growth; the ethical bases of capitalism; the relation between capitalism and the poor, and between capitalism and democracy. The center’s codirectors are Professors George L. Priest and Susan Rose-Ackerman.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF BUSINESS LAW

The Yale Law School Center for the Study of Business Law was created to promote research and teaching in the business law area. The center’s focus of study includes corporate law and the law of other nongovernmental organizations; the regulation of financial markets and intermediaries; and the legal framework of finance, including the law of bankruptcy, corporate reorganization, and secured transactions.

The center hosts annually the Weil, Gotshal & Manges Roundtable, which is a one-day event that seeks to foster a dialogue between academics, regulators, and practitioners on the important corporate law issues of the day through presentations of scholarly papers and a panel discussion. In addition, the center hosts the John M. Raben Fellowship Lecture and the Judge Ralph Winter Lecture on Corporate Law and Governance. Each brings to the Law School a distinguished scholar, jurist, or practitioner for a public lecture. The center also organizes occasional lectures and symposiums on pressing issues of the day, academic conferences, and a breakfast program for alumni in New York City. In the spring term, the center sponsors the Marvin A. Chirelstein Colloquium on Contemporary Issues in Law and Business. The colloquium is a limited-enrollment seminar which invites distinguished law school graduates and legal scholars to the Law School on a weekly basis to discuss emerging practice, regulatory, and policy issues. All of the center’s activities are open to the Law School community.

Professor Roberta Romano is the director of the center. The center has a board of advisers, chaired by Robert Todd Lang ’47. Faculty members serving on the center’s executive committee are Ian Ayres, Richard Brooks, John Donohue, Henry Hansmann, Christine Jolls, Alvin Klevorick, John Langbein, Yair Listokin, Jonathan Macey, Alan Schwartz, and Mark Templeton.

For additional information on the center’s upcoming and past activities, the business law curriculum, and joint-degree programs with the School of Management, visit the center’s Web site at www.law.yale.edu/cbl.

THE CHINA LAW CENTER

The China Law Center carries out research and teaching, promotes academic exchanges with China, and undertakes a variety of cooperative projects on important issues in Chinese law and policy reform. Since its establishment in
1999, The China Law Center has become the preeminent institution in the United States working with Chinese counterparts to advance the rule of law in China. The center's cooperative projects with leading Chinese experts and institutions are in the areas of judicial reform, administrative law, policy and regulatory reform, criminal law and procedure, constitutional law, and legal education. These projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and publications. Projects often result in input into China's law reform process or in books or articles by Chinese or U.S. scholars on particular legal reforms in China.

Some recent projects have focused on litigation reforms and structural reforms to make China's courts more independent; reforms to China's criminal procedures and corrections systems; development of China's new Administrative Licensing Law, which reduces and restricts government regulation; strengthening rights of citizens to sue the government; development of landmark open government information regulations; advancing mechanisms of public participation in lawmaking; amendments to China's Food Safety Law and Company Law; reforms of defamation law to provide expanded expressive space for the media; mechanisms to enforce constitutional rights through courts or other institutions in China; and protecting newly emerging property rights.

The center also organizes a weekly Workshop on Chinese Legal Reform at the Law School, at which speakers from the U.S. and China present papers on Chinese legal and policy developments. Law School students participate in all aspects of the center’s work. Research grants are also available to support law students wishing to do research in China during the summer.

The director of the center is Professor Paul Gewirtz. The deputy director is Jamie Horsley. Jeffrey Prescott ’97 is the center's associate director based in Beijing. Further information about the center is available on its Web site, www.yale.edu/chinalaw.

THE INFORMATION SOCIETY PROJECT

The Information Society Project (ISP) at Yale Law School was created in 1997 to study the implications of the Internet, telecommunications, and the new information technologies on law and society. Much of its work has focused on issues of freedom of speech, democracy, globalization, and the growth and spread of cultures on the Internet. In past years ISP has studied access to knowledge questions and the effects of intellectual property and new communications technologies on globalization and development, the free speech implications of filtering and rating systems, legal protections for sensitive information on the Internet, civic participation in cyberspace, the civil liberties implications of intellectual property protection, and memetics and the evolution of cultures and ideologies. ISP has held scholarly conferences on a range of subjects including access to knowledge, the Internet, and globalization; democracy in cyberspace; blogging and Internet journalism; the law of virtual worlds; and emerging issues in cybercrime and cybersecurity. The project embraces a variety of activities, including
fellowships for young scholars and advice and education for policy makers, business leaders, nonprofit organizations, and the legal community. It also runs a Weblog, Lawmeme, which offers commentary on developing technology issues. The project director is Professor Jack Balkin. Additional information on ISP is available on its Web site, www.law.yale.edu/isp.

THE ARTHUR LIMAN PUBLIC INTEREST PROGRAM

The Arthur Liman Public Interest Program was established in 1997 by family and friends of the late Arthur Liman ’57 to honor his commitment to public interest law.

The Liman Program funds fellowships for Law School graduates working in public interest law, provides funding for student associates in residence at the Law School, and for undergraduates working in public interest during the summer. The program also awards grants to qualifying organizations for public interest projects, and holds colloquia for attorneys, academics, and students on relevant topics in legal services.

Arthur Liman Public Interest Fellowships are awarded annually to Yale Law School graduates. The fellowships provide support to work full time for a year in an ongoing or start-up project in any area of the legal profession devoted to the public interest. During the fellowship year, Liman Fellows may spend time in residence at Yale Law School to conduct seminars based on their work. In the past, fellows have engaged in projects securing rights for workfare recipients, criminal defendants, migrant workers, the elderly, and immigrants.

Each year, law students work as associate fellows, providing substantive assistance to graduate fellows and helping to plan and participate in the annual Liman Colloquium. Topics for the colloquium series have included “The Future of Legal Services,” “Valuing Low-Wage Workers,” “Welfare ‘Reform’ and Response,” “Encountering the Criminal Justice System,” “Portraying the Public Interest,” “Public Interest Lawyering in an Era of High Anxiety,” and “Organizing and Reorganizing: Public Interest in Individual and Global Contexts.”

The program also sponsors other scholarship including a public interest law reading group.

Since its establishment, the range of programs funded by the Arthur Liman Public Interest Program has reflected the breadth of interests, concerns, and commitments of Arthur Liman. While working as a partner at Paul, Weiss, Rifkind, Wharton and Garrison, and providing counsel to a range of corporate and individual clients, Liman also led several major institutions devoted to providing services to those who could not afford lawyers, including the Legal Aid Society of New York; the board that created the Legal Action Center; the Vera Institute for Justice; Neighborhood Legal Services of Harlem; and the Capital Defender Project of New York.

The Arthur Liman Professor of Law is Judith Resnik. The director of the Liman Program is Deborah J. Cantrell.
THE ORVILLE H. SCHELL, JR. CENTER FOR INTERNATIONAL HUMAN RIGHTS

The Orville H. Schell, Jr. Center for International Human Rights was established at Yale Law School in 1989 in honor of Orville Schell, a distinguished New York City lawyer and partner at Hughes, Hubbard & Reed, who was vice chairman of Helsinki Watch and chairman of Americas Watch from its founding in 1981 until his death in 1987.

International human rights practitioners rarely have the opportunity to consider the theoretical issues their work entails, while scholars studying human rights lack a forum for interdisciplinary dialogue. At the same time, law students are eager to apply the lessons they are learning in the classroom to further the cause of human rights. The Schell Center addresses these needs by seeking to increase knowledge and understanding of international human rights issues; equip lawyers and other professionals with the skills needed to advance the cause of international human rights; and assist human rights organizations.


The Schell Center also sponsored talks by the executive director of Physicians for Human Rights, a Burmese doctor, writer, and former Amnesty International Prisoner of Conscience, a Law School alumnus and consultant in Afghanistan to the International Center for Transitional Justice, the San Francisco District Attorney, and a number of human rights lawyers and activists; panels, including “The Hamas Victory in Palestinian Elections: Implications for the Middle East,” “Justice and the Future of the Congo,” and “Trafficking in Human Beings: Combating a Global Problem”; a yearlong film series; and a Middle East Discussion Series. The Schell Center cosponsored, with various other schools and centers at Yale and with human rights organizations, a number of significant events, including a panel, “Fujimori: From Fugitive to Candidate?” and a conference, “Beyond These Walls: Promoting Health and Human Rights.
of Youth in the Justice System.” As it does each year, the Schell Center held a human rights career panel and sponsored several panels of Schell Summer Fellows, who spoke about their experience and the issues raised by their summer work.

The Schell Center administers several human rights fellowships. The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds two recent Yale Law School graduates annually to engage in full-time human rights work for a year. In 2005–2006, Bernstein Fellows worked in Israel to help establish a new organization, Gisha, which advocates against restrictions on Palestinians’ freedom to travel within and outside the Occupied Territories, and with the Center for Reproductive Rights to promote the use of India’s public interest litigation mechanism to address violations of women’s reproductive rights. The center invites established scholars and advocates to visit the Law School as Schell Fellows to conduct research, teach seminars, and meet with students. Each summer, the center provides students with travel grants for international human rights work. In 2005, Kirby Simon Summer Human Rights Fellowships allowed forty-eight students to spend all or part of the summer engaged in human rights internships or research in twenty-two countries throughout the world. The Robert M. Cover/Allard K. Lowenstein Fellow in International Human Rights Law spends two years at the Law School, working on all aspects of the center’s work, including supervision of the Lowenstein Clinic. The Schell Center supports the Lowenstein International Human Rights Project, the Yale Human Rights and Development Law Journal, and other student projects related to human rights.

The center has received generous support from the John Merck Fund and friends and associates of Orville H. Schell, Jr., as well as the law firm of Hughes, Hubbard & Reed, the Merck Pharmaceutical Foundation, the Arthur Ross Foundation, and the Diamondston Foundation.

The director of the Schell Center is Professor Paul W. Kahn. The executive director is Professor James J. Silk. The Cover/Lowenstein Fellow is Molly K. Beutz. The Schell Center’s e-mail address is schell.law@yale.edu.

**OPPORTUNITIES FOR STUDY IN LEGAL HISTORY**

The study of American, English, and European legal history occupies an important place in the Law School’s curriculum. Recent and current offerings include courses on the history of the common law, the history of criminal procedure, constitutional history, American legal history, and European legal history. Seminars and lectures by outside scholars in legal history supplement the regular curriculum offerings. An informal legal history program brings together students and faculty interested in legal history; it includes students and faculty from the Law School and the Yale Department of History as well as from elsewhere within and outside the University. The Law School also encourages advanced study and
original research in American, English, and European legal history. A few students pursue the joint J.D.–Ph.D. program in History or in American Studies.

VISITING RESEARCHERS

Each year the Law School has in residence a few visiting researchers engaged in nondegree research. Visiting researchers may audit one or two courses per term (with the consent of individual instructors) and make use of library facilities for their work. There are no set requirements for admission; most visiting researchers are college and university teachers from law and other disciplines who are engaged in law-related work, but applications will be considered from any person of outstanding qualifications. Each visiting researcher is charged a minimum accommodation fee of $3,100 per term, or $6,200 per academic year. No financial aid from the Law School is available for participants in this program.

The visiting researcher application is available on the Law School Web site at www.law.yale.edu in the Admissions section. Applications must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; official transcript(s) of the applicant’s academic record; and the proposed length and dates of stay. Official transcripts must be submitted in a sealed envelope, signed across the seal. All documents must be in English or accompanied by certified English translation.

The application deadlines are April 1 for the fall term and September 1 for the spring term.

FELLOWSHIPS FOR POST-GRADUATE RESEARCH

Yale Law School offers three fellowships each year for post-graduate research: the Irving S. Ribicoff Fellowship and two Academic Fellowships. All three fellowships seek to prepare individuals with law degrees for teaching careers in law. The fellowships are identical in their terms except for their duration: The Ribicoff Fellowship has a one-year term, while the Academic Fellowships have two-year terms. The fellows receive a yearly stipend ($39,000 in 2006–2007), standard University health care coverage, and office space in the Law School. The fellows must be in residence in New Haven during the term of their fellowships. The deadline for applications for the fellowship term beginning in fall 2007 is February 2, 2007. For more information, e-mail theresa.bryant@yale.edu.
Grades

Grades for all degree students are:

*Credit*: the course has been completed satisfactorily; no particular level of performance is specified.

*Honors*: work done in the course is significantly superior to the average level of performance in the School.

*Pass*: successful performance of the work in the course.

*Low Pass*: work done in the course is below the level of performance expected for the award of a degree.

*Failure*: no credit is given for the course.

*Requirement Completed (RC)*: indicates J.D. preparticipation in Moot Court or Barristers’ Union.

There is no required “curve” for grades in Law School classes. Individual class rank is not computed.

Academic Requirements and Options

**Requirements for the Degree of Juris Doctor (J.D.)**

To qualify for the J.D. degree, students who matriculate on or after July 1, 2005, must at all times meet the conditions to continue as a degree candidate, must complete a total of 83 units of satisfactory work, must satisfy the writing requirements, must spend at least six full terms or the equivalent thereof in residence, and must be recommended for the degree by the faculty. Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School. A maximum of 10 of the 83 units required for graduation may be approved for independent research and reading. No degree will be awarded with incomplete work remaining on a student’s record.

*First Term*

Each student must take courses in Constitutional Law, Contracts, Procedure, and Torts. In one of these subjects, the student is assigned to a small group. This seminar-style course, with about sixteen students, integrates elementary training in legal research and writing with the regular course work. All first-term courses are graded on a credit/fail basis.
Curriculum after the First Term

After the first term, students must satisfactorily complete at least 67 units of credit. Students are free to select their own curriculum, but by graduation they must complete (1) Criminal Law and Administration, (2) a course of at least two units substantially devoted to issues of legal ethics or professional responsibility, and (3) the writing requirements described below. Courses that meet the legal ethics/professional responsibility requirement are marked with an asterisk.

A student must enroll in no fewer than 12 and no more than 16 units of credit in any term unless approval is given by the appropriate associate dean and by the registrar.

Conditions for Continuing as a J.D. Candidate

J.D. students who receive a Failure in any course or individual work may, with permission of the instructor, repeat the same for credit and must repeat and pass the same if it is a required course. Students will be disqualified as J.D. candidates and will not be allowed to continue in the School if they receive (a) two Failures in any one term, (b) a total of three Failures, (c) Low Pass or Failure in four or more courses or individual work programs by the end of the third term, (d) Low Pass or Failure in five or more courses by the end of the fourth term, (e) Low Pass or Failure in six or more courses by the end of the fifth term, or (f) Low Pass or Failure in a total of seven or more courses or individual work. A student who has been disqualified as a J.D. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the faculty.

At the end of a student’s first or second term, the appropriate associate dean will consult with any student who appears to be doing marginal work. The dean will discuss with the student the advisability of continuing in the Law School.

Limitations on Credit/Fail Units

A faculty member may offer a course or program of individual work on a credit/fail basis if the work is of such character that the faculty member believes it is not feasible to give individual grades. A faculty member may offer any course or program of individual work on a credit/fail basis for some or all of the students participating. If a student is given a credit/fail option, the student must exercise the option within the first two weeks of the term. Credit/fail work will not be accepted toward fulfillment of the Supervised Analytic Writing requirement, but papers written to meet the Substantial Paper requirement may be graded on a credit/fail basis.

After the first term, a student must take at least 51 units of graded work. At least 9 of these units must be taken in the second term of law school. No more than a total of 5 units of ungraded credit in student-directed programs may be counted toward the degree.
Writing Requirements

For graduation, the faculty requires that each student undertake 3 units of Supervised Analytic Writing and prepare a Substantial Paper of at least 2 units. Prior to beginning work on a Supervised Analytic Writing paper or Substantial Paper, a student should secure the approval of the supervising faculty member. At least one of these writing requirements must be satisfied before a student can register for her or his penultimate term at the Law School. Specifically, the Law School requires that the professor supervising one of those writing projects must certify the student’s completion of the project before the student can register for her or his penultimate term (see page 101); the faculty certification must include a final grade for the paper. For most J.D. students, the penultimate term is the fifth term; however, for joint-degree students, the penultimate term is the fourth term.

A Supervised Analytic Writing paper for 3 units involves work that is closely supervised by a Law School faculty member and is designed to increase the student’s proficiency in legal research, analytic reasoning, and writing in a single field of concentration; the paper may not be purely descriptive in character. Supervised Analytic Writing papers may not be submitted on a credit/fail basis. For students matriculating on or after July 1, 2005, a Supervised Analytic Writing paper must be certified with a final grade of Pass or higher.

A Substantial Paper for 2 units of credit, although not necessarily meeting the criteria for a Supervised Analytic Writing paper, must be a significant written project. Professors may accept Substantial Papers on either a graded or credit/fail basis. For students matriculating on or after July 1, 2005, if a Substantial Paper is certified on a graded basis, the final grade must be Pass or higher.

Supervised Analytic Writing papers or Substantial Papers may be prepared in connection with (1) seminars or courses, (2) independent research and writing under faculty supervision (see pages 90–91), (3) the Intensive Semester Research Program (see pages 91–93), or (4) a program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members. Work done in courses outside the Law School will not be accepted in satisfaction of the writing requirements.

OPTIONS WITHIN THE COURSE OF STUDY FOR THE DEGREE OF JURIS DOCTOR (J.D.)

Research and Writing Opportunities

The Law School offers a number of opportunities for students to engage in research and writing under faculty supervision:

1. Research and writing in the first-term small group (see page 85).
2. Research and writing in a clinical program (see pages 88–89).
3. Research and writing in connection with seminars or courses.
4. Independent research and writing under faculty supervision (see pages 90–91).
5. Research and writing in connection with the Intensive Semester Research Program (see pages 91–93).
6. A program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members.

Faculty members and visiting professors may supervise either Supervised Analytic Writing or Substantial Papers. Visiting lecturers may only supervise Substantial Papers. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars as reference material. A number of prizes are awarded for outstanding scholarly writing (see pages 184–87).

Clinical Programs

The Jerome N. Frank Legal Services Organization (LSO) provides legal representation to individuals and organizations in need of legal help but unable to afford private attorneys. Students, supervised by Law School faculty members and participating attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, draft documents, participate in commercial transactions, and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.*

LSO’s work is divided into fourteen main projects: (1) Advocacy for Children and Youth, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Community Lawyering, advocating for and representing the urban poor at outreach sites throughout New Haven; (3) Community and Economic Development, providing legal services and other professional (usually business or architectural) consultation to community groups, particularly nonprofit organizations involved in affordable housing and economic development efforts; (4) Immigration, representing individuals seeking political asylum in the United States; (5) Landlord-Tenant, representing indigent tenants in eviction proceedings; (6) Legal Assistance, placing students in area legal aid offices to represent the urban poor in civil matters; (7) Prisons, representing men and women in state and federal prisons in Connecticut; (8) Complex Federal Litigation, representing clients in ongoing federal civil rights cases; (9) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation;

* Since October 1, 1972, first-year law students in Connecticut have been eligible to appear in federal and state proceedings under two different sets of student practice rules. Students who have completed one term of credit may, after certification by the dean, appear in state court and administrative proceedings upon compliance with the provisions of the Superior Court's Law Student Internship Rule, sections 3-14 through 3-21 of the Practice Book. Students who have completed legal studies amounting to two terms of credit may appear in federal court upon compliance with the provisions of Rule 26 of the Local Rules of the United States District Court for the District of Connecticut. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with both sets of rules.
(10) The Samuel and Anna Jacobs Criminal Justice Clinic, representing indigent individuals in criminal matters; (11) Education Advocacy, representing a coalition of Connecticut mayors, boards of education, and nonprofits seeking to reform this state’s school financing system; (12) Community Development Financial Institutions, representing a foundation seeking to establish a community development bank to support community development activities in greater New Haven; (13) Advocacy for Detained Refugees, representing foreign nationals who are seeking asylum and who are detained by U.S. Immigration and Customs Enforcement; and (14) Hurricane Relief Law Project, working on projects arising from the ongoing relief efforts in Gulf Coast areas ravaged by hurricanes.

All LSO projects involve close collaboration among new students, experienced students, and supervising clinical faculty. Investigating, developing, and using facts are essential elements of lawyering and, therefore, of LSO’s work. LSO also devotes special attention to issues of professional responsibility and client-centered lawyering. Cases brought by LSO and its legislative efforts have helped make new law protecting the rights of clients in the various projects. Students are eligible to participate in LSO after their first term. LSO also hires law students as “summer associates”; they work full time in the various clinics.

In addition, students may elect to work at either of two local prosecutor’s offices (the New Haven State’s Attorney and the U.S. Attorney) in LSO’s Prosecution Externship. Independent placements may also be arranged at other public interest agencies or law offices.

The Allard K. Lowenstein International Human Rights Law Clinic is a Law School course that gives students firsthand experience in human rights advocacy under the supervision of international human rights lawyers. The clinic undertakes a number of litigation, research, and advocacy projects each term on behalf of human rights organizations and individual victims of human rights abuse. The clinic has worked on cases in U.S. federal courts, the U.N. system, and regional human rights bodies, including the Inter-American Commission on Human Rights and the African Commission on Human and Peoples’ Rights. It has also drafted legislation, amicus briefs, manuals, and human rights reports.

Several other clinical programs give students direct experience in the practice of law in particular areas. The Environmental Protection Clinic is an interdisciplinary clinic that addresses environmental law and policy problems on behalf of client organizations such as environmental groups, government agencies, and international bodies. The Nonprofit Organizations Clinic provides legal assistance to nonprofit organizations that cannot afford to retain private counsel. The Lawyering Ethics Clinic represents complainants in Connecticut’s attorney grievance system. Balancing Civil Liberties and National Security after September 11 is a clinic/seminar that focuses on civil liberties cases arising from new government policies after September 11, 2001.
Student-Directed Forensic, Clinical, and Editorial Programs

In the second term, students may begin participation in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described on pages 119–26. The student-directed programs for which ungraded credit is awarded are the Domestic Violence Temporary Restraining Order Project; Greenhaven Prison Project; Allard K. Lowenstein International Human Rights Law Project; Street Law; Thomas Swan Barristers’ Union; Morris Tyler Moot Court of Appeals; Umoja; Yale Human Rights & Development Law Journal; Yale Journal of Health Policy, Law, and Ethics; Yale Journal of International Law; Yale Journal of Law and Feminism; Yale Journal of Law & Technology; Yale Journal of Law & the Humanities; Yale Journal on Regulation; Yale Law & Policy Review; and The Yale Law Journal.

In general, 1 unit of ungraded credit per term is awarded for participation in these programs. No credit is given for preparticipation portions of Barristers’ Union and Moot Court until a student completes the program; 2 units of ungraded credit are then awarded. Credit is awarded for work on the student-edited journals listed above only for substantial editorial work. No more than a total of 3 credits in student-directed programs may be counted toward the degree, and no work for which compensation is received may earn credit toward the degree.

The faculty adviser of each student-directed program is responsible for periodically reviewing the program, and the participation of each student in it, to ensure that educational objectives are being achieved and that credit is commensurate with time, effort, and educational benefits.

Reading Groups and Supervised Reading and Research Programs

After the first term and with the approval of a faculty member, students may undertake reading or research programs for credit. There are two types of programs: (1) supervised reading and/or research with a faculty member, and (2) faculty-sponsored reading groups. No more than 10 units of credit for reading or research programs may be counted toward the 83 units required for graduation. No more than 4 of these 10 units may be for participation in reading groups.

In the case of supervised reading and/or research, the program must be arranged with the faculty member and filed with the registrar’s office within the first two weeks of the term. Usually no more than 6 units in a term may be awarded for supervised research and no more than 3 units in a term for supervised reading. In addition to the faculty member’s permission, permission of the registrar is also required if the total number of units of credit for supervised reading and/or research is more than 3.

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. In order to obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar within the first three days of the term. The pro-
posal must (1) describe the law-related topic to be examined, (2) provide a tentative reading syllabus, and (3) be signed by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation.

**Intensive Semester Research Program**

The Intensive Semester Research Program provides an opportunity for students in their fourth or fifth term to immerse themselves intensively in a major research project leading to a significant academic project, either at or away from the Law School. Approval of a proposal for an intensive research semester is restricted to those special situations where devotion of one-sixth of a student’s law school career to a single intensive research project has clear academic justification. The Intensive Semester Research Program is not designed to provide an externship experience, law school credit for public service, or opportunities to live away from New Haven for pressing personal reasons.

Under the program, students may devote an entire term to supervised and specialized research overseen by both a member of the Yale Law School faculty and, if away from the Law School, an on-site supervisor. A research project taking place away from the Law School may be located at an archival site or at a site for fieldwork where necessary to advance the student’s research goals. Whenever an Intensive Semester is to be pursued at a location away from the Law School, the on-site supervisor who has agreed to supplement the faculty
member in overseeing the student’s work will be expected, at the conclusion of
the Intensive Semester, to submit a report to the faculty supervisor describing
and assessing the student’s research or fieldwork. Evaluation of the student’s
written product will remain the responsibility of the supervising faculty member.

To apply for the program a student must submit a comprehensive written
research proposal to the registrar. The proposal should describe in detail (1) the
student’s qualifications to undertake the proposed research; (2) the nature and
significance of the research to be undertaken; (3) the expected product of the
research; (4) the special circumstances that make an intensive research semester
a more effective vehicle for attaining the student’s educational goals than a con-
ventional semester spent at the Law School; and (5) the necessary relationship
between any fieldwork and the research and writing component. Each proposal
must be accompanied by the written approval of the faculty member agreeing
to supervise it and a statement by the faculty supervisor indicating why in his or
her judgment the proposal should be approved. Each proposal will be reviewed
by the Faculty Committee on Special Courses of Study for compliance with
these requirements.

An intensive research semester can be taken for up to 12 units of credit. The
number of units to be graded will be determined by the faculty supervisor, but (1)
work performed by the student for credit but not under direct faculty supervi-
sion may receive no more than 8 ungraded credits, and (2) at least 4 graded cred-
its must be for the faculty-supervised research paper. The faculty-supervised
written work may, with the approval of the instructor, be designated in the appli-
cation as being undertaken in satisfaction of the Supervised Analytic Writing
requirement or the Substantial Paper requirement.

The deadline for Intensive Semester Research proposals is two weeks before
the due date for applications for limited-enrollment seminars. An Intensive
Semester Research application will not be accepted by the registrar if any of a
student’s work in courses previously taken is incomplete. A student whose appli-
cation has been approved by the Intensive Semester Research Program Com-
mmittee may register for the Intensive Semester Research Program only if all prior
course work is complete. A student may not take an Intensive Research Semes-
ter during the final term, nor take more than one Intensive Research Semester
while at the Law School. A student who carries out an Intensive Research Semes-
ter away from the Law School will be expected to complete the balance of his or
her legal education in residence at the Law School. Full tuition is charged during
the Intensive Research Semester regardless of where the project is pursued.
Financial aid from the Law School will be awarded under the same circum-
stances and in the same manner as to students in residence. A student may have
financial aid budgets adjusted to reflect the extra, non-reimbursed costs, if any,
of living and working away from New Haven, but the Law School will not nec-
essarily adjust financial aid for all such extra costs, especially in connection with
foreign placements.
A student may not receive compensation from any source for work related to the Intensive Semester Research Program. The student, however, may be permitted to accept reimbursement, from the agency or organization at which the student is located for fieldwork purposes, to cover the extra costs referred to above, if those financial arrangements are disclosed in detail in the application for the Intensive Semester Research Program and are approved in advance by the director of financial aid.

Courses Outside the Law School

After the first term, students may take a limited number of courses in the graduate and professional schools or undergraduate college of Yale University for Law School credit when the courses are relevant to the student’s program of study in the Law School or planned legal career. To obtain permission, students must provide a written statement explaining how the course relates to their legal studies or future law practice and must have (1) the recommendation of a Law School faculty member, (2) permission from the instructor of the course, and (3) permission of the registrar. The registrar shall determine the appropriate number of units of credit to be awarded for the course. No more than one outside course per term is ordinarily allowed, and no more than 12 units of credit for such courses may be counted toward the 83 units required for the degree. Of the 12 possible units of outside credit, no more than 6 units of study in a foreign language may be counted toward the J.D. No outside course may be elected on a credit/fail basis unless that option is permitted by the other school or department. The requirements of the other school or department must, of course, be satisfied. Their bulletins are available in the registrar’s office.

J O I N T D E G R E E S

In cooperation with other schools and departments of Yale University, the Law School offers programs leading to a master’s degree and a J.D. (Juris Doctor) or to a doctorate and a J.D. These programs are intended for those who wish to acquire the specialized skills of some body of knowledge related to law. All proposals must be submitted to and approved by the Faculty Committee on Special Courses of Study. Except in unusual circumstances, joint-degree status will not be formally approved until the student has satisfactorily completed the first term at the Law School.

While joint degrees have been most common with the Graduate School and the School of Management, students have also arranged joint work in the Schools of Divinity, Forestry & Environmental Studies, and Medicine. A joint-degree program is also offered in conjunction with the Woodrow Wilson School of Public and International Affairs at Princeton University. On a case-by-case basis, the Law School has permitted students to pursue joint degrees with relevant programs in other universities as well.
Requests for information on joint-degree options at the Law School, including specifics on admission, tuition, curricular requirements, and financial aid, should be directed to the appropriate associate dean. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see page 87).

Master of Arts

Some Graduate School departments and programs offer one-year master’s degrees and others, e.g., International Relations, offer two-year programs. In either case, a student can complete a joint J.D.–M.A. program in four years.

At the end of the fourth year, students should have completed all requirements for both the law degree and the one-year master’s degree. Additional courses in the Graduate School are required in two-year master’s degree programs. Individual departments generally also impose such requirements as reading knowledge of a foreign language or passage of particular examinations.
Application for a master’s degree program should be made at the same time as application to the Law School or during the student’s first or second year at the Law School. Initial inquiries should be directed to the appropriate associate dean. Application to the Graduate School should be made by the first working day in January preceding the fall term in which the student wishes to matriculate in the Graduate School, although late applications may be considered at the discretion of the Graduate School. Detailed instructions on admissions should be obtained from the Graduate School Office of Admissions. Students should also consult the director of graduate studies in the relevant department. The Graduate School bulletin is available in the registrar’s office of the Law School.

Master of Business Administration

The Master of Business Administration (M.B.A.) is offered by the School of Management. Normally a two-year program, the M.B.A. may be earned with only one additional year of course work by joint-degree candidates who are students at the Law School. Students may apply to both the Law and Management schools simultaneously or to one school during their first year at the other.

Doctorate

It is possible to combine study for the J.D. and Ph.D. degrees. The total time in residence and the details of each program of study must be taken up with the Graduate School, the director of graduate studies in the relevant department, and the Law School. Students interested in such a program must be admitted to the two schools separately. They may apply to both simultaneously or, having been admitted to the Law School or the Graduate School, may apply for admission to the other program. Ordinarily, the Law School encourages a joint-degree candidate to complete the J.D. within four years. Inquiries concerning joint J.D.–Ph.D. programs should be directed to the appropriate associate dean. The deadline for application to Ph.D. programs is early in January.

J.D.–PH.D. IN FINANCE

This new joint-degree program with the School of Management is intended for students wishing to pursue a career in business law teaching. The program is structured to permit course requirements to be completed in four years. The expectation is that law students will apply for admission to the School of Management graduate program in their first year of law school, but they may apply at any time. Law students interested in applying to the program should contact the director of the Yale Law School Center for the Study of Corporate Law. More detailed information about program requirements is available on the center’s Web site at www.law.yale.edu/ccl.
LEAVES OF ABSENCE, EXTENDING TIME FOR COMPLETION OF DEGREE, AND CREDIT FOR WORK DONE AT ANOTHER LAW SCHOOL

Leaves of Absence and Readmission

A leave of absence may be taken only with the permission of the dean or the dean’s delegate. Such a leave may be arranged under such terms as the dean deems appropriate, provided that a definite time be fixed for the return of the student to the Law School and that the following limitations shall apply. A student who has completed at least one term and who has been on leave of absence for no more than two academic years shall be readmitted unless the dean recommends otherwise to the faculty in extraordinary cases. In the case of a student who has not completed one term, a leave of absence will ordinarily not be granted except on serious medical or personal grounds. Where a leave has been granted on such grounds, the dean may authorize readmission within a period of two academic years. Readmission following leaves of more than two academic years may be granted in accordance with and upon completion of the terms of a plan approved by the dean prior to taking a leave. Such extended leaves may be arranged for personal or academic reasons.

Readmission after a leave of more than two academic years may be conditional upon less than full credit being allowed for prior work completed. In such cases, with the consent of the dean, students will not be excluded from taking courses for which prior credit had been earned. The original credit for such courses will be canceled. Tuition will be charged in accordance with the rates prevailing at the time of the readmission and be proportionate to the academic course load.

Readmission in any circumstances other than those described may be sought by petition to the Law School faculty.

Extending Time for Completion of Degree

Yale Law School requires students to complete their work for the J.D. degree in six terms in residence or the equivalent thereof. The Law School recognizes, however, that some students have special needs—arising out of serious illness, severe economic constraints, or extraordinary familial obligations—to extend their period of study. In such circumstances, students may petition to reduce their course load for a number of terms. Such petitions are subject to the following conditions:

1. All students must complete the required work of the first term on a full-load basis.
2. Upon satisfactory completion of the first term, a student may petition to reduce the work of any one term from the normal minimum of 12 units to fewer units; but in no event may a student enroll, even on a reduced-load basis, for fewer than 8 units per term. Ordinarily permission shall be granted
only in cases of serious illness, severe economic need, or extraordinary familial obligation.

3. Students who receive permission to pursue some of their work on a reduced-load basis must complete all required units of satisfactory work in no more than eight terms of residence.

4. Upon acceptance by the Law School and before submitting a deposit, students may request that the dean rule on whether their particular situation is such as to justify a reduced-load curriculum, as described above, after the first term. Such a ruling would be conditional on the continuation, after the first term, of the situation that made reduced-load law study appropriate.

Credit for Work Done at Another Law School

A student wishing to obtain credit toward the J.D. degree for work done at another law school is required to petition the dean for permission. The dean shall ordinarily grant such permission only in cases of personal hardship or for compelling curricular reasons. In granting such permission, the dean must find that the proposed program of study is acceptable and that it will count toward meeting Yale Law School’s degree requirements for no more than 24 units of credit, or their equivalent. Such credit will be given only for work completed in residence at the other law school, with a weighted average which is to be determined in advance by the dean, and which in no event would be less than the equivalent of a Pass at this Law School. In those cases where the dean has reasonable doubt about granting a petition he will refer the matter to the faculty. Students denied permission by the dean may, of course, petition the faculty to have their request reviewed. In no case will more than one year of residence and unit credit be granted for work taken at another school. Work done at another law school will not be accepted in satisfaction of the writing requirements.

BAR REQUIREMENTS

Admission to practice law depends not only upon adequate academic performance in law school and successful completion of the bar examination, but upon satisfaction of the requirements of the particular jurisdiction as to subject matter and proof of good character. These requirements differ from state to state, and students should inform themselves of the requirements of the jurisdictions in which they are interested. Because some states have early registration requirements, students should check state rules as soon as possible.

REQUIREMENTS FOR GRADUATE DEGREES

The Degree of Master of Laws (LL.M.)

The Law School admits a limited number of graduate students each year to pursue studies in law beyond the first professional degree. Admission is generally open only to those committed to a career in teaching law.
Graduate students are admitted for one year of study leading to the degree of Master of Laws (LL.M.). An LL.M. candidate’s program of study consists of at least 18 units of regular course and seminar offerings (in the Law School or other schools in the University), participation in student-run programs, and up to 6 units of independent research and writing for credit under the supervision of a Law School faculty member. With approval, up to 6 units of credit toward the LL.M. degree can be earned in courses in other schools in the University. No uniform course of study is prescribed for LL.M. candidates. Subject to meeting degree requirements and to the approval of the student’s academic adviser, each LL.M. candidate is invited to utilize the resources of the Law School in whatever program of study will best prepare that individual for a career in research and teaching.

The LL.M. program runs from September through May; there are no January admissions. LL.M. candidates must carry a total of no fewer than 12 units of credit per term. Changes in the program may be arranged during the first week of each term. At least two terms must be spent in residence. To qualify for the LL.M. degree a candidate must successfully complete a minimum of 24 units of credit with a grade average of at least Pass for all work taken for credit. Up to 6 units per year (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail only with the consent of the instructor. Work taken credit/fail must be designated as such on the records of the registrar at the time of registration and may be so designated subsequent to registration only with approval of the dean’s office.

LL.M. candidates are expected to complete all degree requirements by the end of the spring term. On the rare occasion when extensions are warranted, LL.M. work must be completed by December 1 of the year in which the student was to have graduated. LL.M. candidates who have not completed their work by this deadline will be withdrawn from the program.

For information on admission procedures for the LL.M., please see pages 114–16.

The Degree of Doctor of the Science of Law (J.S.D.)

The Doctor of the Science of Law (J.S.D.) program is open only to LL.M. graduates of Yale Law School. Students who have earned an LL.M. degree from another institution are admitted rarely and only under extraordinary circumstances. (Interested students from outside the Law School should contact the director of graduate programs [203.432.1681] to discuss their application plans prior to submitting a formal application.)

At least two terms of work must be spent in residence at the School. This requirement may be satisfied by residence as an LL.M. candidate. At least one additional year, not necessarily in residence, must be devoted to the preparation and revision of the dissertation. In the case of those whose original legal training was not in the United States, the Graduate Committee may require the additional year of residency.
To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that is a substantial contribution to legal scholarship. If the dissertation or any portion of it is thereafter published, it shall state that it has been submitted in partial fulfillment of the requirements for a graduate law degree at Yale Law School. The J.S.D. dissertation must be completed within five years from the date of J.S.D. admission; otherwise, the candidate will be withdrawn. Only under extraordinary circumstances will an extension be granted.

Students from abroad should see pages 144–45 for information about international students at Yale.

For information on admission procedures for the J.S.D. program, please see pages 116–17.

The Degree of Master of Studies in Law (M.S.L.)

The Law School has established the Master of Studies in Law degree program for a small number of non-lawyers who want to obtain a basic familiarity with legal thought and to explore the relation of law to their disciplines. It is a one-year terminal program designed for those who do not desire a professional law degree, but who are interested in a more formal relationship to the Law School and a more rigorous curriculum than that offered by the visiting researcher program. Candidates in the M.S.L. program are ordinarily experienced scholars with research or teaching objectives in mind, or journalists seeking an intensive immersion in legal thinking so that they are better able to educate their audiences upon their return to journalism. Those who have completed a professional law degree are not eligible for the program.
Candidates for the M.S.L. degree are required to complete the first year of the J.D. program (27 units), including a small group. There are four required first-term courses (Constitutional Law, Contracts, Procedure, and Torts); the M.S.L. candidate may substitute an elective for one of those courses (see page 85). Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. The second term is entirely elective and affords opportunities for independent research and clinical experience in addition to regular courses and seminars. In the second term, students must take at least 10 graded units of the 12 units required. Students will be disqualified as M.S.L. candidates if they accumulate more than one Failure in the first term, or more than a total of two Low Passes or two Failures for the academic year. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

M.S.L. candidates are expected to complete all degree requirements by the end of the spring term. On the rare occasion when extensions are warranted, M.S.L. work must be completed by December 1 of the year in which the student was to have graduated. M.S.L. candidates who have not completed their work by this deadline will be withdrawn from the program.

For information on admission procedures for the M.S.L. program, please see page 117.
All new J.D. students and all graduate students are required to register in person on August 31, 2006, at the Law School.

All returning J.D. students are required to register in person on September 5, 2006, at the Law School. Students may not register for their penultimate term unless they have completed one of the two writing requirements (see page 87).

All students must register in person for the spring term on January 29, 2007.

A fee of $35 will be charged for late registration. This fee will be waived only with written permission to register late from the appropriate associate dean. Written permission must be received prior to the designated registration day. First-year J.D. students will not be allowed to register for the first time unless they have provided the registrar with two passport-sized photographs and an official transcript confirming the award of a bachelor’s degree. Transfer students must provide the School with two passport-sized photographs and official transcripts of a bachelor’s degree and the first year of law school. Individual classes commence on the date announced in the schedule of classes as published by the registrar’s office of the Law School.
Course Selection, Limited Enrollment, Examinations and Papers

COURSE SELECTION

During the first five days following registration all J.D. students, except first-term students, and all graduate students may sample courses and rearrange course selections. After that time period, a student may not add or drop a course or seminar unless (a) on application to the instructor, the student can establish good cause for adding or dropping the course; (b) the registrar concurs in the recommendation of the instructor; and (c) the student retains at least 12 units and no more than 16 units for the term, unless approval is given by the associate dean and the registrar.

Forms for adding and dropping courses must be signed by a member of the faculty and filed with the registrar’s office. A course in which an examination is required must be added or dropped by the final day of classes. In fall 2006, the deadline for adding or dropping such a course will be Wednesday, December 20; in spring 2007, the deadline will be Friday, May 11. A fee of $10, $20, or $60 will be charged for each late course change, depending on the time of the change. A fee of $100 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered. In the absence of written permission, a course or individual work elected but not completed will, at the close of the term, be deemed a Failure. No degree will be awarded with incomplete work remaining on a student’s record.

LIMITED ENROLLMENT

Faculty members may set limits or special qualifications for a course and these will be specified in the course description. If no such limitations have been set, enrollment in a given course will be limited only by the availability of classroom space. If enrollment is limited, then students must apply during a special sign-up period that usually occurs in April for fall-term courses and in December for spring-term courses.

A student applying for more than one course in which enrollment is limited must indicate preferences among these courses by designating a first choice, a second choice, and up to three third choices. This ranking may be used by faculty in making selections among students. A student who is accepted in such a limited enrollment course will be enrolled in that course during the first online enrollment period. A student who declines a place in such a limited enrollment course must remove that course from her or his schedule during the open enrollment period and notify both the professor and the registrar, so that the student’s place in the course may be offered to someone else.
EXAMINATIONS AND PAPERS

Examinations for all degree students at the Law School are given during a period (normally two weeks) at the end of the term. All papers assigned during the term, and all papers submitted in lieu of examinations in courses where that is authorized, shall become due, unless otherwise indicated in writing by the instructor, on the final day of the examination period for that term.

The registrar may, for good cause shown, permit students to take an examination at a time different from that indicated on the official examination schedule. Requests for such permission may only be made during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2006, requests for rescheduled examinations must be made between December 13 and 20; in spring 2007, between May 7 and 11. For good cause, instructors may authorize extensions of time for the completion of papers. The authorization must be in writing, and extensions will be permitted for no more than sixty days after the close of the term in which the paper is assigned.

Approval for extensions of time beyond these limits shall be given only where the student obtains, in writing, permission from both the instructor and the registrar. Such permission must include a specific due date and must be filed with the registrar. If the student does not meet regular or extended deadlines for papers and examinations, the professor may award a grade of Failure for such papers and examinations.
Admissions, Expenses, and Financial Aid

THE DEGREE OF JURIS DOCTOR (J.D.)

Admissions

The small size of Yale Law School — approximately 185 in each entering class — requires an extremely selective admissions process. Admission is subject to approval by the dean, pursuant to policies promulgated by the faculty of the School and the Corporation of Yale University. Overall, the Law School seeks the most promising students in terms of professional and academic distinction. Students are considered for admission regardless of financial need.

An information brochure may be downloaded or requested through the Yale Law School Web site at www.law.yale.edu/jdrequest; or by writing to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

To apply for the class entering in September 2007, an applicant must:

1. Have received or expect to receive a bachelor’s degree (or the equivalent) from an approved college before registration day.
2. Take the Law School Admissions Test (LSAT) no later than December 2006.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Data Assembly Service (LSDAS). Any new undergraduate grades received during the application process may be submitted through LSAC, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation from professors under whom the applicant has studied (preferably in high-level courses in the major field of study). Applicants who have been out of school for some time may substitute letters from employers or others who know them well. Applicants should submit letters through the LSAC letter of recommendation service, which is included as part of the LSDAS subscription. Please visit www.lsac.org for instructions for using this service. If a recommender wishes to write specifically about the applicant’s qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent through LSAC or directly to Yale. All other letters should be sent through LSAC.
5. Complete and submit an admissions application form electronically using the LSAC electronic application service, which is available online at www.lsac.org as part of your LSDAS subscription. The application must be submitted by February 1, 2007. It is the applicant’s responsibility to make certain all items arrive at Yale in a timely fashion.

Foreign-educated applicants who are ineligible for an LSDAS subscription or applicants without access to the Internet may obtain an application
form by e-mailing admissions.law@yale.edu, or by writing to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

6. Pay the nonrefundable application fee of $70.

A completed file consists of the application form, a 250-word essay, two letters of recommendation, and an LSDAS report. For applicants whose undergraduate work was outside the United States or Canada, and not at an institution with an American-style grading system (see LSDAS registration booklet for more information), a completed file contains, instead of an LSDAS report, an LSAT score report and an official certification of work done abroad.

Applications are considered roughly in the order in which they are completed. Applicants are encouraged to submit their applications as soon as possible after September 1. We suggest this early autumn date because both the Law School and the LSAC must process large volumes of material. Applicants who submit materials after December 1 should expect a longer processing time.

The Law School’s admissions office notifies applicants by e-mail when their application has been received and when it is complete. Frequent phone and e-mail inquiries about application status delay consideration of applications. Applicants should not telephone to inquire about decisions.

An applicant to whom an offer of admission is being made will be notified immediately after the decision is made. An application may be “held” for later consideration if the applicant does not quite meet the competition of those currently being admitted but has strong qualifications that indicate possible admission later in the season. A file may be read by as many as four faculty readers; therefore, few applicants receive a decision before early March.

Upon notification of acceptance, an applicant must deposit $250 before the acceptance will be deemed final and a place held for the applicant in the next class. The deposit is fully refundable if the Law School is notified by June 1 that the admitted student intends to withdraw; after that date, the deposit will not be refunded.

An accepted applicant to Yale Law School who has submitted the required acceptance deposit may petition the admissions committee for a one-year deferral. Deferral requests should be made as soon as possible after acceptance. Deferral petitions are considered and granted on a case-by-case basis. Applicants admitted from the waiting list are ineligible for deferral. In exceptional cases, such as foreign academic programs, a two-year deferral may be granted.

When a deferral is granted, the student’s acceptance deposit will be credited to the student’s account upon matriculation. A further confirmation deposit will be required by March 15 of the year in which the student intends to enroll.

No person is eligible for admission who has been excluded from any law, graduate, or professional school for deficiency in scholarship or because of misconduct. Any material misstatements on the application form or any form of
application dishonesty (including fraudulent practices relating to the LSAT) will be considered disqualifying misconduct by the admissions committee.

No student may commence studies as a first-year student in the J.D. program in the spring term; all new J.D. students must start in the fall term. The Law School does not have an evening division, nor is there a summer session. Yale Law School offers no online or correspondence courses.

Any requests for exceptions to the admissions and application requirements stated above should be addressed in writing to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

Personal interviews are not part of the admissions process.

Information concerning LSAC services, including the LSDAS and the LSAT, may be found in the LSAC information brochure, which is usually available through college prelaw advisers, career planning offices, or directly from the Law School Admission Council (LSAC), online at www.lsac.org; Box 2000, Newtown PA 18940-0998; or telephone 215.968.1001. Additional information is contained in The Official Guide to U.S. Law Schools, published by the LSAC and the ABA.

**Transfer Policy/Advanced Standing**

Students who have done one year of full-time work (or the equivalent) in residence at another U.S. law school may apply to transfer to Yale. At least two years’ work must be done at Yale Law School. Credit will be granted only if the other school is approved by the American Bar Association and if the applicant maintained a weighted grade average of not less than B (or an equivalent) for all work in that school. To be considered, an applicant must have received or expect to receive a bachelor’s degree (or the equivalent) before matriculating at Yale Law School. Applicants in special programs in U.S. law schools who have completed the first year of law school while completing the requirements for a bachelor’s degree may be considered for transfer.

Application forms for transfer may be obtained by e-mailing admissions.law@yale.edu, or by writing to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word essay, an LSDAS report, law school transcripts, and at least two letters of recommendation from law school professors. LSDAS reports should be updated to reflect the applicant’s complete undergraduate record. Spring-term law school grades must be received by Yale Law School before decisions can be made. Please see the application form for further information. Decisions on transfer candidates will be made at the end of July.

Normally, applicants from foreign law schools should apply for admission to the first year of the J.D. program. Requests for advanced standing based on work done outside the United States should be made to the appropriate associate dean after an offer of admission to the first-year program has been made.
Visiting Students

In special circumstances, a student enrolled at another law school may apply for admission on a full-time, nondegree basis. Visiting students may attend for a term or a year, earning credit toward a degree at their own institutions. The admissions committee considers past academic performance as well as the special circumstances in deciding about such requests.

Students who wish to apply as visiting students should submit their application to the Admissions Office in an envelope marked “Visiting Student Request.” Application forms for visiting may be obtained by e-mailing admissions.law@yale.edu, or by writing to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329. A complete application for visiting students contains an application form, a 250-word essay, an LSDAS report, a law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant’s reason for visiting. LSDAS reports should be updated to reflect the applicant’s complete undergraduate record.

A visiting student must have permission from his or her degree-granting school to earn credit for course work at Yale. Any conditions imposed by that school must also be communicated to the appropriate associate dean. The student must pay full tuition to Yale Law School and is eligible to apply for federal and supplemental loans, but is not eligible for Law School scholarship money. The student may have limited or restricted access to participation in student-run journals and may have a lower priority than Yale Law students in limited-enrollment courses.

Financing Law School

Quality legal education is expensive, and the Law School draws on the University, alumni, and friends to keep annual tuition well below the per student cost of education. Through a combination of loans, grants, and postgraduate loan forgiveness programs, the School seeks to reduce further the burden of education costs on those students demonstrating financial need. Approximately three-quarters of the student body now receives some form of financial assistance. Extensive assistance to meet the cost of loan repayment for graduates is provided through the Career Options Assistance Program. Yale Law School is also an approved program for educational benefits from the Veterans Administration.

Tuition and Expenses

Tuition is $20,450 per term, including mandatory fees. The total yearly bill is $40,900, not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Information on housing costs can be found on page 133. Bills are payable before the beginning of each term at the University Office of Student Financial Services.
For new students, the $250 deposit required in the spring will be credited on
the tuition bill if the student registers in the fall. If the applicant withdraws by
June 1, the deposit will be refunded. After that date, the deposit will not be
refunded. A student receiving an admission deferral (see page 106) will, upon
matriculation, receive tuition credit for all deposits, but such a student will for-
feit admission deposits if the student withdraws after June 1 of the year in which
the deposit was made.

Students will be charged a special roster fee of $100 per term to be maintained
on the school records during periods of nonattendance.

Tuition Rebate and Refund Policy
On the basis of the federal regulations governing the return of federal student aid
(Title IV) funds for withdrawn students, the rebate and refund of tuition is sub-
ject to the following policy.

1. For purposes of determining the refund of federal student aid funds, any stu-
dent who withdraws from the Law School for any reason during the first 60
percent of the term will be subject to a pro rata schedule which will be used
to determine the amount of Title IV funds a student has earned at the time of
withdrawal. Funds are earned according to the percentage of the term com-
pleted. A student who withdraws after the 60 percent point has earned 100
percent of the Title IV funds. In 2006–2007, the last days for refunding fed-
eral student aid funds will be November 20, 2006 in the fall term and April 12,
2007 in the spring term.

2. For purposes of determining the refund of institutional aid funds and for stu-
dents who have not received financial aid, tuition will be rebated in accor-
dance with the following policy:
   (a) 100 percent of tuition (excluding the $250 deposit for new students) will be
       rebated for withdrawals which occur on or before the end of the first 10
       percent of the term (September 15, 2006, in the fall term and February 8,
       2007, in the spring term).
   (b) A rebate of one-half (50 percent) of tuition will be granted for withdrawals
       which occur after the first 10 percent but on or before the last day of the
       first quarter of the term (October 2, 2006, in the fall term and February 24,
       2007, in the spring term).
   (c) A rebate of one-quarter (25 percent) of tuition will be granted for with-
       drawals which occur after the first quarter of a term but on or before the
       day of midterm (November 9, 2006, in the fall term and April 1, 2007, in
       the spring term).
   (d) Students who withdraw for any reason after midterm will not receive a
       rebate of any portion of tuition.

3. The death of a student shall cancel charges for tuition as of the date of death
   and the bursar will adjust the tuition on a pro rata basis.

4. If the student has received student loans or other forms of financial aid, funds
will be returned in the order prescribed by federal regulations; namely, first to the Unsubsidized Federal Stafford and/or Subsidized Federal Stafford loans, if any; then to Federal Perkins loan; next to any other Federal or State, private or institutional scholarships and loans; and finally, any remaining balance to the student.

5. Loan recipients (Stafford, Perkins, or YLS) who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive a mailing from Student Financial Services with an exit packet and instructions on completing this process.

The estimated minimum amounts required for all expenses for the academic year, including tuition, are stated in the section on financial aid (page 112–13).

**STUDENT ACCOUNTS AND BILLS**

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

**Yale University eBill-ePay**

Yale University eBill-ePay, the University’s system for electronic bill presentation and electronic payment, is the preferred means for payment of bills. It can be found at [www.yale.edu/sis/ebep/](http://www.yale.edu/sis/ebep/). Electronic payments are easy and convenient, and payments are immediately posted to students’ accounts. There is no charge to use this service. Bank account information is password protected and secure, and students are provided with a printable confirmation receipt. Payments can be made 24 hours a day, every day of the year; payments made up to 4 p.m. on the due date will avoid late fees. Students can authorize up to three people to make payments electronically to their account using Yale’s system. Use of a student’s own bank payment service is not authorized by the University.

**Yale Payment Plan**

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Sallie Mae Business Office Solutions. To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is $65. The deadline for enrollment is June 22. For additional information, please contact Sallie Mae Business Office Solutions at the number above or visit its Web site at [www.tuitionpay.com/](http://www.tuitionpay.com/).

**Yale Charge Account**

Students who sign and return a Yale Charge Card Account Authorization form will be able to charge designated optional items and services to their student
accounts, including toll calls made through the University’s telephone system. The University may withdraw this privilege from students who do not pay their monthly bills on a timely basis. The authorization form is available at http://yale.edu/sfas/financial/ChargeAccAuthBillAgree.pdf.

Bills

Student account statements are prepared and made available twelve times each year at the beginning of each month. Payment is due in full by 4 p.m. on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis. For the first term bill, new students will be sent paper bills in addition to being notified of the availability of their bills on the Web.

Bills for tuition, room, and board are available to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the
term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<table>
<thead>
<tr>
<th>Late charge</th>
<th>If full-term payment in full is not received</th>
</tr>
</thead>
<tbody>
<tr>
<td>by August 1</td>
<td>$110</td>
</tr>
<tr>
<td>by September 1</td>
<td>an additional 110</td>
</tr>
<tr>
<td>by October 1</td>
<td>an additional 110</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late charge</th>
<th>If spring-term payment in full is not received</th>
</tr>
</thead>
<tbody>
<tr>
<td>by December 1</td>
<td>$110</td>
</tr>
<tr>
<td>by January 2</td>
<td>an additional 110</td>
</tr>
<tr>
<td>by February 1</td>
<td>an additional 110</td>
</tr>
</tbody>
</table>

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student’s involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

**Charge for Rejected Payments**

A processing charge of $20 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is returned:

1. If the payment was for a term bill, a $110 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student’s registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

**FINANCIAL AID**

Applicants for financial aid must complete a Free Application for Federal Student Aid (FAFSA), which is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). A Need Access application is also required and is available online at [www.needaccess.org](http://www.needaccess.org). Applications must be submitted no later than March 15 for entering students, or April 1
for continuing students. No financial aid application will be processed unless it is completely filled out, including the required information about parents’ finances. Students who are twenty-nine years of age or older need not supply information about parental finances.

The estimated budget for a single student for travel, books, and all living costs for the academic year 2006–2007 is $14,700. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based on these averages.

Among the goals of the aid policy are allocating scholarship resources to the neediest students and balancing graduates’ educational indebtedness. The Law School therefore uses a formula that increases the proportion of grant as total need increases. Students whose total need is relatively low will normally receive only loan assistance. While the formula varies each year, in 2006–2007 students are expected to meet $29,000–$31,000 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and scholarship grants from the Law School. The Law School expects students who receive grants to help provide stewardship through letters, reports, or meetings with donors.

In calculating individual financial aid awards, the student’s financial resources—including student assets, summer and term-time employment, and spouse’s and parents’ contribution—are taken into account. The Law School treats students who are twenty-nine years old or older at the time they enter the Law School as financially independent from their parents. For students twenty-seven and twenty-eight years old at entrance, only one-half of the calculated parental contribution will be treated as a resource.

A brochure containing detailed information on financial aid policies is available from the Financial Aid Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215 or online at www.law.yale.edu in the “Students” section of the Web site. The director and staff of the office are available to discuss financial aid matters.

SUMMER PUBLIC INTEREST FELLOWSHIP PROGRAM

The Summer Public Interest Fellowship program (SPIF) provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2005, the Law School provided fellowships for 139 students in the United States and around the world.

Student eligibility is based on financial need. Those who do not meet the needs test may still be able to receive SPIF funding or loans. In 2006, students are eligible to receive up to $6,000 through SPIF.
Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, the School established the Career Options Assistance Program (COAP) to mitigate the influence of educational debts on the career choices of its graduates. COAP is one of the most generous postgraduation financial assistance programs in the country. Since its inception, more than 1,000 Yale Law School graduates have received more than $20 million in benefits. COAP is made possible in part through an endowment established by the C. E. and S. Foundation and the Humana Foundation of Louisville, Kentucky, which grants were made at the recommendation of David A. Jones '60, Founder and CEO Emeritus of Humana, Inc., and David A. Jones, Jr. ’88, Vice-Chairman of Humana, Inc. COAP also receives generous funding from the estates of Hans Klagsbrunn ’32 and his wife, Dr. Elizabeth Ramsey, a graduate of the Yale School of Medicine, and the estate of Carolyn E. Agger ’38.

COAP provides grants to cover the shortfall between graduates’ educational loan payments and the amounts graduates can afford to pay from relatively modest incomes. Unlike many other loan forgiveness programs, eligibility is based upon compensation levels, not type of employment. COAP participants work in local, state, and federal government; nonprofit organizations serving the public interest; academia; and private practice. COAP assistance is also available to judicial clerks in the form of loans. Eligibility does not depend on the political or ideological orientation of the graduate, the employer, or the work.

COAP grants are calculated on the basis of the participant’s income, indebtedness, and an imputed loan repayment schedule. Participants’ gross income is adjusted with regard to spouses, dependents, and assets, and for graduates whose adjusted income is less than a certain “threshold” level (§44,000 in 2006), COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over $44,000 are expected to contribute 25 percent of their income in excess of that amount toward repayment. Provisions are made for parental leave and for part-time work.

For further information, please contact the Financial Aid Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

THE DEGREES OF MASTER OF LAWS (LL.M.) AND DOCTOR OF THE SCIENCE OF LAW (J.S.D.)

Admissions

An LL.M. applicant must:

1. If from the United States, have graduated from an approved college and have graduated with high rank from a law school that is a member of the Association of American Law Schools or approved by the American Bar Association. If from another country, have graduated with high rank from a law school or
law faculty with standards substantially equivalent to those of the aforemen-
tioned American law schools. As a general rule, admission is not available to
persons who have already obtained the LL.M. degree or an equivalent degree
from another law school in the United States. Applicants are encouraged to
plan to complete the requirements for professional certification or bar admis-
sion prior to the time they would enter the LL.M. program.

2. Submit the following materials by December 1, 2006:
   (a) a completed application form from Yale Law School and the additional
       materials requested in the paper or online application;
   (b) résumé or curriculum vitae;
   (c) original or certified copies of college and law school transcripts (or, in
       the case of international students, the nearest equivalent record of courses,
       grades, and rank. Transcripts must be in English or accompanied by an
       English translation);
   (d) two letters of recommendation from law professors or other references
       commenting in detail on the scholastic and professional qualifications of
       the applicant (letters must be in English or accompanied by an English
       translation); books, tapes, etc. should not be submitted.

3. If the applicant's primary language is not English, establish proficiency in
   English. Such candidates are required to take the Test of English as a Foreign
Language (TOEFL), administered at centers throughout the world by the Educational Testing Service, Princeton, New Jersey. The TOEFL should be scheduled so as to insure receipt of the score prior to January 5, 2007. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL, 250 on the computer-based TOEFL, and 100 on the iBT TOEFL.

4. Pay a nonrefundable application fee of $75 or submit a note requesting a waiver of the application fee and the reason(s) why payment of the fee would pose a financial hardship.

Applications may be obtained from the Office of Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; or by e-mail, gradpro.law@yale.edu. Applications may also be submitted online or downloaded from the Web site at www.law.yale.edu in the “Admissions” section. Early filing is recommended. Admission decisions are not made on a rolling basis. All LL.M. admission decisions are announced in mid-March.

A J.S.D. applicant must:

1. Have achieved high standing in the LL.M. program at Yale Law School and demonstrate strong aptitude for performing advanced scholarly research. Admission to candidacy for the J.S.D. is highly selective. It does not follow automatically from admission to the LL.M. program or from the award of the LL.M. degree, but rests entirely on the graduate committee’s independent judgment of the applicant’s qualifications. Admission to candidacy requires the endorsement of the graduate committee. The Yale LL.M. must have been awarded within the five years preceding the student’s J.S.D. application.

2. Submit:
   (a) a completed application form from Yale Law School, plus a letter of application;
   (b) a dissertation proposal;
   (c) a statement of the contingent approval by a member of the Yale Law School faculty who is willing to supervise the candidate and of two Yale Law School faculty who are willing to serve as readers;
   (d) any writings that indicate competence in research;
   (e) letters of recommendation from two members of the Yale Law School faculty;
   (f) an original copy of all college and law school transcripts in English (if applicant does not hold a Yale LL.M. degree);
   (g) TOEFL report (if English is not the candidate’s primary language).

3. Pay a nonrefundable application fee of $50.

The application and supporting materials should be submitted to the J.S.D. program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by March 21, 2007.
Expenses and Financial Aid

Tuition and estimated living expenses for graduate students in the LL.M. program are the same as for J.D. students (see pages 108–10). Tuition for resident J.S.D. candidates will be $7,500 per term. To be maintained on Law School records nonresident J.S.D. candidates are charged a $100 fee per term. A fee of $100 will be charged for each J.S.D. dissertation approved by the faculty. These fees will be billed by the University Office of Student Financial Services.

Scholarships and loan funds for graduate study, tuition, and living expenses are awarded by the Law School on the basis of the individual student’s financial need. Awards do not include funds for travel expenses. Applicants to the graduate programs are urged to apply to sources outside Yale Law School for support.

THE DEGREE OF MASTER OF STUDIES IN LAW (M.S.L.)

Admissions

Applicants for this program must:

1. Have at least a bachelor’s degree;
2. Submit:
   (a) a completed application form;
   (b) a current curriculum vitae;
   (c) a letter describing the applicant’s professional experience and interest in the program;
   (d) transcripts of all undergraduate and graduate work;
   (e) three letters of recommendation from persons having knowledge of the candidate’s academic ability and professional promise;
   (f) three to five examples of professional work for those applying as journalists;
   (g) TOEFL report (if English is not the candidate’s primary language).

Admission decisions are not made on a rolling basis. All M.S.L. decisions are made and announced in April. The letter of application, supporting materials, and the nonrefundable application fee of $50 should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by February 15, 2007.

Expenses and Financial Aid

Fees for the program are the same as for the J.D. program. Financial aid for M.S.L. candidates is designed to supplement grants from outside sources, sabbatical salaries, and personal resources.
STUDENT ORGANIZATIONS AND JOURNALS

The American Constitution Society for Law and Policy is a national organization of law students, law professors, practicing lawyers, judges, and policy makers. Its goal is to revitalize and transform the legal debate, from law school classrooms to courtrooms and legislatures, by restoring the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice, to their rightful and traditionally central place in American law.

Americans for Informed Democracy (AID) at Yale is a nonpartisan educational organization that raises awareness in the U.S. about world opinions, with an aim toward promoting a more multilateral American foreign policy. Since its establishment in the fall of 2003, AID at Yale has brought together nearly a thousand young leaders and concerned citizens to discuss anti-Americanism, the compatibility of the Western and Islamic worlds, and the war in Iraq. The organization’s Web site is www.aidemocracy.org.

The Asia Law Forum provides a venue for students and faculty to discuss and debate contemporary issues of law and policy in Asia by sponsoring guest lectures, leading discussion groups, and hosting social activities.

The Yale chapter of the Black Law Students Association (BLSA) promotes and protects the interests of students of African descent enrolled at Yale Law School. BLSA organizes projects and events in the areas of admissions and financial aid, placement, community services, and alumni affairs. BLSA also invites persons of interest to black students to speak at the Law School.

The Capital Assistance Project (CAP) provides people on death row, and the lawyers who represent them, with substantive legal support. Students research legal topics, write motions, petitions, and briefs, and occasionally conduct investigative work. CAP also raises awareness about the death penalty by sponsoring lectures, panels, and workshops.

The Coalition for Faculty Diversity seeks to coordinate efforts to achieve greater faculty diversity in terms of race, ethnicity, gender, and sexual orientation at law schools throughout the country and at Yale Law School in particular. The coalition emphasizes the importance of diversity and facilitates discussions among students, faculty, and administrators on what diversity means to different people, and how greater diversity can be achieved.

The Court Jesters, the Law School’s own theater troupe, performs each spring for the Law School community. Recent productions include Moises Kaufman’s Three Trials of Oscar Wilde, Ariel Dorfman’s Death and the Maiden, and Ira Levin’s Deathtrap. Theater experience is optional; sense of humor, a must. The organization’s Web site is islandia.law.yale.edu/courtjester/html.
The Green Haven Prison Project brings law students and inmates together for a seminar on legal and political issues concerning prisons. The seminar meets biweekly inside a maximum-security prison and offers a rare opportunity for extensive, frank, and often intense discussion.

Habeas Chorus is Yale Law School's original, co-ed (SATB) a cappella group. Membership is open by audition to members of the Law School community; no experience required. The group has three major performances per year, and occasionally takes trips to sing at Harvard and other venues. The Habeas repertoire emphasizes law school-themed comedy through rewritten popular music.

The Initiative for Public Interest Law at Yale, Inc. is a student-run 501(c)(3) corporation that provides grants to innovative public interest law projects. Founded in 1981, it currently distributes two to three grants each year. Students host fundraising activities and serve on the initiative’s board of directors, which includes public interest lawyers, community members, and Law School faculty and staff. Students and board members together review grant applications and select recipients.

The Jerome N. Frank Legal Services Organization (LSO), which provides legal aid to individuals who cannot afford private attorneys, has a student board of directors. The student board collaborates with the clinical faculty and staff to set priorities for and manage the work of LSO. Board members also serve as teaching assistants, or “student directors,” in LSO clinics and seminars.

The Latino Law Students Association was founded to promote the academic, career, and political interests of Latina/o students at the Law School. The association meets regularly and sponsors projects in the areas of admissions, recruitment, political and community awareness, and cultural solidarity.

The Law and Biotechnology Society (LaBS) is a graduate and post-graduate organization that engages in a collective investigation of the intersections of law, culture, bioethics, and cutting-edge advances in biotechnology through interdisciplinary reading groups, speaker panels, and lectures. LaBS collaborates with other student organizations on campus and functions as the biotech wing of the Information Society Project.

Law Talk, the Community Legal Education Radio Show, is a call-in radio program that discusses legal issues of importance to the New Haven community. The show broadcasts weekly on a Yale-affiliated AM radio station. Each show explores an area of the law with a guest expert. Shows have covered diverse and offbeat topics including family law, immigration, sports, local politics, and coping with parking tickets.

The Allard K. Lowenstein International Human Rights Law Project is an organization that provides students with the opportunity to carry out human rights research and advocacy projects, usually on behalf of nongovernmental organizations. Students are encouraged to suggest and develop project ideas.
The **Muslim Law Students Association** serves as a vehicle for gathering Muslims and others interested in learning about Islam and Muslims, Islamic legal issues, and issues of concern to Muslims and other minorities.

**New Haven Cares** operates a program of redeemable vouchers for those in need that may be used at participating merchants for food, clothing, shelter, and transportation, but not alcohol, tobacco, or cash. To ensure that vouchers are distributed widely, New Haven Cares has partnered with more than a dozen local social service agencies that work day-to-day with New Haven’s hungry and homeless.

**OutLaws** is an organization of lesbian, gay, bisexual, and transgender (LGBT) members of the Law School community. Founded in the early 1970s, OutLaws sponsors speakers, supports activism, and participates in LGBT legal conferences and events. With regular social events, OutLaws provides a social forum as well. OutLaws’ Web site is www.yale.edu/outlaws.

The **Pacific Islander, Asian, and Native American Law Students Association** (PANA) is a student group that seeks to promote community among its members and foster a more diverse educational environment. PANA organizes social and cultural events and assists in recruiting minority students. In addition, it organizes discussions of issues affecting ethnic minorities and the role of law in addressing these concerns. Membership in PANA is open to all members of the Law School community.

The **Pro Bono Network** serves as a clearinghouse for public interest research opportunities, soliciting projects from public interest organizations and staffing the projects with Yale Law students. The Pro Bono Network gives students with no prior legal experience the opportunity to work on discrete research and writing projects involving pressing contemporary legal issues.

The **Project for Law and Education at Yale** (PLEY) seeks to foster conversation and community building among students interested in education policy, as well as the intersection of education and the law. Programs have featured teachers and school administrators, lawyers representing students, schools, and education-oriented nonprofit organizations. PLEY also sponsors a reading group exploring current developments in education law and policy.

The **South Asian Law Students Association** (SALSA) is an organization dedicated to celebrating, promoting, and sharing the culture and diversity of the countries of South Asia with the Law School and the larger community. Everyone interested is welcome.

**Street Law** seeks to empower New Haven’s minority youth through legal education, providing support to public school teachers, and interacting with the local community. Teachers work in the same classroom during the term, teaching weekly, hour-long lessons. The lessons are designed to be interactive, informative, and challenging — enabling students to think critically about the legal systems in place. Street Law teachers use the same curriculum and receive weekly training on the lesson and its implementation.
The Student/Faculty Alliance for Military Equality (SAME) was organized in the fall of 2002 in response to threats by the Department of Defense to withdraw federal funding from the University if military recruiters were not permitted to participate in certain Law School recruiting programs. SAME became a plaintiff in a lawsuit challenging DOD’s actions, and in 2005 a District Court enjoined the DOD’s efforts in a related lawsuit by some members of the Law School faculty. SAME also organizes broader activities in support of law school nondiscrimination policies and in opposition to “Don’t Ask, Don’t Tell.”

The Thomas Swan Barristers’ Union organizes an annual mock trial competition with a civil or criminal case. Students acting in pairs prepare pleadings and a trial brief, and conduct a pretrial motions hearing and the trial. Federal judges or practicing attorneys preside at the trials. A final prize trial is held at the end of the year. The competition occurs in the spring term. A pre-participation program is offered in the fall term as an introduction to trial advocacy skills. First-year students are welcome to participate.

The Temporary Restraining Order Project (TRO) provides students with the opportunity to assist domestic violence victims with the often arduous process of seeking legal protection from abuse. Participants are trained to staff an office at the New Haven Superior Court under the supervision of the court clerk’s office and New Haven Legal Assistance attorneys.

The Morris Tyler Moot Court of Appeals is a competition managed by a board of student directors, composed of students who have previously participated in a moot court competition. Each participant writes an extensive appellate brief and presents an appellate oral argument on a case scheduled to be heard by the Supreme Court. Another case is selected for briefing and argument in the prize finals, which are held at the close of each term.

Women and Youth in Support of Each Other (WYSE) is a mentorship program originally founded to prevent teen pregnancy and provide young women with more options at an earlier age. It has since expanded to sites in Chicago, New Haven, New York, and Boston. Mentors from YLS have worked with undergraduates to mentor girls in New Haven middle schools since 1995; the program also includes work with high school students on issues ranging from college preparedness to violence in the community.

The Yale AIDS Network brings law students together with other students in the Yale University community who are committed to creating a coordinated response to the global HIV/AIDS pandemic at the local, national, and international level through advocacy, political activism, and education.

The Yale Civil Rights Project (YCRP) designs programs to spark dialogue about the scope of civil rights problems today and how best to utilize the law to challenge these inequalities.

The Yale Entertainment and Sports Law Association (YESLA) is an organization for law students interested in pursuing careers in sports or entertainment law.
The Yale Environmental Law Association (YELA) sponsors activities to advance thought, dialogue, and action on issues of environmental law and policy. Activities include speakers; panels; brown-bag lunches on topics of current relevance; activism on matters of pressing concern; an annual career panel; and legal research and advocacy (both self-initiated and for outside groups and activists).

The Yale Federalist Society is a group of conservative and libertarian law students dedicated to fostering discussion and debate of issues of law and public policy. It is a part of the national Federalist Society. Members share a belief in judicial restraint and the use of free market forces to allocate resources in a society. Activities have included debates on current legal issues and speeches by federal judges, law professors, and public officials.

The Yale Forum on the Practice of International Law brings leading international practitioners and policy makers from many regions of the world to the Law School to speak on subjects within their expertise. The Forum seeks to advance discussion on pertinent topics of international law and policy while taking particular care to expose students to the kinds of opportunities that exist for legal practice in an international forum.

The Yale Graduate Law Students Association (YGLSA) is an organization open to graduate fellows and visiting scholars. YGLSA members participate in lectures, discussions, and social events organized by the students and the Tutor in Law of the Graduate Programs. These sessions focus on subjects such as teaching methodology, scholarship, and legal topics in both international and American law. Workshops on dissertations in progress are offered throughout the year.
The Yale Human Rights and Development Law Journal (YHRDLJ; http://islandia.law.yale.edu/ybdlj/) strives to provide a broad range of perspectives on issues at the intersection of human rights and development. The journal is edited by students and advised by members of the Law School faculty, and includes articles solicited from top legal scholars and practitioners, in addition to student notes and book reviews.

YIPPIE! (Yale Incentive Program for Public Interest Employment) was founded by members of the class of 2006 to encourage YLS students to do summer public interest work by helping those students with their financial needs, and to draw together the entire Law School community around Yale Law’s public interest mission. YIPPIE! coordinates events including Small Group Olympics, Speed Dating, and the Day’s Pay initiative.

The Yale Jewish Law Students Association hosts Shabbat and holiday meals, arranges lectures, discussions, and informal classes on topics of Jewish and legal interest, and sponsors legal and social action in the public interest.

The Yale Journal of Health Policy, Law, and Ethics is an interdisciplinary journal whose staff members come from all of Yale’s graduate and professional schools. The journal publishes pieces on many topics, ranging from civil rights enforcement in health care delivery to bioterrorism. Recent contributors have included Senator Ted Kennedy, Senator Bill Frist, and prominent academics and policy makers. Submissions are peer reviewed by a distinguished advisory board, and first-year editors can play a substantive role in editing the journal. The journal’s Web site is www.yale.edu/yjhple.

The Yale Journal of International Law is a publication that contains articles and comments written by scholars, practitioners, policy makers, and students on a wide range of topics in public and private international law. Published twice a year, the journal is a primary forum for the discussion and analysis of contemporary international legal problems.

The Yale Journal of Law and Feminism publishes works concerning a broad range of legal issues as they pertain to gender, sexuality, or feminist theory. Combining theoretical and practical perspectives, the editors encourage submissions of articles, essays, and reviews, and also consider submissions of other genres. To reflect feminist values, the journal is nonhierarchical — all members can participate fully in editing, screening, and administrative decision making.

The Yale Journal of Law & the Humanities is a biannual publication edited by students and advised by a board of distinguished scholars. Editors include students from the Law School and several graduate departments in the University. Founded on the conviction that interdisciplinary scholarship is crucial to an understanding of both law and culture, the journal explores the intersections among law, the humanities, and the humanistic social sciences.

The Yale Journal of Law & Technology (www.yjolt.org) is a student-run journal that offers its readers a cutting-edge, dynamic environment in which to acquire and produce knowledge about the interface between law and technology. The
journal publishes a wide variety of material, including scholarly articles, incisive think pieces, and lectures and written pieces by guests of the Law & Technology Society as well as other scholars and professionals. No technical or scientific background is necessary.

The Yale Journal on Regulation is a national forum for legal, political, and economic analysis of current issues in regulatory policy. The journal is edited, managed, and marketed by students. Membership is open to all interested students.

The Yale Law & Policy Review (YLPR) publishes pieces on a wide range of issues at the intersection of law and policy, including affirmative action, campaign finance reform, urban policing, education policy, and the war on terrorism. YLPR welcomes contributions by professors, policy makers, and practitioners. YLPR’s Web site is www.yale.edu/ylpr.

The Yale Law and Technology Society provides a forum for the discussion of law and technology. The society invites distinguished speakers to participate in activities at the Law School throughout the year. In conjunction with the Information Society Project (www.law.yale.edu/isp), the society publishes LawMeme (www.lawmeme.org), the Law School’s weblog for law and technology issues.

The Yale Law Christian Fellowship is a nondenominational organization formed to encourage spiritual growth in the Law School community. Members believe that life, including law school, includes an important spiritual component easily overlooked by the busy. Members share the challenges of faith with one another and seek to contribute to the Law School community through speakers and weekly meetings.

The Yale Law Journal publishes articles, essays, book reviews, and student notes and comments on a broad range of legal topics. In addition, the journal publishes an online companion magazine, The Pocket Part, and regularly hosts live symposia. A board of student editors manages and produces eight issues of the journal per year. Students are selected for membership on the journal and for positions on the editorial board through procedures established by the current board.

The Yale Law Republicans promote conservative values, explore and discuss Republican Party philosophies, provide members with exposure to local, state, and national party officials, and conduct outreach to the political community of New Haven and Connecticut. Membership is open to any student of the Law School.

The annual Yale Law Revue is a collection of satirical songs, skits, and vignettes written, staged, and performed by law students. It’s an institution—a good time had by all (or your money back).

Yale Law School Workers’ Rights Project advocates for workers’ rights in the United States and globally. In cooperation with practicing attorneys, law students work with a diverse group of labor and community organizations, as well as initiating their own projects. The goal is to serve the immediate legal and other needs of worker organizations and to assist in the development of innovative organizing strategies.
Yale Law Women provides a forum for discussion of issues and concerns that women share with regard to teaching, classroom atmosphere, curriculum, and the outside legal community. It monitors policies of the Law School that have a particular impact on women, seeks to develop a supportive community of women students and faculty, and offers practical information relevant to school, practice, and education on women’s legal issues through speakers and workshops.

The Yale Middle East Law Forum seeks to promote discussion on various topics on the Middle East. The forum organizes lectures, panels, conferences, and dinners at the Law School throughout the year. The organization’s Web site is http://mideastforum.law.yale.edu.

The Yale Student Animal Legal Defense Fund educates the Yale community about important issues in animal law. Its members host speakers on current issues in animal rights and animal welfare law; carry out research projects; attend conferences around the nation; and lobby for a course in animal law to be taught at the Law School. The group hosted the first national animal law conference at an Ivy League law school.

Students may list student organization events in the online Calendar of Events (www.law.yale.edu/calendar).
STUDENT PARTICIPATION IN ADMINISTRATION

Students participate in the administration of the Law School as follows:

1. There are ten elected representatives of the student body — three from each class and one representing the graduate fellows — entitled to be present at faculty meetings and to participate fully in the deliberation of the faculty, but without vote.*

2. Student representatives are elected for a term of one academic year, commencing with the beginning of the fall term. Representatives for the second- and third-year classes are elected during the spring of the academic year preceding their term of office. Representatives for the first-year and graduate classes are elected at the beginning of the fall term of the academic year for which they will serve. Elections for all classes are held under the auspices of the student representatives in office at the time of the election.

3. The elected student representatives, and other students selected by appropriate procedures, participate in the work of standing committees of the faculty and, where appropriate, in the work of ad hoc committees. The form and nature of such participation depend upon the character of the work of each committee. All elected student representatives serve on committees.

* This entitlement is subject to the limitation that on occasion the faculty may feel it necessary to convene in executive session. In such an event the dean will, to the extent he or she deems appropriate, advise the student representatives of the holding of the executive session in advance and invite the student representatives to present to the faculty their views on the subject under consideration; under any circumstances student representatives will be advised of the holding of such meeting promptly thereafter. It is, however, the purpose and expectation of the student body and of the faculty that the business of the faculty will normally be conducted in meetings in which student representatives participate.
Career Development Office

The Career Development Office (CDO) offers informational materials, programs, and individual counseling to educate students and alumni about the diverse career paths open to them as graduates of Yale Law School. With the assistance of CDO, students and alumni gain the confidence and knowledge to identify and achieve their career goals.

CDO’s services include:

• Offering advice from attorney counselors specializing in the public interest and private sectors, as well as in judicial clerkships and fellowships.
• Sponsoring more than sixty programs each year, including panels, lectures, and informal discussions on various employment tracks, self-assessment, job search and interviewing skills, and quality of life issues.
• Hosting a recruitment program every fall for second- and third-year students. More than 250 legal employers register, from all parts of the country and abroad, to interview students for summer and permanent positions. Approximately twenty employers interview first-year students at CDO’s spring interview program. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year.
• Maintaining a library of materials as well as publishing guides and brochures on career development topics and specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO’s Web site at www.law.yale.edu/cdo.
• Coordinating, with the Office of Alumni Affairs, YLS Career Connections (formerly the Alumni Mentoring Network) where students and alumni have access to more than 1,200 graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence where they meet individually with students seeking information about particular careers.

Upon graduation, virtually all Yale Law students have accepted employment. Each year, more than 40 percent accept judicial clerkships, and more than 40 percent accept jobs with private law firms. Approximately 10 percent accept public interest or government jobs. However, after taking into account the first jobs taken by students after their judicial clerkships, the total percentage of graduates in public service typically rises to approximately 20 percent.

Geographically, New York City, Washington, D.C., San Francisco, and Los Angeles are the most popular destinations for Yale Law School graduates, but members of the Class of 2005 accepted employment in twenty-eight different states.
Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, or public interest organizations. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work—in the United States or abroad—receives it.

All graduates since 1988 are eligible for the Law School’s Career Options Assistance Program (COAP). COAP is a loan deferral and forgiveness program that provides full, need-based loan repayment to graduates earning approximately $44,000 or less a year and partial repayment for many alumni earning above that amount. See page 114 for further details.

The Law School has long taken a vigorous stand against any discrimination on grounds of age; color; handicap or disability; ethnic or national origin; race; religion; religious creed; gender (including discrimination taking the form of sexual harassment); marital, parental, or veteran status; sexual orientation; or the prejudice of clients. Accordingly, all employers using Yale Law School’s placement services are required to abide by this policy.
The Lillian Goldman Library is located within the heart of the Yale Law School complex, providing the Law School community with ready access to one of the world’s finest collections of printed legal materials. These collections are complemented by access to a growing array of online sources, as well as the strong interdisciplinary collections housed nearby at more than twenty-five other campus libraries, including the Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library. The law library supports the needs of twenty-first-century legal researchers by integrating access to print and online sources throughout the library.

The law library’s print collections include an especially rich assortment of texts and treatises emphasizing law and the social sciences, reflecting Yale’s traditionally broad approach to the study of law. The long-standing international interests of the Law School are also supported by a 200,000-volume foreign and international law collection. Basic U.S. materials include the reported state and federal court decisions, published statutes and administrative rules, regulations, and decisions, together with related finding aids. The domestic law materials for countries other than the United States consist of primary and secondary sources for most European jurisdictions and a number of other countries, collected both in English and the vernacular, with an emphasis on English language materials for secondary sources. To keep printed law current, the library maintains approximately 10,000 active serial titles and receives nearly every newly published academic press title in law. The library’s rare book collections have strong holdings of English legal history sources, including a superb collection of Blackstone editions.

Research at Yale is supported further by the diverse collections of other campus libraries, which hold more than ten million volumes of books and serials, spanning nearly all areas of human knowledge. These libraries are fully available to all members of the Yale Law School community.

The library’s information technology services department provides members of the Law School community with easy, integrated access to legal information in all formats. The library organizes access to its large selection of online resources through a series of Internet-based Web pages. Its online catalogue, MORRIS, enhances access to printed collections and includes all of the library’s bibliographic records, some with links to online versions of the same documents. MORRIS also provides access to the major legal periodical indexes and provides convenient links to the online catalogues of the Yale campus libraries as well as other major and regional law libraries. Full-text sources of digitized legal information include the major commercial services, such as LEXIS and WESTLAW, supplemented by Internet-based resources, including a growing number of digitized documents loaded by the library.
Library hours and services are structured to meet the research demands of the Yale Law School community. Services are provided by a professional staff of librarians, lawyers, and computer specialists who offer training, support, and advice to library users in their efforts to find information. Individual reference support is offered most weekdays until late evening and at reduced hours on weekends. In addition, professional librarians offer a wide array of legal research training programs throughout the year.

Interlibrary loan, document delivery, and paging services further supplement the needs of researchers. For materials not available at the Lillian Goldman Library, the library provides free interlibrary borrowing services for members of the Law School community, and the rich resources of the other Yale campus libraries are made readily available to Yale Law School users through a free campus document delivery service.
LIFE AT YALE LAW SCHOOL

Rules of Discipline

In 1970, the faculty and students first adopted a disciplinary code that describes the basic rights and duties of members of the Law School and provides a set of procedures governing alleged violations of the code. Copies of the current code are available in the registrar’s office. In addition, all students are admitted subject to the statutes and rules of the University.

Dormitories and Housing

Annual rentals in the Law School dormitories range from $5,440 to $6,000 for the academic year. Each room is fully furnished; students are required to supply their own towels, bed linens, blankets, pillows, and lamps. The rooms are assigned by lottery. Also included in the lottery are a few rooms elsewhere on the University campus.

The University seeks to assist in locating housing for students who cannot be accommodated in the dormitories. Such students should seek housing well before matriculation, since there is limited University housing for Law School students. The Graduate Housing Office has dormitory and apartment units for a small number of graduate and professional students. Students may access information about University accommodations outside the Law School on the Web at www.yale.edu/graduatehousing. This site includes facility descriptions, floor-plans, and rates. For further information on graduate apartments, contact Betsy Rosenthal at 203.432.8270, fax 203.432.0177, or betsy.rosenthal@yale.edu. For graduate dormitory information, contact Renee Robichaud at 203.432.2167, fax 203.432.4578, or renee.robichaud@yale.edu.

The University’s Off-Campus Housing service, limited to current or incoming members of the Yale community, may be accessed from any computer at Yale through the intranet at www.yale.edu/offcampushousing. Call 203.432.9756 to obtain the necessary passwords to access the system from other areas.

Dining Hall

The Law School Dining Hall offers a salad and sandwich bar, a wrap station, an expanded grill menu, pizza, hot food bar, daily specials, snacks, and beverages. The dining hall also offers a selection of all-natural and organic products. Continental breakfast is offered at 8 A.M., lunch service begins at 11:30 A.M., and dinner service begins at 5 P.M. Hot breakfast is served Tuesdays and Thursdays from 8 to 10 A.M. The servery is open for snacks and beverages until 8 P.M. The Law School offers an optional pre-purchased meal plan, or items may be purchased with cash or charged to a bursar account. The Law School Dining Hall
also provides catering services for the Law School community. The dining hall is closed on Saturday and Sunday; alternative facilities are available nearby on those days.

**Computers**

In support of research and instruction at the Law School, Information Technology Services maintains a Windows XP computer cluster with several high-speed network printers. All of the computers are networked and run a standard suite of software including Microsoft Office, Corel WordPerfect, and Adobe Acrobat. Print accounts are available for each student and printing to the networked printers costs $0.07 per page for black-and-white printing; $0.50 per page for color.

E-mail and dial-up Internet accounts are established for each entering student. Students can access their e-mail from any Web-enabled computer, and from their own computers using any e-mail client such as Microsoft Outlook or Apple Mail. All Law School classrooms are wired for Internet access, and wireless Internet is available throughout the Law School. For more information, please see [www.law.yale.edu/wireless](http://www.law.yale.edu/wireless).

Information Technology Services assists students with questions and concerns about computer hardware and software. For more information check the Law School’s ITS Web page at [www.law.yale.edu/its](http://www.law.yale.edu/its) or contact the director of Information Technology Services at 203.432.4044.

**Child Care**

The YLS Early Learning Center is an independently operated childcare center run for the benefit of Yale Law School students, faculty, and staff. Open all day and year-round, it accepts children from three months through three years of age. Children of students, faculty, and staff of Yale Law School have priority in the assignment of spaces. For students on financial aid, the Law School makes loans available to cover the center’s tuition. For further information about the center, please contact the YLS Early Learning Center at 203.432.7640.

**Security in the Law School**

As in most urban institutions, security from fires, thefts, and personal attacks is a concern of the Law School. Security affairs are administered by a joint faculty-staff-student committee working in conjunction with Yale security and fire prevention personnel.

Fire extinguishers are located on each floor of the dormitories, and a detector system activates a siren. Immediate evacuation of dormitories must commence whenever the siren is activated. Doors are locked using a system that discourages key duplication, and campus police regularly patrol the Law School area.

Special buses and, when requested, security personnel escorts are provided to promote safety throughout the campus during late evening hours.
Class Cancellations

The Law School ordinarily does not cancel classes because of adverse weather conditions. Individual classes may be canceled by instructors on occasion, in which case makeup classes are scheduled.

Special Events

Numerous lectures are given by distinguished visitors invited to the Law School by faculty and students (see pages 73–75). From time to time faculty members present informal talks on their current research interests. Lectures and other public events are described in the online Calendar of Events (www.law.yale.edu/calendar).

LIFE AT YALE UNIVERSITY

A Global University

In celebrating the Yale Tercentennial in 2001, President Richard C. Levin gave special weight to “Yale’s intention to become a truly global institution” by building on existing relationships and international activity. Since that time, the University has made great strides to intensify and broaden its efforts in the international arena. Exchanges of students, faculty, researchers, and fellows have grown significantly. Programs of study and research across the University increasingly incorporate international subject matter. To enhance all its initiatives in this
direction, the administration has created a number of organizations and other specialized resources.

The most recently established organizational unit, inaugurated in 2003–2004, is the Office of International Affairs, which serves as an administrative resource to support the international activities of all schools, departments, offices, centers, and organizations at Yale; to promote Yale and its faculty to international audiences; and to increase the visibility of Yale’s international activities around the globe. Web site: www.yale.edu/oia.

The Office of International Affairs joins a range of other institutional resources, including:

Yale Center for International and Area Studies (YCIAS), the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures; www.yale.edu/ycias.

Yale Center for the Study of Globalization, which draws on the rich intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, while helping to enrich debate through workshops, conferences, and public programs; www.ycsg.yale.edu.

Office of International Students and Scholars (OISS); www.oiss.yale.edu. See the description on pages 144–45.

Yale World Fellows Program, which hosts twelve to eighteen Fellows from outside the U.S. each year for a term of concentrated study and close contact on the Yale campus; www.yale.edu/worldfellows.

For additional information: “Yale and the World” is a compilation, on the Yale Web site, of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives: http://world.yale.edu.

Cultural, Religious, and Athletic Resources

Two sources of information about the broad range of events at the University are the Yale Bulletin & Calendar (YB&C), a newspaper printed weekly during the academic year, and the Yale Calendar of Events, an interactive calendar that can be found online at http://events.yale.edu/opu. The YB&C, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opu/yb&c.

The Yale Peabody Museum of Natural History contains collections in anthropology, mineralogy, oceanography, paleontology, and some aspects of geology.

The Yale University Art Gallery is known worldwide for its collections of American art, the Jarvis Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century European and American art, and most recently the

The Yale Center for British Art houses an extraordinary collection of British paintings, sculpture, drawings, and books given to the University by the late Paul Mellon, Yale Class of 1929.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The religious resources of Yale University serve all students, faculty, and staff. These resources are the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Church of Christ in Yale University, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slika Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and student religious groups such as the Baha’i Association, the Yale Hindu Council, and the Muslim Student Association. Additional information is available at www.yale.edu/chaplain.

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays, the center also provides office and meeting space for student
groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/ intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Yale Outdoor Education Center (East Lyme, Connecticut), the Yale Tennis Complex, the Yale
Polo and Equestrian Center, and the Golf Course at Yale are open to faculty, students, employees, students’ spouses, and guests of the University at established fees. Up-to-date information on hours and fees at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (http://yalebulldogs.collegesports.com) for more information concerning any of these recreational facilities and programs.

Approximately forty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of these activities are open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at http://yalebulldogs.collegesports.com (click on Sports Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at http://yalebulldogs.collegesports.com.

Health Services for Law School Students

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS’s services are detailed in the YHP Student Handbook, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at www.yale.edu/uhs.
ELIGIBILITY FOR SERVICES
All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the YHP Member Services Department. Enrollment applications for the YHP Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at YUHS. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

HEALTH COVERAGE ENROLLMENT
The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student’s responsibility to confirm receipt of the waiver form by the University’s deadlines noted below.

YHP Hospitalization/Specialty Coverage
For a detailed explanation of this plan, see the YHP Student Handbook, which is available online at www.yale.edu/uhs/for_students/student_hb/studenthb.pdf.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories
officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

Waiving the YHP Hospitalization/Specialty Coverage: Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student’s responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the Waiver: Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

YHP Student Two-Person and Family Plans
A student may enroll his or her lawfully married spouse or same-gender domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both the YHP Basic Coverage and the YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP Student Affiliate Coverage
Students on leave of absence or extended study or students paying less than half tuition may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.
Yale Law School

YHP Prescription Plus Coverage
This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the YHP Student Handbook.

Eligibility Changes

Withdrawal: A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student’s YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated or refunded. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

Leaves of Absence: Students who are granted leaves of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Premiums will not be prorated or refunded.

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Students must complete an enrollment
application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by YHP, please refer to the YHP Student Handbook, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

REQUIRED IMMUNIZATIONS

Measles (Rubeola) and German Measles: All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, and after the student’s first birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, and after the student’s first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student’s religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Meningococcus (Meningitis): All students living in on-campus housing must be vaccinated against Meningococcal disease. The law went into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2006. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Note: Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

Resource Office on Disabilities

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 30. Special requests for University housing need to be made in the housing
application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the Cross Campus entrance to WLH. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).

The Office of International Students and Scholars

The Office of International Students and Scholars (OISS) coordinates services and support to Yale’s international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University’s representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States, issues the visa documents needed to request entry into the U.S. under Yale’s immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the monthly international coffee hours, daily English conversation groups, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale’s international community and become acquainted with the many resources of Yale University and New Haven.

OISS maintains an extensive Web site (www.oiss.yale.edu) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale’s international community. YaleInternational E-Group is an interactive list through which
over 3,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. The ISPY E-Group is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to oiss@yale.edu.

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.
Law School Students

DEGREES CONFERRED

Juris Doctor, October 1, 2005
Werner Federico Ahlers
Ryan John Bubb
Shelaswau Danielle Kinilem
Bushnell Crier
Shalom Doron
Akiva M. Goldfarb
Daniel En-Wenn Ho
Anand Mani Kandaswamy
Samuel Paul Krasnow
Samuel J. Merritt
Heather Michelle Sias

Master of Laws, October 1, 2005
Wei-Tseng Chen
Gilles Cuniberti
Carolina Lizarraga
Frank Meyer
Geeyoung Min

Doctor of the Science of Law, October 1, 2005
Nimrod Kozlovski

Master of Laws, December 10, 2005
Jorge Contesse Singh

Doctor of the Science of Law, December 10, 2005
Daniel Bonilla
Francisca Maria Pou Giménez

Juris Doctor, April 22, 2006
Sophia Zoila Lee
Yoon-Ho Alex Lee
Intisar A. Rabb
Heidee Flower Stoller
Scott Daniel Vesel

Master of Laws, April 22, 2006
Laura Marcela Saldivia

Juris Doctor, May 31, 2006
Zack Alcyone
Joel Alfonso
Jessica Michelle Anderson
Justin A. Anderson
Carlos E. Barreazueta
Lea Victoria Bishop
Edward Joseph Blocher, Jr.
Nora Bojar
Rebecca Eve Bolin
Amy Karyo Bonderoff
Ranmali Bopitiya
Paul Joseph Breloff
Michael Simon Bretholz
Clara Elena Brillembourg
Luke Aaron Bronin
Daniel G. Bush
Nishka Chandrasoma
Rebecca Jane Charnas
Mark Sun Cho
Stephen James Clowney
Judith Emily Coleman
Lauren Elyse Cooper
Anne Nicole Cortina
Christina Melissa Craig
Aaron Hayes Crowell
Anisha Sasheen Dasgupta
Jeffrey Michael Davidson
Andrew James DeFilippis
Stefan George dePozsgay
Elizabeth Napier Dewar
Leah Elizabeth Donahue
Karen L. Dunn
Angus White Dwyer
Jamie Stephen Dyczus
Hugh Athelstan Eastwood
Kenneth Nji Ebie
Alison Frances Egan
Monica Elizabeth Eppinger
Brandon Tyler Fail
Sameera Fazili
Daniel E. Fernandez
Ethan H. Fletcher
Justin Grant Florence
Henry W. Frampton IV
Janna C. Freed
Sara Cecilia Galvan
Jane Yinghua Gao
Kelli K. García
Michelle García
Jude Justin Geiger
Sabrina Christi Glaser
Joshua S. Glasgow
Alison Joan Glusman
Dana Lynne Goldblatt
Ezra Emmanuel Goldschlager
Adam Michael Gordon
Michael David Kolker Gottlieb
Benjamin Blystad Gould
Marek Milosz Grabowski
Scott Wagner Grant
Heloisa Helena Griggs
Jesse Karl Grittner
Gina Guarienti Cook
Jean Chang Han
Fadi G. Hanna
Ambia Nicole Minor Harper
Joshua David Hawley
Joseph Andrew Hearn
Tara Jill Helfman
Benjamin Carder Hensler
Paige Lynn Herwog
Thaddeus Alan Heuer
Gretchen Ann Hoff Varner
Adam David Hollander
Abigail Esther Horn
Mary I. Hunter
Diego Alberto Ibargüen
Timothy Andrew Johnson
Tamara Carty Jones
Johanna Kalb
Aron John Ketchel
Katherine Michelle Kimpel
Joshua Seth Kleinfeld
Mark Christopher Koh
Daniel S. Korobkin
Charles Randolph Korsmo
Kory A. Langhofer
Ariel N. Lavinbuk
Andrew Shiu Lee
Eunice Chaeyoung Lee
Mollie Mindes Lee
Jonathan Lewinsohn
Ryan Christopher Likes
Stephen Charles Norman Lilley
Sarah Nomi Lipton-Lubet
Hui Liu
Brian Normand Lizotte
Curtis Joseph Mahoney
Richard Brandon Mancill
Irina Daniela Manta
Carol Beth Martens
Rafael S. Mason
Thomas Neal McCasland
Geneva Barbara McDaniel
Katherine Leigh McDaniel
Allegra M. McLeod
Felicia Maria Medina
Frances Kathleen Mejía
Melissa Jeanne Miksch
John Dirk Morley
Christopher Charles Muha
Sheila Nagaraj
Timothy Charles Nelson
Brian David Netter
David Aubrey Newman
Phu Cam Nguyen
Benjamin Zvi Novick
Eric Chingyun Pai
Jennifer Lynn Peresie
Robin Marie Preussel
Joseph Alan Pull
Maria K. Pulzetti
Rahul Rajkumar
Aziz Fidel Rana
Jaynie Rogers Randall
Kamil Elaine Redmond
Jeremy Adam Robbins
Jessica Lynn Roberts
Nicholas Linscott Robinson
Erin Ventre Roeder
Bertrall LeNarado Ross II
Dakota Sundance Rudesill
Syeda Saleela Khanum Salahuddin
Nicholas Edward Salazar
Jennifer J. Schmidt
Jonathan Thomas Schmidt
Alan Evan Schoenfeld
Abbie Newell Schwaderer
Kevin Scott Schwartz
Marco Gabriel Serrano
Vanita Rani Shimpi
Timothy Scott Shuman
Marc Harris Silverman
Martin Skladany, Jr.
Derek Delbert Smith
Jason J. Smith
Katherine Michelle Smith
Laura Danielle Smolowe
Rebecca Harriet Smullin
Jessica Dawn Soojian
Matthew John Spence
Sarah Judith Spinner
Dina Hilal Srinivasan
Jessica Lyn Stebbins
Nicholas O. Stephanopoulos
Marah C. Stith
Alison Mary Stocking
Thomas Karl Sylvester
Bartlomiej Michael Julius Szewczyk
Danielle Feldman Tarantolo
Jorge Gerardo Tenreiro
Rebecca S. Tinio
Mark Allan Totten
Stephen Gillis Townley
Caroline Wheeler Trowbridge
Michael D. Tsan
Samantha Meek Tweedy
John Napier Tye
Michael Alexander Umpierre
Felix Valenzuela, Jr.
Kathryn Rebecca Vogel
Marc Alfred Wallenstein
Randall Derek Walters
Shanyah Albert Wang
Celia Whitaker
Bree Grossi Wilde
David Wilkinson
Erika Nicole Williams
Liana Gale Turner Wolf
Richard Charles Worf, Jr.
Anita Pei-da Wu
Yueqian Wu
Robert Michael Yablon
Jane Roberta Yakowitz
Allen Teba Yancy
Daniel Hupil Yi
Sean Jengwei Young
Kristina Marie Zanotti

Master of Laws, May 31, 2006

Thuraya Judi Al Wazir
Christian W. Behrendt
Alberto Benitez
Elaine C. Craig
Rohit De
Ruslan Dimitriev
Avihai Dorfman
Helen Eenmaa
Maia Beth Goodell
Eric Talbot Jensen
Nicolas P. Kuonen
Ya-Wen Lei
Bin Ling
Aloysius Piczon Llamzon
Helmut F. Ortner
Katrina Angela Pagonis
Mariana Souza Pargendler
Yan Qin
Jek-Hui Sim
Wandipa Tshambani
Zhiqiang Wang

Master of Studies in Law, May 31, 2006

Ezra H. Friedman
Doctor of the Science of Law,  
May 31, 2006  
Antonio Felipe Barreto Rozo  
Oonagh Brigid Breen  

Robert C. Hockett  
Alejandro Madrazo  
Bonita Cecile Meyersfeld  
Aida Torres Pérez

SUMMARY OF ENROLLMENT, 2005–2006

<table>
<thead>
<tr>
<th>Juris Doctor Candidates</th>
<th>Doctor of the Science of Law</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2006</td>
<td>Master of Laws</td>
<td>28</td>
</tr>
<tr>
<td>Class of 2007</td>
<td>Master of Studies in Law</td>
<td>1</td>
</tr>
<tr>
<td>Class of 2008</td>
<td>Visiting Scholars</td>
<td>15</td>
</tr>
<tr>
<td>Joint Degree</td>
<td>Visiting Students</td>
<td>2</td>
</tr>
<tr>
<td>Total Juris Doctor</td>
<td>Total Enrollment</td>
<td>660</td>
</tr>
</tbody>
</table>

INSTITUTIONS REPRESENTED

<p>| American University in Bulgaria | College of Charleston | 1 |
| [Bulgaria]                      | College of the Canyons   | 1 |
| Amherst College                | College of William and Mary | 3 |
| Arizona State University       | Columbia University      | 18|
| Ateneo De Manila University    | Columbia University      |<br />
| [Philippines]                  | [Barnard College]        | 3 |
| Bar-Ilan University [Israel]   | Cornell University       | 6 |
| Bates College                  | Dartmouth College        | 13|
| Benedictine College            | Deep Springs College     | 1 |
| Boston College                 | Denison University       | 1 |
| Bowdoin College                | Depauw University        | 1 |
| Bowling Green State University | Duke University         | 13|
| Brandeis University            | Emory University         | 4 |
| Brigham Young University       | Fairfield University     | 1 |
| Brown University               | Florida International University | 1 |
| Carleton College [Minnesota]   | Foreign Affairs College  |<br />
| Catholic University of America | [People’s Republic of China] | 1 |
| Cedarville College             | Franciscan University of Steubenville | 1 |
| Central Connecticut State      | Steubenville             | 1 |
| University                    | Fudan University         | 1 |
| China Institute of Metrology   | [People’s Republic of China] | 1 |
| [People’s Republic of China]   | Furman University        | 2 |
| City University of New York    | Georgetown University    | 7 |
| [Queens College]               | Grinnell College         | 1 |
| Claremont McKenna College      | Hampton University       | 1 |
| Clemson University             | Hanyang University [Japan]| 1 |
| Colgate University             | Harding University       | 1 |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>89</td>
</tr>
<tr>
<td>Haverford College</td>
<td>1</td>
</tr>
<tr>
<td>Hebrew University of Jerusalem [Israel]</td>
<td>1</td>
</tr>
<tr>
<td>Hillsdale College</td>
<td>1</td>
</tr>
<tr>
<td>Hobe Sound Bible College</td>
<td>1</td>
</tr>
<tr>
<td>Howard University</td>
<td>1</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>1</td>
</tr>
<tr>
<td>Illinois Wesleyan University</td>
<td>1</td>
</tr>
<tr>
<td>Indiana University</td>
<td>1</td>
</tr>
<tr>
<td>Instituto Tecnológico Autónomo de México [Mexico]</td>
<td>1</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>2</td>
</tr>
<tr>
<td>Lehigh University</td>
<td>1</td>
</tr>
<tr>
<td>Leopold-Franzens Universität Innsbruck [Austria]</td>
<td>1</td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td>1</td>
</tr>
<tr>
<td>Libera Università Internazionale degli Studi Sociali Guido Carli in Rome [Italy]</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>1</td>
</tr>
<tr>
<td>Ludwig-Maximillans-Universität München [Germany]</td>
<td>1</td>
</tr>
<tr>
<td>Makerere University [Uganda]</td>
<td>1</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>3</td>
</tr>
<tr>
<td>McGill University [Canada]</td>
<td>2</td>
</tr>
<tr>
<td>McMaster University [Canada]</td>
<td>2</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>1</td>
</tr>
<tr>
<td>Middlebury College</td>
<td>2</td>
</tr>
<tr>
<td>Moldova State University [Moldova]</td>
<td>1</td>
</tr>
<tr>
<td>Morehouse College</td>
<td>2</td>
</tr>
<tr>
<td>Mount Holyoke College</td>
<td>1</td>
</tr>
<tr>
<td>National Law School of India University [India]</td>
<td>2</td>
</tr>
<tr>
<td>National Taiwan University [Taiwan]</td>
<td>4</td>
</tr>
<tr>
<td>National University of Singapore [Singapore]</td>
<td>1</td>
</tr>
<tr>
<td>New York University</td>
<td>3</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>3</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>1</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>7</td>
</tr>
<tr>
<td>Oberlin College</td>
<td>2</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>3</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>1</td>
</tr>
<tr>
<td>Peking University</td>
<td>1</td>
</tr>
<tr>
<td>[People's Republic of China]</td>
<td>2</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>1</td>
</tr>
<tr>
<td>Pomona College</td>
<td>2</td>
</tr>
<tr>
<td>Pontificia Universidad Católica del Perú [Peru]</td>
<td>1</td>
</tr>
<tr>
<td>Princeton University</td>
<td>34</td>
</tr>
<tr>
<td>Rice University</td>
<td>2</td>
</tr>
<tr>
<td>Rutgers, State University of New Jersey</td>
<td>2</td>
</tr>
<tr>
<td>Saint John's College [Minnesota]</td>
<td>1</td>
</tr>
<tr>
<td>Saint Olaf College</td>
<td>2</td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>1</td>
</tr>
<tr>
<td>Scripps College</td>
<td>1</td>
</tr>
<tr>
<td>Seoul National University [Republic of Korea]</td>
<td>1</td>
</tr>
<tr>
<td>Simons Rock of Bard College</td>
<td>1</td>
</tr>
<tr>
<td>Stanford University</td>
<td>42</td>
</tr>
<tr>
<td>State University of New York at Binghamton</td>
<td>1</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>1</td>
</tr>
<tr>
<td>State University of New York at Stony Brook</td>
<td>1</td>
</tr>
<tr>
<td>Swarthmore College</td>
<td>6</td>
</tr>
<tr>
<td>Tel Aviv University [Israel]</td>
<td>1</td>
</tr>
<tr>
<td>Temple University</td>
<td>1</td>
</tr>
<tr>
<td>Thammasat University [Thailand]</td>
<td>1</td>
</tr>
<tr>
<td>Trinity University [Texas]</td>
<td>2</td>
</tr>
<tr>
<td>Tufts University</td>
<td>1</td>
</tr>
<tr>
<td>Tulane University</td>
<td>2</td>
</tr>
<tr>
<td>United States Naval Academy</td>
<td>1</td>
</tr>
<tr>
<td>Universidad de Buenos Aires [Argentina]</td>
<td>2</td>
</tr>
<tr>
<td>Universidad de Chile [Chile]</td>
<td>1</td>
</tr>
<tr>
<td>Universidad Diego Portales [Chile]</td>
<td>1</td>
</tr>
<tr>
<td>Universidade de São Paulo [Brazil]</td>
<td>1</td>
</tr>
<tr>
<td>Universidade Federal do Rio [Brazil]</td>
<td>1</td>
</tr>
<tr>
<td>Grande do Sul [Brazil]</td>
<td>1</td>
</tr>
<tr>
<td>University Name</td>
<td>Count</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Universität Hamburg [Germany]</td>
<td>1</td>
</tr>
<tr>
<td>Universitat Pompeu Fabra [Spain]</td>
<td>1</td>
</tr>
<tr>
<td>Universität Zürich [Switzerland]</td>
<td>1</td>
</tr>
<tr>
<td>Université de Fribourg [Switzerland]</td>
<td>1</td>
</tr>
<tr>
<td>Université de Liège [Belgium]</td>
<td>1</td>
</tr>
<tr>
<td>Université Panthéon-Assas [France]</td>
<td>1</td>
</tr>
<tr>
<td>Université de Paris [France]</td>
<td>2</td>
</tr>
<tr>
<td>University College Dublin [Ireland]</td>
<td>1</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>1</td>
</tr>
<tr>
<td>University of Alberta [Canada]</td>
<td>1</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>2</td>
</tr>
<tr>
<td>University of Botswana [Botswana]</td>
<td>1</td>
</tr>
<tr>
<td>University of California at Berkeley</td>
<td>16</td>
</tr>
<tr>
<td>University of California at Davis</td>
<td>1</td>
</tr>
<tr>
<td>University of California at Irvine</td>
<td>2</td>
</tr>
<tr>
<td>University of California at Los Angeles</td>
<td>7</td>
</tr>
<tr>
<td>University of California at San Diego</td>
<td>2</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>7</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>1</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>1</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>1</td>
</tr>
<tr>
<td>University of Florida</td>
<td>2</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>4</td>
</tr>
<tr>
<td>University of Haifa [Israel]</td>
<td>1</td>
</tr>
<tr>
<td>University of Hartford</td>
<td>1</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>2</td>
</tr>
<tr>
<td>University of Jordan [Jordan]</td>
<td>1</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>1</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>2</td>
</tr>
<tr>
<td>University of Michigan at Ann Arbor</td>
<td>5</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>1</td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>5</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>1</td>
</tr>
<tr>
<td>University of Notre Dame [Indiana]</td>
<td>7</td>
</tr>
<tr>
<td>University of Ottawa [Canada]</td>
<td>1</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>6</td>
</tr>
<tr>
<td>University of Puget Sound</td>
<td>1</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>1</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>1</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>5</td>
</tr>
<tr>
<td>University of Tartu [Estonia]</td>
<td>1</td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>5</td>
</tr>
<tr>
<td>University of Texas at El Paso</td>
<td>2</td>
</tr>
<tr>
<td>University of Toronto [Canada]</td>
<td>4</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>1</td>
</tr>
<tr>
<td>University of Utah</td>
<td>1</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>1</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>10</td>
</tr>
<tr>
<td>University of Washington</td>
<td>5</td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>1</td>
</tr>
<tr>
<td>University of Wisconsin at Madison</td>
<td>5</td>
</tr>
<tr>
<td>Uppsala University</td>
<td>1</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>3</td>
</tr>
<tr>
<td>Vassar College</td>
<td>1</td>
</tr>
<tr>
<td>Villanova University</td>
<td>1</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>1</td>
</tr>
<tr>
<td>Washington University [Missouri]</td>
<td>3</td>
</tr>
<tr>
<td>Webster University</td>
<td>1</td>
</tr>
<tr>
<td>Wellesley College</td>
<td>1</td>
</tr>
<tr>
<td>Wesleyan University</td>
<td>7</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>2</td>
</tr>
<tr>
<td>Wheeling College</td>
<td>1</td>
</tr>
<tr>
<td>Williams College</td>
<td>12</td>
</tr>
<tr>
<td>Yale University</td>
<td>86</td>
</tr>
<tr>
<td>Yeshiva University</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Institutions, 176
### Geographical Distribution

**United States**
- Alabama: 7
- Alaska: 1
- Arizona: 3
- Arkansas: 2
- California: 75
- Colorado: 2
- Connecticut: 107
- District of Columbia: 9
- Florida: 18
- Georgia: 10
- Illinois: 23
- Indiana: 8
- Iowa: 4
- Kansas: 2
- Kentucky: 4
- Louisiana: 3
- Maine: 2
- Maryland: 19
- Massachusetts: 23
- Michigan: 14
- Minnesota: 9
- Missouri: 8
- Nebraska: 1
- Nevada: 2
- New Hampshire: 4
- New Jersey: 23
- New Mexico: 3
- New York: 79
- North Carolina: 10
- North Dakota: 4
- Ohio: 10
- Oklahoma: 4
- Oregon: 5
- Pennsylvania: 15
- Puerto Rico: 1
- Rhode Island: 3
- South Carolina: 5
- Tennessee: 5
- Texas: 22
- Utah: 4
- Vermont: 5

**Virginia** 14
**Washington** 9
**West Virginia** 4
**Wisconsin** 8
**Total, 45**

**Foreign Countries**
- Albania: 1
- Australia: 1
- Belgium: 1
- Botswana: 1
- Brazil: 3
- Bulgaria: 1
- Canada: 14
- Chile: 1
- China: 5
- Estonia: 1
- France: 3
- Gaza: 1
- Germany: 3
- Guam: 1
- Hungary: 1
- India: 3
- Ireland: 1
- Israel: 3
- Italy: 1
- Korea: 3
- Mexico: 2
- Moldova: 1
- Peru: 1
- Philippines: 1
- Spain: 1
- Sweden: 1
- Switzerland: 3
- Taiwan: 4
- Uganda: 1
- United Kingdom: 2
- Zimbabwe: 1

**Total, 31**
ALUMNI

Yale Law School alumni serve as distinguished public servants, academicians, judges, practitioners, and business entrepreneurs all over the world. Renowned in their professional lives, the twelve thousand alumni play a vital role in the global Yale Law School community. They renew social ties and network with one another, and offer their knowledge of legal scholarship and practice at Law School gatherings in a variety of places in the United States and abroad throughout the year. Graduates also gather in New Haven for the annual Alumni Weekend, serve as practitioners in residence and mentors in the School’s centers and programs, and attend and participate in the many lectures and conferences occurring at their alma mater. The Association of American Law Schools annual meetings, in rotating American cities, provide a wonderful opportunity for both local alumni and law teachers to assemble over dinner with the dean and a faculty speaker. The Law School’s Master Calendar notes the frequent alumni events both here and away from New Haven as well as the full schedule of Law School events (www.law.yale.edu/calendar).

The Yale Law School Association consists of all graduates. It was founded to strengthen both the ties among graduates and between graduates and the Law School. In more than fifteen states and cities across the United States and abroad, Yale Law School local associations provide social, intellectual, and professional opportunities for graduates. Whether it is a wine-tasting in Washington, D.C., a large group of New York City alumni enjoying the play Democracy (produced by Eric Falkenstein ’94), a “Yale in L.A. Day” featuring the dean and faculty speakers, a small dinner with Sterling Professor John Langbein in Berlin, or an informal get-together to greet summer associates and recent graduates at Boston Harbor, Yale Law School alumni maintain important connections with each other and with their alma mater. To facilitate communication among members of the Law School community, the Yale Virtual Station (www.aya.yale.edu/vys) allows alumni to have a lifelong e-mail address. For more information, please contact the associate dean for alumni affairs at law.alumni@yale.edu; 203.432.1690; www.law.yale.edu/alumni.

The Yale Law School Association is headed by an Executive Committee consisting of approximately 180 alumni. Meetings take place twice a year at the Law School, led by the present officers: chair, Rhonda Joy McLean ’83; president, James Dabney Miller ’75; vice presidents, Mark C. Alexander ’92, John M. Barkett ’75, Nancy Gist ’73, Janet Langford Kelly ’83, Linda M. Ricci ’94, Laurence T. Sorkin ’67; secretary, Brett A. August ’77; treasurer, Debra A. Valentine ’80.
The online YLS Career Connections (formerly the Alumni Mentoring Network [AMN]), which is accessible via the Career Development Office Web site (www.law.yale.edu/cdo), offers both alumni and current law students the opportunity to seek out hundreds of graduates who have offered to provide career-related advice. Through the Web site, alumni can now join the network, current AMN members can update their information, and both alumni and students can search for mentors online by name, area of expertise, employer type, geographic location, and more. For more information about AMN, including password information for searching the network, please call 203.432.1690 or send an e-mail to law.alumni@yale.edu.

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, and meals. Students attend events and serve as aides. Graduates celebrating their reunions (5th, 10th, 15th, etc.) reconnect with classmates at special Saturday reunion dinners in local dining halls and Sunday brunches at the homes of faculty or other alumni. The theme for Alumni Weekend 2006 is “Crafting a Life: Private, Public, and Professional.”

ENDOWMENT FUNDS

The Law School has the following endowed professorship, library, lecture, scholarship, fellowship, and prize funds. The date of the gift and the name of the donor are given in each instance.

**Professorships**


*Simeon E. Baldwin Professorship* (1896 and 1927). A gift and bequest of Professor Simeon E. Baldwin, B.A. 1861, for “a Professorship of Roman Law, Comparative Jurisprudence, or other branch of advanced legal education, as the faculty of the Law School may recommend.”

*Alexander M. Bickel Professorship of Public Law* (1979). Gifts from various individuals, news organizations, and others in memory of Sterling Professor Alexander M. Bickel, a member of the faculty from 1956 until his death in 1974.

David Boies Professorship of Law (2003). Established in honor of David Boies, a member of the Yale Law School Class of 1966, distinguished trial and appellate lawyer, by his friends and partners. To be held by a member of the faculty of outstanding scholarly achievement whose writing, teaching, and public service exemplify the qualities of intelligence, imagination, and judgment that have been the hallmark of David Boies's exceptional career in the law.

The George W. and Sadella D. Crawford Professorial Lectureship (1997). A fund supporting either a professorship, a fellowship, or a lectureship. Established through a generous bequest from Dr. Charlotte Crawford Watkins of Washington, D.C., Ph.D. Yale 1937, professor of English at Howard University, in memory of her father, George W. Crawford (LL.B. 1903), 1877–1972, a child of former slaves who became a founding signatory of the NAACP and a trustee of Talladega College. He was in addition one of Connecticut’s leading attorneys, serving as corporation counsel for the City of New Haven and judge on the New Haven Probate Court.


Elizabeth K. Dollard Professorship of Law, Medicine, and Psychiatry (1990). Established by a gift from the Elizabeth K. Dollard Charitable Trust, in memory of Elizabeth K. Dollard, J.D. 1939, for teaching and research that explores the intersection of law, medicine, and psychiatry.


Allen Duffy/Class of 1960 Professorship (1990). Created through the generosity of David A. (J.D. 1960) and Betty Jones and members of the 1960 graduating class, on the occasion of their thirtieth reunion, to honor the memory of deceased classmate Allen Duffy, J.D. 1960, a highly respected New Haven practitioner.

Macklin Fleming Visiting Lecturer in Law (1999). Established by Macklin Fleming, Justice of the California Court of Appeal, Retired, for a rotating lectureship. To the extent practicable, appointments are to be made from the ranks of practicing lawyers or those experienced on a trial bench, who are knowledgeable in reconciling legal theory with legal practice.

Ford Foundation Professorship in Comparative and Foreign Law (1955). Established by the Ford Foundation to strengthen programs in international legal studies.

Ford Foundation Professorship in Law and Social Sciences (1955). Established by the Ford Foundation to improve the training of lawyers and law teachers.

Lafayette S. Foster Professorship (1903). Bequest of the Honorable Lafayette S. Foster, to found a professorship of English common law. “I direct that said Professor, as often as once in four years, shall deliver a public lecture at some convenient time and place . . . upon any branch of the common, civil, municipal or ecclesiastical law — the law of nature — the law of nations — political economy — or general politics, the professor to select his own subject.”


Walton Hale Hamilton Professorship (1965). Gifts in memory of Professor Walton Hale Hamilton, M.A. Hon. 1928, a member of the faculty from 1928 to 1948.

The Sam Harris Professorship of Law (1983). A gift in memory of Sam Harris, L.L.B. 1936, by the law firm of Fried, Frank, Harris, Shriver & Jacobson LLP, and by his former clients and friends, to establish a chair in corporate and securities law.

Wesley Newcomb Hohfeld Professorship of Jurisprudence (1958). A gift in memory of Professor Wesley Newcomb Hohfeld, M.A. Hon. 1914, a member of the faculty between 1914 and 1918, from the May Treat Morrison Foundation, by Professor Hohfeld’s brother, Edward Hohfeld, as trustee, to start a professorship of jurisprudence.

Howard M. Holtzmann Professorship of International Law (1997). Established by gifts from Howard M. Holtzmann, B.A. 1942, J.D. 1947, a distinguished lawyer and jurist in the field of international arbitration and dispute resolution, and from his friends, on the occasion of Judge Holtzmann’s fifty-fifth reunion in Yale College, and fiftieth in Yale Law School. The chair is to be held by a member of the Yale Law School faculty who has achieved a worldwide reputation for teaching and scholarship in the field of international law, and who is devoted to the promotion of international order.


Nicholas deB. Katzenbach Professorship (1985). A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, Professor of Law, Attorney General of the United States, Undersecretary of State of the United States, and Senior Vice-President, Law and External Relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to establish a chair of public law or other branch of advanced legal education — not necessarily limited to domestic law or to the law of any one nation.

Chancellor Kent Professorship (1833). Gifts from friends and admirers of Chancellor James Kent, Yale B.A. 1781.

Knight Chair in Constitutional Law and the First Amendment (1997). Established by a grant from the John S. and James L. Knight Foundation to focus on the constitutional study of free speech and communication, with special emphasis on issues posed by new communications technologies.

Arthur Liman Professorship (1996). Established by the friends of Arthur L. Liman, LL.B. 1957, in recognition of his exemplary achievements as a counselor, advocate, and devoted defender of the public interest, to be held by a member of the faculty whose own teaching and scholarship display the same high ideals as Arthur Liman’s distinguished career.


Henry R. Luce Professorship of Jurisprudence (1955). Gift from Henry R. Luce, B.A. 1920, M.A. Hon. 1926, the incumbent to teach law in Yale College as well as the Yale Law School.

Georges Lurcy Visiting Professorship (1986). Annual grants from the Georges Lurcy Charitable and Educational Trust, to support visiting appointments for distinguished scholars from abroad, particularly Western Europe.

Myres S. McDougal Professorship (1998). Gift of Paul C. Tsai, LL.M. 1954, J.S.D. 1957, together with friends and former students, in memory of Myres S. McDougal, J.S.D. 1931, Associate Professor of Law, 1934–39; Professor, 1939–44; William K. Townsend Professor of Law, 1944–58; Sterling Professor of Law, 1958–75; and Sterling Professor Emeritus of Law, 1975–98; to support a professorship.

grant from the John M. Olin Foundation.

Edward J. Phelps Professorship (1887). A gift of Junius S. Morgan, and his son J.
Pierpont Morgan, LL.D. 1908, in honor of Professor Edward J. Phelps, 1822–1900, a member of the faculty between 1881 and 1900, to support a profes-
sorship of contracts and commercial law.

Alfred M. Rankin Professorship of Law (1991). Gifts in honor of Alfred M. Rankin, B.S. 1936, LL.B. 1939, a distinguished practicing lawyer for more than fifty years
and a leader in civic affairs in Cleveland, Ohio, from his wife, Clara Taplin
Rankin, and his son, Alfred M. Rankin, Jr., B.A. 1963, LL.B. 1966, to establish a
chair in Yale Law School whose holder shall have demonstrated consistent qual-
ity and devotion to teaching both in the classroom and as a mentor to students.

Florence Rogatz Visiting Professorships (1994). A fund established through a gener-
ous bequest from Pat Herman Winokur in memory of her parents, Florence
Rogatz Herman, LL.B. 1923, and Alexander C. Herman, to support visiting pro-
fessorships.

Oscar M. Ruebhausen Professorship of Law (2005). Established by a bequest of Oscar
M. Ruebhausen, LL.B. 1937.

Oscar M. Ruebhausen Visiting Scholars (2005). Established by a bequest of Oscar
M. Ruebhausen, LL.B. 1937, to support individuals invited to Yale Law School.

Derald H. Ruttenberg Professorial Lectureship (1993). Gift from Derald H. Rutten-
berg, LL.B. 1940, to support a professorial lectureship for a member of the emer-
itus faculty.

Goldsmith Foundation in memory of Robert R. Slaughter, B.A. 1945, LL.B. 1950,
of New York City, to establish a chair in any field of English or American
common or commercial law.

Gerard C. and Bernice Latrobe Smith Professorship (1993). A chair in international
law, diplomacy, and cross-cultural studies. Established in honor of Ambassador
Gerard C. Smith, LL.B. 1938, and in memory of his wife, Bernice Latrobe Smith,
through gifts from family, friends, and the Ingalls Foundation.

John Thomas Smith Professorship (1964). Gift in memory of John Thomas Smith,
LL.B. 1901 (1879–1947), from members of his family, friends, and associates, to
found a professorship dealing with the legal problems arising from the impact on
law of economic and technological changes.

Charles F. Southmayd Professorship (1913). A gift in memory of Charles F. South-
mayd, LL.D. 1884, from his sister, Emily F. Southmayd.
Potter Stewart Professorship of Constitutional Law (1989). Established through the generosity of family, friends, and former law clerks to honor the memory of the Honorable Potter Stewart, LL.B. 1941, Associate Justice of the U.S. Supreme Court, 1958 to 1981. The memorial fund supports a Yale Law School chair, the holder of which also offers courses in Yale College.

Leighton Homer Surbeck Professorship (2000). Established to honor Homer Surbeck, Yale Law School Class of 1927 and founding member of the law firm of Hughes, Hubbard & Reed, by Margaret Surbeck, his wife. The appointment should be held by a person experienced in the practice of law prior to assuming the professorship.

William K. Townsend Professorship (1925). Gifts in memory of Professor William K. Townsend, LL.B. 1874, a member of the faculty between 1881 and 1907, from his son, George H. Townsend, B.A. 1908.

Gordon Bradford Tweedy Professorship of Law and Organization (1980). A gift in honor of Gordon Bradford Tweedy, B.A. 1929, LL.B. 1932, from members of his family, to establish a joint professorship between the Law School and the School of Management. The incumbent will offer interdisciplinary courses in both schools to encourage the growth of ideas and viewpoints between the legal and business communities.

Robert W. Winner Professorship (1999). An endowed chair in Law and Humanities or Law and Public Policy, created by the gift from a member of the Yale Law School Class of 1938 who was a close friend and business partner of Robert W. Winner, a Washington, D.C., real estate investor and humanitarian.

General Purpose and Research Funds


Timothy Dwight Fund (1899). Gift from President Timothy Dwight.


Martin F. Ernst Fund (1960). Bequest of Martin F. Ernst.


Harvey L. Karp Student Initiative Fund (1997). An endowment established by Harvey L. Karp, LL.B. 1952, to support imaginative student organization activities.


Law Faculty Research Fund (1980). Inaugurated with a challenge grant from Humana, Inc., of Louisville, Kentucky, and funded with gifts from the Andrews Foundation and from private corporations.


Deborah L. Rhode Fund for Public Interest and Pro Bono Service (2005). Established by a gift from Deborah L. Rhode, B.A. 1974, J.D. 1977, for students interested in pro bono or public interest opportunities.


Shibley Family Fund (1995). Established through a generous bequest from the late Raymond N. Shibley, LL.B. 1950, to support a faculty research fund devoted to aspects of post-World War II contracts law.


Streicker Fund for Student Research (1997). Endowment fund established by John H. Streicker, J.D. 1967, to provide support for student research projects involving travel, with priority given to projects with international travel requirements.

Thomas Thacher Fund (1922). Established by a gift from Thomas Day Thacher, B.A. 1904, in honor of his father, Thomas Thacher, B.A. 1871, and later increased by gifts from Mrs. Thomas Thacher and Mrs. Thomas D. Thacher.


Gordon B. Tweedy Fund (1972). Gift from Gordon B. Tweedy, B.A. 1929, LL.B. 1932, income to be used to support faculty research and programs, particularly in private international law.


Wayland Memorial (1905). Gifts from friends of Francis Wayland, M.A. Hon. 1881.


Financial Aid: Scholarship, Loan, Loan Deferral, and Forgiveness Funds

Carolyn E. Agger Endowment for Women in Law (1997). A fund established through the generous bequest of Carolyn E. Agger, LL.B. 1938, of Washington, D.C., a partner in the law firm of Arnold & Porter. Income from the fund is used to fund student scholarships and grants for up to three years to assist graduates who pursue postgraduate legal studies or who engage in low-paying legal careers.


James T. Babb Scholarship (1963). Gift in honor of James T. Babb, B.A. 1924, M.A. Hon. 1945, librarian of Yale University, established by the Steele-Reese Foundation. For scholarships and fellowships with preference to students from the state of Idaho.

Hugh H. Barber Memorial Scholarship (1972). Gift from Ronald Barber, in memory of his brother, Hugh H. Barber, LL.B. 1921.

Barnette Scholarship Fund (1999). Established by a gift from Curtis H. Barnette, LL.B. 1962. To be awarded based on the integrity, leadership, and academic and service performance of a student. Preference to graduates of West Virginia University, Morgantown, West Virginia, or Liberty High School, Bethlehem, Pennsylvania, or other West Virginia or Lehigh Valley, Pennsylvania, colleges.

Joseph W. Beatman Fellowship Fund (1967). Gift from the Beatman Foundation, Inc. [Frances Levinson (Mrs. Joseph W.) Beatman]. For fellowships, preference to be given to those graduate students preparing for teaching careers in American law schools.


William S. Beinecke Scholarship Fund (1964). Gift from William S. Beinecke, B.A. 1936, the income to be used for scholarships for outstanding representatives of minority groups.


Murray Berrie Fund (1982). Established by Murray L. Berrie and his family for American graduate students interested in constitutional law and civil liberties.

Samuel R. Betts Scholarship (1929). Samuel R. Betts, B.A. 1875; continued after his death in 1930 from income of a general bequest for the benefit of the Law School.
William Bingham Scholarship (1955). William Bingham II, of Bethel, Maine. Awarded to candidates (in the order mentioned) from the town of Bethel, from other towns in Oxford County, or from elsewhere in the state of Maine.


Eugene Francis Boyer Memorial Scholarship Fund (1982). Bequest of Esther Dodd Boyer in memory of her husband, Eugene Francis Boyer, Ph.B. 1917. Preference in award, first, to students who are descendants of three or more generations of Connecticut residents, and secondly, to students who are Connecticut residents of shorter duration.


Brandes Scholarship Fund (1966). Established by Bernard E. Brandes, LL.B. 1937, and members of his family, to be used for gift or loan scholarships for needy students not otherwise provided for by financial aid.

Calhoun Scholarship Fund of Phi Alpha Delta and Book and Gavel (1947). A gift from the members of the Calhoun (Yale) chapter of Phi Alpha Delta fraternity. Income to be used to aid undergraduate students and graduate fellows in the School; preference to be given to qualifying sons and daughters of members of Phi Alpha Delta.

Chan-Loo Scholarship Fund (2003). Gift from the estate of Sau Ung Loo Chan, J.D. 1928, in honor of her parents, Joe Loo and Choy Shee Loo, to assist students from Hawaii.

Charles E. Clark Fund (1963). Gifts in honor of Judge Charles E. Clark, B.A. 1911, LL.B. 1913, dean of the Law School from 1929 to 1939, from alumni and friends. The income to be allocated by the dean either to scholarships or to the purchase of books for the Yale law library.

Chauncey I. Clark Scholarships (1961). Bequest of Lottie V. J. Clark in memory of her husband, Chauncey I. Clark, LL.B. 1908, for many years a leading member of the New York Admiralty Bar.


Peter P. Coladarci Scholarship Fund (1992). Gifts from family members and friends in memory of Peter P. Coladarci, LL.B. 1953, a distinguished Chicago practitioner, to provide scholarships to students from disadvantaged backgrounds, particularly first-generation Americans.

Robert E. Cone Scholarship (1966). Established by Mrs. Harold M. Cone as a memorial to her son, Robert E. Cone. To be awarded periodically to members of the student body who demonstrate a special interest in the field of civil liberties and civil rights and who are in financial need.

Connecticut Bar Foundation Scholarships (1990). Funded by the Interest on Lawyers’ Trust Accounts (IOLTA) grant program, for awards to students who spend a portion of time clerking for state legal aid offices.


James Cogswell Converse Scholarship Fund (1990). Established through the bequest of Edith D. Converse, to support scholarships in memory of James Cogswell Converse, Yale College Class of 1897.


Corney Court Scholarship (1968). Gift from the Townsend Trust Association.

Arthur Linton Corbin Scholarship (1958). Gift in honor of Professor Arthur L. Corbin, LL.B. 1899, LL.D. 1951, member of the faculty from 1903 to 1943, from the May Treat Morrison Foundation of San Francisco, California.


Oscar Cox Memorial Scholarship (1954). Established by his family in memory of Oscar Cox, B.A. 1927, LL.B. 1929, for the purpose of providing scholarship assistance to talented students with preference to Law School applicants of Italian, Belgian, or French nationality.


Rita Charmatz Davidson/Class of 1951 Fund (1985). Established by members of the Class of 1951 in memory of Judge Davidson, LL.B. 1951, Associate Judge of the Maryland Supreme Court, on the occasion of their thirty-fifth reunion, to assist graduates in public interest careers.

Sidney W. Davidson Fund (1964). Gift of Sidney W. Davidson, LL.B. 1918, income to be applied at the discretion of the dean primarily by way of gifts or loans to needy students, or to meet unusual financial requirements of the School.


Arthur H. Dean Fund for Financial Aid (1974). Gift of certain partners of Arthur H. Dean in the law firm of Sullivan and Cromwell, created with a preference that the aid be awarded as gifts, but with the right of the dean of the Law School, at the dean’s discretion, to use the fund for loans.


Peter Dominick Scholarship (1983). Bequest of Peter Dominick, LL.B. 1940, for students in the Law School whose legal residence is in Colorado or who are graduates of a university or college in Colorado.

Harry Durant Award (1959). Bequest of Harry R. Durant, LL.B. 1894, to provide annual scholarship awards to a Connecticut student or students attending the School, on the basis of character, courage, and skill.


Irving M. Engel Scholarship Fund (1963). Established by friends of Irving M. Engel, I.L.B. 1913, to support study and research in the area of civil rights and civil liberties.


Annie G. K. Garland Memorial Scholarships (1930). William J. Garland in memory of his wife. Preference to be given to Yale College graduates who have established strong records.

Lillian Goldman Perpetual Scholarship Fund (1994). Established by Lillian Goldman of New York City, a distinguished businesswoman, philanthropist, and friend of Yale Law School. The income provides scholarships for students in financial need who have a demonstrated interest in women’s rights, with a preference for women students.

Horace W. Goldsmith Foundation Fund (2003). Established by the Horace W. Goldsmith Foundation to support the Career Options Assistance Program.


James Raymond Goodrich Memorial Scholarships (1923). Charles Stillman, B.A. 1882, in memory of his uncle, James Raymond Goodrich, B.A. 1853. Assigned to students in the graduate and professional schools of the University who have high scholarship records and give promise of leadership.

Allison and Najeeb E. Halaby Scholarship (1996). Established by gifts from Jane Allison Halaby and Najeeb E. Halaby, LL.B. 1940, for a deserving law student interested in the American political system.


Harold and Lillian Hoffman Scholarship (2002). Established by a gift from Harold M. Hoffman, LL.B. 1952, and Lillian Hoffman, in memory of Hyman Hoffman. Preference in award is to be given to CUNY graduates with demonstrated financial need.


Donald J. and Lynda M. Horowitz Scholarship (1999). Established by a gift from Donald J. Horowitz, LL.B. 1959, and Lynda M. Horowitz, to provide scholarships for students who demonstrate financial need, scholastic ability, and a conscientious concern for serving the well-being of others.

Sarah Ives Hurtt Scholarship (1912). Gift from Francis D. Hurtt, LL.B. 1907, in memory of his mother.


Robert D. Kennedy Fund (1953). Bequest from Robert D. Kennedy, a friend of the Law School who was neither a lawyer nor an alumnus of Yale.


Hans A. Klagsbrunn ‘32 and Dr. Elizabeth Ramsey Student Aid Fund (1992). A gift by bequest from a distinguished Washington lawyer and his wife, a physician, he a graduate of the Law School and she of the Yale School of Medicine, that is shared equally by both. In the Law School, the endowment is used both for scholarships and for support of the loan deferral and forgiveness program.


Abraham and Annie D. Lander Loan Fund (1960). Established by Harry P. Lander, Ph.B. 1924, LL.B. 1926, and Mrs. Lander in honor of Mr. Lander's parents. To provide loans for students.

Asher B. Lans Loan Fund (1975). Gift from Asher B. Lans, LL.B. 1944, for the primary purpose of providing loans to law students in need of psychiatric or psychological assistance. Should funds for such assistance not be needed in a given year, they may be used for law students in need of medical help or other emergency assistance, at the dean's discretion.


Raphael Lemkin Scholarship Fund (1989). Gifts from an anonymous alumnus and friend to honor the memory of Raphael Lemkin, visiting lecturer in law at Yale Law School from 1948 to 1951, whose scholarship and advocacy inspired the United Nations in 1948 to adopt the Genocide Convention.

Herbert R. Limburg Scholarship (1936). Anonymous gift in memory of Herbert R. Limburg, a member of the Yale College Class of 1896.


J. B. Long Ranch Scholarship (1991). A gift from the estate of Fred A. Johnston, LL.B. 1954, in the name of the Montana ranch homesteaded in 1885 by Mr. Johnston's ancestors, which under his ownership became a model of natural resources management and animal husbandry. Preference is given to residents of Montana.

Ernest G. Lorenzen Memorial Scholarship (1955). Gift from Joseph H. Colman, B.A. 1918, LL.B. 1921, in memory of Professor Lorenzen, M.A. Hon. 1917, a member of the faculty from 1917 to 1951.

William M. McAfee Memorial Fund (1971). Gift from Squire, Sanders & Dempsey, of Cincinnati, Ohio, in memory of their senior partner, William A. McAfee, Yale College Class of 1911. To provide loans to needy students.

Myres S. McDougall Fellowship (1982). Gift in honor of Professor Myres S. McDougall, J.S.D. 1931, member of the faculty from 1935 to 1976, from Dr. Anton-Hermann Chroust; fellowship to be awarded to a law student designated by the dean.

1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School.

The Elias and Essie Mag Fund (1975). Established by many descendants of Elias and Essie Mag, seven of whom graduated from the Yale Law School. To be awarded as scholarship funds.

Nathan E. Mag Scholarship Fund (1982). Bequest of Arthur Mag, Ph.B. 1918, LL.B. 1920, as a memorial to his father, Nathan E. Mag. Scholarships for joint-degree candidates in the Law and Graduate schools—primarily used for support of D.C.L. candidates or joint-degree candidates in their fourth year.

Charles F. Martin ’35 Scholarship Fund (1992). Established by gift from Mrs. Dorcas M. Little, sister of Charles F. Martin, B.A. 1932, J.D. 1935, to support financially needy students pursuing corporate law interests. Preference is given to residents of the state of Connecticut, who, assuming satisfactory academic performance and continuing financial need, may receive continuing grants for up to three years of law study.


Ivan S. Meitus Memorial Scholarship (2001). Gift in memory of Ivan S. Meitus, LL.B. 1959, from a trust established by his family, for Jewish law students at Yale Law School.


Walter W. Oberreit Memorial Scholarship (2001). Established in honor of Walter W. Oberreit ’58 by the partners of the firm of Cleary, Gottlieb, Steen & Hamilton, to provide financial assistance for meritorious LL.M. candidates from Europe.

John M. Olin Scholarship (1984). Gift from the John M. Olin Foundation to provide support for students with strong interests in law and economics.


Jacob H. and Katrynn Grear Oxman Scholarship Fund (1994). Established by David C. Oxman, J.D. 1969, in memory of his parents, to provide scholarships for students from the state of New Jersey and the state of Arkansas.

Eliza Townsend Parker Scholarship (1911). Bequest from Joseph Parker of New Haven in memory of his sister. Preference to students wishing to pursue graduate work with a view to becoming teachers of law.


Frederick L. Perry Scholarship (1946). Gift from Frederick L. Perry, LL.B. 1897, LL.M. 1909, and Mrs. Perry.


Nelson and Celia D. Rostow Scholarship Fund (1990). Bequests from Nelson Rostow and Celia D. Rostow, the income from which is used to convert loans retroactively to scholarships through the Career Options Assistance Program.

Ernest Rubenstein Scholarship (1988). Established by Martin Flug, J.D. 1955, in honor of Ernest Rubenstein, LL.B. 1953. For student scholarships and library acquisitions (including honoraria for related lectures or research projects).


Benjamin Scharps and David Scharps Scholarships (1955). Established by the estates of Benjamin Scharps, B.A. 1884, and David Scharps, B.A. 1890, to provide five scholarships for members of the third-year class who have done meritorious research in the second-year course of study.


Martin L. Senzel Scholarship Fund (1995). Student grants made possible by an endowment created by Martin L. Senzel, J.D. 1969, as a part of the Cravath, Swaine & Moore law firm’s gift to the Campaign for Yale Law School. Preference is extended to residents of Rochester, New York, and next after that Monroe and Dutchess counties in New York State.

Charles Hitchcock Sherrill Memorial Loan Fund (1937). Gift from John A. Hoober, LL.B. 1891, in memory of his friend and classmate, Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. Awarded as a loan to one or more students.

Lazelle S. Shockley Fund (1954). Bequest from Lazelle S. Shockley, LL.D. 1924. Income to be used for scholarships or fellowships, with preference to be given to veterans.

Harry Shulman Memorial Scholarship Fund (1955). Established by the faculty of the Law School with funds left to the School by Dean Shulman, and gifts from his friends.


Earnest Clyde Simpson Scholarship Fund (1962). Established by gifts from his family in memory of Judge Earnest Clyde Simpson, LL.B. 1899. To be used for one or more worthy and deserving students, preferably from Connecticut.


Special Student Aid Fund (1998). A special program created by a gift from an anonymous donor, which makes financial aid grants which students are then encouraged, but not required, to repay upon graduation.


Wesley A. Sturges Fund (1954). Established through contributions of the students in the School 1953–54 in honor of Dean Sturges. The income of the fund is to be devoted to the purchase of casebooks and textbooks for one or more needy students.

Thomas W. Swan Fund (1947). Established by graduates of the Yale Law School who served Judge Swan from time to time as his law clerks. Available as a loan fund for undergraduate students and graduate fellows in the School.


David Torrance Scholarship (1926). Gift of Margaret Torrance Holmes in memory of her father, the Honorable David Torrance, M.A. Hon. 1883, Chief Justice of the Supreme Court of Errors of Connecticut, and professor of evidence in the School.


Max and Edward Traurig Fund (1973). Gift of Max Traurig, B.A. 1920, LL.B. 1923, and Edward Traurig, B.A. 1924, LL.B. 1926, for scholarships or loans to students
in the Law School. Preference where possible to students from the Waterbury, Connecticut, area.

**H. Stewart Tremaine Scholarship (2005).** Established by a gift from H. Stewart Tremaine, LL.B. 1946, to support scholarships for students, preferably from a Western state.

**United States Steel Foundation Scholarship Fund (1957).** Gift from the United States Steel Foundation.


**Malcolm D. Watson Memorial Fund (1951).** Established by classmates, relatives, and other friends of Malcolm D. Watson, B.A. 1935, LL.B. 1938. To aid one or more needy students with preference to students from the state of New Jersey.


**Norman Williams, Jr. Fund (2003).** Established by a gift from the estate of Norman Williams, Jr., B.A. 1938, LL.B. 1943, to support a participant in the Career Options Assistance Program.


**Allen Townsend Winmill Scholarship (1999).** Established by a gift from Dorothy Ball Winmill Pope in memory of her husband, Allen Townsend Winmill, LL.B. 1940.

**Peter E. Yaeger Memorial Scholarship Fund (1986).** Established in memory of Peter E. Yaeger, LL.B. 1971, by his family and friends.

**George C. Zachary ’55 Memorial Scholarship Fund (1999).** Created by a gift from Helen Zarakovitis, in memory of her brother, George C. Zachary. Preference is given to orphans or students with unusually significant financial need.

Library Endowments


Ganson Goodyear Depew Memorial (1924). A gift from his father, Ganson Depew, and bequest of Ganson Goodyear Depew, LL.B. 1922. Income available in the alternative to assist in the publication of books by or at the discretion of the faculty.


The Milton R. Friedman LL.B. 1928 Real Property Fund (1998). The real estate collection of the Yale Law School library is supported by this endowment in memory of Milton R. Friedman, LL.B. 1928, given by his family in the year of the seventieth anniversary of his graduation.


Goodhart (1940). Gifts from Mr. and Mrs. Philip J. Goodhart.


Frederick C. Hicks (1957). A bequest from Frederick C. Hicks, M.A. Hon. 1928.

Frederick C. Hicks Memorial (1942). A gift in honor of Frederick C. Hicks, M.A. Hon. 1928, from John A. Hoober, LL.B. 1891.


Mary E. Ives (1908). A bequest from Mary E. Ives.


J. M. Kaplan Memorial (1962). A gift from the J. M. Kaplan Fund, Inc.; to be used for the purchase of books on Latin American law.

Gertrude (Gigi) and Arthur Lazarus, Jr. Fund (1992). Gifts from the law firm of Fried, Frank, Harris, Shriver and Jacobson; family and friends of Arthur Lazarus, Jr., J.D. 1949, and Mrs. Lazarus; for the acquisition and preservation of materials on American Indian law.


Allan P. Lindsay Memorial (1984). A bequest from Allan P. Lindsay, 1924.


Jerome B. Lucke Fund (1920). A gift from Jerome B. Lucke, LL.B. 1871, for examination prizes, scholarships, or purchase of books for the law library.


Cyrus LaRue Munson Memorial (1941). A gift in memory of Cyrus LaRue Munson, LL.B. 1875, from his sons, Edgar Munson, B.A. 1904, and George Sharp Munson, LL.B. 1907.


Frederick L. Perry Memorial (1943). A gift in memory of Frederick L. Perry, LL.B. 1897, from John A. Hoober, LL.B. 1891.

Howard W. Rea Memorial (1981). Gifts in memory of Howard W. Rea, LL.B. 1941, from his partners at Davis, Graham & Stubbs, and other friends, for the purchase of books on tax law.


Frederick Calvin Russell Memorial (1952). A gift from Donald McPherson, Jr., in memory of his father-in-law, Frederick Calvin Russell, LL.B. 1905.

Jacob Schwolsky Memorial (1967). A gift in memory of Jacob Schwolsky, LL.B. 1911, from the estate of Jacob Schwolsky, by his widow, Lyabelle Schwolsky.

Gordon E. Sherman (1932). A bequest from Gordon E. Sherman, Ph.B. 1876.


Taft Memorial (1941). Gifts in memory of Professor William Howard Taft, B.A. 1878.


Lectures and Fellowships

Robert P. Anderson Memorial Fellowship (1987). Established by former law clerks and friends in memory of Robert P. Anderson, B.A. 1927, LL.B. 1929, Senior Judge of the U.S. Court of Appeals for the Second Circuit. The purpose of the fund is to provide for a visiting fellow in the area of professional responsibility, or in such other area as the Law School might designate.

Timothy B. Atkeson Environmental Practitioner in Residence (1995). Established in honor of Timothy B. Atkeson, LL.B. 1952, this program brings to the Law School practitioners from a variety of environmental law practice settings — including the government, the private bar, science and engineering firms, and environmental and international organizations — to lecture, teach seminars, and counsel students on career opportunities.
Robert L. Bernstein Fellowships in International Human Rights (1997). Established through the generous gifts of numerous individuals and organizations to honor Robert L. Bernstein, the former chairman, president, and chief executive officer of Random House, Inc., and the founder and chairman of Human Rights Watch. The Bernstein Fellowship is awarded annually to two or three Yale Law School graduates pursuing projects devoted to the advancement of human rights around the world.

Willard W. Brown Lectureship in Comparative Cultures (1988). Funded by a gift from Willard W. Brown, LL.B. 1941, to provide courses which promote an understanding of the cultural basis of law.

Class of 1970 Faculty Emeritus Lectureship in Law and Public Service (2000). A gift from the class, on the occasion of its thirtieth reunion.

Robert M. Cover Fellowship in Public Interest Law (1991). A two-year fellowship supporting two fellows-in-residence (one chosen each year) who are making the transition from practice to clinical law teaching.

Robert M. Cover Memorial Lectureship in Law and Religion (1991). Funded by gifts from friends and colleagues of Robert M. Cover (1943–86), Chancellor Kent Professor of Law and Legal History. Jointly sponsored by Yale Hillel and the Law School, the Cover Lectureship brings to Yale distinguished speakers to explore the historical, philosophical, sociological, and literary intersections between law and religion.

Ralph Gregory Elliot First Amendment Lectureship (1990). Funded by a gift from Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, a practitioner and law school teacher in the field of First Amendment law, to provide for a lecture or lectures, preferably on an annual basis, on some aspect of the First Amendment to the U.S. Constitution.

Fowler Harper Memorial Fund (1965). The fund, established in Professor Harper’s memory in 1965, has been augmented, through the generosity of Mrs. Harper, so as to enable the Law School to establish the Harper Fellowship. From time to time, a person (whether or not an alumnus, and whether or not a lawyer) who has made a distinguished contribution to the public life of the nation will be designated a Harper Fellow and will spend three or four days at the Law School in informal contact with students and faculty.


Arthur Allen Leff Fellowship (1983). Established in memory of Arthur Allen Leff, Southmayd Professor of Law. The fellowship brings to the Law School people
whose work in other disciplines illuminates the study of law and legal institutions.

Arthur Liman Undergraduate Summer Fellowship Program (2004). Established by a gift from Douglas Liman, in honor of Arthur L. Liman, LL.B. 1957, to nurture the spirit of public service and to support student summer employment.


Charles S. Mechem, Jr. Fellowship (1989). A grant from Charles S. Mechem, Jr., LL.B. 1955, to foster an understanding of decision making in the business environment, through lectures and other presentations by senior corporate executives.

John M. Olin Distinguished Lecture Series (1984). This grant was awarded in 1984 by the John M. Olin Foundation to the Center for Studies in Law, Economics, and Public Policy. The purpose of the grant is to support lectures on important issues of public policy.


John R. Raben Fellowship (1975). Established in memory of John R. Raben, LL.B. 1939, by a gift from the law firm of Sullivan and Cromwell and augmented by his friends. Provides a fellowship to a person with a mature and highly developed skill pertinent to legal problems of the issuance, distribution, and trading of securities or of accounting for business enterprises, and will bring to the School an individual with the high qualities of intellect, integrity, and leadership exemplified by John R. Raben.

Irving S. Ribicoff Fund (1996). A gift of endowment from Belle Ribicoff, wife of Irving S. Ribicoff, LL.B. 1939, to support fellowships for Law School graduates pursuing an academic career; visiting lecturers from the profession; curriculum development by faculty, and research and other investigative work by students, in issues having to do with lawyers' responsibilities to their clients and to the public good.

Sherrill Lectures (1927). This fund was established by a gift from General Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. The income from this fund is made available to provide lectures on international law and relations.

Storrs Lectures (1889). Through the gift of the Misses Eliza T. and Mary A. Robinson in memory of their great-uncle, the Honorable William L. Storrs, B.A. 1814, at one time Chief Justice of the Supreme Court of Errors of Connecticut and professor in the Law School, a fund was established to provide for a course of lectures dealing with fundamental problems of law and jurisprudence. These lectures are given by an American or foreign jurist or scholar who is not ordinarily a member of the regular faculty of the Law School.

James A. Thomas Lectures (1989). Established in honor of Dean James A. Thomas ’64 and his many years of service to the Law School, to provide for a lecture by a scholar whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.


Judge Ralph Winter Lectureship on Corporate Law and Governance (2002). To support lectures on corporate law and governance and related topics.


Prizes

Charles G. Albom Prize (1987). Established by alumni and friends of Charles G. Albom, LL.B. 1934. To be awarded annually to a student who demonstrates excellence in the area of judicial and/or administrative appellate advocacy in connection with a Law School clinical program.

Thurman Arnold Appellate Competition Prize (1954). Established by alumni and friends of the School. To be awarded annually for the best student argument in advanced Moot Court competition.

Nathan Burkan Memorial Competition Prize (1938). Sponsored by the American Society of Composers, Authors, and Publishers. To be awarded annually to one or two students who prepare the best paper(s) on the subject of copyright law.

Benjamin N. Cardozo Prize (1947). Gift from an anonymous donor in honor of Justice Cardozo. For the best brief submitted by a student in Moot Court.

John Fletcher Caskey Prize (1946). John Fletcher Caskey, LL.B. 1924. For the best presentation of a case on final trial in the Thomas Swan Barristers’ Union.

The Joseph A. Chubb Competition Prize (2003). Established by a gift from Joseph A. Chubb, B.A. 1962, LL.B. 1966. Two prizes to be awarded annually to individual students or two-person teams for legal draftsmanship, which shall be open to candidates for the J.D. degree.

The Barry S. Cohen, J.D. 1950, Prize (2000). Awarded for the most meritorious writing on a subject related to literature and the law, reflecting either upon the law in literature, the law as literature, the law of literature, or literature in the law.

Felix S. Cohen Prize (1954). Gift in honor of Felix S. Cohen, former visiting lecturer in law. For the best essay by a student or fellow on some subject relating to legal philosophy with special reference to Mr. Cohen’s main fields of professional work: human rights, jurisprudence, protection of the rights of Indians and aliens, and comparative ethical systems and legal ideals.

Edgar M. Cullen Prize (1923). William B. Davenport, B.A. 1867, in memory of Edgar M. Cullen, formerly Chief Justice of the Court of Appeals of New York. For an outstanding paper written by a member of the first-year class.

Michael Egger Prize (1973). For the best student Note or Comment on current social problems in The Yale Law Journal, on recommendation of the board of officers.

Thomas I. Emerson Prize (1978). For a distinguished paper or project on a subject related to legislation.

John Currier Gallagher Prize (1917). Gift from Mrs. Gallagher in memory of her husband, John Currier Gallagher, Ph.B. 1879, LL.B. 1881, and later increased by gift from her son, J. Roswell Gallagher, B.A. 1925, M.D. 1930. For the student showing most proficiency in the presentation of a case on final trial in the Thomas Swan Barristers’ Union.
Ambrose Gherini Prize (1923). Ambrose Gherini, M.A. and LL.B. 1902. For the student writing the best paper upon a subject of international law, either public or private.

Margaret Gruter Prize (1988). For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.


Jewell Prize (1928). Estate of Marshall Jewell, M.A. Hon. 1873, to capitalize the prize founded by him in 1871. For a member of the second-year class who has written an outstanding contribution to a Law School journal other than The Yale Law Journal.

Florence M. Kelley ’37 Family Law Prize (2001). Established in memory of New York City judge Florence M. Kelley, a member of the Class of 1937, by her husband, David Worgan, to provide periodic awards to students who, in the judgment of the faculty, demonstrate exceptional interest or achievement in the area of family law.


Raphael Lemkin Prize (1989). Awarded from proceeds of the scholarship fund established in memory of the distinguished scholar and activist Raphael Lemkin, for outstanding student papers in international human rights.

Stephen J. Massey Prize (1993). Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.

Judge William E. Miller Prize (1976). Gift from Victor S. Johnson, Jr., LL.B. 1941, in memory of William E. Miller, LL.B. 1933, formerly judge of the United States Sixth Circuit Court of Appeals. For the student writing the best paper on a subject concerning the Bill of Rights.

C. LaRue Munson Prize (1921). Gift from C. LaRue Munson, LL.B. 1875. To be divided equally between two students for excellence in the investigation, preparation, and (where permitted under the Legal Internship Rule) presentation of civil, criminal, or administrative law cases, under a law school clinical program.

Joseph Parker Prize (1899). Bequest of Eliza Townsend Parker of New Haven, in memory of her father. For the best paper on a subject connected with legal history or Roman law.

Israel H. Peres Prize (1933). Hardwig Peres in memory of his brother, Israel H. Peres, B.A. 1889, LL.B. 1891, a chancellor of the Tenth Chancery Division of Tennessee. For the best student contribution to The Yale Law Journal. If no award is made, income of fund is used for purchase of books for the law library.


Edward D. Robbins Memorial Prize (1932). Mrs. Robbins in memory of her husband, Edward D. Robbins, B.A. 1874, LL.B. 1879. For a member of the third-year class who has written an outstanding contribution to a Law School journal other than The Yale Law Journal.

Benjamin Scharps Prize (1935). Tessie K. Scharps in honor of her brother, Benjamin Scharps, B.A. 1884. For a member of the third-year class for the most meritorious essay or research in one course on some legal subject designated by the faculty under prescribed regulations.

Potter Stewart Prize (1981). Established by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and “on brief” students for their cooperative efforts in researching and presenting outstanding legal arguments.

Harlan Fiske Stone Prize (1947). Gift from an anonymous donor in honor of Chief Justice Stone. For the best oral argument by a student in Moot Court.

Colby Townsend Memorial Prize (1942). Established by gifts from friends in memory of Colby Townsend, B.A. 1933, M.A. 1937, LL.B. 1938. For a member of the second-year class for the best individual research done for academic credit, if such work is of sufficiently high quality to justify the award.


Francis Wayland Prize (1902). Gift from Francis Wayland, M.A. Hon. 1881, dean of the Law School from 1873 to 1903. For the student showing greatest proficiency in preparing and presenting a case in negotiation, arbitration, and litigation.

Yale University awards certain other prizes, in particular the John Addison Porter Prize, for which law students may compete. Announcements of competitions appear in the Yale Bulletin & Calendar.
Other

*Ralph S. Brown Fund for Special Student Needs* (1998). A fund supporting student organizations pursuing new initiatives that reflect the interests of Ralph S. Brown, B.A. 1935, LL.B. 1939, former Simeon E. Baldwin Professor of Law. These interests might include individual rights and liberties; intellectual property and the protection of ideas; local government and community development; and the environment.

*The Francis Coker Fund* (1963). Established in memory of Francis Coker by gifts of his classmates and friends. To endow funds to provide salaries for teaching assistants in the Law School’s first-year small-group program.


*Richard L. and Karen K. Engel Equal Access Fund* (1994). A fund established by Richard L. Engel, B.A. 1958, J.D. 1961, and his wife to assist the physically impaired and learning disabled. The fund may be used to offset extraordinary educational costs incurred by law students with physical or learning disabilities or to support specific projects designed to reduce the barriers faced by people living with such challenges.

*Joseph M. Field Chamber Music Fund* (1990). A gift from Joseph M. Field, LL.B. 1955, to establish a fund to support social functions within the Law School to promote greater social interactions within the Law School community.


*Howard M. Holtzmann Endowment Fund for International Arbitration and Dispute Resolution* (1992). Established by Howard M. Holtzmann, J.D. 1947, to support research and study of arbitration, conciliation, and other means for resolving disputes involving international, commercial, or public international law issues.

*Samuel and Anna Jacobs Criminal Justice Clinic* (2004). Gift of the Samuel and Anna Jacobs Foundation to support the work of the clinic.

*The Moses Harry Katcher Fund for Litigation Training* (1998). Given by Gerald D. Katcher ‘50, a banker, in memory of his father, a noted trial lawyer, to support instruction in trial skills and substantive courses in which litigation issues figure prominently.

*Nicholas deB. Katzenbach Discretionary Fund* (1985). A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, Professor of Law, Attorney Gen-
eral of the United States, Undersecretary of State of the United States, and Senior Vice-President, Law and External Relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to be used or accumulated and used, at the discretion of the dean, for the benefit of the Law School and of its faculty, students, library, and physical plant.

**Hillard Kreimer Legal Aid Fund (1985)**. Established by Seth Kreimer, B.A. 1974, J.D. 1977, and Sarah Kreimer, B.A. 1977, in memory of their father, Hillard Kreimer, LL.B. 1949, to provide stipends for students working with a law school clinical program during the summer following their first year.

**Selma M. Levine Memorial Fund (1975)**. Gift of partners, classmates, family, and friends of Selma M. Levine ’47, in addition to her own bequest and a separate gift by Louis F. Oberdorfer ’46. For support of students and attorneys holding fellowships in the Legal Services Organization or other clinical programs at the Law School.

**Arthur Liman Public Interest Fellowship and Fund (1997)**. Established by the friends of Arthur L. Liman, LL.B. 1957, in recognition of his dedication to public service in the furtherance of justice. At least one Liman Fellowship is awarded annually, enabling its holder to work full time for a year in a law-related endeavor designed to further the public interest. All graduates of Yale Law School are eligible. The Liman Public Interest Fund supports selected non-Fellowship projects undertaken by qualifying organizations.

**John V. Lindsay Public Service Fellowship (2000)**. Supported by gifts from classmates, friends, and former colleagues of John V. Lindsay, B.A. 1944, LL. B. 1948, Mayor of New York City from 1965 to 1973 and Representative of the 17th Congressional District in the United States House of Representatives from 1958 until his election as mayor. The fund supports summer fellowship grants to students taking positions in government, public administration, and public interest law in New York City.

**Ludwig Community Development Program & Clinic at Yale Law School (2005)**. Established by a gift from Eugene Ludwig, J.D. 1973, and his wife Carol to support the work of the clinic.

**Mary A. McCarthy Memorial Fund (1990)**. An endowment established by family, friends, and colleagues to honor the memory of Mary Abigail McCarthy, Clinical Professor of Law, by improving the quality of legal services afforded to the underprivileged through enhanced student clinical experiences.

**Alvin S. Moody Memorial Fund (1968)**. Gift from Alvin S. Moody, LL.B. 1936, in memory of his father, Alvin S. Moody. The income to be used to support student summer employment in government.
David Nerkle Family Scholarship Fund (1995). Established by family, classmates, and friends in memory of David Nerkle, J.D. 1979, his wife, Bibiana Hernandez, and their son David Gustavo Nerkle, to support awards to financially needy students who exhibit special interest in international law and economic development. Preference is given to second-year law students interested in summer work, and graduating students who intend to pursue a career in international law.

Robert F. Puzniak Scholarship (1980). Annual gift from Robert F. Puzniak to assist students who are employed by a U.S. Attorney’s office during the summer recess in enhancing their legal skills.

Oscar M. Ruebhausen Fund (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, to support projects or programs that will increase student access to intellectual stimulation and social perceptions beyond standard law school programs, and to support innovative legal or social policy research.

Zelia P. Ruebhausen Student Fund (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, honoring his wife Zelia, to support students’ intellectual activity, social motivation, or creative interests, or to support productive interaction among the students and the Yale Law School faculty.


Larry and Joyce Stupski Public Interest Support Fund (1997). Created by gift from Larry Stupski, J.D. 1971, and Joyce Stupski, husband and wife, to provide endowed support of entrepreneurial public interest activities of Yale Law School students and graduates. Preference is given to nonadversarial activities that promote public education.


Mark David Turkel Memorial Fund (1986). Established in memory of Mark David Turkel, J.D. 1973, by his family and friends. To supplement the salary of a student working for a public interest organization during the summer.

Morris Tyler Moot Court Fund (1994). An endowment established by members of the family of Morris Tyler, LL.B. 1929, a leading lawyer and public citizen of New Haven, to fund the Yale Law School Moot Court program in perpetuity.

The *T. Girard Wharton Summer Internship* (1979). Gift of the partners and friends of T. Girard Wharton, LL.B. 1928, income to provide students with summer work opportunities in legal aid offices, legal assistance programs, and public interest law firms.

The Work of Yale University

The work of Yale University is carried on in the following schools:

**Yale College:** Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; telephone, 203.432.9300; e-mail, undergraduate.admissions@yale.edu; Web site, www.yale.edu/admit/

**Graduate School of Arts and Sciences:** Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit www.yale.edu/graduateschool, write to graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

**School of Medicine:** Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale University School of Medicine, 367 Cedar Street, New Haven CT 06510; telephone, 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, http://info.med.yale.edu/education/admissions/

For additional information about the Department of Epidemiology and Public Health, an accredited School of Public Health, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, http://publichealth.yale.edu/

**Divinity School:** Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; e-mail, divinityadmissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, http://apply.embark.com/grad/yale/divinity/

**Law School:** Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 20829, New Haven CT 06520-8299; telephone, 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (L.L.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/
School of Art: Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale University School of Art, PO Box 208339, New Haven CT 06520-8339; telephone, 203.432.2600; e-mail, artschool.info@yale.edu; Web site, www.yale.edu/art/


For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; telephone, 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.yale.edu/music/

School of Forestry & Environmental Studies: Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330; e-mail, fesinfo@yale.edu; Web site, www.yale.edu/environment/

School of Architecture: Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; telephone, 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing: Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.Sc.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; telephone, 203.785.2389; Web site, http://nursing.yale.edu/


For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; telephone, 203.432.1507; Web site, www.yale.edu/drama/

School of Management: Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/
The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Valerie O. Hayes, Special Adviser to the Provost and Director of the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to Yale Law School, please telephone the Director of Admissions, 203.432.4995, or the Director of Graduate Programs, 203.432.1696.

Central Services
Admissions (J.D.) 203.432.4995
Alumni Affairs 203.432.1690
Building Services 203.432.4980
Business Office 203.432.4886
Career Development Office 203.432.1676
Computer Services 203.432.4668
Dean’s Office 203.432.1660
Financial Aid 203.432.1688
The Jerome N. Frank Legal Services Organization 203.432.4800
Graduate Programs (LL.M., M.S.L., J.S.D., Visiting Scholar) 203.432.1696
Human Resources 203.432.9619
Public Affairs 203.432.8464
Registrar’s Office 203.432.1678
Yale Law School Fund and Development Office 203.432.6080