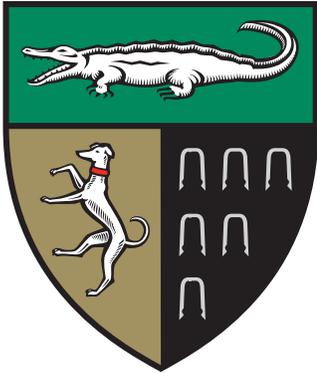


Yale Law School

2009–2010



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Calendar

2009

FALL

Aug. 24	M	Orientation for graduate students and visiting researchers begins
Aug. 26	W	Orientation for new J.D. students begins
Aug. 27	TH	Registration for all new students
Aug. 28	F	Orientation for all new students
Aug. 31	M	Registration for returning students First-term small groups meet
Sept. 1	T	Fall term begins, 8:10 a.m.
Sept. 7	M	Labor Day. Classes do not meet
Oct. 16	F	Fall recess begins, 6 p.m.
Oct. 26	M	Fall recess ends; classes resume, 8:10 a.m.
Nov. 24	T	Only Thursday classes will meet
Nov. 25	W	Only Friday classes will meet; Thanksgiving recess begins, 6 p.m.
Nov. 30	M	Classes resume, 8:10 a.m.
Dec. 17	TH	Only Monday classes will meet Classes end; winter recess begins, 6 p.m.

2010

Jan. 6	W	Recess ends; examination period begins, 9 a.m.
Jan. 18	M	Martin Luther King, Jr. Day. No classes, no examinations
Jan. 20	W	Examination period ends Fall term ends, 5 p.m.

SPRING

Jan. 25	M	Spring term begins, 8:10 a.m. Registration for all students
Mar. 12	F	Spring recess begins, 6 p.m.
Mar. 22	M	Spring recess ends; classes resume, 8:10 a.m.
Apr. 30	F	Classes end
May 7	F	Examination period begins, 9 a.m.
May 14	F	Scheduled examinations end, 5 p.m.
May 20	TH	Self-scheduled examinations end, 5 p.m.
May 21	F	Rescheduled examinations end Examination period ends Spring term ends, 5 p.m.
May 24	M	University Commencement
June 2	W	Degrees voted by faculty

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 Miriam S. Gohara, B.A., J.D.
 Stephen M. Hudspeth, M.A., J.D.
 Katherine Kennedy, A.B., J.D.
 Dan Kesselbrenner, B.A.
 Alex A. Knopp, B.A., J.D.
 Barbara B. Lindsay, J.D., LL.M.
 Cantwell F. Muckenfuss III, B.A., J.D.
 Laurence P. Nadel, A.B., J.D.
 William J. Nardini, J.D., LL.M.
 Andrew J. Pincus, B.A., J.D.
 Charles A. Rothfeld, A.B., J.D.
 Cameron C. Staples, M.A., J.D.
 Corey Stone, B.A., M.P.P.M.
 Thomas Ullmann, B.S., J.D.
 Michael D. Weisman, B.A., J.D.

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Frederick S. Gold, A.B., J.D.
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Clarence 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.
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The Study of Law at Yale University

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, American legal doctrine has become less conceptual and more empirical. Under Dean Charles Clark (1929–1939), the School built a faculty that included such legendary figures as Thurman Arnold, Edwin Borchard, future U.S. Supreme Court Justice William O. Douglas, Jerome Frank, Underhill Moore, Walton Hamilton, and Wesley Sturges. Clark was the moving figure during these years in crafting 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 anything 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 clinical programs taught by a clinical faculty of exceptional breadth and devotion.

Deans of Yale Law School, 1873–Present

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
2004–2009	Harold Hongju Koh
2009–	Robert C. Post '77

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. A.R. Amar (Section A), H. Gerken (Section B), P. Gewirtz (Group 1), R. Siegel (Group 2), J. Rubinfeld (Group 3), P.W. Kahn (Group 4), S. Shapiro (Group 5)

Contracts I (11001) 4 units. A. Chua (Section A), R.W. Brooks (Section B), R.W. Gordon (Group 1), H. Hansmann (Group 2), D. Markovits (Group 3), I. Ayres (Group 4), C. Priest (Group 5)

Procedure I (12001) 4 units. O.M. Fiss (Section A), L. Brilmayer (Section B), D.S. Days, III (Section C), J. Resnik (Group 1)

Torts I (13001) 4 units. G. Calabresi (Section A), P. Schuck (Section B), J. Witt (Section C), J.J. Donohue (Group 1), D. Kysar (Group 2)

Advanced Courses

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

Access to Knowledge Practicum (20428) 2 or 3 units. Students in this course will 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 projects with theoretical readings and frequent contact with Information Society Project Fellows. Paper required. Permission of the instructors required. Enrollment limited to ten. L. DeNardis and L. Shaver

Administrative Law (20170) 4 units. This course will cover the legal and practical foundations of the modern administrative state. Topics include the creation of administrative agencies and the non-delegation doctrine, the internal process of adjudication and rule-making 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. N. Parrillo

Advanced Advocacy for Children and Youth (20327) 1 to 3 units, credit/fail, with a graded option. Limited to students who have taken Advocacy for Children and Youth in previous terms. Enrollment limited. Permission of the instructor required. J.K. Peters

Advanced Civil Liberties and National Security Post 9/11 (20483) 1 to 3 units. A field-work-only option. Prerequisite: Balancing Civil Liberties and National Security Post 9/11. Permission of the instructors required. M. Wishnie and H. Metcalf

***Advanced Civil Procedure and Legal Ethics: Complex Civil Litigation (20286)** 4 units.

A casebook course in joinder, discovery, multi-district litigation, and coordinating jurisdiction between state and federal courts, and settlement and related topics in complex civil litigation. Particular emphasis on the management and reform of discovery, complex mass tort litigation, and issues of legal ethics encountered in complex civil litigation, including problems of conflicts and mass settlements. Enrollment capped at thirty-five. Scheduled examination. E.D. Elliott

Advanced Deals Workshop: Public Company M&A (20508) 3 units. This course will be an advanced deals workshop focusing on the practical and legal issues that corporate lawyers face in structuring and negotiating merger and acquisition transactions involving public companies, as well as planning and defending against hostile takeovers. Topics will include understanding the roles of corporate lawyers and other players in M&A transactions, structuring deals, drafting and negotiating merger agreements to allocate risk and protect the deal, designing and implementing corporate takeover defenses, planning hostile takeovers, managing conflict transactions including squeeze-outs and leveraged buyouts, and responding to shareholder activists and hedge funds. Prerequisite: Business Organizations or equivalent. Permission of the instructor required. Enrollment limited to fourteen. Self-scheduled examination. E.S. Robinson

Advanced Domestic Violence Clinic (20504) 1 to 3 units, credit/fail. Open only to students who have completed the Domestic Violence Clinic. Permission of the instructors required. C.L. Lucht and S. Wizner

Advanced Immigration Legal Services (20382) 1 to 3 units, credit/fail. Only open to students who have taken Immigration Legal Services. Permission of the instructors required. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana

Advanced Landlord/Tenant Legal Services (20477) 1 to 3 units, credit/fail. Only open to students who have taken Landlord/Tenant Legal Services in a previous term. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

Advanced Legal Research: Methods and Sources (20486) 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: administrative law; case finding; computer-assisted research; constitutional law and history; court rules and practice materials; international law; legislative history; and statutory research. Class sessions will integrate the use of online, print, and other research sources. Notebook computer recommended. Research problems and paper required. S.B. Kauffman, R.D. Harrison, J.B. Nann, and C. Tubbs

Advanced Legal Services for Immigrant Communities (20485) 1 to 3 units, credit/fail. Only open to students who have taken Legal Services for Immigrant Communities. Permission of the instructors required. C.L. Lucht and S. Wizner

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. Only open to J.D. students. Enrollment limited to ten. R.D. Harrison

Advanced Worker and Immigrant Rights Clinic (20488) 1 to 3 units. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Clinic. Permission of the instructor required. M. Wishnie

***Advocacy for Children and Youth (20329)** 3 units, credit/fail. Students in this clinical seminar will represent children and youth who are abused, neglected, uncared for, or in cases that potentially involve termination of parental rights, 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

Anglo-American Legal History: Directed Research (20009) 3 units. An opportunity for supervised research and writing on topics to be agreed. The object will be to produce work of publishable quality. Papers normally go through several drafts. Prerequisite: History of the Common Law or evidence of comparable background in legal history. Paper required. Permission of the instructor required. Interested students should meet with the instructor before the opening of the pre-registration period. J.H. Langbein

Behavioral and Institutional Economics (20083)/ECON 527a 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 assumes some knowledge of economics but does not make heavy use of mathematics. This course will meet according to the Yale Graduate School calendar. Scheduled examination. 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 Clinic (20251) 6 units (3 fall, 3 spring), credit/fail in the fall term with the option of graded credit in the spring. Students will work with 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, participate in investigations, in 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. This course requires participation for both the fall and spring terms. The course is limited to students who intend to take Capital Punishment: Race, Poverty, and Disadvantage in spring 2010, or have already taken it. Permission of the instructor required. Enrollment limited to eight. S.B. Bright

***Civil Liberties and National Security after September 11 (20343)** 3 units, credit/fail. This course will focus on civil liberties and human rights cases arising out of U.S. government counterterrorism policies, such as the detention of terrorism suspects in the U.S., Guantánamo, and Bagram, the misuse of law enforcement techniques, such as the immigration and material witness detention powers, and accountability of government officials for the unlawful detention and interrogation of terrorism suspects. Students engage in all aspects of the clinic's demanding impact litigation docket, whether through direct representation, *amicus curiae* briefs, or policy advocacy. The course will also include a weekly seminar to explore the legal, practical, and ethical aspects of the subject matter and social justice lawyering generally. 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 instructors required. Enrollment limited. M. Wishnie and H.R. Metcalf

Civil Litigation Practice (20544) 3 units. Permission of the instructor required. Enrollment limited to twelve. S. Wizner

Climate Change Law, Theory, and Practice (20548) 1 unit. Climate change policies, and environmental policy more generally, often address issues that are similar or identical to issues presented widely in law. For example, the choice of policy instruments to control carbon emissions, cap and trade or tax, is almost the same as the standard legal issue of the choice between property rules and liability rules. Nevertheless, the climate change literature most often proceeds without any reference to the legal literature. The idea of this course will be to pair readings in climate policy with readings in the law. For each session, the class will read two or three articles on a topic within climate change (or environmental policy more generally) and two or three topics on the related issue in law to see how each can inform the other. This course will meet for the first three weeks of the term. Paper required. Enrollment limited. D. Weisbach

***Community and Economic Development (20023)** 3 units, credit/fail. This multidisciplinary clinic focuses on issues of neighborhood revitalization, low-income housing, financial access, and financial inclusion as they relate to poverty alleviation and economic

development. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Under the supervision of faculty and practicing members of the bar, participants will work on behalf of nonprofit organizations, the City of New Haven, small businesses, and a local community development bank in the New Haven area. The clinic will emphasize a nonadversarial, transactional approach to problem solving for major issues facing a low-income urban area such as affordable housing, business development, access to affordable financial services, and subprime lending. As part of the mortgage foreclosure project, some students will be doing litigation. Participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and in general provide legal, policy, business, and strategy advice to clients. Students will examine both the private and the public sector, as well as hybrid approaches to development issues. Class topics will include real estate finance, low-income housing policy, banking law, discrimination in lending, community development corporations and financial institutions, professional responsibility, urban planning, economic policy, and predatory and subprime lending. Enrollment limited to eighteen. R. Golden, S.M. Hudspeth, C.F. Muckenfuss, L. Nadel, and C. Stone

Comparative Administrative Law (20517) 3 units. A course comparing the administrative law systems of the U.S., France, Germany, and the United Kingdom, with a focus on the way statutory and constitutional law guides and constrains policy making by government ministries and independent agencies. The course will also consider the oversight role of the courts and other bodies. The course will then examine how administrative law functions in the transition to democracy in emerging economies and in non-democracies such as China. The particular comparative focus will depend on student background and interest. Prerequisite: one course on administrative law (either of the U.S. or of any other country). Thus, LL.M. students are eligible if they have studied administrative law during their legal training. Self-scheduled examination or paper option. Enrollment limited to twenty. S. Rose-Ackerman

Comparative Constitutional Law (20518) 3 units. This course will provide a survey of selected themes in comparative constitutional law, focusing on the relationship between (a) constitutional judicial review and rights protection and (b) the greater political system. The approach will be interdisciplinary, blending social science and legal perspectives. The assumption will be that students have a basic knowledge of American constitutional law, as well as an interest in law outside of the United States. Self-scheduled examination or paper option. A. Stone Sweet

Complex Federal Litigation (20298) 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 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 week, although weekly supervision meetings will also be scheduled in addition to the classroom discussions. Enrollment limited. B. Dignam, M. Gohara, S.F. Russell, and H. Zonana

Constitutional Impact and Law Reform Litigation: Issues and Strategies (20546) 2 units. This seminar will explore strategic and legal issues related to litigation against the government as a tool for advancing constitutional and civil rights. The course will use the instructor's twenty-five years' experience litigating class action and appellate cases on behalf of immigrant and civil rights plaintiffs to explore strategic use of law reform litigation. The class will consider both legal doctrine and practical problems. Among the issues that may be included are selecting test cases; strategic pleading; class action problems; using individual suits; the role of amicus briefs; suits for damages versus injunctive relief; standing, mootness, and organizational plaintiffs; settlement strategies and issues; coalition litigation; use of public advocacy and media; the effect of lawsuits on policy makers and government officials; and litigation to achieve legislative change. Guest speakers may be invited. As a part of the course, students will work in teams to develop an issue (in consultation with the instructor) for presentation to the class. Permission of the instructor required. Enrollment limited. L. Guttentag

Contemporary Legal Issues in Africa (20120) 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

Convicting the Innocent (20044) 2 or 3 units. This seminar 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 course 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, impostor 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. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Enrollment capped at twenty. Scheduled examination or paper option. S.B. Duke

Corporate Restructuring and Distressed Debt Investing (20541) 2 or 3 units. This course will explore the ways in which corporate restructuring unlocks value and distressed investors (those who invest in securities of companies that are in or near bankruptcy) capture

that value. The course will be taught in four modules. In Module I, Basics of Corporate Finance and Accounting, students will learn how to apply the fundamentals of accounting and finance to analyze and value a corporation and its securities. Module II, Basics of Bankruptcy, will explore the legal framework of the U.S. Bankruptcy Code, examining those aspects of Chapter 11 that allow debtors to make a “fresh start” and restructure its contracts with its stakeholders (i.e., creditors, employees, equity holders, etc.). Module III, Distressed Investing and Corporate Restructuring, will explore the various tactics distressed investors use in the restructuring of corporations both in and out of bankruptcy in order to unlock and capture value. In Module IV, students will apply the knowledge from the prior three modules to participate in a mock bankruptcy in which teams of students representing the various stakeholders simulate a Chapter 11 reorganization with a bankruptcy judge presiding. No prior experience or knowledge of bankruptcy, restructuring, accounting, finance, or negotiating is assumed. Recommended for students who wish to pursue careers in bankruptcy law, restructuring/turnaround advisory and management, commercial and/or investment banking, strategy consulting, securities analysis, and investment management. Paper required. M. Paige

Corruption, Economic Development, and Democracy (20098)/PLSC 714a 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. S. Rose-Ackerman

Criminal Defense Project (20519) 3 units, credit/fail. This clinical offering will allow students the opportunity to participate in the defense of felony cases, with training and fieldwork supervision provided by clinical faculty and experienced trial attorneys from the New Haven Judicial District Public Defenders office. Students will receive skills training in a two-hour weekly seminar which will address topics such as the right to counsel and client interviews, pretrial investigation and discovery, motions practice, crime scene and physical evidence viewing, working with forensic experts, trial/hearing preparation, jury selection, witness examination, framing a defense theory of the case, confronting the prosecution’s evidence, presenting the defense’s evidence, and presenting closing argument. Cases will be selected in an attempt to provide students with a broad exposure to defense practice as well as a meaningful opportunity to participate in a litigation event. A yearlong commitment is required. Enrollment limited to six. D. Curtis, S.F. Russell, and T. Ullman

Criminal Law and Administration (20061) 3 units. An introduction to criminal law and its administration, including the requisites of criminal responsibility, the defenses to liability, inchoate and group crimes, sentencing, and the roles of legislature, prosecutor, judge, and jury. This course is given in several sections; it must be taken before graduation. Self-scheduled examination. J.Q. Whitman

Criminal Procedure: Police Practices and Investigations (20444) 3 units. The course will focus on the constitutional law that governs searches, seizures, and confessions. The course will consider in detail the evolution of the exclusionary rule and the development

and administration of the probable cause and warrant requirements. It will also examine stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. Scheduled examination. T. Meares

Democracy and Distribution (20538)/EPE 411a/PLSC 565a^U 2 units. An examination of relations between democracy and the distribution of income and wealth. Particular attention will be paid to the ways in which different classes and coalitions affect, and are affected by, democratic distributive politics. This course will meet according to the Yale College calendar. Paper required. No Supervised Analytic Writing credit. Substantial Papers possible, with permission of the instructor. Enrollment limited to six law students. M.J. Gaetz and I. Shapiro

***[The] Education Adequacy Project (20403)** 3 units, credit/fail. This clinical course will focus on a single litigation against the State of Connecticut, representing the Connecticut Coalition for Justice in Education Funding (CCJEF) and fifteen children and parents alleging constitutional deficiencies in state-provided education. This unique litigation is the first-ever clinic-led school finance litigation, and provides a diverse array of litigation, policy, and client work. CCJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. Through litigation and advocacy, CCJEF seeks to reform Connecticut's public school finance system by substantially increasing funding and accountability such that all children are provided an adequate and substantially educational opportunity. The Education Adequacy Project serves as lead counsel on the litigation (*CCJEF v. Rell*) and will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CCJEF's case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for more than one term if needed, and any other related information. Enrollment limited to fifteen. R. Golden, A. Knopp, D. Rosen, and M. Weisman

Employment Discrimination Law (20037) 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 is an introductory but comprehensive 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 discrimination and equality in other areas of law, such as anti-discrimination law and constitutional law. It will also provide students with the background necessary to deal with discrimination problems in a clerkship or practice setting. Scheduled examination. V. Schultz

[The] Engineering and Ownership of Life (20332)/HIST 938a/HSHM 676a 2 units. This seminar explores the history of intellectual property protection in living matter. Focusing on the United States in world context, it examines arrangements for IP

protection outside the patent system as well as within it. Topics covered include law, agribusiness, medicine, and biotechnology. Paper required. This course will meet according to the Yale College calendar. Enrollment limited to ten law students. D.J. Kevles

Environmental Management and Strategic Advantage (20490)/F&ES 96112a/MGT 688a 3 units. This course will focus on understanding the policy and business logic for making an environmental or sustainability focus a core element of corporate strategy and management systems. Students will be asked to analyze how and when environmental thinking can be translated into competitive advantage. The course will combine lectures, case studies, and class discussions on management theory and tools, legal and regulatory frameworks shaping the business-environment interface, and the evolving requirements for business success (including how to deal with diverse stakeholders, manage in a world of transparency, and handle rising expectations related to corporate responsibility). Self-scheduled examination. This course will meet according to the calendar of the School of Forestry & Environmental Studies. D.C. Esty and S. Ramsey

Environmental Protection Clinic (20316)/F&ES 80034a 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 to twelve. D.S. Bryk and K. Kennedy

***Ethics and the Government Lawyer (20492)** 2 or 3 units. Like private practitioners, government lawyers hold many different positions and play many different roles. Yet in all these contexts the government lawyer is often uniquely positioned to affect the course of public policy, the institutional relationships within the government, and the impact of law on private citizens and firms. This seminar is designed to explore the special ethical issues that arise in government practice by examining both theoretical literature on the roles of several types of government lawyers—including the Attorney General, the Solicitor General, lawyers in the Department of Justice’s Office of Legal Counsel and the Department of State’s Office of the Legal Adviser, military lawyers, line prosecutors, and lawyers in other departments and agencies—and particular cases that raise significant issues concerning the government lawyer’s professional responsibilities. A research paper is required. Both Substantial Paper and Supervised Analytic Writing credit are available for suitable projects. Paper required. Enrollment limited to sixteen. R.W. Gordon and J.L. Mashaw

Evidence (20057) 3 units. The course will cover the basics of the American system of evidentiary production, with an emphasis on the Federal Rules of Evidence as well as on associated common law rules and constitutional principles. Students will work from a casebook that emphasizes trial-level practice and practical problems while considering

also the general theory of proof that underlies the American evidentiary system. Students will be evaluated on the basis of a timed take-home exam during which students will be expected to analyze a transcript of a real trial for evidentiary issues. Active class participation will also be taken into account in determining final grades. Self-scheduled examination. K.L. Scheppele

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. Enrollment capped at ninety. Scheduled examination. Y. Listokin

Financial Accounting for Lawyers (20471) 3 units. An introductory course in financial accounting. The objective of the course will be to help the student become an informed user of financial instruments. The course will emphasize (1) the concepts and conventions that underlie financial statement, (2) the methods that are used to record, summarize, and report the effects of economic activities in financial statements, and (3) the interpretation and analysis of financial statements. Self-scheduled examination. L. Schiffres

Fundamental Rights in a Comparative Perspective (20542) 2 units. The course will focus on the different ways in which constitutions frame and courts interpret fundamental rights. The aim is to broaden the horizon for alternative approaches to fundamental rights and thereby to sharpen the understanding for the peculiarities of one's own constitutional system. Among the topics to be discussed are limitation of fundamental rights; proportionality and balancing; negative v. positive rights; vertical v. horizontal application; social and economic rights; methods of interpretation of fundamental rights; impact of historical context. This course will meet in the second half of the term. Enrollment limited to twenty. Self-scheduled examination or paper option. D. Grimm

Green Energy Policy (20526) 2 or 3 units. A major goal of the Obama Administration, as well as many other groups and authors, is to wean the U.S. from its dependence on fossil fuels by promoting energy efficiency and renewable sources of energy. This research seminar considers what legal policies and instruments may be available to accomplish these policy goals. The course will begin with the arguments that a transformation of the U.S. energy system is needed for environmental as well as other reasons. Other cross-cutting goals such as national security, economic development, and decreasing dependence on foreign sources of energy will also be considered. Next the course will explore past attempts to develop and implement a national energy policy and to promote various technologies. The course will then consider various existing policies and subsidies that discourage efficiency and renewable energy. The course will consider successful models, including Germany and California, and various proposals and suggestions to promote energy efficiency and green energy. Supervised Analytic Writing or Substantial Paper credit available. Paper required. Enrollment capped at thirty-five. E.D. Elliott

Groups, Diversity, and Law (20451) 2 or 3 units (depending on paper). Immigration, intra-group and inter-group differentiation, and egalitarian and diversity values are producing deep tensions and conflicts in a traditionally individualistic society. In complex ways, law influences how individuals assume group identities, how groups form, evolve, fragment, and compete with one another for social goods, and how diversity as social goal or constraint is defined and achieved. In this seminar, legal and social science materials will be used to explore the meanings of diversity, the history of diversity-as-ideal, and specific efforts by the law to implement that ideal—sometimes as a remedy for past discrimination, sometimes as a by-product of other values such as religious freedom, and sometimes for its own sake. The focus will be on examples such as affirmative action, political representation, language rights, immigration, residential integration, religion, expressive associations, voting rights, and social mobility. The emphasis will be on racial and ethnic groups, not on gender and sexual preference, which are covered in other courses. Each student must write, and some may be asked to present, a research paper. Supervised Analytic Writing and Substantial Paper credit may be given. An ungraded credit/fail option is available under certain conditions. P.H. Schuck

Guantánamo (20527) 2 units. This course will examine a range of issues growing out of the post-9/11 detentions of “enemy combatants” at Guantánamo Bay. The class will focus on presidential authority, separation of powers, and judicial responses. Topics will include the Bush Administration’s actions, litigation on behalf of detainees and military commission defendants, congressional activity, and leading cases. Readings will include court of appeals and Supreme Court briefs, argument transcripts, and decisions; Office of Legal Counsel memoranda; legislative materials; and scholarly commentary. Paper required. Enrollment limited to twenty. L. Greenhouse and E.R. Fidell

***History of the Common Law: Procedure and Institutions (20010)** 3 units. An introduction to the historical origins of Anglo-American law, in which students study selected historical sources and extracts from legal-historical scholarship. 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 law of evidence and other forms of jury control; appellate review of jury verdicts; the growing disuse of juries and of trials in modern times; (2) civil justice—the forms of action and the pleading system; the regular and itinerant courts; the judiciary; law reporting and other forms of legal literature; Chancery, the trust, equitable procedure and remedies; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; the drafting of the Federal Rules of Civil Procedure; (3) criminal justice—medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; the rise and fall of 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 and sentencing; (4) legal education—the inns of court; apprenticeship; the emergence of university legal education in the United States; (5) the legal profession—attorneys and barristers; the regulation of admission to the profession; the development of law firms and the trend to megafirms. 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. This course will meet in weeks when the Legal Theory Workshop does not meet. P.W. Kahn

Immigrants' Rights: Current Constitutional and Civil Rights Issues (20547) 3 units. This course will examine the constitutional and civil rights of immigrants by studying key principles governing the immigration power and then exploring a series of contemporary problems and issues. It is *not* a survey course. The class will start with an overview of basic immigration law concepts and then explore current issues that may include constitutional principles governing state and local regulation of immigration and "alienage" discrimination; the right of immigrants to habeas corpus and judicial review; problems presented by proposals for "comprehensive immigration reform"; labor and workplace protections for noncitizens; constitutional norms applicable to immigration enforcement, raids, and detention; due process rights in removal proceedings; the intersection of immigration and criminal law; post-9/11 issues; and the potential impact of the Guantánamo habeas corpus cases on the constitutional rights of immigrants. The specific topics and course content are subject to current events and student interest. Guest speakers involved in particular issues will be invited when possible. A prior course in immigration law is not required, but knowledge of basic constitutional doctrine is assumed. Class participation is expected. Examination required. L. Guttentag

Immigration, Citizenship, Church-State Relations, and Antidiscrimination Policies and Laws (20513) 2 units. This seminar will examine immigration, citizenship, church-state relations, integration, and antidiscrimination laws and policies in comparative perspective, including mainly North American and European (especially French, British, and German) cases, but also Asian and African ones. In these domains in particular, national laws and policies have been and continue to be influenced (or counter-influenced) by foreign experiences. Each session will consider the analysis and the interpretation of key policy reforms and of court cases across national boundaries (for example, the quota system in immigration policies, dual citizenship, denaturalization, adaptation to religious diversity, legal treatment of ethnic discriminations). The seminar will have a strong multidisciplinary dimension. Self-scheduled examination or paper option. P. Weil

Immigration Law and Policy (20528) 3 units. This course will survey U.S. immigration and citizenship law. The course will begin by covering several constitutional issues: acquisition and meaning of citizenship; Congress's plenary immigration power; immigration federalism; and the application of equal protection and due process to noncitizens. It will then turn to the statutory and administrative frameworks that govern the admission and removal of noncitizens. Students will work closely with the Immigration and Nationality Act and consider aspects of judicial review and the law of habeas corpus. The course will conclude with a consideration of select topics in immigration law and policy, such as the intersection of national security and immigration law; unauthorized immigration; and the basics of refugee and asylum law. Throughout the course, students will engage various theoretical questions: What defines membership in a polity? How should the rights

of citizens and noncitizens differ? When is it appropriate to force noncitizens to leave the U.S.? Are there any moral/humanitarian constraints on the state's interest in controlling its borders? Self-scheduled examination. C. Rodríguez

***Immigration Legal Services (20016)** 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 and procedural law, the legal and ethical issues arising in the context of casework, and on the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly supervisions on casework. Enrollment limited. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana

Information Privacy Law (20454) 2 units. Controversy over information privacy has grown dramatically in recent years. Information that many individuals view as private is gathered using a growing number of new technologies—RFID tags, spyware, genetic testing, and much more. Statutory and common law, both new and old, have sought to respond to rapid changes in information gathering, storage, and dissemination. This course will examine information privacy law with a special emphasis on workplace privacy, drawing on Professor Jolls's experience drafting workplace privacy provisions as Reporter for the Restatement of Employment Law over 2001–2006. The course will also give coverage to consumer privacy and to information privacy as against “War on Terrorism” law enforcement demands. Students will be asked to submit short reaction papers every other week or, if preferred, may submit brief responses in lieu of the reaction papers and then a longer paper at the end of the term. Enrollment limited. C. Jolls

[The] Information Society and Behavioral Economics (20539) 2 units (1 unit per term). This yearlong course will explore the structure of the information society in light of the emergent field of behavioral economics. Most centrally, much behavior on the Internet is difficult to explain using traditional economic analysis but fits well within the behavioral economics framework. Course readings will consist of articles and book excerpts from law and social science. Students will be asked to submit reaction papers approximately every other week. Students who wish to enroll for only one term must have the permission of the instructor. Enrollment limited. C. Jolls

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 conceptual understanding of insurance law. Self-scheduled examination or paper option. G.L. Priest

International Financial Crisis (20543) 2 units. In the spring of 2009 the G-20, representatives of twenty of the world's leading countries, began reviewing proposals to change the structure and content of global financial services regulation. This course will begin with a basic review of the theory and practice of modern financial markets and proceed to review the causes of the current crisis. Among the legal causal factors that will

be addressed are (1) inadequacy of risk assessment; (2) lack of transparency; (3) moral hazard in general and “too-big-to-fail” in particular; (4) structural flaws in the ratings industry leading to inaccurate or biased credit ratings on financial products; (5) problems in the credit default swap market; (6) flaws in the regulation of the capital structures of financial institutions (including Basel II); (7) corporate governance; and (8) the proper role of the government, if any, in securities design and in the design of the capital markets themselves. Particular attention will be paid to the relationship between the regulation and supervision of individual financial institutions and the regulation and supervision of systemic risks in global capital markets. Alternatives to the current global regulatory policy in which some financial institutions are deemed too big to fail also will be considered. Self-scheduled examination or paper option. J.R. Macey and G. Fleming

International Investment Law I (20396) 2 units. As foreign direct investment has increased as a function of globalization, so have disputes about investment. This seminar will examine the international law and procedure applied in the third-party resolution of international investment disputes and the critical policy issues that must now be addressed. Papers may qualify for Substantial Paper or Supervised Analytic Writing credit. Self-scheduled examination or paper option. W.M. Reisman and G. Aguilar-Alvarez

International Law and Foreign Affairs: Seminar (20545) 3 units. This course will begin with an overview of current legal debates in U.S. international lawmaking and foreign affairs. Students will then work on research topics selected by the instructor from among those presented to the group by congressional staff, attorneys in the Legal Adviser’s Office at the Department of State, or nonprofit groups working on issues relating to foreign affairs and international law. Some research projects may also be generated by the class itself after group discussion. Students will work both individually and in small groups to write reports on the selected topics and, where appropriate, produce proposals for reform. Students will also present the results of their research projects to the class and, where possible, to those outside the Law School who are directly involved in the debates. Enrollment limited to eight. O. Hathaway

Iraqi Refugee Assistance Project (20529) 3 units, credit/fail. This seminar and practicum will afford students working with the Iraqi Refugee Assistance Project an opportunity to examine the Middle East’s gravest humanitarian crisis in generations as well as broader issues in refugee law and policy. Class sessions will combine project rounds with a consideration of the development and content of the international refugee legal regime, United States policy toward refugees, and the particulars of the Iraqi refugee crisis. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructor required. M. Wishnie

***Justice (20104)/PLSC 553a** 4 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. B. Ackerman

Juvenile Justice (20521) 3 units. This course will explore the jurisprudence, law, and practice of juvenile justice in the United States. Children have received special and separate treatment before the criminal law for centuries, but the juvenile justice system is a relatively modern institution that is little more than a century old. The culpability of children for criminal acts, unique criminal laws and procedures that govern the legal responses to children who break the law, and the societal responses of punishment and protection of adolescent offenders will be analyzed. Recent and significant changes in juvenile justice law and policy will be examined and analyzed, and located in the context of patterns and explanations of juvenile crime and the social construction of adolescence. In addition to analyses of jurisprudence, case law, and practice, the course also will examine contemporary controversies in juvenile justice and recent Supreme Court cases. Grades will be based on (1) student contributions in class, (2) student presentations in a series of capstone debates on contemporary issues in juvenile justice, (3) two memoranda on specific problems in juvenile law or juvenile justice policy, and (4) a take-home final examination. Enrollment limited to thirty-five. J. Fagan

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, the Connecticut Rules of Practice and Procedure, 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 (20024) 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. It also will consider the impact of the current recession on the real estate mortgage market and recent efforts by government to revive and strengthen that market and to aid many of those adversely affected by the current recession in that market. Scheduled examination. Q. Johnstone

Land Use (20415) 3 units. This course will examine the array of devices, legal and non-legal, 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

Law and Corporate Codes of Conduct (20549) 2 units. This research seminar will focus on the impact of corporate social responsibility – and the development of codes of

conduct—on legal practice and contract law. First, it will chart the evolution of codes of conduct, and seek to explain variation in the contents of codes, with respect to human rights. Second, it will examine how law firms of the most important transnational corporations (TNCs) have responded to the evolution of these codes. Research questions will include the following: Do TNCs write the human rights provisions of their code into the terms of contracts, for instance when they outsource production? If so, how do they intend to monitor and enforce compliance with the human rights components of the contract? Students will engage in original research, on their own and in teams. The class will meet once per week. Enrollment is limited; students who are interested in the intersection between human rights and corporate social responsibility are encouraged to apply directly to the instructor. Paper required. Permission of the instructor required. A. Stone Sweet

Law and Economics of Contracts I (20530)/ECON 276a 2 units. Parties engaging in economic exchange often organize their relationships through written contracts. This course will examine the design of these contracts and the body of law that governs and influences their economic efficiency. The principal focus will be a basic body of economic contract theory and the related law and economics literature that characterize certain efficiency properties of exchange through contracts. The course will not, however, give short shrift to legal institutions. The course will take institutions of contract law seriously, but operate on the premise that the careful study of contract theory exposes the basic intuitions behind the efficiency results of the law and economics literature and favors a more rigorous approach, in particular with respect to informational assumptions. A central topic of the course will be to study contractual solutions to the hold-up problem. Starting from seminal articles in the bilateral trade literature and the literature on breach remedies, the course will introduce students to the most recent developments of the field using a uniform notional apparatus. Students will be provided with handouts but are strongly encouraged to read the original articles. Prerequisite: basic calculus, intermediate microeconomics, or permission of the instructors. This course will follow the Yale College calendar. Scheduled examination. R.W. Brooks and A. Stremitzer

Law and Globalization (20200) 2 units. Among its myriad effects, climate change has caused ethicists to reconsider notions of responsibility, political theorists to challenge accounts of authority, economists to devise new methods of valuation, and lawyers to seek reinvention of regulation. The fall 2009 edition of this seminar will consider these and related developments through a focus on global environmental governance, its philosophical underpinnings, and its practical implementation. The seminar will host seven or eight scholars, each of whom will present recent work, or work-in-progress. On off-weeks, students will read and discuss texts selected by visitors in preparation for their visit. Students will be expected to write two- to three-page discussion papers on these preparatory texts. Students may take the seminar for credit more than once, and they may earn additional credit if they wish to produce a substantial paper. Paper required. Enrollment limited to twelve. A. Stone Sweet and D. Kysar

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. R.W. Brooks and J.J. Donohue

[The] Law of War: Historical Perspectives (20497) 2 units. This seminar will pursue topics in the history of the law of war from the early modern period into the early twentieth century. Readings will include classic texts as well as secondary works on the history of warfare and on the regimes of international law that have sought to govern the use of force and the conduct of armed forces in war. Paper required. Enrollment limited to fifteen. J.Q. Whitman and J. Witt

***Lawyering Ethics Clinic (20114)** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process involving lawyers charged with violating ethical obligations to clients or other interested persons. The clinic's goals are to help students understand the 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 pretrial 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 four. D.E. Curtis and F. Blando

Legal Assistance (20107) 3 units, credit/fail. A clinical seminar, using classroom, field-work, 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 (20008) ½ unit, credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5–15 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 instructor required. Deputy Dean

***Legal Profession: Traversing the Ethical Minefield (20522)** 3 units. This course is designed to help fulfill a student's professional obligations while also providing services

to clients consistent with their ethical entitlements. Through the use of hypothetical problems grounded in the real world, the class will explore many of the challenging dilemmas that confront the conscientious lawyer who wants to conform his or her conduct to the applicable rules of professional conduct and other law governing lawyers. At the same time the course will consider whether the present rules of professional conduct properly address the issues with which the profession must grapple in striking delicate balances among the obligations of lawyers vis-à-vis clients, lawyers as officers of the court, and lawyers as citizens. Class attendance and participation is essential. Scheduled examination. Enrollment limited to sixty. L. Fox

Legal Services for Immigrant Communities (20531) 3 units, credit/fail. This clinic will fuse traditional civil legal services representation with collaborative, community-based strategies for solving community problems and empowering clients. The clinic will provide a broad range of legal services to the two largest immigrant communities in New Haven: the Spanish-speaking Latin American and Caribbean community, and the French-speaking West African community. The clinic will conduct outreach through Junta for Progressive Action, a nonprofit community organization in Fair Haven, as well as through other organizations in the different communities. The clinic will offer students the opportunity to represent immigrant clients in a wide range of cases, often including (but not limited to) immigration law, employment law, benefits, family law, mortgage foreclosures, landlord-tenant law, and consumer fraud. Although the clinic welcomes students fluent in Spanish or French, it is open to all and often works with translators. Interested students should indicate their level of proficiency in Spanish and French on the LSO ballot. Enrollment is by lottery, with language ability taken into account. Enrollment limited to eight. C.L. Lucht and S. Wizner

Legal Writing for Litigators (20532) 3 units. This seminar will train students to craft lean sentences and compelling documents. In addition to reading several of the most insightful legal-writing texts and articles, students will scrutinize judicial opinions and briefs to see how leading judges and practitioners construct their arguments. Students will also discuss extensively how to weave facts and authorities into their written work, and students will also consider how to use each court filing to advance a client's overarching strategy. Students will prepare short assignments to train them to litigate effectively. Enrollment limited to twenty. N. Messing

Legislation (20066) 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 will begin 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. One day of the week (Tuesdays) will be a lecture to the entire class; most Thursdays will see the class divided into two sections, meeting at separate times for class discussion. Self-scheduled examination. Enrollment limited to 120 (sixty in each section). W.N. Eskridge, Jr.

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 and policy-making processes by advancing—and defending—the interests of Connecticut public interest organizations (including other LSO clinics and their clients). The seminar's primary client (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues. Recently the clinic has focused on public education, juvenile justice, health, 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 identify upcoming legislative issues. Once issues have been chosen for action, students will research the subject, work in coalition with other organizations, and meet with legislators. In the spring, students will 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 who commence their participation in the fall term. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, and C.C. Staples

Liman Public Interest Workshop: Imprisoned (20324) 1 unit, credit/fail. The United States incarcerates a remarkably large number of people. According to the 2008 Report from the Pew Center on the States, one in 100 American adults is behind bars. The number of people in jails or prisons has tripled since 1987, and the practice of incarceration does not affect all Americans the same—one in fifteen African American adult men are incarcerated. In the spring of 2009, members of Congress called for the creation of a National Criminal Justice Commission to review comprehensively the criminal justice system.

Participants in this workshop will explore the history of the use of imprisonment in the United States and rising concerns about costs and the need for reform. Sessions will address the processes of incarceration and the effects of incarceration and examine the demographics of imprisonment, including the disparate impact by race, gender, age, nationality, and ethnicity. The workshop will consider the legal frameworks governing challenges to prison conditions including large-scale litigation and the impact of federalism; particular aspects of conditions of confinement such as isolation in "supermax" facilities, density, overcrowding, and physical safety; health needs including drug treatment, risks of infections, mental health issues, and services for women and men; inmates' opportunities to exercise various First Amendment rights from access to press and courts to religious practices; the concept and challenges of reentry; and the alternative modes of response to concerns about safety and welfare. The workshop will also turn from experiences of inmates to the effects of the large incarceration rate on communities—exploring what is seen as the benefits and costs, how facilities are funded, and what

animates the privatization of prisons. Finally, the workshop will look comparatively at the practices of other countries and explore international human rights law regarding prison conditions.

Weekly readings will provide a background for discussions. Guest speakers will include Liman Fellows and other public interest advocates, scholars, and state and federal government officials. This workshop is intertwined with the Thirteenth Annual Liman Colloquium, to be held March 4–5, 2010, that will also address these topics. J. Resnik, H.R. Metcalf, and S.F. Russell

Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (20498) 1 graded unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Office of Affirmative Litigation in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, and assist in filing a case. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will propose a potential lawsuit, conduct research, and present its ideas to the class and members of the City Attorney's Office. Students new to the project in fall 2009 must commit to continuing the project in spring 2010 in order to receive graded credit. Permission of the instructors required. Paper required. H. Gerken and J. Habig

***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 of 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 and instruction in and development of human rights research and writing skills. The clinic will have one or more student directors. Enrollment limited to eighteen. Permission of the instructor required. J.J. Silk and E. Brundige

Medical Ethics and Law: The Role of Individual Choice (20097) 3 units. Safeguarding individual choice has become the normative centerpiece of ethical thinking about doctor-patient and researcher-subject relations. This course will explore psychological and practical realities that complicate, and may call into question, the application of this norm in both medical therapy and research. The course will consider the justifications for overriding the individual choice of mentally competent people who want physician assistance in terminating their lives; or who want access to drugs that have not been approved by federal agencies such as the Food and Drug Administration; or who want medical treatment notwithstanding their physicians' data-based judgment that such treatment would be "futile"; or who want to participate in medical experiments deemed "excessively risky"

by federal or state regulators; or who want to donate or sell their organs for transplantation. The course will also evaluate the ways that the individual choice norm has been extended to or withheld from individuals who have lost competence or who (because of mental impairment) had never been or (because they were infants or fetuses) had not yet become competent to decide for themselves. Self-scheduled examination or paper option. R.A. Burt

Neuroscience and the Law (20533) 2 or 3 units. Neuroscience has made substantial recent advances in identifying regions of the brain associated with different aspects of decision making and behavior. This seminar will examine the significance of this research for law. Topics will include the relevance of this work for explaining and predicting legal decision making; the use of it to improve the efficacy of regulation; the implications of it for criminal law; and the use of it to investigate crime and prove facts in litigation. Students may write weekly reaction papers for 2 units; with the permission of the instructors, students may write an additional longer paper, for Supervised Analytic Writing or Substantial Paper credit, for 3 units. Enrollment limited. D.M. Kahan and P. Huang

Nonprofit Organizations Clinic (20051)/MGT 695a 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems – organizations that cannot afford to retain private counsel. The class will meet as a group on six Fridays in each term. Students who take the clinic for 2 units and who attend two professional responsibility sessions will satisfy the professional responsibility requirement. J.G. Simon, L.N. Davis, and B.B. Lindsay

[The] Philosophy of the Rule of Law (20215) 1 or 2 units. Civil law is codified authority. Common law is a process producing precedents that in theory govern both public (governmental) and private (business) activity. This course will be devoted to exploring how this process (in the United States) obtains the authority to govern, which requires determining how power affects human relationships. The course will do this both by analyzing judicial decisions and by written exploration of legal and philosophical issues. J.G. Deutsch

[The] Political Economy of Migration (20534) 3 units. Most economic studies of migration – both international and internal – model the process as determined by differential wage rates and differential long-term income; transport and other dislocation costs; and the like. This seminar will review the most prominent of such studies, but then will address the extent to which differences in political regimes and political cultures affect migration, again both internationally and internally. Paper required. G.L. Priest

Problems in Evidence (20338) 2 or 3 units. This seminar will focus on the allocation of functions between judge and jury, the problem of expert and scientific evidence, evidentiary privileges, character evidence, 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 paper option. Enrollment capped at twenty-five. M.R. Damaška and S.B. Duke

Property (20207) 4 units. This course will inquire into a pervasive set of human institutions – the arrangements for getting, controlling, using, transferring, 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. T. Merrill

Proportionality in Constitutional Law (20535) 2 units. In many countries (e.g., Canada, Germany, Spain, Brazil, Israel), and under some international documents (e.g., the European Convention for the Protection of Human Rights and Fundamental Freedoms), the regular legislature can take action affecting constitutional rights that are part of the Bill of Rights, so long as such effect is proportional (that is, suitable and necessary to achieve legitimate government ends and properly balanced). This seminar will look into the concept of proportionality, its scope and its rationales, doing so on a comparative law basis. The seminar shall compare it with American jurisprudence, while trying to see whether constitutional rights are better protected by the American method of categorization or by a proportionality analysis. The seminar shall follow the development of proportionality in recent American constitutional law and evaluate its place in the constitutional scheme of things. This seminar will meet during the first half of the term. Scheduled examination or paper option. Enrollment limited. A. Barak

Prosecution Externship (20139) 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

Public Order of the World Community: A Contemporary International Law I (20040) 4 units. This introduction to contemporary international law will study the role of authority in the decision-making processes of the world community, at the constitutive level where international law is made and applied and where the indispensable institutions for making decisions are established and maintained, as well as in the various sectors of the public order that is established. Consideration will be given to formal as well as operational prescriptions and practice with regard to the participants in this system

(states, intergovernmental and nongovernmental organizations, political parties, pressure groups, multinational enterprises, other private associations, private armies and gangs, and individuals); the formal and informal arenas of interaction; the allocation of control over and regulation of the resources of the planet; the protection of people and the regulation of nationality; and the allocation among states of jurisdiction to make and apply law. In contrast to more traditional approaches, which try to ignore the role of power in this system, that role will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention will be given to (1) theory; (2) the establishment, transformation, and termination of actors; (3) control of access to and regulation of resources, including environmental prescriptions; and (4) nationality and human rights. Scheduled examination or paper option. W.M. Reisman

Regulating Sexuality: Legal and Psychological Perspectives (20379) 3 units. In 1973 the American Psychiatric Association removed homosexuality from its diagnostic designation as a mental disease. In 2003 the United States Supreme Court ruled that states could not treat same-sex sodomy as a criminal offense (reversing its 1986 decision constitutionally approving such treatment). How do we explain these changes? How do we understand the previous psychological and legal prescriptions? Do the changes arise from new psychological conceptions of abnormality, of societal welfare, of morality? What are the proper institutional roles of professional organizations, constitutional courts, and popularly elected legislatures for recognizing these changes? The seminar will explore such questions at the intersection of legal and psychological perspectives in shaping the regulation of sexuality. In addition to same-sex relations, the seminar will address issues of gender identity, domestic violence, prostitution, and pornography. The seminar is open to law students and to candidates in psychoanalysis at the Western New England Institute for Psychoanalysis, and will be jointly taught by a law professor and psychoanalyst. Paper required. Enrollment limited to twenty. R.A. Burt and B. Marcus

Regulation and Institutional Design (20540) 3 units. This course will survey a number of basic questions concerning the design of regulatory institutions. Readings will include general materials related to the history, theoretical justifications for, and political economy of American regulation. The course will also look at a number of examples or case studies of particular regulatory programs designed to protect public health and safety, consumer welfare, the integrity of financial intermediaries, aesthetic and moral values, and so on. The ambition is to understand why various regulatory regimes take the form that they do and how those designs have performed in relation to their objectives. The course will also look at reform ideas to improve the performance of various regulatory institutions and cross-cutting regulatory techniques, such as cost-benefit and risk-benefit analysis, that have been made applicable to a broad range of regulatory activities.

Students will be required to write brief bi- or tri-weekly reaction papers commenting on the assigned readings and to submit a final paper expanding upon one of those reaction papers or discussing some other topic related to the course readings and discussion. These papers are in lieu of an exam and will not be considered for Substantial Paper or Supervised Analytic Writing credit. Students wishing to pursue their topics in greater depth should consider enrolling in the Administrative Law Research Seminar in the spring term. Paper required. J.L. Mashaw

[The] Role of a Judge in a Democratic Society (20500) 2 units. This research seminar will deal—on a comparative law basis—with the role of judges, mainly Supreme Court or Constitutional Court judges in a democracy. It will concentrate on their role to bridge the gap between law and society, and the role to protect the constitution and democracy. The seminar will consider if those are proper roles for judges. Are there more important roles? How do we understand democracy in this respect? The topics will also include analyzing proper tools used by judges to fulfill their role. Subjects that may be researched are interpretation; gap-filling; and the development of common law. Other topics that are relevant: balancing; quest of non-justiciability; and standing. One may also consider in this respect the place of jurisprudence in performing the role of a judge. Another subject is the way the judgment is articulated and drafted, including the question of minimalism and rhetorics. Other topics may relate to the role of the judge and his interrelationship with the legislative branch (dialogue; judicial review) and with the executive branch (deference). Also included are topics on the role of a judge in a democracy fighting terror. Students will meet individually with the professor during the term to discuss their papers. Paper required. Enrollment limited. A. Barak

Secured Transactions (20317) 3 units. This course will provide an in-depth examination of the basic structure 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 course will also consider the treatment of security interests in bankruptcy proceedings; the rise (and fall) of securitizations as an alternative to traditional methods of secured lending; consignments; bailments; letters of credit; and a variety of other commercial law concepts. 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.

Securities Regulation (20288) 4 units. A comprehensive examination of federal laws and regulations relating to the issuance of securities, fraud, insider trading, control transactions, brokers and dealers, investment companies, and private and public enforcement mechanisms. Scheduled examination. R.K. Winter

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, Gender, and the Law (20536) 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. Enrollment limited to seventy-five. Self-scheduled examination. W.N. Eskridge, Jr.

Specialized Legal Research in Foreign and International Law (20196) 1 unit, credit/fail. This course will explore the major sources of international law, the law of some of the largest inter-governmental organizations, and general methods for finding laws from nations other than the United States. Both print and online sources will be examined. Although several area perspectives will be included, much of the course will be taught from an American perspective and the course will concentrate on sources widely available in the United States. Assuming sufficient interest, particular research interests of the class may also be explored. A series of short assignments will be required. This course will meet for two hours per week in the second half of the term. No prerequisites. Minimum enrollment of four required. S.B. Kauffman, J.B. Nann, C. Tubbs, and T. Miguel

***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. 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 requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Enrollment limited to twelve. Permission of instructors required. L. Greenhouse, D.M. Kahan, T. Merrill, A. Pincus, C. Rothfeld, and S. Shuchart

Terrorism: Comparative Law and Human Rights (20537) 2 units. September 11, 2001 marked the beginning of a new era of law, not just in the United States, but also in countries around the world. The new legal framework for fighting terrorism was coordinated internationally through the United Nations Security Council working with regional bodies, and was adopted in countries ranging from Afghanistan to Vietnam. This seminar will examine this new legal framework and the way it has put pressures on the international human rights system as well as on domestic constitutional law in many countries.

The seminar will examine American law as part of the mix, but most of the course will explore different domestic legal systems and their interactions with international law. Students will be asked to “adopt” a particular country and to learn more about its terrorism laws as part of the course. Students must write four reaction papers during the term. In addition, students may substitute a Substantial Paper for the self-scheduled examination. Enrollment limited to twenty. Self-scheduled examination or paper option. K.L. Scheppele

Topics in Labor and Employment Law (20116) 3 units (1 unit per term, with an additional unit for the required paper). This seminar will meet during both fall and spring terms and will focus on leading legal scholarship in the fields of labor and employment law. The seminar will also cover recent cases of substantial importance. Paper required. Enrollment limited. C. Jolls

Trusts and Estates (20096) 4 units. The course will consider the transmission of property by gift during life and at death in the context of existing and alternative policy; the structures that have traditionally accommodated transfers of this kind, including particularly wills, trusts, and their substitutes; the opportunity to fashion new structures for these transfers; control over transmitted property through multiple generations; public supervision of property transfers at death; federal and state taxation of gratuitous transfers; planning to avoid taxation; drafting to implement planning; and “neutral principles” in attorney-client communications concerning competing interests, including particularly beneficiary autonomy versus beneficiary protection, the inclination to retain property versus the desire to avoid taxation, and the insistence on certainty versus the aversion to complexity. Scheduled examination. S. Fast

Urban Legal History: 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 sessions will address, among other topics, the initial Nine Squares layout and colonial 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 Farmington 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

Worker and Immigrant Rights Advocacy Clinic (20465) and Fieldwork (20468) 2 units, credit/fail, with a graded option, for each part (4 units total). Open only to students who took the first half of WIRAC in spring 2009. The clinic and fieldwork must be taken simultaneously in both terms. Permission of the instructor required. M. Wishnie

SPRING TERM

Advanced Courses

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

Access to Knowledge Practicum (21264) 2 or 3 units. Students in this course will 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 projects with theoretical readings and frequent contact with Information Society Project Fellows. Permission of the instructors required. Enrollment limited to ten. L. DeNardis and L. Shaver

Administrative Law (21048) 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 rule making in administrative agencies, judicial review of administrative action, the organization of the executive branch, liability for official misconduct, and beneficiary enforcement of public law. Scheduled examination. T. Merrill

Administrative Law (21601) 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. *This section is open only to first-year and graduate students.* Self-scheduled examination. J.L. Mashaw

Administrative Law Research Seminar (21512) 2 or 3 units. This seminar is designed to provide close supervision and feedback in a workshop format for students doing research papers in areas of administrative law and regulation. The first few weeks will be spent discussing several of the instructor's recent articles that explore the origins of American administrative law. The last four weeks will be devoted to workshop presentation and critique of student papers. Students will meet with the instructor biweekly to discuss their works-in-progress. Paper topics and research plans must be approved by the fourth week of term. Preference on admission to the seminar will be given to students with an approved topic prior to the first class. Interested students are invited to discuss potential topics with the instructor during the fall term. Paper required. Enrollment limited to twelve. J.L. Mashaw

Admiralty Law (21613) 3 units. Admiralty is a unique area of federal jurisdiction with roots that predate the Constitution and constitutes a rare but important exercise in federal common law. The field is of heightened contemporary interest given such current developments as the upsurge in piracy in the Indian Ocean, deep-sea treasure hunting and mining, and the struggle to protect the marine environment. The course will explore the history, parameters, and current practice of admiralty jurisdiction and will include

such topics as marine pollution, limitation of liability, collision, salvage, pilotage, vessel documentation and nationality, federal regulation of merchant mariners, and the law of naval prizes. Enrollment limited to twenty. Examination or paper option. E.R. Fidell

Advanced Advocacy for Children and Youth (21513) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Advocacy for Children and Youth. Permission of the instructor required. J.K. Peters

Advanced Antitrust (21602) 3 units. This seminar will consider several issues in the law and economics of antitrust. The seminar shall treat the selected topics in greater depth than the survey approach of the basic antitrust course permits. Selections will be made from the following subjects: horizontal agreements, mergers, monopolization, and vertical arrangements. The objective will be to evaluate competing theories of antitrust law and enforcement in the areas studied. The required paper must be completed by the end of the spring term. Prerequisite: Antitrust or permission of the instructor. Paper required, and it must be completed by the end of the spring term. Enrollment limited to twenty. A.K. Klevorick

Advanced Domestic Violence Clinic (21560) 1 to 3 units, credit/fail. Open only to students who have completed the Domestic Violence Clinic. Permission of instructor required. R.A. Solomon

Advanced Immigration Legal Services (21168) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services. Permission of an instructor required. C.L. Lucht, J.K. Peters, and S. Wizner

Advanced Landlord/Tenant Legal Services (21337) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Landlord/Tenant Legal Services clinic. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

Advanced Legal Research: Methods and Sources (21027) 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: administrative law; case finding; computer-assisted research; constitutional law and history; court rules and practice materials; international law; legislative history; and statutory research. Class sessions will integrate the use of online, print, and other research sources. Notebook computer recommended. Research problems and paper required. S.B. Kauffman, R.D. Harrison, J.B. Nann, and C. Tubbs

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 Seminar on Immigration Law and Policy (21615) 2 units. This advanced seminar is for students with a solid grounding in immigration law and relevant constitutional principles. The seminar will explore a limited number of legal, policy, and legislative issues in depth. The focus is likely to be on questions presented by congressional consideration of "comprehensive immigration reform" legislation expected to be active in the spring. If focusing on legislation is not timely or appropriate, the class will address other topics that may include the right to appointed counsel in immigration proceedings,

the trend toward criminal prosecution of immigration violators, and similar questions. Assuming the legislative reform process is under way, the seminar will examine major policy disputes, the important legal or constitutional principles underlying them, the economic, demographic, and other data that inform divergent views, and the competing values of key protagonists. Questions of legislative drafting and statutory analysis are likely to arise, and political dynamics will be discussed. If new legislation is enacted during the term, the course will also dissect some of the important implementation questions that can be anticipated. Guest speakers will be invited to address areas of expertise. Students should expect to pick an issue for in-depth analysis and presentation. Permission of the instructor required. Enrollment limited. L. Guttentag

Advanced Topics in Jurisprudence (21386) 3 units. This seminar will examine the contemporary debate between legal positivists and natural lawyers. Questions explored will include: Does the positivist insistence on grounding legal rights and obligations in social fact alone commit the fallacy of deriving an “Ought” from an “Is”? Can legal reasoning be divorced from moral reasoning? Is the Rule of Law a moral ideal and, if so, is it part of the concept of law? Is it possible for a morally wicked regime to have a legal system? Authors discussed will include Ronald Dworkin, John Finnis, Lon Fuller, Leslie Green, H.L.A. Hart, Joseph Raz, and Jeremy Waldron. Enrollment limited. J.L. Coleman and S. Shapiro

Advanced Torts: Seminar (21603) 2 units. This seminar will examine advanced topics in the field of civil liability for injuries to persons and property. Selected subjects may include products liability, toxic and environmental torts, defamation and invasion of privacy, fraud and misrepresentation, commercial torts, class action practice, and alternative compensation schemes. Class participation, oral presentation, and research paper required. Students must have completed the first-year Torts course or have comparable prior exposure to the field. Paper required. Enrollment limited to sixteen. D. Kysar

***Advocacy for Children and Youth (21387)** 3 units, credit/fail. Students in this clinical seminar will represent children and youth who are abused, neglected, uncared for, or in cases that potentially involve termination of parental rights, 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

American Legal History (21063) 3 units. This course will focus on the transformation of American law from the colonial period through the twentieth century. The first part of the course will analyze how the imperial structure of the British Empire and the expansion of the Atlantic economy led to the emergence of American federalism, the creation of the American law of slavery, and the reform of property and inheritance law. It will also examine the economic context of the framing of the Constitution, the legal foundations

of emerging capitalism and the entrenchment of slavery. The second part of the course will focus on developments from the mid-nineteenth century to the mid-twentieth, in particular: the struggle over the meaning of “free labor” and the labor contract, including the antislavery movement and the Civil War, the legal and economic status of freedmen, the regulation of unions, and workplace injuries; the rise of the corporate economy, especially the transformation of the business corporation from an arm of the state into a nexus of private contracts, as well as the surge in more intangible and socialized forms of property; reforms of family law as to the control of property and earnings, procedures for separation, and the status of children; and the emergence of the modern administrative state, covering a range of subjects from the advent of public police forces to the rise of expert regulatory commissions. Self-scheduled examination or paper option. N. Parrillo and C. Priest

Anatomy of the Financial Crisis (21592) 2 units. The course will examine the many aspects of the current financial crisis, from the financial products at the center of it, to the regulatory regime that governed the financial sector, to the role of the media and corporate governance, to the investigations and litigation that will ensue in the wake of the crisis. Enrollment limited to twenty. Permission of the instructor required. Self-scheduled examination. M. Solender

Antitrust (21068) 4 units. This course will survey the law and economics of antitrust, including horizontal agreements, monopolization, and vertical arrangements. The course will presume students have no training in economics, but it will aspire to remain of interest to students with substantial economics backgrounds. Self-scheduled examination or paper option. G.L. Priest

Bankruptcy (21204) 3 units. The liquidation and reorganization of insolvent estates under the Federal Bankruptcy Code. Scheduled examination. A.T. Kronman

[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, for example, provokes 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 (21040) 4 units. This course will provide an introduction to the law that governs business organizations. The course begins with the law of agency and fiduciary duties, which provides the backdrop for discussion of partnerships and then corporations. After exploring partnerships, the course will move on to the large, publicly traded corporation. The course will explore limited liability, the *ultra vires* doctrine, and problems of incorporation, which when taken together might loosely be considered “the corporation and its dealings with outsiders.” Then the course will explore board

structure, shareholder voting rules, the fiduciary duties of managers, corporate control transactions (including takeovers), and the basics of securities exchange market integrity, which when taken together might loosely be considered “the corporation and the regulation of insiders.” The class will be designed to provide students with a foundation in the common law and state statutory systems that regulate business organizations as well as the important issues of policy that surround this regulation. The course will be particularly appropriate for students who intend to take related classes, such as securities regulation, corporate finance, corporate tax, and more specialized offerings. However, students interested in only basic understanding of business organizations ought not be discouraged as the course will focus primarily on fundamentals. Self-scheduled examination. R.W. Brooks

***Capital Markets and Financial Instruments Regulation Clinic (21544)** 3 units. The purpose of this course will be to introduce students to public policy debates in the regulatory context. The course will endeavor to apply public choice theory and modern theories in corporate finance to debates about the content of regulation and public policy. In this class, students and faculty will work collaboratively to generate actual comment letters as well as publishable academic research regarding proposed regulation by such institutions as the SEC, the Fed, the FDA, the Comptroller of the Currency, and others. In formulating policy statements, students will be encouraged to be cognizant of the value of markets and the need to improve the quality of public decision making in areas related to the regulation of corporate governance and capital markets. Paper required. J.R. Macey and A. Schwartz

Capital Punishment Clinic (21082) 6 units (3 fall, 3 spring), credit/fail. Students who have taken the clinic in the fall term will continue to work with members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty. Enrollment limited to eight. Permission of the instructor required. S.B. Bright

Capital Punishment: Race, Poverty, and Disadvantage (21426) 3 units, graded, with a credit/fail option. This course will examine issues of poverty and race in the criminal justice system, particularly with regard to the imposition of the death penalty. Topics will 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 to thirty-five. S.B. Bright

Capitalism Film Society (21597) 2 units, credit/fail. Each week this class will review a film that deals with capitalism. Discussion will be held following the film. Each student will be required to submit a one-to-two page response paper discussing each film. G.L. Priest

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 the examination of Article 2 of the Uniform Commercial Code (sales), Article 3 (commercial paper), and Articles 4 and 4A (bank deposits, collections, and funds transfers). The course will cover basic transactional structures, as well as issues arising in a number

of commercial contexts, including franchise arrangements, mergers and acquisitions, and consumer transactions. Prior courses in secured transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. It is recommended (but not required) that this course be taken prior to the course on secured transactions or the course on bankruptcy. 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 and Economic Development (21016)** 3 units, credit/fail. This multidisciplinary clinic focuses on issues of neighborhood revitalization, low-income housing, financial access and financial inclusion as they relate to poverty alleviation and economic development. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Under the supervision of faculty and practicing members of the bar, participants will work on behalf of nonprofit organizations, the City of New Haven, small businesses, and a local community development bank in the New Haven area. The clinic will emphasize a non-adversarial, transactional approach to problem solving for major issues facing a low-income urban area such as affordable housing, business development, access to affordable financial services and subprime lending. As part of the mortgage foreclosure project, some students will be doing litigation. Participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and in general provide legal, policy, business, and strategy advice to clients. Students will examine both private and public sector, as well as hybrid approaches to development issues. Class topics will include real estate finance, low-income housing policy, banking law, discrimination in lending, community development corporations and financial institutions, professional responsibility, urban planning, economic policy, and predatory and subprime lending. Enrollment limited to eighteen. R.A. Solomon, R. Golden, S.M. Hudspeth, C.F. Muckenfuss, L. Nadel, and C. Stone

Comparative Law (21044) 4 units. An introduction to the comparative study of different legal systems. The course will focus primarily on differences between the ways that law and order are maintained, and justice pursued, in the United States, on the one hand, and in Germany and France, on the other. There will also be some attention to some non-Western traditions, such as those of China, Japan, and Islam. The overarching aim of the course will be to explore the extent to which differences in legal doctrine and legal practice reflect larger differences in social structure. With that aim in mind, the course will explore a variety of issues, among them differences in the French, German, and American concepts of “human dignity” and its protection; differences in civil and criminal procedure; differences in punishment practice; differences in the maintenance of everyday order in the streets; differences in the law of consumer protection; differences in welfare and unemployment law; and differences in the structure and regulation of business and banking enterprises. It is hoped that students will come away from the course both with some knowledge of foreign law and with a heightened sensitivity to some of the ways in which foreign societies can differ from our own. Self-scheduled examination or paper option. J.Q. Whitman

[The] Constitution: Philosophy, History, and Law (21046)/PLSC 842b 4 units. An inquiry into the foundations of the American Constitution, at its founding and at critical moments in its historical transformation – most notably in response to the Civil War, the Great Depression, and the Civil Rights Movement. Philosophically speaking, do we still live under the Constitution founded by the Federalists, or are we inhabitants of the Second or Third or Nth Republic? Institutionally, in what ways are the patterns of modern American government similar to, and different from, those in post-Revolutionary (1787–1860) and post-Civil War (1868–1932) America? Legally, what is or was the role of constitutional law in the organization of each of these historical regimes? Through asking and answering these questions, the course will try to gain a critical perspective on the effort by the present Supreme Court to create a new constitutional regime for the twenty-first century. Self-scheduled examination or paper option. B. Ackerman

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. Enrollment limited to twelve. G. Calabresi and J.M. Walker, Jr.

Corporate Governance: Seminar (21614) 3 units. This seminar will examine the idea of corporate governance in the large, publicly held corporation. The purpose of corporate governance is to control corporate deviance. As a practical matter, corporate governance is effectuated by a number of public and private institutions and mechanisms. These corporate governance devices consist of a variety of government institutions, like states and the Securities and Exchange Commission, as well as market mechanisms such as the market for corporate control, and social devices, including societal norms and whistleblowing. While these various institutions and mechanisms of corporate governance vary enormously in terms of their organizational forms and existential motivations, they share the common characteristic of contributing to the control of agency costs faced by investors in public companies. Each week the course 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. Paper required. J.R. Macey

Corporate Taxation (21524) 3 units. The course will focus on the reasons why the corporate tax rules are what they are – cases, transactions, legislative history – rather than the specific rules. This will involve examining concepts. A principal concept will be that of ownership: who has a claim *to* ownership of a corporation's assets (stock), which carries with it income and deductions; and who has a claim *against* those assets (debt), which does not. And when and why.

Topics will include (1) why exchanges incident to the organization or merger of a corporation do not result in income despite significant economic changes in investment, such as the transfer of a grocery store for Procter & Gamble stock; (2) why distribution of corporate assets should be considered a sale or dividend; and (3) the overlap between the concept of a corporate liquidation (when it disappears for tax purposes) and reorganization (when it continues). Finally, emphasis on the meaning of words connotes a concept in one area should have the same meaning in another. Using concepts consistently in different contexts and seeing connections are essential skills of a tax lawyer. Scheduled examination. C. Kingson

Criminal Defense Project (21590) 3 units, credit/fail. This clinical offering will allow students the opportunity to participate in the defense of felony cases, with training and fieldwork supervision provided by clinical faculty and experienced trial attorneys from the New Haven Judicial District Public Defenders office. Students will receive skills training in a two-hour weekly seminar which will address topics such as the right to counsel and client interviews, pretrial investigation and discovery, motions practice, crime scene and physical evidence viewing, working with forensic experts, trial/hearing preparation, jury selection, witness examination, framing a defense theory of the case, confronting the prosecution's evidence, presenting the defense's evidence, and presenting closing argument. Cases will be selected in an attempt to provide students with a broad exposure to defense practice as well as a meaningful opportunity to participate in a litigation event. A yearlong commitment for this clinic will likely be required (with students continuing after the clinic in the fall term). Enrollment limited. Permission of the instructor required. D. Curtis, S.F. Russell, and T. Ullman

Criminal Law and Administration (21525) 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. Scheduled examination. D.M. Kahan

Criminal Procedure: Pretrial and Trial (21217) 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

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

Drug Law and Policy (21605) 3 units. The control and regulation of drug use has been a recurring legal and social problem both in the U.S. and across the world. Beginning with widespread alcohol abuse in colonial New York and continuing into the post-Civil War era, through the opium dens of the nineteenth century, and continuing in the contemporary heroin, cocaine, and synthetic drug trends of the late twentieth century, the control of intoxicants has engendered important social experiments such as the Harrison and Volstead Acts, several recurring “wars on drugs,” widespread drug testing, the accretion of power to police and prosecutors, and a significant expansion of incarceration. Contemporary drug policy has raised significant constitutional issues, including landmark Fourth (search and seizure), Fourteenth (racial profiling), and Eighth (penal proportionality) Amendment decisions. Issues of race, gender, public health, crime, political economy, and bioethics also intersect with drug law and policy. In the international arena, American drug policy often conflicts with law, culture, and social norms in both Western and developing countries. In the U.S., attempts to integrate medical and legal controls have produced unique jurisprudence and institutional arrangements to reconcile competing normative strains. This course will examine the social and historical processes of the construction of drug use and drug “problems,” survey the phenomena of drug and alcohol use, assess the legal and social theories underlying efforts to reduce drug abuse, and analyze law, jurisprudence, and policies to control drugs’ use and curtail illegal markets to distribute them. Comparative analyses will locate American drug control regimes in the broader context of international norms to reduce and control the harmful effects of drug abuse. Current policy alternatives will be critically examined. Grades will be based on (1) contributions in class, (2) presentations in a series of capstone debates on contemporary issues in drug law and policy, (3) two memoranda on specific problems in drug control and drug policy, and (4) a take-home final examination. Enrollment limited to thirty-five. J. Fagan

***[The] Education Adequacy Project (21470)** 3 units, credit/fail. This clinical course will focus on a single litigation against the State of Connecticut, representing the Connecticut Coalition for Justice in Education Funding (CCJEF) and fifteen children and parents alleging constitutional deficiencies in state-provided education. This unique litigation is the first-ever clinic-led school finance litigation, and provides a diverse array of litigation, policy, and client work. CCJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. Through litigation and advocacy, CCJEF seeks to reform Connecticut’s public school finance system by substantially increasing funding and accountability such that all children are provided an adequate and substantially educational opportunity. The Education Adequacy Project serves as lead counsel on the litigation (*CCJEF v. Rell*) and will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CCJEF’s case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for

more than one term if needed, and any other related information. Enrollment limited to fifteen. R.A. Solomon, R. Golden, A. Knopp, D. Rosen, and M. Weisman

Empirical Law and Economics (21527) 4 units. The goal of this course will be to develop an understanding of the major tools of statistics and econometrics that are used to empirically investigate causal claims about law and public policy. Through a careful examination of some of the major empirical debates in the area of criminal law and criminal justice policy, the course will hope to convey a sense of 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 particular academic debates and the ability to evaluate other empirical debates. Open to any law student who has not yet taken an Empirical Law and Economics course from the instructor. Students will be asked to write short reaction papers on the course reading assignments. Depending on class size, students will either write a paper or take a final take-home examination (write a “referee report” on an assigned empirical paper). J.J. Donohue

Environmental Law and Policy (21033)/F&ES 85033b 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, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. This course will follow the F&ES calendar. Scheduled examination. D.C. Esty

Environmental Protection Clinic (21321)/F&ES 80034b 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 instructors. Enrollment limited to twelve. D.S. Bryk and K. Kennedy

Family Law (21482) 3 units. This course will address laws and legal policies relating to constitutional privacy, marriage and divorce, civil unions, child custody, the parent-child relationship, intimacy and sexuality, reproductive technologies, and other areas as time permits. The interplay between the State, family, and market, and the formation of personal identity in and through these arenas, will be explored throughout the course. Issues of gender, race, sexuality, and class will arise in many of the areas we study over the course of the term. Enrollment capped at forty. Scheduled examination. V. Schultz

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 are 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 Criminal Prosecution (21504) 3 units. This course will address legal, ethical, and strategic considerations in the prosecution of federal crimes from both the prosecutorial and the defense perspectives. Major themes of the course are the role of federal prosecution in our constitutional system, the exercise of discretion both in investigations and in charging and plea agreements, and the differing perspectives of officials in the Justice Department in Washington, D.C., and prosecutors in United States Attorneys’ Offices. Specific topics to be addressed include the various investigatory tools of a federal prosecutor, both overt (interviews, grand jury subpoenas, search warrants, immunity orders) and covert (wiretaps, bugs, pen registers, clone beepers and faxes, video and physical surveillance, informants, undercover operations); special attention will be given to the use of cooperating witnesses, the increased enforcement emphasis on white-collar crime, the impact of recent anti-terrorism legislation, and the significance of mandatory minimum sentences and the Sentencing Guidelines. The class will also analyze the role of a criminal defense lawyer in investigations and in negotiations with prosecutorial authorities, including issues involving assertions of privilege, joint-defense agreements, multiple representation, witness interviews, document gathering, organizational representation, deferred prosecution arguments, and plea or trial strategies. There will be several short written assignments and a scheduled examination. Prerequisite: a course in criminal procedure or its equivalent. Enrollment limited to approximately twenty. Permission of the instructors required. Self-scheduled examination. K. Stith and D.B. Fein

Federal Income Taxation (21369) 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 of the statutory expression of this doctrine. The course will emphasize the structure of tax law and the relationship between this structure and the fundamental choice of the tax base. Doctrinal topics covered will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. In addition, the course will address basic questions of tax policy, with a special emphasis on the demands fairness places on the tax system. No prerequisites. Self-scheduled examination. D. Markovits

[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

Frontiers in Organizational Law (21617) 2 or 3 units. Recent decades have brought widespread innovation in organizational forms and organizational law, and that evolution is continuing at a substantial pace. This course will focus on some of the most conspicuous developments in this process, with the objective of developing a broader familiarity with current forms and their uses as well as a deeper understanding of organizational law in general and of its history and likely future evolution. Attention will be paid to developments not only in the United States, but in the European Union and in other jurisdictions around the world as well. Among the topics likely to be discussed are: the functions served by a separate body of organizational law; the disappearing boundary between organizational law and contract law; evolving forms on the margins of organizational law such as LLCs, statutory trusts, and series or cell companies; the organization of hedge funds and private equity firms (both privately held and publicly traded); the organization of mutual funds, including restrictions on compensation practices and voting rules; the changing character of marriage and civil unions, including choice of law, ownership of assets and liability for debts, and alternative forms of commitment such as covenant marriages; the breakdown of the partnership form in law firms and other service sectors; the uneasy bifurcation of nonprofit corporations into separate mutual benefit and public benefit forms; industrial foundations (business firms organized as nonprofit corporations); other hybrid, “fourth sector,” or “creative capitalism” forms bridging nonprofit and for-profit types; alternative approaches to, and justifications for, choice of forms for publicly traded business corporations, both within and across jurisdictions; the organization of government-sponsored enterprise (such as Sally Mae and Ginnie Mae); and alternative mechanisms for choosing and controlling the board of directors in for-profit, nonprofit, and governmental enterprise. A paper of the type suitable for Supervised Analytic Writing or Substantial Paper credit will be required for three units of credit. Students seeking only two credits will be asked to write a series of short papers on the readings. Preference will be given to students taking the course for three units. Prerequisite: Business Organizations, or permission of the instructor. Paper required. Enrollment limited to twenty. Permission of the instructor required. H. Hansmann

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. This course will meet in weeks when the Legal Theory Workshop does not meet. 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 and procedural law, the legal and ethical issues arising in the context of casework, and the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly

supervisions on their casework. Enrollment limited. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana

[The] Information Society (21468) 4 units. This course will study what the Internet and new information technologies mean for civil liberties, democracy, and the production of a democratic culture. Previous courses on the First Amendment and/or intellectual property are not required. Topics will include (1) freedom of speech on the Internet; (2) media policy and strategies for knowledge production; (3) regulation of virtual worlds, social software, and search engines; (4) how the Internet and digital networks affect politics, democracy, and journalism; (5) open source, digital innovation, and the political economy of information production; (6) emerging conflicts among intellectual property, freedom of speech, and new business models; and (7) the use of new information technologies as methods of control and surveillance. Self-scheduled examination or paper option. J.M. Balkin

[The] Information Society and Behavioral Economics (21618) 2 units (1 unit per term). This yearlong course will explore the structure of the information society in light of the emergent field of behavioral economics. Most centrally, much behavior on the Internet is difficult to explain using traditional economic analysis but fits well within the behavioral economics framework. Course readings will consist of articles and book excerpts from law and social science. Students will be asked to submit reaction papers approximately every other week. Students who wish to enroll for only one term must have the permission of the instructor. Enrollment limited. C. Jolls

Intellectual Property (21167) 4 units. An introduction to the law of patent, copyright, and trademark. The course will study current policy debates about intellectual property reform and alternative methods for promoting innovation and knowledge production. Self-scheduled examination. I. Ayres

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 survey of the history of international criminal law and the development of international criminal courts, the seminar will examine the problem of sources and goals of international criminal justice. Alternative responses to mass atrocities will be explored. Genocide, crimes against humanity, war crimes, and the crime of aggression will then be examined in some detail. Next, the attention of the seminar will focus on the departures of international criminal procedure and evidence from forms of justice prevailing in national law enforcement systems. The seminar will end with an analysis of special difficulties encountered by

international criminal courts. Scheduled examination or paper option. Enrollment limited to twenty. M.R. Damaška

Introduction to Transnational Law (21454) 4 units. This course will teach students the minimum that every lawyer should know about the international dimensions of law in the modern world. It is also intended to provide a foundation on which those who are interested in further study of international law can build. The course will cover both public and the private law. Among the topics to be studied are the basics of the international legal system, treaty law, customary international law, international law in U.S. courts, trade law, international environmental law, human rights law, international criminal law; international business transactions, international tax, law on the use of force, law relating to the “war on terror,” and transnational commercial arbitration. Self-scheduled examination. O. Hathaway

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, the Connecticut Rules of Practice and Procedure, 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 Economics of Contracts II (21606)/ECON 277b 2 units. This course will aim to bridge the gap between economic contract theory, contract law scholarship, and the “art” of writing contracts. Students will apply legal and economic theory to the design of real-world contracts. In the first part of the course, students will be made familiar with the key concepts of economic contract theory and the law of contracts and fiduciary obligations. Students will then be presented with a set of case studies containing a real-world contract and a description of the economic setting faced by parties who drafted the contract. Student teams will analyze these contracts and prepare presentations on the case studies. Their task will be to explain the incentive structure of the contract and to critically assess whether it leads parties to make the optimal decisions. If they do not, teams will make proposals on how the contract should be improved, by showing that their design leads to better decisions. (Formally speaking, they will explain the game form induced by the original contract and the allocation which results from this game, given standard solution concepts of game theory and the parties’ likely preferences. They will then evaluate the allocation given an appropriate welfare criterion. If they can argue that an alternative game form improves the outcome, they have a valid argument that the contract should be improved.) Prerequisite: Law and Economics of Contracts I (20530) or permission of the instructors. This course will follow the Yale College calendar. Examination. R.W. Brooks and A. Stremtizer

[The] Law and Economics of Corporate Control (21234)/MGT 664b 3 units. This course will be taught jointly by a professor and an attorney with a very large acquisitions and corporate governance practice. Its objectives will be to explore positive theories of

why changes of control occur and the forms they take and to explore normative theories of how the state should respond to these changes. Topics include negotiated acquisitions, hostile takeovers, hedge fund participation in proxy contests and firm strategy, state and federal regulation of acquisitions activity, and corporate governance issues. Readings range from current cases to scholarly articles. The theoretical and legal treatments will be tested in the analysis of three recent deals, each of which will be presented by an actual participant in the deal. Students will be asked to critique the conduct of the deals in light of the legal and commercial options available to the parties. The course grade will be based on the critique and an examination, or a paper option with permission of the instructors. Self-scheduled examination or paper option. A. Schwartz and S. Fraidin

Law and Globalization (21508) 2 or 3 units. This seminar is an ongoing Yale Law School forum for the presentation of recent research on legal aspects of globalization, broadly conceived. The seminar will host six or seven scholars during the term. Requirements include (1) active participation in the seminar; and (2) the writing of either one 25- to 30-page research paper on a topic relevant to law and globalization or six five-page essays responding to the papers being presented in the seminar. On off-weeks, students will read and discuss supplementary texts (suggested by seminar visitors) in preparation for the forthcoming visits of these scholars. Paper required. Enrollment limited to eighteen. D.C. Esty and O. 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. R.W. Brooks and C. Jolls

Law, Institutions, and Development in Early America (21565) 2 units. Lawyers, development experts, and legal scholars increasingly emphasize the importance of law and institutions to global economic development. Examples from American institutional and legal history, such as Alexander Hamilton's financial system, American property law, and the United States Constitution, are frequently invoked as models for developing economies. Yet, American legal, institutional, and economic history is rarely examined in detail. This seminar will begin by analyzing the current leading debates on the role of law and institutions in modern economic development. It will then examine the foundations of the American legal, political, and economic order as a case study in development. The American experience provides a useful reference point for evaluating current proposals for legal and institutional reform (discussing issues such as property title registration, intellectual property, insecure banking systems, and inheritance policies). The seminar will also discuss how the American experience gets distorted in the current development literature and limitations of its usefulness as an example. Paper required. Enrollment limited to twenty. C. Priest

[The] Law of Climate Change (21566) 3 units. This course will explore legal and policy developments pertaining to climate change and the regulation of greenhouse gas emissions. Approaches considered will range in scale (state, regional, national, international), temporal scope (incremental measures, multi-decade emissions goals, constitutional amendments), policy orientation (voluntary initiatives, disclosures rules, subsidization, tort litigation, command-and-control regulation, cap-and-trade schemes, emissions taxes), regulatory target (industry and manufacturing, commercial and retail firms, financial and insurance companies, consumers and workers), and regulatory objective (stabilization of greenhouse gas concentrations, reduction of emissions levels or intensity, energy security, optimal balancing of costs and benefits, adaptation to unavoidable impacts). Although course readings and discussion will focus on existing and actual proposed legal responses to climate change, the overarching aim of the course will be to anticipate how the climate change conundrum will affect our laws and our lives in the long run. No prerequisites. Self-scheduled examination or paper option. D. Kysar

Law, Politics, and History (21579) Units to be arranged. Litigators present the judge and/or jury competing histories of a given event or events. Is this an example of the art of politics? This research seminar will be devoted to preparing and evaluating papers dealing with aspects of this question. Prerequisite: The Philosophy of the Rule of Law, or permission of the instructor for students who have topics they wish to research. Paper required. J.G. Deutsch

***Lawyering Ethics Clinic (21309)** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process involving lawyers charged with violating ethical obligations to clients or other interested persons. Course goals are to help students understand the 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 pretrial 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 four. D.E. Curtis and F. Blando

Legal Assistance (21057) 3 units, credit/fail. A clinical seminar, using classroom, field-work, 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 may also be available. Enrollment limited to eight. F.X. Dineen

Legal Services for Immigrant Communities (21552) 3 units, credit/fail. This clinic will fuse traditional civil legal services representation with collaborative, community-

based strategies for solving community problems and empowering clients. The clinic will provide a broad range of legal services to the two largest immigrant communities in New Haven: the Spanish-speaking Latin American and Caribbean community, and the French-speaking West African community. The clinic will conduct outreach through Junta for Progressive Action, a nonprofit community organization in Fair Haven, as well as through other organizations in the different communities. The clinic will offer students the opportunity to represent immigrant clients in a wide range of cases, often including (but not limited to) immigration law, employment law, benefits, family law, mortgage foreclosures, landlord-tenant law, and consumer fraud. Although the clinic welcomes students fluent in Spanish or French, the clinic is open to all and often works with translators. Interested students should indicate their level of proficiency in Spanish and French on the LSO ballot. Enrollment is by lottery, with language ability taken into account. Enrollment limited to eight. C.L. Lucht and S. Wizner

Legal Writing for Litigators (21607) 3 units. This seminar will train students to craft lean sentences and compelling documents. In addition to reading several of the most insightful legal-writing texts and articles, students will scrutinize judicial opinions and briefs to see how leading judges and practitioners construct their arguments. Students will also discuss extensively how to weave facts and authorities into their written work and will also consider how to use each court filing to advance a client's overarching strategy. Studies will prepare short assignments to train them to litigate effectively. Enrollment limited to twenty. N. Messing

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 and policy-making processes by advancing – and defending – the interests of Connecticut public interest organizations (including other LSO clinics, and their clients). Our primary client (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues. Recently we have focused on public education, juvenile justice, health 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 identify upcoming legislative issues. Once issues have been chosen for action, students will research the subject, work in coalition with other organizations, and meet with legislators. In the spring, students will 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 who commence their participation in the fall term. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, and C.C. Staples

Limán Public Interest Workshop: Imprisoned (21534) 1 unit, credit/fail. Workshop participants will explore emerging issues of theory and advocacy. Details will be announced during the fall term. J. Resnik, H.R. Metcalf, and S.F. Russell

Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (21547) 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Office of Affirmative Litigation in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, and assist in filing a case. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will propose a potential lawsuit, conduct research, and present its ideas to the class and members of the City Attorney's Office. Paper required. Permission of the instructors required. H. Gerken and J. Habig

***Lowenstein International Human Rights Clinic (21152)** 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of the advocacy efforts of 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 and instruction in and development of human rights research and writing skills. The clinic will have one or more student directors. Enrollment limited to eighteen. Permission of the instructors required. J.J. Silk and E. Brundige

Nonprofit Organizations Clinic (21056)/MGT 695b 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems – organizations that cannot afford to retain private counsel. The class will meet as a group on six Fridays during the term. Students who take the clinic for 2 units and who attend two professional responsibility sessions will satisfy the professional responsibility requirement. J.G. Simon, L.N. Davis, and B.B. Lindsay

Organization and Regulation of Higher Education (21616) 3 units. Higher education is not only a huge, rapidly growing, and vital industry, but also one that is strikingly different from most other industries. This course will explore the basic characteristics of the industry, and explore their implications for its organization and regulation. The focus will be not just on the United States, but on the important contemporary developments in the rest of the world as well, including prominently the European Union and the emerging nations of Asia. Topics to be discussed include: higher education as a public good, a private good, and an associative good; the changing market for higher education; the changing roles of public, private nonprofit, and private for-profit institutions;

philanthropy as a source of financing; the amount and structure of public subsidies at the state and federal level; the sources and desirability of the strong and stable stratification of colleges and universities in terms of quality and status; anticompetitive behavior among colleges and universities; accumulation and management of endowments; obligations to donors of restricted gifts; the governance structure of both private and public colleges and universities, including the role of alumni, faculty, and students; conflicts and complementarities between universities as teaching institutions and as research institutions; joint ventures between universities and private enterprise; academic tenure as an employment practice; the role of labor unions; the organization of athletics within and among universities; the reasons why, in international comparisons, U.S. higher education is so much stronger than U.S. primary and secondary education; the reasons for the historic decline of European universities; the Bologna Process for the improvement of higher education inside and outside the EU; and the varying efforts of Asian countries to establish world-class universities. A paper of the type suitable for Supervised Analytic Writing or Substantial Paper credit will be required. Enrollment capped at twenty-five. H. Hansmann

[The] Philosophy of Law (21275)/PHIL 325b 3 units. An introduction to the problems and methods of the philosophy of law. Topics will include the nature of law and legal authority; the philosophical bases of various areas of law, including criminal law and the practice of punishment; and the political philosophy of law, including the nature of rights and the obligation to obey laws. This course will follow the Yale College calendar. Scheduled examination. S. Shapiro

[The] Philosophy of Torts and Contracts (21608) 3 units. This course will explore the philosophical foundations of tort law and contracts, including the relations, if any, between them. Self-scheduled examination or paper option. J.L. Coleman

Policing: Seminar (21609) 3 units. Both in the U.S. and internationally, policing has undergone fundamental changes over the past decades. Changes in the policing workplace and in the mission of policing have led to new theories and models of policing, changes in the relationships between citizens and police, and a rethinking of the role of policing in the modern world. Yet police remain the first line response to problems of disorder and crime, and gatekeepers to the criminal justice system. This seminar will examine theories of policing, exploring assumptions about the police function, policy implications for criminal law, and empirical evidence supporting or refuting the effectiveness of particular strategies and approaches. Professional law enforcement, the organizational strategy that has dominated policing in modern times, will be contrasted with community and problem-oriented approaches to the police function. The seminar will discuss the implications of the contemporary policing workplace, including both the diversification of the police workforce and methods of police management and supervision. Specialized topics will include use of force, racially selective enforcement, police discretion, the rise of private policing, civilian review, order maintenance, litigation and consent decrees, the impact of technology on surveillance and investigations, and the intersection of policing and national security. Paper required. Enrollment limited to twenty-four. J. Fagan and T. Meares

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 until 1982. Prior to that time its legal system operated according to principles of parliamentary supremacy. This comparative constitutional law seminar 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

Privatization (21583) 2 or 3 units. When the state performs a task, such as running a prison or administering a welfare program or providing security in a war zone, it may have a choice among several kinds of agents: employees, contractors, or a variety of other third parties. This seminar will consider how that choice among agents is – and ought to be – made. Topics include the usefulness and limitations of analogizing the government to a business firm deciding whether to “make or buy” a service; organizational constraints peculiar to government, as well as efforts to “reinvent” government to be more business-like; the design of incentives within agencies, in the process of awarding contracts, and within contracts themselves; the struggle to define what is an “inherently governmental function”; the applicability (or not) of constitutional constraints to various kinds of service providers; and tort liability and indemnification of such providers. Students have the option to write multiple short papers on the assigned readings (for 2 credits) or a single research paper (for 3 credits). Enrollment limited to fifteen. N. Parrillo

***Professional Responsibility and the Legal Profession (21610)** 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, including multidisciplinary practice (MDP), unauthorized practice of law by lay competitors 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 (21017) 4 units. This course will begin with an inquiry into how members of a society allocate, and should allocate, formal or informal entitlements to scarce resources such as wild animals, labor, water, ideas, and land. The course will explore various forms of private property and also alternative regimes such as communal and public property. Thereafter, the principal focus will be on entitlements in land. 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 of cooperation among neighbors; and eminent domain, zoning, 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

Quantitative Corporate Finance (21071) 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

Rationality and Choice (21611) 2 units. Rationality is a central idea in economics, law, politics, and moral and political philosophy. The demands of rationality have been formulated in different ways in classical and contemporary economics, in political science, in philosophical analysis of practical reason, and in legal theory including law and economics. This course, which will be taught collaboratively with Professor Amartya Sen, will provide a critical examination of the different ways of characterizing rationality and its requirements. It will also consider the role of rationality in legal and political thought. Prior economics training is not expected. Paper required. Enrollment limited. C. Jolls

Reading the Constitution: Method and Substance (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 course 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 course will then canvass various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Tribe, Rubinfeld, Siegel, and Strauss). Permission of the instructor required. Self-scheduled examination or paper option. A.R. Amar

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 two 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, 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.B. Nann

Selected Topics in Intellectual Property Law: Theory and Practice (21587) 2 units. This course will examine how lawyers help clients assess, secure, and assert their legal rights against conflicting claims. The course will focus on legal disputes that arise out of some of the major tensions in intellectual property law today and consider efforts – some more successful than others – to resolve those tensions: in the private realm through litigation or negotiation, and in the public sphere through the development of decisional rules and legislation. Guest lecturers who have had significant influence in shaping intellectual property law will participate in a number of our classes; past visitors have included lawyers who have argued landmark cases, an author of leading intellectual property treatises, and lawyers representing major industry and policy organizations in the intellectual property arena. Readings will include case law, statutes, articles, and documents commonly drafted by lawyers over the course of representing clients in intellectual property issues. Students will prepare and present problem-solving documents (e.g., protest letters, argument/negotiation outlines, proposed orders for relief, and settlement proposals) throughout the term individually and as part of a group and will have the opportunity to take responsibility for leading course discussion on selected topics. Prior experience in intellectual property law is helpful but not required. This course complements other intellectual property courses offered by the School. Instructor will be able to accept a limited number of papers in satisfaction of the Substantial Paper requirement. Paper required. Permission of the instructor required. Enrollment limited to twenty. V.A. Cundiff

Sentencing Workshop (21383) 3 units. A workshop at which federal and state judges, defense lawyers, prosecutors, and other criminal-justice professionals are invited to meet with the students and to explore such issues as the federalization of crime, discretion in the federal sentencing guidelines, recent constitutional challenges, legislative amendments, theories of punishment. All participants – judge and non-judge – will be provided with hypothetical “cases” of individuals to sentence, and then justify and/or explain their sentences in depth to the other workshop participants. The class will be invited to observe actual court sentencings in either New Haven or Boston and, where possible, to discuss the cases with the parties. Prerequisite: fall-term Sentencing course. Enrollment limited. Permission of the instructors required. D.E. Curtis and N. Gertner

Specialized Legal Research: American Immigration Law (21487-01) 1 unit, credit/fail. This course will meet twice weekly during the second half of the term. It will explore research issues and sources that arise in the practice of immigration law. Particular attention will be paid to administrative issues, the organization of the law, and practical solutions to legal research issues. Students may work through the legal research issues and sources through the framework of a problem of their own choice. Prerequisite: Research Methods in American Law or permission of the instructors. Minimum enrollment of four required. S.B. Kauffman and J.B. Nann

Specialized Legal Research: Corporate Law (21487-02) 1 unit, credit/fail. This course will meet in one two-hour session during the second half of the term. Prerequisite: Research Methods in American Law or permission of the instructors. Minimum enrollment of four required. S.B. Kauffman and M. Chisholm

Specialized Legal Research: Federal Tax Law (21487-03) 1 unit, credit/fail. This course will meet twice weekly during the second half of the term. This class will provide students with an in-depth examination of the sources and issues that arise when researching in federal tax. Both print and online sources are examined. Particular attention is paid to practical research issues and solutions. Prerequisite: Research Methods in American Law or permission of the instructors. Minimum enrollment of four required. S.B. Kauffman and C. Tubbs

Specialized Legal Research in Foreign and International Law (21487-04) 1 unit, credit/fail. This course will meet weekly in the second half of the term. Both print and online sources are examined. Particular attention is paid to practical research issues and solutions. Minimum enrollment of four required. S.B. Kauffman, C. Tubbs, and T. Miguel

Spinoza: Politics and Metaphysics (21174) 2 units. An exploration of the relationship between Spinoza's political ideas, as presented in the *Theological-Political Treatise*, and the metaphysical argument of the *Ethics*. Paper required. Enrollment limited. A.T. Kronman

***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. 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 requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Enrollment limited to twelve. Permission of instructors required. L. Greenhouse, D.M. Kahan, T. Merrill, A. Pincus, C. Rothfeld, and S. Shuchart

Supreme Court Nomination and Confirmation (21612) 2 units. This course will draw on past controversies and current events to examine issues raised by the Supreme Court nomination and confirmation process. Topics will include the strategic behavior of justices in deciding to retire; presidential decision making; the structure and content of

confirmation hearings; and the role of outside interest groups. Robert Bork's nomination in 1987, including the causes and consequences of its failure, will be examined in depth. The class will also consider the question of appropriate backgrounds for Supreme Court nominees as well as the current debate about whether to reexamine life tenure for Supreme Court justices. Enrollment limited to twenty. Self-scheduled examination or paper option. L. Greenhouse

Theories of Statutory Interpretation: Seminar (21464) 2 or 3 units. This course will be a seminar for reading various articles on statutory interpretation theory, including theories drawn from hermeneutics, historiography, public choice theory, positive political theory, political theory, and so forth. Prerequisite: Legislation. Paper required. Enrollment limited to twelve. W.N. Eskridge, Jr.

Theory and Practice: Seminar (21130)/PLSC 573b 2 to 4 units. A writing seminar devoted to the exploration of the practical significance of the theories of justice considered in the fall-term course Justice, which is generally a requirement for admission into this seminar. Students with exceptional backgrounds in political philosophy may be admitted directly upon satisfying the instructor that they have in fact read and pondered the texts discussed in the fall-term course. Supervised Analytic Writing credit. Prerequisite: Justice (LAW 20104), or permission of instructor. Self-scheduled examination or paper option. Enrollment limited. B. Ackerman

Topics in Labor and Employment Law (21136) 3 units (1 unit per term, with an additional unit for the required paper). This seminar will meet during both fall and spring terms and will focus on leading legal scholarship in the fields of labor and employment law. The seminar will also cover recent cases of substantial importance. Paper required. Enrollment limited. C. Jolls

Trademarks and Unfair Competition (21466) 3 units. This course will cover the law of "unprotected ideas," the common and statutory law of unfair competition in marketing, and federal and state laws concerning trademarks and service marks. The course will also cover rules, both informal and formal, regulating competition online. Finally, the course will include a brief introduction to laws governing advertising more generally, including truth and falsity, puffery, and, if time permits, advertising aimed at children. In addition to the final examination, each student will complete a short (four- to six-page) reflective paper. Students interested in earning a fourth unit for the class should consult with the instructor about additional research work. Self-scheduled examination. S.L. Carter

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 and J.L. Pottenger, Jr.

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 U.S. or China will present papers or discuss current issues. P. Gewirtz, J.P. Horsley, J. Prescott, and T. Webster

Lecture Programs and Other Academic Opportunities

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 2008–2009 academic year follows:

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society. The Honorable Margaret Marshall '76, Chief Justice of the Supreme Judicial Court of Massachusetts, delivered the 2008 Anderson Lecture, speaking on “Leading Indicators: State Courts in the Global Marketplace of Ideas.”

The *Ralph Gregory Elliot First Amendment Lectureship* provides for lectures, preferably on an annual basis, on some aspect of the First Amendment to the U.S. Constitution. Stanford University professor Joshua Cohen gave the 2008–2009 Elliot Lecture on the topic “Religious Establishment, Civic Exclusion, and Democracy’s Public Reason.”

The *John Hart Ely Fellowship Lecture on Professional Responsibility* highlights research and teaching in the field of ethics and professional responsibility. This year’s Ely Lecture was given by Georgetown law professor Milton C. Regan, Jr., on “Legal Counseling and Conflicted Citizens: The Case of Tax Practice.”

The *Fowler Harper Memorial Fund and Fellowship* brings to Yale Law School a prominent person who has made a distinguished contribution to the public life of the nation.

The *Samuel and Ronnie '72 Heyman Lecture on Public Service* is part of a gift that also supports the Heyman Federal Public Service Fellowship Program. U.S. Senator Russ Feingold of Wisconsin delivered the Heyman Lecture this year on “Where Law Is King: Restoring the Rule of Law after the Bush Administration.”

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions. The 2008–2009 Leff Fellowship Lecture was delivered by Professor Samuel Bowles, research professor and director of the Behavioral Sciences Program at the Santa Fe Institute. Professor

Bowles spoke on “Good Government and Human Behavior: New Evidence on Enduring Questions.”

The *Judge Jon O. Newman Lectureship* supports an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States. The Honourable Louise Arbour, former U.N. high commissioner for human rights and former justice of the Supreme Court of Canada, delivered the 2009 Newman Lecture, discussing “Peace and Justice: A Framework for Peaceful Co-existence.”

The *Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers’ contributions to the public interest. Judith Scott, general counsel for the Service Employees International Union, Washington D.C., delivered the 2008–2009 Preiskel-Silverman Lecture. The title of her talk was “Standing up for the Real Joe the Plumbers: Social Justice Lawyering in the Age of Obama.”

The *John R. Raben/Sullivan & Cromwell Fellowship* brings to the Law School a leading expert in securities law or accounting for business enterprises, to deliver a public lecture. University of Chicago professor Luigi Zingales gave the 2008–2009 Raben/Sullivan & Cromwell Lecture on “The Future of Securities Regulation.”

The *Sherrill Lectureship* brings distinguished visitors with special expertise in problems of international law and international relations. Jean-Marie Guéhenno, under-secretary-general for peacekeeping operations at the United Nations, lectured on “Peacekeeping: Testing the Limits of the Concept of an International Community” during the 2008–2009 academic year.

The *James A. Thomas Lectures* are given by scholars whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large. University of Virginia law and history professor Tomiko Brown-Nagin ’97 delivered the 2008–2009 Thomas Lecture, “Re-Envisioning the Civil Rights Movement: Courts, Communities, and Legal Liberalism.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. University of Chicago business professor Steven N. Kaplan delivered the 2008–2009 Winter Lecture, which was titled “Are U.S. CEOs Overpaid?”

Other named lecture and fellowship programs at Yale Law School include the following:

The *Timothy B. Atkeson Environmental Practitioner in Residence Program* brings to the Law School practitioners from a variety of environmental law practice settings to lecture, teach seminars, and counsel students on career opportunities.

The *Robert L. Bernstein Fellowships in International Human Rights* are awarded annually to two Yale Law School graduates pursuing projects devoted to the advancement of human rights around the world.

The *Robert M. Cover Lectureship in Law and Religion* brings speakers to Yale to explore the historical, philosophical, sociological, and literary intersections between law and religion.

The *Kronman-Postol Lectureship* supports lectures related to law and the humanities.

The *Charles S. Mechem, Jr. Fellowship* provides for lectures and other presentations by senior corporate executives to foster an understanding of decision making in the business environment.

The *Storrs Lectures*, established in 1889, constitute one of Yale Law School's oldest and most prestigious lecture programs. They are given annually by a prominent scholar who discusses fundamental problems of law and jurisprudence.

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 2008–2009 academic year were former U.S. Attorney General John Ashcroft, who spoke about “Leadership in Challenging Times”; former General Electric executive Ben Heine-man '71, who discussed “High Performance with High Integrity”; and pioneering commercial litigator Stephen Susman of Susman Godfrey, who discussed his role in blocking construction of several coal-fired power plants in a landmark case that pitted thirty-seven cities against TXU Corporation.

Other special guest lecturers included Richard Mendelson of Dickenson, Peatman & Fogarty in Napa, California, who gave a special two-day seminar on wine law in America.

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year, including the *Yale Journal of Law and Feminism*, the *Yale Law & Policy Review*, and the Law and Media program (LAMP). Other notable conferences held this year included the fifteenth annual Rebellious Lawyering Conference; the twelfth annual Arthur Liman Public Interest Law Colloquium focusing on “Forty Years of Clinical Education at Yale”; the “Global Health Policy for the New Administration” conference co-sponsored by the Law and Health Initiative; and the Robert L. Bernstein International Human Rights Fellowship Symposium on “Beyond Borders: Immigration Policy in the New Century.” The Orville H. Schell, Jr. Center for International Human Rights sponsored “The Pursuit of International Criminal Justice: The Case of Darfur”; Yale Law Women hosted “‘Opt Out’ or Pushed Out? Are Women Choosing to Leave the Legal Profession?”; and the Information Society Project (ISP) sponsored the third annual Access To Knowledge (A2K3) conference as well as a Library 2.0 Symposium.

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 in 2008–2009 included a talk by William J. Perlstein, co-managing partner at WilmerHale and partner in the firm's Bankruptcy and Financial Restructuring Practice Group.

Other regularly scheduled talks focus on 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. The

Information Society Project hosts a weekly lunchtime speaker series, presenting leading scholars and practitioners in law, technology, ethics, information policy, and intellectual property who discuss their research and the latest news and trends impacting the information society. The Yale Law School Center for the Study of Corporate Law sponsors the Bert W. Wasserman Workshop in Law and Finance for the presentation of research and discussion of topical issues in law and finance by faculty from Yale and other universities. 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. Yale Law School also sponsors a series of workshops on dispute resolution with the Quinnipiac University School of Law.

SPECIAL INITIATIVES

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.

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 two in Brazil. This program permits Yale students to spend a month in Chile, Argentina, or 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 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 on resources throughout Yale University to develop and advance environmental policy locally, regionally, nationally, and globally. The mission of the center is to advance fresh thinking and analytically rigorous approaches to environmental decision making across disciplines, sectors, and boundaries. The center's research projects are channeled through four program areas: Environmental Law & Governance, which examines how the principles of good governance can be applied in the context of environmental decision making; Environmental Performance Measurement, which aims to strengthen the foundations for environmental policy making by developing pollution control and natural resource management metrics and indicators; Business, Innovation, and Environment, which investigates policy tools at the nexus of business and the environment; and Environmental Attitudes and Behavior, which considers the way people relate to the environment, how they value it, and how they can be engaged on environmental policies and concepts.

The center runs the Environmental Protection Clinic, in which 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 Issues 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, 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 supports a postdoctoral fellowship which provides substantial funding for research. The center also helps to coordinate courses across the Law School and the Philosophy department. More information is available on the center's Web site at www.law.yale.edu/yclp.

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

The Olin 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, Ayres, Brooks, Calabresi, Coleman, Donohue, Ellickson,

Graetz, Hansmann, Jolls, Klevorick, Kronman, Listokin, Macey, Markovits, Mashaw, C. Priest, G. Priest, Romano, Rose, Rose-Ackerman, Schuck, Schwartz, and Winter. The center supports a broad range of scholarly work. The center's activities include 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; support for the *Journal of Law, Economics, and Organization*; 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 co-directors are Professors George L. Priest and Susan Rose-Ackerman.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF CORPORATE LAW

The Yale Law School Center for the Study of Corporate Law was established in 1999 to promote teaching and research in the business law area. The center's focus of study is wide-ranging, reflecting the shifting priorities of the business and regulatory environment. It includes corporate and commercial law and the law of other nongovernmental organizations; the regulation of financial markets and intermediaries; the legal framework of finance, including the law of bankruptcy and corporate reorganization; and antitrust law and the law of regulated industries.

The center hosts annually the Weil, Gotshal & Manges Roundtable, a one-day event which consists of the presentation of scholarly papers and a panel discussion on a topical issue, and two endowed lectures, the John R. Raben/Sullivan & Cromwell Fellow Lecture and the Judge Ralph Winter Lectureship on Corporate Law and Governance. Throughout the academic year, the center sponsors the Bert W. Wasserman Workshop in Law and Finance, which invites scholars from other universities to present their current research. In addition, the center organizes breakfast panel programs for alumni in New York City, occasional panels and symposia at the Law School, along with a number of career development presentations for students, which are cosponsored with the Law School's Career Development Office and the Law and Business Society. 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 seeks to convey to students the variety of career opportunities in the private sector through weekly presentations by distinguished alumni.

Professor Roberta Romano is the center's director. John Morley is the John R. Raben/Sullivan & Cromwell executive director and Kris Kavanaugh is the center coordinator. 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, Harold Hongju Koh, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, George Priest, and Alan Schwartz.

For additional information on the center's upcoming and past activities, the business law curriculum at the Law School, and joint-degree programs with the School of Management, including the three-year J.D.-M.B.A. degree program, visit the center's Web site at www.law.yale.edu/ccl.

THE CHINA LAW CENTER

The China Law Center at Yale Law School is a unique institution dedicated to helping promote China's legal reforms and increasing understanding of China in the United States. In interaction with research and teaching, the core of the Center's work is designing and carrying out sustained, in-depth cooperative projects between U.S. and Chinese experts on key issues in Chinese law and policy reform. 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. The center also works to strengthen the capacity of reformers in China through cooperative projects in both China and the U.S. Its focus is on issues critical to China's ongoing reform process, especially judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, and public interest law.

The center involves Yale Law School students in all aspects of its work. Students have organized and attended workshops in China and at Yale, conducted research and prepared reports and other advocacy documents, worked with visiting lawyers, scholars, and advocates at Yale, and worked during the summer in a variety of Chinese institutions, including academic centers and nongovernmental organizations.

Each term, the center hosts the Workshop on Chinese Legal Reform. The Workshop provides students and faculty an opportunity to learn about the Chinese legal system through discussions of papers presented by center staff, visiting Chinese scholars, and distinguished guest speakers (both Chinese and American). The workshop has come to serve as a focal point within Yale Law School—and increasingly within Yale University as a whole—for faculty and students with an interest in China and in exploring issues related to Chinese legal reform.

More 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 for law and society. Much of its work has focused on issues of freedom of speech, democracy, globalization, access to knowledge, and the growth and spread of culture on the Internet. In past years ISP has studied 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 privacy and sensitive

information on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design and intellectual property protection, biotechnology and access to medicines, 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; publication of white papers and a book series; and advice and education for policy makers, business leaders, nonprofit organizations, and the legal community. 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 program is supported today by many others, who share these commitments.

The Liman Program sponsors reading groups, colloquia, programs, and research and advocacy projects for current law students. In 2007 the focus of the reading group was on federalism and public interest advocacy, while in 2008 the topic was detention. In 2009–2010 the focus is “Imprisonment.” The Liman Program also provides fellowships for Yale Law School graduates working in the public sector and it helps to support summer fellowships for students at Barnard, Brown, Harvard, Princeton, Spelman, and Yale.

Through the Law School postgraduate fellowships, the Liman Program funds graduates to do full-time work in an ongoing or start-up project devoted to the public interest. Examples include work on behalf of workfare recipients, criminal defendants, prisoners, persons with disabilities, migrant workers, the elderly, and immigrants. Including the 2009–2010 awards, the Liman Program has supported 63 fellows at more than 50 public interest organizations.

Both fellows and current law students participate in reading groups as well as plan the annual Liman Colloquium, which over the years has addressed “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,” “Organizing, Reorganizing: Public Interest in Individual and Global Contexts,” “Liman at the Local Level: Public Interest Advocacy and American Federalism,” and “Forty Years of Clinical Education at Yale: Generating Rights, Remedies, and Legal Services.”

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 Legal Action Center; the Vera Institute for Justice; Neighborhood Defender Services of Harlem; and the New York State Capital Defenders Office. He also was chief counsel to the New York State Special

Commission on Attica Prison and special counsel to the United States Senate Committee Investigating Secret Military Assistance to Iran and the Nicaraguan Opposition.

The Arthur Liman Professor of Law is Judith Resnik. The director of the Liman Program is Sarah French Russell '02, formerly a federal public defender in Connecticut.

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 to honor 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 conducts the Allard K. Lowenstein International Human Rights Clinic every term. It sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues and provides a number of fellowship opportunities for human rights experience and scholarship. The center also supports the Lowenstein International Human Rights Project, the *Yale Human Rights and Development Law Journal*, and other student projects related to human rights.

In 2009 the center's annual conference, the Robert L. Bernstein International Human Rights Fellowship Symposium, was "Beyond Borders: Immigration Policy in the New Century." The center also hosted a conference, "The Pursuit of International Criminal Justice: The Case of Darfur," as part of the MacArthur International Justice Lecture Series.

During 2008–2009, speakers at the center's Human Rights Workshop: Current Issues and Events included advocates from human rights organizations, scholars, and journalists. They spoke on such topics as "Torture Team: Lawyers and War Crimes," "Constructing a Global Corporate Human Rights Regime," "Standard Operating Procedure: Fighting Terror with Terror at Abu Ghraib and Beyond," "Human Rights at Home: A Domestic Policy Blueprint for the New Administration," "International Criminal Courts: What Impact Do They Have?," and "The Role of *Gacaca* in Politics and Reconciliation in Rwanda."

The Schell Center also sponsored talks by human rights advocates and scholars, including a number of former Yale Law School students, on such topics as "Human Rights Challenges and Opportunities for the Obama Administration," "Global Health and the Right to Health: The Current Reality and the Future Possibility," "Justice at Home after the Fighting Ends: Challenges Facing the Domestic Prosecution of War Crimes in Bosnia and Herzegovina," "The Global Diffusion and Domestic Use of International

Law: A Conversation with the Robina Foundation Senior Fellows in Residence,” and “Kosovo’s Declaration of Independence: One Year Later.” As it does each year, the Schell Center held a human rights career panel and sponsored several panels of Kirby Simon Summer Human Rights Fellows, who spoke about their experience and the issues raised by their summer work. The Schell Center also cosponsored events with other centers and organizations within the University, including “The International Criminal Court and the Problem of Hidden Agendas: A Journalist’s Perspective on Sudan and Uganda,” “Peace vs. Justice: Is there a Conflict? If so, What is to be Done?,” “Patent Busters: Taking on the International IP System, One Lawsuit at a Time,” “Growing up in Guantanamo,” “Warring Parties: Conflict in Democratic Republic of Congo,” and “Same Sex Couples in Colombia: Equality, High Impact Litigation, and Democracy.”

The Schell Center administers several human rights fellowships. The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds three recent Yale Law School graduates annually to engage in full-time human rights work for a year. In 2008–2009, Bernstein Fellows worked with the Carter Center to launch a Gender Crimes Unit in Liberia, with the Center for Reproductive Rights on a documentation and advocacy project to support efforts to improve reproductive health services in Kenya, and with the International Center for Transitional Justice in Cape Town, South Africa, on a series of transitional justice initiatives in western and southern Africa. The new Robina Post-Graduate Human Rights Fellowship also funds recent Yale Law School graduates to do full-time human rights work, particularly with appropriate international or foreign courts and tribunals or to carry out human rights research. Each summer, the center provides students with travel grants for international human rights work. In 2008, Kirby Simon Summer Human Rights Fellowships allowed thirty-nine students to spend all or part of the summer engaged in human rights internships or research in nineteen countries throughout the world.

The center invites scholars and advocates to visit the Law School as Schell and Robina Senior Fellows to conduct research, teach seminars, and meet with students. 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 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 Robina Foundation, the Ewing Marion Kauffman Foundation, the John D. and Catherine T. MacArthur Foundation, the Open Society Institute, the JEHT 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, and the Cover–Lowenstein Fellow is Elizabeth W. Brundige. 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 curricular 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 non-degree 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. Each visiting researcher is charged a registration fee. For academic year 2009–2010 the fee is \$4,000 per term, or \$8,000 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; the proposed length and dates of stay; and the \$75 application fee. 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 POSTGRADUATE RESEARCH

Yale Law School offers a number of fellowships for alumni interested in pursuing careers in academia or in public interest law. The Yale Law School Public Interest, Bernstein, Liman, and Heyman Fellowships, among others, support work in various types of public interest positions. The Ruebhausen, Ribicoff, Cover, Robina, and South Asia Fellowships are available for alumni interested in careers in law teaching. For a complete list of fellowships, visit www.law.yale.edu/currentfellowships.asp.

Grades

GRADES FOR ALL DEGREE STUDENTS

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 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. A maximum of 10 of the 83 units required for graduation may be approved for independent research and reading. A minimum of 64 of the 83 units must be Yale Law School faculty-supervised credits. No degree will be awarded with incomplete work remaining on a student's record.

Attendance at Yale Law School is full-time for a period of six terms. During the terms that students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution. For additional information about requirements for transfer students, see page 103. For additional information about requirements for joint-degree programs, see pages 91–93.

Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School.

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 eighteen 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, including the final term of residence, unless approval is given by the appropriate dean and the registrar. Such approval is granted only in unusual circumstances.

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 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. Once such election is made, it may not be changed. 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 98); 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 and 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. 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) research and writing under faculty supervision (see below), (3) the Intensive Semester Research Program (see pages 89–90), 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 84).
2. Research and writing in a clinical program (see pages 85–88).
3. Research and writing in connection with seminars or courses.
4. Individual research and writing under faculty supervision (see pages 88–89).
5. Research and writing in connection with the Intensive Semester Research Program (see pages 89–90).
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 171–73).

Clinical Programs

The Jerome N. Frank Legal Services Organization (LSO) provides legal representation to individuals and organizations in need of legal services 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, draft legislation, and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.*

*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.

LSO's work is divided into fourteen main projects: (1) The Sol and Lillian Goldman Family, Advocacy for Children and Youth Clinic, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Domestic Violence, representing survivors of domestic violence in civil matters; (3) Ludwig Community Development Program and Clinic, providing legal services and other professional consultation services (business, environmental, international, public health) to community groups, particularly nonprofit organizations involved in affordable housing, banking, small business development, 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 services 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; (10) Legal Assistance to Immigrant Communities, providing legal services to immigrants at an outreach site in New Haven; (11) Education Advocacy, representing individuals and a coalition of Connecticut municipalities, boards of education, and nonprofits seeking to reform this state's school financing system; (12) Capital Punishment, assisting members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty; (13) Worker and Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas; and (14) Lawyering Ethics Clinic, working with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, to handle specific grievance cases against lawyers.

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" who 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 *Supreme Court Clinic* provides clients with the highest quality pro bono representation before the Supreme Court of the United States. The clinic maintains an active docket of cases at both the certiorari and merits stages. *Civil Liberties and National Security Post-9/11* 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 participating in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described on pages 111–17. 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 5 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 proposal 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 conventional 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 supervision may receive no more than 9 ungraded credits, and (2) at least 3 graded credits must be for the faculty-supervised research paper. The faculty-supervised written work may, with the approval of the instructor, be designated in the application as being undertaken in satisfaction of the Supervised Analytic Writing requirement or the Substantial Paper requirement.

Under a new program, up to two third-year Yale Law J.D. students will be eligible to spend one semester at Oxford University engaged in research and writing. The program is specifically designed to take place at Oxford University, where the student's research will be overseen both by a member of the Yale Law School faculty and by a member of the Oxford faculty. The Oxford supervisor who has agreed to supplement the YLS faculty member in overseeing the student's work will be expected, at the conclusion of the Intensive Semester, to submit a report to the Yale faculty supervisor describing and assessing the student's research or field work. Evaluation of the student's written product will remain the responsibility of the supervising Yale faculty member. The Yale students will be treated as Oxford graduate students in the Faculty of Law. In addition to their research and writing project, they will audit Bachelor of Common Law (BCL) graduate seminars in law and participate in the intellectual life of the Law Faculty. If possible, Yale students will affiliate with a graduate common room of an Oxford college. Applications from interested students will be vetted and approved by the faculty through the Intensive Semester Research Program.

Proposals for Intensive Semester Research are reviewed twice during the academic year, once in the fall term and again in the spring term. The specific deadlines for submitting Intensive Semester Research proposals can be found on the Important Dates calendar published by the registrar's office each year. 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 application has been approved by the Intensive Semester Research Program Committee may register for the Intensive Semester Research Program only if all prior course work is complete. A student may not take an Intensive Semester Research during the final term, nor take more than one Intensive Semester Research while at the Law School. A student who carries out an Intensive Semester Research 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 Semester Research regardless of where the project is pursued. Financial aid from the Law School will be awarded under the same circumstances and in the same manner as to students in residence. A student may have financial aid budgets adjusted to reflect the extra, nonreimbursed costs, if any, of living and working away from New Haven, but the Law School will not necessarily 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.

JOINT DEGREES

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 dean. During the terms that joint-degree students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see pages 85–86).

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 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 School of Management offers a Master of Business Administration (M.B.A.), which is normally completed in two years. The new Accelerated Integrated J.D.-M.B.A. joint-degree program reduces the time taken to obtain both degrees. First-year law students may apply to complete a J.D.-M.B.A. degree in three academic years (six semesters without a summer session). Starting in the fall of 2009, the program will be offered to prospective students applying simultaneously to the Law and Management Schools. The Accelerated Integrated J.D.-M.B.A. is directed to students interested in business law-related practice as well as in careers as entrepreneurs and managers in business and nonprofit organizations. Students in the Accelerated Integrated J.D.-M.B.A. program will graduate with their entering class at both schools.

A more detailed program description can be found at www.law.yale.edu/documents/pdf/Admissions/AI.JD.MBA.Program.Description.pdf.

A J.D.-M.B.A. joint-degree program, in which the J.D. and M.B.A. degrees are earned in four years, will continue to be offered as an option. Students may apply to both the Law and Management Schools simultaneously or to one school during their first year at the other for admission to this program.

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 dean. The deadline for application to Ph.D. programs is early in January.

J.D./PH.D. IN FINANCE

This 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, other than a medical leave of absence as set forth below, 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 and, in the case of medical leave, as set forth in the medical leave of absence policies below. 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.

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

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study because of illness or injury may be granted a medical leave of absence with the approval of the dean or the dean's delegate, on the written recommendation of a physician on the staff of the University Health Services. The Law School reserves the right to place a student on a medical leave of absence when, on recommendation of the director of the University Health Services or the chief of the Division of Mental Hygiene, the dean determines that the student is a danger to self or others

because of a serious medical condition, or that the student has refused to cooperate with efforts deemed necessary by the University Health Services and the dean to determine if the student is such a danger.

Before a student on medical leave may register for a subsequent term at the Law School, such student must secure written permission to return from a physician at the University Health Services and comply with the requirements set forth by the dean for their readmission. The general policies governing all leaves of absence, described above, shall apply to medical leaves.

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

A student who is making satisfactory progress toward his or her degree requirements and wishes or needs to interrupt his or her study temporarily for reasons of pregnancy, maternity, or paternity care, may be granted a leave of absence for parental responsibilities. Any student planning to have or care for a child is encouraged to meet with the dean or the dean's delegate to discuss leaves and other short-term arrangements. The general policies governing all leaves are described above. The general policies governing health coverage for leaves of absence are described below under Health Services for Law School Students. A student who is making satisfactory progress toward his or her degree requirements is eligible for parental leave of absence any time after the first term.

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. 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.). 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, subject to meeting unit degree requirements. An LL.M. candidate's program of study consists of a minimum of 24 units of credit which must include 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 individual 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.

The LL.M. program runs from September through May and a fall and spring term; there are no January admissions. At least two terms must be spent in residence. 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. 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 108–9.

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 who intend to teach law and would like to engage in a serious legal research project resulting in a “substantial contribution to legal scholarship.”

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.

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.

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 and paying the non-refundable application fee of \$75.)

Students from abroad should see pages 133–34 for information about international students at Yale.

For information on admission procedures for the J.S.D. program, please see pages 108–9.

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 nonlawyers 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). There are four required first-term courses (Constitutional Law, Contracts, Procedure, and Torts; see page 84). One of these may be a small group, if the group is open to M.S.L. students. The M.S.L. candidate may substitute an elective for one of those courses. 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 110.

Registration

All new J.D. students and all graduate students are required to register in person on August 27, 2009, at the Law School.

All returning J.D. students are required to register in person on August 31, 2009, at the Law School. Students may not register for their penultimate term unless they have completed one of the two writing requirements (see pages 85–86).

All students must register in person for the spring term on January 25, 2010.

A fee of \$50 will be charged for late registration. This fee will be waived only with written permission to register late from the appropriate 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 appropriate 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 2009 the deadline for adding or dropping such a course will be Thursday, December 17; in spring 2010 the deadline will be Friday, April 30. A fee of \$20, \$40, or \$80 will be charged for each late course change, depending on the time of the change. A fee of \$175 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 June 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 2009, requests for rescheduled examinations must be made between December 10 and 17; in spring 2010, between April 26 and 30.

The registrar may permit extra time on examinations for students in their first year at the Law School whose native language is not English and if the language of instruction at the undergraduate institution they attended was not English. No extra time will be permitted for any student who attended an undergraduate institution where the language of instruction was English.

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 200 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 through the Yale Law School Web site at www.law.yale.edu/jdrequest/.

To apply for the class entering in September 2010, 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 February 2010.
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 the applicant's LSDAS subscription. The application must be submitted by February 15, 2010. It is the applicant's responsibility to make certain all items arrive at Yale in a timely fashion.
6. Pay the nonrefundable application fee of \$75.

A completed file consists of the application form, a 250-word essay, a personal statement, 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), transcripts should be sent to the LSAC Credential Assembly Service.

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. In placing a deposit, an applicant agrees that he or she is not holding a seat at any other law school via a deposit or other type of enrollment commitment.

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 208215, New Haven CT 06520-8215.

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 are available online at www.lsac.org.

Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word essay, a personal statement, 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 Office of Admissions, Yale Law School, PO Box 208215, New Haven CT 06520-8215. 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 Yale Law School scholarships/grants. 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 \$24,170 per term, including mandatory fees. The total yearly bill is \$48,340, not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. 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 102) will, upon matriculation, receive tuition credit for all deposits, but such a student will forfeit 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 \$200 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 subject to the following policy:

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the Law School for any reason during the first 60% of the term will be subject to a pro rata schedule that 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 completed. A student who withdraws after the 60% point has earned 100% of the Title IV funds. In 2009–2010 the last days for refunding federal student aid funds will be November 16, 2009, in the fall term and April 9, 2010, in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, tuition will be rebated in accordance with the following policy:
 - a. 100% of tuition will be rebated for withdrawals which occur on or before the end of the first 10% of the term (September 14, 2009, in the fall term and February 6, 2010, in the spring term).

- b. A rebate of one-half (50%) of tuition will be granted for withdrawals that occur after the first 10% but on or before the last day of the first quarter of the term (September 29, 2009, in the fall term and February 22, 2010, in the spring term).
 - c. A rebate of one-quarter (25%) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (November 5, 2009, in the fall term and March 29, 2010, 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; Federal Graduate Plus 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, GradPLUS, Perkins, or YSL) 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 107).

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.

Bills Yale University's official means of communicating monthly financial account statements is electronically through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time 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.

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:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	\$220
by October 1	\$330
<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	\$220
by February 1	\$330

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 \$25 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 rejected:

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.

Yale University eBill-ePay There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep/. Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan The Yale Payment Plan (YPP) is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 19. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

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. A Need Access application is also required and is available online at www.needaccess.org. Applications must be submitted no later than March 15 for entering students, or April 15 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 2009–2010 is \$18,900. 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 grant 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 2009–2010 students are expected to meet \$35,300–\$37,300 (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 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

The Summer Public Interest Fellowship (SPIF) program provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2008, the Law School provided fellowships for 122 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 2009, students are eligible to receive up to \$6,000 through SPIE.

CAREER OPTIONS ASSISTANCE PROGRAM

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 1,200 Yale Law School graduates have received more than \$24 million in benefits.

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 (\$60,000 in 2009), COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over \$60,000 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 aforementioned 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.
2. Submit the following materials by Monday, November 16, 2009:
 - (a) a completed application form from Yale Law School and the additional materials requested in the paper or online application (www.law.yale.edu/admissions);
 - (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 taken no later than November 1, 2009. 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.

Application brochures 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. Application forms may be accessed and 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. 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) letters of recommendation from two members of the Yale Law School faculty.

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 Wednesday, March 24, 2010.

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 104–5). Tuition for resident J.S.D. candidates will be \$8,800 per term. To be maintained on Law School records nonresident J.S.D. candidates are charged a \$175 fee per term. A fee of \$175 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.

Grants 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, which includes an assessment of student assets and, if the student is twenty-eight years of age or younger, parental assets. 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 (www.law.yale.edu/admissions);
 - (b) a current curriculum vitae;
 - (c) a letter describing the applicant's professional experience and interest in the program;
 - (d) official 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 non-refundable application fee of \$75 payable to Yale Law School should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by Monday, February 15, 2010.

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, and Student Participation in Administration

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.

Animal Legal Defense is an animal protection organization at Yale Law School whose members work to reduce animal suffering by fostering a community of concerned students, hosting speakers on current issues in animal law, and advocating for anti-cruelty legislation, among other projects. The organization welcomes the participation of all those interested in developing legal strategies to protect animals.

The *Association of Law Students with Significant Others* (ALSSO) is devoted to students balancing school and relationships and who want a healthy social life, particularly with nonlaw partners. The association welcomes all couples – including those with children – and hosts several events designed to help them have the most enjoyable law school experience possible.

The Yale chapter of the *Black Law Students Association* (BLSA) supports and advances the interests of students of African descent enrolled at Yale Law School. BLSA focuses on the recruitment and development of black law students, building relationships between current students and alumni, engaging in community service, and raising awareness of issues relating to African Americans and the law.

The *Capital Assistance Project* (CAP) provides substantive legal support to criminal defendants facing the death penalty and the lawyers who represent them. 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 *Catholic Students' Association* exists to promote vigorous discussion of and growth in the Catholic faith at Yale Law School. The association meets regularly and sponsors social events, social justice projects, academic speakers, and devotional practices. The association also connects with other Catholic communities at Yale, including St. Thomas More chaplaincy and other Catholic student groups.

The *J. Reuben Clark Law Society* is an association of law students who are members of, or are interested in, the Church of Jesus Christ of Latter-Day Saints. The group affirms the strength brought to the law by a lawyer's personal religious conviction, and seeks to provide wholesome activities and uplifting social contact for all students, regardless of religious affiliation.

College Acceptance was created to provide low-income students with exposure to college in the years before they apply, and to help them through the college applications process. Working with New Haven public school students, College Acceptance creates a

one-on-one mentorship between Yale students (graduate and undergraduate) and high school juniors and seniors. The mentors help students think about, prepare for, and navigate the admissions process.

The *Court Jesters* is Yale Law School's student theater troupe. Each spring, the Court Jesters performs a play for the Law School community.

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 *Green Haven Prison Project* brings law students and inmates together for a seminar on current legal, political, and social issues of interest, and how those issues affect students and prisoners alike. 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, coed (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 four 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 *Latino Law Students Association* was founded to empower Latina(o) students at the Law School by promoting their academic, career, social, and political interests. The association meets regularly and sponsors projects in the areas of admissions, recruitment, political and community awareness, and cultural solidarity.

The *Lowenstein International Human Rights Project* is the Law School's extracurricular human rights organization. Through the project, small teams of students work on specific human rights issues, usually on behalf of, and with guidance from, nongovernmental organizations. Teams conduct research, write memoranda, engage in advocacy activities, and organize events at the Law School. More information is available at www.yale.edu/lowenstein.

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.

As the nation's oldest progressive legal association, the *National Lawyers Guild* is dedicated to the need for basic change in the structure of our political and economic system. The Yale chapter of the NLG provides an opportunity for students interested in the connections between law and organizing to get involved in grassroots campaigns, to become trained in legal observing, and to help create a vision and community for radical lawyering at the Law School.

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 *OWLS*, or *Old Souls*, is a group for older-than-average law students. The organization is social in nature and meant to be a pleasant outlet for older law students and the people who love them, or feel older than average "in spirit," to come together for a meal or a fun event.

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 *Rebellious Lawyering Conference* is an annual, student-run, public interest law conference that brings together practitioners, students, and community activists from around the country to discuss rebellious approaches to law and social change.

Six Angry Men is an a capella singing group made up of six male law students.

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 *Thomas Swan Barristers' Union* organizes an annual mock trial competition with a civil or criminal case. Students acting in pairs prepare a trial brief and conduct opening statements, closing arguments, and direct and cross-examinations at trial. Federal and state judges, as well as 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. All 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 Supporting Each Other (WYSE) is a mentorship program that is dedicated to strengthening the lives and communities of women and girls through curriculum-based group activities, as well as one-on-one mentoring relationships. The program has sites in Chicago, New Haven, New York, and Boston. Mentors from Yale Law School work with high school students in the New Haven area on issues ranging from college preparedness to how to maintain healthy relationships.

Universities Allied for Essential Medicines (UAEM) brings law students together with medical students and others in the Yale community to increase access to medicines in resource-limited countries. UAEM students work to improve University patent licensing practices, research legal issues, lobby lawmakers, and travel to national conferences. These interdisciplinary activities combine fields including intellectual property, health law, human rights, economics, and public policy.

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 entertainment or sports 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 International Law* (YFIL) brings leading practitioners of public and private international law to speak and engage with students at the Law School. 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 Human Rights and Development Law Journal* (www.yale.edu/yhrdlj) promotes original legal scholarship that contributes to an understanding of the relationship between human rights and development. The journal is edited by students and advised by members of the Law School faculty. The journal publishes articles by recognized and rising legal scholars and practitioners, in addition to student notes and book reviews.

YIPPIE! (Yale Incentive Program for Public Interest Employment) strives to encourage YLS students to do public interest work by helping to fund students who spend their summers working in the public interest and to draw together the Law School community around YLS's public interest mission. YIPPIE! coordinates events including the 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* (YJIL) is one of the world's leading international law journals. Published twice yearly, YJIL serves as a forum for the analysis of contemporary problems within the fields of international and comparative law. YJIL is also a community of international scholarship within the Law School and welcomes all students with an interest in international affairs.

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 full scholarly articles, short pieces, student notes, and working papers. 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 & Business Society* (YLBS) is an organization dedicated to promoting the interaction among law, policy, and business. YLBS serves as a center for members of the Yale Law School community interested in many aspects of business, including entrepreneurship, corporate law, corporate social responsibility, and regulation. To that end, YLBS presents a series of lectures, workshops, and networking events throughout the academic year. Additionally, YLBS administers the Entrepreneurship Challenge, a venture capital and business development program for Yale law 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 Christian Fellowship* (YLCF) is a nondenominational student group that seeks to foster the faith of its members and engage the Law School more broadly in matters pertaining to Christianity in the public sphere. YLCF sponsors prayer breakfasts, Bible studies, public speakers, and community service projects to benefit both the Law School and the greater New Haven community.

The *Yale Law Democrats* is dedicated to fostering student engagement in the American political process and to promoting the ideals of the Democratic Party. It hosts a yearly speaker series, organizes panels and debates, provides policy advice to candidates and elected members of government, and organizes social events that facilitate informal conversations among members. The group is dedicated to extending its network, supporting the political aspirations of law school Democrat alumni, and building relationships between alumni and current students.

The *Yale Law International Association* is dedicated to promoting global awareness at Yale Law School. The association invites renowned speakers to talk on international issues and organizes language tables, the JD-LLM Connections Program, and foreign movie nights—not to mention parties. Through the association, international students and students with international interests are celebrated as an important component of the Law School student body.

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, conduct outreach to the political community of New Haven and Connecticut, and host a wide variety of conservative speakers. 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 Social Entrepreneurs is a student group that aims to share and promote work in the field of social entrepreneurship among students and alumni of Yale Law School. Students can share their experiences, learn concrete skills, and develop useful contacts by attending workshops and sessions led by guest speakers.

Yale Law Students for Life is a nonpartisan, secular organization dedicated to promoting the dignity of human life at every stage. The organization's goals are to raise awareness of practices that threaten that dignity, to engage in thoughtful debate, and to instigate for policies that affirm and protect life.

Yale Law Students for Reproductive Justice is made up of students dedicated to raising awareness about reproductive health issues, spreading accurate information, and examining and debating topics including sex education, reproductive health care and contraception, abortion, and child care. The group plans events and panels, and has organized a reading group for the past two years.

The Yale Veterans Association (Yale Vets) brings together students with experience serving their nation's armed forces and national security community. The organization seeks to foster in Yale Law School a deeper understanding of national security and military service; to allow students to interact with established actors within the national security and military communities; and to provide an associational network for future leaders of America's national security and military communities.

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.

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 eleven elected representatives of the student body—three from each J.D. class, one representing the LL.M. and M.S.L. classes, and one representing the J.S.D.

class — 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, fellowships, and law teaching.
- Sponsoring more than sixty programs each year, including panels, lectures, and informal discussions on various employment options, 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-five employers register to 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, CDO offers an online system to assist with career exploration. YLS Career Connections allows students and alumni access to more than 1,400 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 15 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 2008 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 \$60,000 or less a year in 2009 and

partial repayment for many alumni earning above that amount. See page 108 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.

Lillian Goldman Law Library

IN MEMORY OF SOL GOLDMAN

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 sophisticated array of online sources, as well as the strong 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 collections, both print and electronic, 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, 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. 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 eleven million volumes of books and serials, spanning nearly all areas of human knowledge, as well as a wide array of online research sources. These libraries are fully available to all members of the Yale Law School community.

Members of the Law School community enjoy 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, with links to online versions of the same documents. MORRIS also includes the major legal periodical indexes and provides a convenient link to the online catalogue of the Yale campus 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 during daytime 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.

Living at Yale

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.

Housing

The University seeks to assist in locating housing for students. Students should seek housing well before matriculation, since there is limited University housing for Law School students. The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartment Office provides unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 a.m. to 4 p.m., Monday through Friday.

Applications for 2009–2010 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.4578.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at 155 Whitney Avenue, 3d floor, and is open from 8.30 a.m. to 3.30 p.m., Monday through Friday. The listings may also be accessed from any computer at Yale at www.yale.edu/offcampushousing.

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. The Law School offers several meal plans, 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 (ITS) maintains a Windows computer cluster with several high-speed network printers. All the computers run a standard suite of software including Microsoft Office, Corel WordPerfect, Adobe Acrobat, Stata, and SPSS. 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 accounts are established in July 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.

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 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.

Immediate evacuation 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 72–75). 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 a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

“The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.”

Yale University’s goals and strategies for internationalization are described in a report entitled “The Internationalization of Yale: The Emerging Framework,” which is available online at www.world.yale.edu/pdf/Internationalization_of_Yale.pdf.

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

Launched in 2003–2004, the Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale’s international activities around the globe. (www.yale.edu/oia)

The Office of International Students and Scholars is a resource on immigration matters and hosts orientation programs and social activities for the University’s international community. See Office of International Students and Scholars in this bulletin and www.oiss.yale.edu.

The Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. (www.yale.edu/macmillan)

The Yale Center for the Study of Globalization draws on the 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, and to enrich debate through workshops, conferences, and public programs. (www.ycsg.yale.edu)

The Yale World Fellows Program hosts eighteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. (www.yale.edu/worldfellows)

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. (www.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/opa>. 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 <http://opa.yale.edu/bulletin>.

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

The Yale University Art Gallery, America's oldest and one of its most important university art museums, was founded in 1832 when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College. Since then, the gallery's collections have grown to number more than 185,000 objects, selected from around the world and ranging in date from ancient times to the present day. In addition to its celebrated collections of American paintings and decorative arts, the gallery is noted for its important holdings of Greek and Roman art, early Italian paintings, later European art, Asian art, African art, art of the ancient Americas, and impressionist, modern, and contemporary works. In 2006, as part of a renovation and expansion project, the gallery completed the restoration of its iconic Louis I. Kahn building.

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 Yale Philharmonia, 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, the Faculty Artist Series, and concerts at the Yale Collection of Musical Instruments. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, the Yale Voxtet, 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, and Shubert Performing Arts Center.

Founded in 1971, the Graduate-Professional Student Senate, Inc. (GPSS) is the official student government group representing all thirteen graduate and professional schools. All graduate and professional students are eligible to become senators via elections held each fall. The GPSS meets on alternating Thursdays throughout the academic year, and meetings are open to the graduate and professional school community. Senators serve on and make appointments to University committees, meet with University administrators,

sponsor informational workshops and conferences, organize social events and orientation activities, provide modest funding to student groups, and assist in community service events. Additionally, the GPSS is housed at and oversees operation of the Graduate-Professional Student Center at Yale (GPSCY), at 204 York Street, which includes office and meeting spaces for student organizations, and the Gryphon's Pub for those twenty-one and over. For more information, please contact gpss@yale.edu or visit www.yale.edu/gpss.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space and resources for building intellectual, cultural, and social community among graduate students, and for enhancing professional development activities across the departments of the Graduate School. The McDougal Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, the Graduate Teaching Center, and the Graduate Writing Program as well as the Resource Library, and works collaboratively with the Graduate School Office for Diversity. Graduate Career Services provides individual advising, programs, and a library of resource materials as well as Internet resources to assist Graduate School students and alumni/ae with career planning and decision making. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; public service activities; arts, music, and cultural events; sports and wellness activities; and events for international students and students with children. The Graduate Teaching Center provides in-class observation, individual consultation, and workshops. The Writing Center offers individual consultations with tutors, regular academic writing workshops, dissertation writing groups, and events with invited speakers. The McDougal Center welcomes the participation of postdoctoral fellows, alumni/ae of the Graduate School, students from other Yale professional schools, and members of the larger Yale community. The center has a large common room with comfortable furnishings for study or lounging, an e-mail kiosk, WiFi, newspapers and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large program room with AV equipment, small meeting rooms, a music practice room, a family playroom, and an ITS computer lab with laser printer and copier. The McDougal Center is open weekdays from 9 a.m. to 11 p.m. and weekends from 11 a.m. to 11 p.m. during the academic year. For more information or to sign up for various e-mail notes, please visit www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, 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 Slifka 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 non-denominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m.

to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. Additional information is available at www.yale.edu/chaplain.

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; the David Paterson Golf Technology Center; 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 term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (www.yalebulldogs.com) for more information concerning any of these recreational facilities and programs.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, 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 runs seven days a week from the third weekend in June through Labor Day and then on September weekends. For more information, telephone 203.432.2492 or visit the Web page at www.yalebulldogs.com (click on Recreational Choices, then on Outdoor Education Center).

Throughout the year, Yale 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 www.yalebulldogs.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 seventeen-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/yhp.

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 Health & Counseling. 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/yhp/pdf/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 August 1 through July 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 July 31.

Waiving the YHP Hospitalization/Specialty Coverage Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing an online waiver form at www.yhpstudentwaiver.yale.edu that demonstrates proof of alternate coverage. 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/yhp) 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, students paying less than half tuition, or students enrolled in the Eli Whitney Program

prior to September 2007 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/yhp) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

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 online waiver (www.yhpstudentwaiver.yale.edu) 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 a leave 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/yhp). 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/yhp). 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 (rubella) 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, 2009. 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 5. 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 for 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 international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, 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 welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

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.; tel. 203.432.2305.

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 during the academic year, 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 4, 2008

Carla Nora Strodt Ingersoll
Lindell Carl Toombs, Jr.
Robert Andrew Wiygul

Master of Laws, October 4, 2008

Diego Werneck Arguelhes
Jens-Uwe Franck
Kurtcebe Noyan Göksu
Claris Harbon
Tzu-Yi Hung
Heejin Kim
Petr Koblovsky
Maja Munivrana Vajda
Dastid Pallask
Alessio Diego Scano
Adam Kenneth Sharpe

Doctor of the Science of Law, October 4, 2008

Avihay Faivel Dorfman
Mariana Mota Prado
Karim Yehia Abdel R. Youssef

Juris Doctor, December 13, 2008

Victoria G.J. Brown
Dennis Tungshan Hsieh
Kara R. Rumsey
Thomas Joseph Scaramellino

Juris Doctor, February 21, 2009

Matthew Wesley Brewer
Adam Vilko Goldfarb
Brittan Kathleen Heller
Jared Hughes Morris
Gabriel Darren Rosenberg
Michael Alexander Steffen

Master of Laws, February 21, 2009

Abhayraj Naik

Doctor of the Science of Law, February 21, 2009

Ming-Sung Kuo

Juris Doctor, June 3, 2009

Ligia Mercedes Abreu Medina
Adewale O. Adeyemo
Sameer Ahmed
Emma Claire Alpert
Christina Rose Andersen
Anna Isabel Arkin-Gallagher
Seth Lindsey Atkinson
Mytili Gowri Bala
Anand Venkata Balakrishnan
Prithika Lakshmi Balakrishnan
Catherine Elizabeth Barnard
Sipoura Barzideh
Kimberly Lacey Bass
Monica Clarice Bell
Leah Fran Belsky
Devan Scott Bennett
Elizabeth Fay Benson
Julianna Westbrook Bentes
Benjamin Leon Berwick
Manav Kumar Bhatnagar
Michael Lawrence Bloom
Edith Marie Bowman
Jennifer Beth Broxmeyer
Jesse Michael Brush
Arwyn Carroll
Sarah Chang
Emily L. Chapuis
Jessica Sifan Chen
Kirk Sterling Cheney
Jason Andrew Chlipala
Yahonnes Sadiki Cleary
Michael Bradford Coenen
Elbridge Andrew Colby
Gina Marie Cora
Rachel Fellner Cotton
Quinn Dominick Curtis
Alexander Swanson Daniels
Sumon Srinivas Dantiki
Mihailis Evangelos Diamantis
Ceara Gaylord Donnelley

Thomas Gabriel Donnelly III
 George Espy Doty III
 Kellen Sean Dwyer
 Yehoshua Aharon Ehrenberg
 Kathryn Ann Eidmann
 Bram Tate Elias
 Stella Burch Elias
 Joseph Tierney Masters Emison
 Rebecca Tama Engel
 Taniyah Nicole Eyer
 Lindsay Kendall Eyler
 Ronan Farrow
 Samuel Ivan Ferguson
 Brett Daniel Fieldston
 Jonathan J. Finer
 Stephen Mark Fisher
 Ilana Beth Gelfman
 Nathaniel Jurist Gleicher
 Jessica Michelle Gordon
 Denise Antonia Grab
 Kaitlin Anne Gregg
 Scott Stewart Grinsell
 Adam Rabun Fast Gustafson
 Kamyar Cyrus Habib
 Jill Ellen Habig
 Zachary D. Hale
 Caitlin Sinclair Hall
 Anne M. Hamilton
 Jennifer M. Harris
 Stephanie Marie Hays
 Kate Elizabeth Heinzelman
 Jamie John Hodari
 David Zachary Hudson
 Christian P. Huebner
 Kathryn Anne Hunt
 Heide M. Iravani
 Mee-Jung Jang
 Jami Suzanne Johnson
 Joshua Stephen Johnson
 Sarah Joy
 Poonam Juneja
 Jessica M. Karbowski
 Anne O'Hagen Karl
 Zachary Daniel Kaufman
 Charles Montgomery Kersten

Amy Mariko Kurren
 Baolu Lan
 Etan S. Lankri
 Bomi Lee
 Joshua Christopher Lee
 Kenneth George Leonczyk, Jr.
 Darryl Chi-Yee Li
 Jeremy Michael Licht
 Ira Kenneth Lindsay
 Maryann Lio
 Emma Jornet Llanso
 Ashley Marie Lott
 Martha Lewis Lovejoy
 Daniel Joshue Luskin
 Christopher Marisak Lynch
 Rubina Madni
 Kate Aliza Magaram
 Brian Kenneth Mahanna
 Claire Virginia McCusker
 Ashley Joi McDowell
 J. Tyler McGaughey
 Amy P. Meek
 Sarah Lila Mehta
 Margot Knight Mendelson
 Melissa Renee Middleton
 Daniel Lawrence Pedro Mifflin
 José Luis Miñán
 Joseph P. Minta
 Dina Bernick Mishra
 Patricia Hyunyoung Moon
 Mika Cori Morse
 Matthew George Mrkonic
 Michael Francis Murray
 Nathan Edward Nagy
 Chavi Keeney Nana
 David Isidore Noah
 Gregory J. Oswald
 Rachel Eckstein Osterman
 Carrie Ellen Pagnucco
 Stratos Nikolaos Pahis
 Shih-Chi Pan
 Ami Mahendra Parekh
 Kirill Penteshin
 Erin Elizabeth Phillips
 Benjamin Levi Plener

Ilya Olegovich Podolyako
 Julianne Prescop
 Andrew P. Propps
 Lauren Elizabeth Prusiner
 Sujcet B. Rao
 Gabriel V. Rauterberg
 Abbas Raza Ravjani
 Meagan Elsie Reed
 Daniel Porter Reid
 Diana Elizabeth Reiter
 Jillian Jane Rennie
 William Joseph Rinner
 Benjamin Joseph Rogers
 Solène Anne Laure Romieu
 Robin Mercedes Rotman
 Diana Lila Rusk
 Jeffrey Eric Sandberg
 Anant Kumar Saraswat
 Brian Patrick Savage
 Garth Lindgren Schofield
 Amanda Ward Shanor
 Christopher D. Sherman
 Youjung Shin
 Natalya Shnitser
 Elizabeth Guild Simpson
 Olivia Salisbury Sinaiko
 Smita Singh
 Fletcher Nathaniel Smith III
 Marcus Powell Smith
 Zachary Spratt Smith
 Jennifer Ann Sorenson
 Shayna Lee Strom
 Kimberly Ann Sullivan
 Andrea H. Sung
 Vasudha Talla
 Stephanie Chu Tang
 Andrew Mark Thomas
 Nicolas William Thompson
 Jeremiah Rey Torres
 Bryan J.S. Townsend
 Jesse Austin Townsend
 Austin Patrick Van
 Andrew Verstein
 Anthony William Vitarelli
 Ana T. Vohryzek-Griest

Megan Elizabeth Wall-Wolff
 Elizabeth Julia Wallace
 John Jung Wang
 Victoria Leigh Weatherford
 Jessica Paulie Weber
 Katherine Lane Wilson-Milne
 Rebecca Anne Windt
 Shenyi Wu
 Michael William Yarbrough
 Christen Linke Young
 Yeqing Zheng
 Hong Zhong

Master of Laws, June 3, 2009

Najman Alexander Aizenstatd
 Leistenschneider
 Lucina Friederike Berger
 Andrea Bertolini
 Christoph Bezemek
 Mihir Chatterjee
 André Rodrigues Cyrino
 Diane Alferéz Desierto
 Stéphanie Aline Feinberg
 Michael Heese
 Jessica Dorothy Kerr
 Maryam Shahid Khan
 Brendan Lim
 Han Liu
 Qin Liu
 Andreas Thomas Müller
 Patricio Nazareno
 Zsolt Okányi
 Jaime Olaiz Gonzalez
 Jasdeep Kaur Randhawa
 Ivan Cesar Ribeiro
 Caterina Sganga
 Natalia A. Volosin

**Doctor of the Science of Law,
June 3, 2009**

Anver M. Emon
 Chiara Giorgetti

SUMMARY OF ENROLLMENT, 2008–2009

Juris Doctor Candidates		Doctor of the Science of Law	14
Class of 2009	196	Master of Laws	28
Class of 2010	198	Visiting Researchers	13
Class of 2011	190	Visiting Student	1
Joint Degree	19	<i>Total enrollment</i>	659
<i>Total Juris Doctor</i>	603		

INSTITUTIONS REPRESENTED

One student from each institution unless otherwise indicated

Albert-Ludwigs-Universität Freiburg [Germany]	Columbia University (26)
Albertson College of Idaho	Concordia University [Canada]
Alma College	Cornell University (7)
American University (4)	Dartmouth College (14)
Amherst University (6)	Duke University (14)
Aristoteleio Panepistimio Thessalonikis [Greece]	East China Normal University [People's Republic of China]
Arizona State University (2)	Eberhard-Karls-Universität Tübingen [Germany]
Arkansas State University	Emory University (3)
Austin College	Eötvös Loránd Tudományegyetem [Hungary] (2)
Bard College (2)	Ewha Woman's University [Republic of Korea]
Bates College	Florida Agricultural and Mechanical University
Baylor University	Fordham University (2)
Biola University	Furman University (2)
Birmingham Southern College	Georg-August-Universität Göttingen [Germany]
Boston College	George Washington University
Bowdoin College (2)	Georgetown University (6)
Brandeis University (2)	Gettysburg College (2)
Brigham Young University (8)	Gonzaga University
Brown University (20)	Gordon College
Bryn Mawr College (2)	Government Law College [India]
California State University	Hampton University
Calvin College	Harding University
Carleton College	Harvard University (63)
Chulalongkorn University [Thailand]	Harvey Mudd College
City University of New York [City College]	Hebrew University of Jerusalem [Israel] (4)
City University of New York [Herbert Lehman College]	Hillsdale College
Claremont McKenna College	
Colgate University	
Colorado College	

- Howard University (3)
 Indiana University
 Ithaca College
 Johns Hopkins University (5)
 Kalamazoo College
 Kyoto University [Japan]
 Leopold-Franzens Universität Innsbruck
 [Austria]
 Libera Università Internazionale degli
 Studi Sociali Guido Carli in Rome
 [Italy] (2)
 Louisiana State University
 Loyola Marymount University
 Massachusetts Institute of Technology
 (4)
 McGill University [Canada] (2)
 Middlebury College (4)
 Millsaps College
 Minnesota State University
 Montclair State College
 Morehouse College
 Morgan State University
 National Law School of India University
 [India]
 National Taiwan University [Taiwan] (2)
 New York University (7)
 Northwestern University (6)
 Oberlin College (2)
 Ohio State University
 Ohio Wesleyan University
 Peking University [People's Republic of
 China] (2)
 Pepperdine University
 Pomona College (4)
 Pontificia Universidad Católica de Chile
 [Chile]
 Pontificia Universidad Católica del Perú
 [Peru]
 Princeton University (17)
 Rice University (3)
 Rutgers, State University of New Jersey
 Saint Olaf College
 Santa Clara University
 Sarah Lawrence College (2)
 Seoul National University [Republic of
 Korea]
 Smith College
 Sookmyung Women's University
 [Republic of Korea]
 Stanford University (36)
 State University of New York at
 Binghamton
 State University of New York at Buffalo
 State University of New York at Stony
 Brook
 Swarthmore College (6)
 Taylor University
 Thammasat University [Thailand]
 Touro College
 Trinity University [Texas]
 Tsinghua University [People's Republic
 of China]
 Tufts University
 Tulane University
 United States Naval Academy (2)
 Universidad Carlos III de Madrid [Spain]
 Universidad Católica de Córdoba
 [Argentina]
 Universidad de Lima [Peru]
 Universidad de Palermo [Argentina] (2)
 Universidad Francisco Marroquin
 [Guatemala]
 Universidad Nacional de Córdoba
 [Argentina]
 Universidad Panamericana [Mexico]
 Universidade de São Paulo [Brazil]
 Universidade do Estado do Rio de Janeiro
 [Brazil] (2)
 Università degli Studi, Pisa [Italy] (2)
 Universität Wien [Austria]
 Université de Fribourg [Switzerland]
 University of Adelaide [Australia]
 University of Alberta [Canada]
 University of Arizona
 University of California at Berkeley (14)
 University of California at Los Angeles
 (9)
 University of California at San Diego

University of California at Santa Barbara
 University of California, Santa Cruz
 University of Cape Town [South Africa]
 University of Central Arkansas
 University of Chicago (13)
 University of Colorado
 University of Delaware (2)
 University of Denver
 University of Florida (2)
 University of Georgia (3)
 University of Iowa (2)
 University of Kansas
 University of Mary Washington (3)
 University of Maryland (3)
 University of Massachusetts
 University of Michigan at Ann Arbor (12)
 University of Minnesota
 University of Missouri
 University of North Carolina at Asheville
 University of North Carolina at Chapel Hill
 University of North Texas
 University of Northumbria at Newcastle [United Kingdom]
 University of Notre Dame [Indiana] (7)
 University of Oklahoma
 University of Oregon (2)
 University of Oxford [United Kingdom]
 University of Pennsylvania (13)
 University of the Philippines [Philippines]
 University of Pittsburgh (2)
 University of Portland
 University of Redlands
 University of Rochester
 University of Saint Andrews [United Kingdom]
 University of the South (2)
 University of South Carolina
 University of Southern California (3)
 University of Tartu [Estonia]
 University of Texas at Austin (8)
 University of Texas at Dallas
 University of Tokyo [Japan]
 University of Toronto [Canada] (4)
 University of Virginia (8)
 University of Washington (2)
 University of Wisconsin at Eau Claire
 University of Wisconsin at Madison
 Uniwersytet Warszawski [Poland]
 Vanderbilt University (2)
 Vassar College
 Victoria University of Wellington [New Zealand]
 Wake Forest University (2)
 Washington and Lee University (2)
 Washington University [Missouri] (5)
 Wellesley College (6)
 Wesleyan University (7)
 Westfälische Wilhelms-Universität Münster [Germany]
 Whitman College (3)
 Williams College (9)
 Wuhan University [People's Republic of China]
 Yale University (82)
 Yonshei University [Republic of Korea]

Total institutions, 185

GEOGRAPHICAL DISTRIBUTION

One student from each institution unless otherwise indicated

United States

Alabama (7)
 Arizona (6)
 Arkansas (2)
 California (83)
 Colorado (4)
 Connecticut (88)

Delaware (4)
 District of Columbia (6)
 Florida (9)
 Georgia (7)
 Hawaii (3)
 Idaho (2)
 Illinois (20)

Indiana (5)
 Iowa (6)
 Kansas (4)
 Kentucky (2)
 Louisiana (2)
 Maine (2)
 Maryland (23)
 Massachusetts (22)
 Michigan (15)
 Minnesota (5)
 Mississippi (2)
 Missouri (3)
 Montana
 Nebraska (2)
 Nevada (2)
 New Hampshire (3)
 New Jersey (20)
 New Mexico (2)
 New York (91)
 North Carolina (9)
 Ohio (8)
 Oklahoma (4)
 Oregon (4)
 Pennsylvania (17)
 Rhode Island (4)
 South Carolina (7)
 South Dakota
 Tennessee (2)
 Texas (33)
 Utah (7)
 Vermont (3)
 Virginia (21)
 Washington (9)
 Wisconsin (4)

Total states, 47

Foreign Countries

Argentina (3)
 Australia
 Austria (2)
 Bermuda
 Brazil (3)
 Canada (10)
 Chile
 China (5)

Dominican Republic
 Estonia
 France
 Germany (4)
 Guatemala
 Hungary (2)
 India (2)
 Israel (6)
 Italy (4)
 Japan (2)
 Korea (4)
 Mexico
 New Zealand
 Pakistan
 Peru (2)
 Philippines
 Poland
 Spain (2)
 Switzerland
 Taiwan
 Thailand
 United Kingdom (2)

Total foreign countries, 30

Alumni and Endowment Funds

ALUMNI

Yale Law School alumni serve as distinguished practitioners, public servants, academics, judges, 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 YLS gatherings in a variety of places in the United States and abroad throughout the year. Graduates also 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 Yale Law School Association consists of all 12,000 graduates. It was founded to strengthen the ties both among graduates and between graduates and the Law School. In approximately twenty cities across the United States and abroad, Yale Law School local associations provide social, intellectual, and professional opportunities for graduates. Whether it is a large group of New York City alumni enjoying the play *Thurgood* (produced by Eric Falkenstein '94), a Los Angeles Sparks game in L.A., a day of panels and visits at the International Court of Justice in The Hague, a law and globalization panel discussion of faculty and alumni in Washington, D.C., a small reception in Portland, Oregon, or an informal garden party to greet recent graduates in Philadelphia, Yale Law School alumni maintain important connections with each other and with their alma mater. For a listing of upcoming alumni events and further information about YLS alumni, visit www.law.yale.edu/alumni or contact us at alumni.law@yale.edu or 203.432.1690.

The Yale Law School Association is headed by an Executive Committee consisting of approximately 183 alumni. Meetings take place twice a year at the Law School, led by the present officers: chair, Laurence T. Sorkin '67; president, Cynthia H. Cwik '87; vice presidents, Lori B. Andrews '78; Kenneth Christmas, Jr. '91; John R. Firestone '85; Paul T. Friedman '80; John Francis Gough '60; Robert L. Herbst '72; Hector Torres '82; secretary, Charles L. Becker '97; and treasurer, Lissa J. Paris '77.

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 YLS graduates who have offered to provide career-related advice. Through the Web site, alumni can join the network, current CC 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 CC, including password information for searching the network, please contact the Career Development Office at 203.432.1676 or send an e-mail to cdo.law@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, class events, and festive meals. Many students attend events and serve as aides. Graduates celebrating their reunions (fifth, tenth, fifteenth, 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 2009 is “The Regulatory Debate: Whether, What, and How?”

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

Sidley Austin–Robert D. McLean ’70 Visiting Professorship (2006) Established by gifts from the law firm of Sidley Austin LLP, family, and friends to honor Robert D. McLean, LL.B. 1970, and his distinguished career in the law.

Nathan Baker Professorship of Law (1981) A gift in honor of Nathan Baker, who dedicated fifty years of his life to the practice of trial advocacy, from Robert C. Baker and Gerald H. Baker, his sons, to establish a professorship for the teaching of trial advocacy, procedure, and evidence.

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.

Jacquin D. Bierman Professorship of Taxation (1998) A gift from Jacquin D. Bierman, J.D. 1937, a professor and scholarly entrepreneur in the field of taxation.

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.

Guido Calabresi Professorship (2006) Established through a bequest of Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, to honor Guido Calabresi, B.S. 1953, LL.B. 1958, M.A.H. 1962, former Dean of Yale Law School and respected jurist.

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.

William Nelson Cromwell Fund (1949) Bequest of William Nelson Cromwell, Esq., of the New York bar, income to be used for the general purposes of the Law School. The fund supports a professorship.

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.

William O. Douglas Clinical Professorship of Law (1989) A gift from Mrs. Gordon B. Tweedy and Mr. and Mrs. Tweedy's daughters, Clare Tweedy McMorris, Ann Tweedy, and Margot Tweedy in memory of Gordon Bradford Tweedy, B.A. 1929, LL.B. 1932, on the occasion of the anniversaries of his graduation from Yale College and Yale Law School, and in honor of the Honorable William O. Douglas, M.A. 1932, Sterling Professor of Law at Yale Law School and Associate Justice of the U.S. Supreme Court, 1939–1975.

The John M. Duff, Jr. Professorship (2004) Established in recognition of gifts by John M. Duff, Jr., LL.B. 1966, founder of the private equity firm Duff Ackerman & Goodrich, based in San Francisco.

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.

Joseph M. Field 1955 Professorship of Law (2005) Established by a gift from Joseph M. Field, LL.B. 1955.

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."

John A. Garver Professorship (1927) A gift and bequest of John A. Garver, B.A. 1875, to establish a chair of jurisprudence.

Maurice R. Greenberg Visiting Professorship (2006) Established by a gift from David Boies, LL.B. 1966, and Mary M. Boies, in honor of Maurice R. Greenberg.

Sol and Lillian Goldman Professorship (2004) Established by a gift from the Sol Goldman Charitable Trust and the Lillian Goldman Charitable Trust, to be held by the sitting dean of Yale Law School.

Sol Goldman Clinical Professorship (2008) Established by a gift from the Sol Goldman Charitable Trust, to support teaching and research activities associated with the professorship.

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, LL.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.

Justus S. Hotchkiss Fund (1916) Bequest of Justus S. Hotchkiss, LL.B. 1877. The fund supports a professorship.

Fred A. Johnston Professorship (1989) A bequest of Fred A. Johnston, LL.B. 1954, a San Francisco attorney and, in his second career, a Montana rancher.

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.

Augustus E. Lines Professorship of Testamentary Law (1908) A bequest of Augustus E. Lines, of New Haven, Connecticut.

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.

Walter E. Meyer Professorship of Property and Urban Law (1965) Gift in memory of Walter E. Meyer, B.A. 1901, from the Walter E. Meyer Research Institute of Law, Inc.

John M. Olin Professorship of Law and Economics in the Yale Law School (1992) A 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 professorship 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 quality and devotion to teaching both in the classroom and as a mentor to students.

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

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. Ruttenberg, LL.B. 1940, to support a professorial lectureship for a member of the emeritus faculty.

Robert R. Slaughter Professorship of Law (1998) A grant from The Horace W. 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. Southmayd, 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

Simeon E. Baldwin Fund (1927) Bequest of Simeon E. Baldwin, B.A. 1861.

Burton H. Brody Fund (1998) Gift from Burton H. Brody, B.S. 1945W, J.D. 1950.

Shirley Oakes Butler Fund (1987) Bequest of Shirley Oakes Butler, LL.B. 1954.

James Wayne Cooper Fund (1993) Bequest of James Wayne Cooper, LL.B. 1929.

Ann F. Cudahy Fund for Law and Business Policy (1975) Gift from the Patrick and Anna M. Cudahy Fund, in memory of the wife of Richard D. Cudahy, LL.B. 1955, president of the fund. To support teaching, research, and special programs in law and business policy.

Sherman Day Fund (1948) Bequest of Sherman Day, B.A. 1896.

Harold Depew Fund (1966) Gift from Harold Depew, LL.B. 1906.

Albert B. Dick Fund (1921, 1923, 1927) Gift from Albert B. Dick, of Chicago. Income available for the general purposes of the Law School.

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

Eugene Phelps Edwards Fund (1939) Bequest of Eugene Phelps Edwards.

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

Faculty Memorial Fund (2009) Established by gifts from faculty, friends, and relatives in memory of deceased Yale Law School faculty members.

Allen B. Forbes Fund (1921) Gift from Allen B. Forbes, LL.B. 1888.

Gerald R. Ford Program in Law and Public Policy (1980) In honor of President Gerald R. Ford, LL.B. 1941, a program of teaching and research in law and public policy.

George H. Gilman, Jr. Fund (1985) Bequest of George H. Gilman, Jr., B.A. 1929, LL.B. 1932.

Sol and Lillian Goldman Deanship at Yale Law School (2004) Established by a gift from the Sol Goldman Charitable Trust and the Lillian Goldman Charitable Trust to support the deanship.

Goldman Fund for International Initiatives at Yale Law School (2005) Established by a gift from Lloyd M. and Victoria A. Goldman to support international programming at Yale Law School.

Horace W. Goldsmith Foundation Fund for International Initiatives (2006) Established by the Horace W. Goldsmith Foundation to support globalization initiatives at the Law School.

Horace W. Goldsmith Foundation Fund II (2008) Established by the Horace W. Goldsmith Foundation to be used for general support.

Joey Hanzich 2010 Fund (2007) Established by Yale Law School and gifts from relatives and friends in memory of Joey Hanzich, a member of the Class of 2010, to provide financial aid to students committed to public service and the common good; may also be used to support activities related to healthcare law and policy.

Charles E. Hodgdon Fund (1969) Bequest of Ernest F. Hodgdon, LL.B. 1909, son of Charles E. Hodgdon.

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

Robert Todd Lang '47 Fund for the Study of Corporate and Commercial Law (1994) Established by Robert Todd Lang, augmented by friends, classmates, and graduates of Yale Law School interested in corporate and commercial law.

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.

William W. Meyer Fund (1969) Bequest of William W. Meyer, M.A. 1912, LL.B. 1915.

James T. Moran Fund (1937) Bequest of James T. Moran, LL.B. 1884.

Glenn M. Reiter Scholarship Fund (2006) Established by a gift from Glenn M. Reiter, Yale College Class of 1973 (B.A.) and Yale Law School Class of 1976 (J.D.), on the occasion of his thirtieth Law School reunion.

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.

Jonathan P. Rosen '70 Fund for Faculty Support (2004) Established by a gift from Jonathan P. Rosen, J.D. 1970, for the general support of Yale Law School faculty.

Alfred E. Rosenhirsch Fund (1958) Gift from Alfred E. Rosenhirsch, B.A. 1925, LL.B. 1927, income to be used for general support.

Oscar M. Ruebhausen Professor Research Support (2005) Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937 to support the Oscar M. Ruebhausen Professorship.

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.

Harry Shulman Fund (1957) Bequest of Harry Shulman, M.A. Hon. 1937, a member of the faculty from 1930 to 1955 and dean of the Law School from 1954 to 1955.

John G. Simon Fund for Teaching and Research at Yale Law School (2007) Established by a gift from Robert C. Pozen, J.D. 1972, J.S.D. 1973, in honor of Professor John G.

Simon, to support law and economics research, teaching, and related activities associated with the Law School.

John D. Spencer Fund (1961) Bequest of John D. Spencer, LL.B. 1911.

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.

George B. Thayer Fund (1941) Bequest of George B. Thayer, LL.B. 1897.

Cecil F. Travis (1972) Bequest of Cecil F. Travis, LL.B. 1926.

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.

Anne Urowsky Fund at Yale Law School (2008) Established by a gift from Richard J. Urowsky, B.A. 1967, J.D. 1972, for the general support of faculty at Yale Law School, in honor of his mother, Anne Urowsky.

Stanley P. Wagman Fund (2005) Established by a gift from Harriett Gordon Wagman in memory of her husband, Stanley P. Wagman, J.D. 1954, for the general support of the Law School.

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

Harry H. Wellington Dean's Discretionary Fund for Faculty Support (2005) Established by a gift from Alan L. Wurtzel, LL.B. 1959, to support the faculty of Yale Law School.

The William B. Wolf, Jr. Fund on Women and the Law (2002) Established by Susan M. Wolf, J.D. 1980, her husband Eugene Borgida, and their family in honor of her father, William B. Wolf, Jr., LL.B. 1951, to support research, scholarship, and programs on women and the law.

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

Roger S. and Virginia Aaron Scholarship Fund (1999) Gift from the Aaron family, during the thirtieth reunion year of Roger S. Aaron, chairman of the Yale Law School Fund Board 1998–99.

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.

Davis and Bessie Albert Scholarship Fund (2008) Established by a bequest from the estate of Harry M. Albert, LL.B. 1935, in memory of his parents, with a preference for residents of Waterbury, Connecticut, the State of Connecticut, or for graduates of Suffield Academy, Suffield, Conn.

Marion G. and Fred W. Aley Scholarship (1983) A gift from Marion G. Aley, LL.B. 1925.

R. Bruce Allensworth Scholarship Fund (2008) Established by R. Bruce Allensworth, J.D. 1978, on the occasion of his thirtieth Law School reunion, for Yale Law School students, preferably J.D. candidates.

Caroline Arpaia Memorial Scholarship (1937) Anthony F. Arpaia, B.A. 1921, LL.B. 1923, in memory of his mother. Awarded as loan funds.

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.

Thomas D. Barr '58 Scholarship Fund (2008) Established by Cornelia H. Barr honoring her husband, Thomas D. Barr, LL.B. 1958, with a preference for students interested in litigation.

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 John Beecher Scholarship (1924) Marguerite K. Beecher and Florence Beecher Budd in memory of their father, William John Beecher, LL.B. 1880.

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.

Edward N. Benjamin Memorial Fund (1959) Family, classmates, and other friends of Edward N. Benjamin, B.A. 1947, LL.B. 1950. To be awarded as loan funds.

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.

Boris I. Bittker Scholarship (2006) Made possible by a bequest of Boris I. Bittker, LL.B. 1941, M.A.H. 1951, for scholarships or loan forgiveness.

William B. Bosley Fund (1966) Gift from the Estate of Mrs. Jeanette D. Bosley in memory of her husband, William B. Bosley, B.A. 1892, LL.B. 1894.

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.

Ava Brackett Scholarship Fund (1999) Established in memory of Ava Brackett, J.D. 1986, by family members, friends, and classmates. To be awarded to dedicated students who embody Ava's humanitarian commitment and intellectual drive.

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.

Elizabeth Warke Brem Memorial Fund (2007) Established by a gift from Gibson Dunn & Crutcher in memory of Elizabeth Warke Brem, J.D. 1996, for scholarships at Yale Law School with a preference for Hispanic women students.

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.

Class of 1988 Scholarships Fund (1993) Established by a gift from the members of the Class of 1988 for scholarships in the Law School.

Abraham J. and Jeannette Cohen Scholarship (1983) Established by George M. Cohen, LL.B. 1960, in memory of his parents, Abraham and Jeannette Cohen.

George M. Cohen Scholarship (1997) Established in memory of George M. Cohen, LL.B. 1960, by family, friends, classmates, and his partners at Cleary, Gottlieb, Steen & Hamilton, New York City.

Louis H. Cohen Loan Fund (1958) Gift from the Oliver M. Kaufman Family Charitable Trust in memory of Louis H. Cohen, B.A. 1926, M.A. 1927, Ph.D. 1929, M.D. 1931.

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.

Joseph L. Connor Scholarship Fund (1968) Gift from the Estate of Joseph L. Connor, LL.B. 1909.

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.

E. Virgil Conway Scholarship Fund (2003) Established by E. Virgil Conway, LL.B. 1956, to be awarded annually as a scholarship.

Walter Wheeler Cook Scholarship (1958) Gift in honor of Professor Walter Wheeler Cook, B.A., M.A., LL.D., member of the faculty from 1916 to 1928, from the May Treat Morrison Foundation of San Francisco, California.

Corbey 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.

David L. Corbin Scholarship (1962) Established by friends in memory of David L. Corbin, B.A. 1932, LL.B. 1935.

Oscar Cox Memorial Scholarship (1967) 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.

Lloyd N. Cutler Scholarship Fund (1992) Established by the law firm of Wilmer, Cutler and Pickering in honor of Lloyd N. Cutler, LL.B. 1939, to support tuition scholarships

based on financial need, academic excellence, and demonstrated commitment to public service.

William B. Davenport Fund (1953) Established by Professor Shepherd Stevens, B.F.A. 1922, in memory of his uncle, William B. Davenport, B.A. 1867, M.A. Hon. 1877.

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.

David S. Day Scholarship Fund (1975) Bequest of Natalie C. Day in memory of her husband, David S. Day, B.A. 1902, LL.B. 1904. Preference to students from Fairfield County, Connecticut.

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.

Debevoise, Plimpton, Lyons and Gates Fund (1977) Gifts from members of the firm.

John B. Dempsey Scholarship (1963) Gift from Squire, Sanders & Dempsey, of Cleveland, Ohio, in memory of John B. Dempsey, B.A. 1911, M.A. 1915.

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.

John Hart Ely Fund (2005) Established by a gift from Robert Ely, son of John Hart Ely, LL.B. 1963, M.A.H. 1971, LL.D. 2003, to support Yale Law School graduates participating in the Career Options Assistance Program.

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

David R. Evans Scholarship Fund (1963) Established by members of the Class of 1960 and other friends in memory of David R. Evans, B.A. 1955, M.A. 1957, LL.B. 1960.

J. Fuller Feder Scholarship Fund (2009) Established by a bequest from Joseph F. McCrindle, LL.B. 1948, in memory of his grandfather, to assist students with tuition and other school-related expenses.

Irving Fishman, Philip Goldhammer, and Louis Fishman Memorial Scholarship Fund (1997) Established by Jean and Richard Fishman, J.D. 1977, in memory of their fathers and uncle and by the estate of Louis Fishman for the purpose of helping students in need of financial aid.

Samuel S. and Evelyn R. Flug Memorial Scholarship Fund (1987) Established by Martin Flug, J.D. 1955, in memory of his father and mother, Samuel S. and Evelyn R. Flug.

Frederick D. and Lillian S. Forsch Scholarship Fund (1998) Established by a bequest of Frederick D. Forsch, LL.B. 1940, for scholarships in the Law School.

Richard I. Galland Fellowship Fund (1987) Gift from Richard I. Galland, B.A. 1937, J.D. 1940.

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

Elliott Goldstein Scholarship (1988) Established by gifts from Elliott Goldstein, LL.B. 1939, and his partners in the firm of Powell, Goldstein, Frazer & Murphy. Preference for a student who excels in the field of corporate law.

Justin M. Golenbock Memorial Fund (1984) Gift from the law firm of Golenbock and Barell, and family and friends of Justin M. Golenbock, LL.B. 1946. To assist graduates in public interest careers.

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.

Carroll C. Hincks Memorial Fund (1967) Gifts in honor of Judge Carroll C. Hincks, B.A. 1911, LL.B. 1914, LL.D. 1952, from his law clerks and friends.

Robert Hixon Scholarship Fund (1964) Established by Marguerite S. Hixon in memory of her husband, Robert Hixon, B.A. 1901.

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.

John A. Hooper Scholarship (1929) Gift from John A. Hooper, LL.B. 1891.

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.

Quintin Johnstone Scholarship (2006) Established by the CATIC Foundation in honor of Professor Quintin Johnstone, with a preference for students interested in real property law or property law.

Paul E. Kalb, M.D., J.D. and Susan M. Ascher, M.D. Scholarship Fund (2009) Established by a gift from Paul E. Kalb, J.D. 1990, and his wife, Dr. Susan M. Ascher, for scholarships, with a preference for students with an interest in law and health.

Edwin P. Kaufman Scholarship (1964) Gift from his classmates and friends in memory of Edwin P. Kaufman, LL.B. 1942.

Frank Kenna Scholarship Fund (1951) Established by Mrs. Frank Kenna in memory of her husband, Frank Kenna, LL.B. 1905. Preference to residents of Connecticut.

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.

Thomas Goddard Kent Scholarship (1934) Gift from Lucy A. Kent in memory of her husband, Thomas Goddard Kent, B.A. 1851.

Judge Carolyn Dineen King Scholarship Fund (2001) Gifts from the family of Carolyn Dineen King LL.B. 1962, Judge of the United States Court of Appeals for the Fifth Circuit.

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.

Gerald Beryl Kramer Scholarship (1991) Established by Beulah Kramer in memory of her brother, Gerald Beryl Kramer, B.A. 1931. To support second- or third-year students who demonstrate good scholarship, character, personal merit, and financial need.

Albert E. Lamb Memorial Scholarship (1966) Bequest of Grace Fay Lamb in memory of her father, Albert E. Lamb, B.A. 1867.

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.

Ruth and Benjamin Layton Memorial Scholarship (1987) Established by Robert Layton, LL.B. 1954, in memory of his parents. Preference for students interested in international law.

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.

Littauer Public Interest Career Assistance Fund (1988) Established by gifts from the Lucius N. Littauer Foundation to assist graduates in public interest careers.

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.

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.

Walter A. Marting Scholarship (1975) Gift from Walter A. Marting, LL.B. 1937, and the Hanna Mining Company, Cleveland, Ohio.

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. McDougal Fellowship (1982) Gift in honor of Professor Myres S. McDougal, 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.

Warner Thornton McGuinn Scholarship Fund (1990) Gifts from alumni and friends of Yale Law School in memory of Warner Thornton McGuinn, LL.B. 1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School.

Edward A. and Marion D. McKirdy Scholarship Fund (2007) Established by a gift from Edward D. McKirdy, J.D. 1962, in memory of his parents, to provide scholarships for students with demonstrated financial need.

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.

Buckingham P. Merriman Scholarship (1953) Gift from Buckingham P. Merriman, B.A. 1910, LL.B. 1914.

Robert Clark Morris Scholarships (1958) Bequest of Robert Clark Morris, LL.B. 1890.

Milton I. Newman Scholarship Fund (1971) Gift from the estate of Milton I. Newman, B.A. 1927, LL.B. 1929. Income to be used for scholarships at the discretion of the dean of the Law School.

Quigg Newton B.A. '33, J.D. '36, M.A.H. '51 Scholarship Fund in Yale Law School (2001) Gift of Quigg Newton, LL.B. 1936; mayor of Denver, Colorado, 1947–1955; and president of the University of Colorado, 1957–1963; also the donor of a scholarship in Yale College.

Robert J. Nordhaus Indian Law Scholarship (1986) Established in honor of Robert J. Nordhaus, Ph.B. 1931, J.D. 1935, by his son Robert R. Nordhaus; the firm of Nordhaus, Haltom, Taylor & Taradash; the firm of Van Ness, Feldman, Sutcliffe & Curtis; and other friends of Mr. Nordhaus. Preference to Native American students.

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.

Marvin L. Olshan Scholarship Fund (1972) Gift from Marvin L. Olshan, J.D. 1952.

Jacob H. and Kathryn 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.

Richard Martin Paskus Memorial Scholarship (1939) Mrs. Martin Paskus in memory of her son, Richard Martin Paskus, B.A. 1928. Preference, if practicable, to students entering from New York City.

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

Henry Ralph Ringe Scholarship (1959) Established by bequest from H. Ralph Ringe, LL.B. 1909. For citizens of a Latin American country.

Eric S. and Sally Spears Robinson Fund (2007) Established by a gift from Eric S. Robinson, J.D. 1982, and Sally Spears Robinson, J.D. 1982, in honor of their twenty-fifth reunion, to support Yale Law School graduates participating in the Career Options Assistance Program.

Walter Bigelow Rosen Scholarship Fund (1991) Gift from Mrs. Anne Bigelow Stern, in memory of her brother, Walter Bigelow Rosen, LL.B. 1941, who died in World War II in the service of the Royal Canadian Air Force. Awards are made with a preference for minority students and students with unusually strong financial needs.

Rosenblum-Witt Scholarship (2007) Established by Steve Rosenblum, J.D. 1982, and Monique Witt, J.D. 1982, on the occasion of their twenty-fifth reunion, to be used either for scholarships or support of the loan deferral and forgiveness program.

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).

Phyllis Jacobs Rubenstein Scholarship (1988) Established by Ernest Rubenstein, LL.B. 1953, in memory of his wife. Preference given to women students.

Derald H. Ruttenberg Fund (1965) Gift from Derald H. Ruttenberg, LL.B. 1940.

A. Henry Saranec Scholarship Fund (2001) Bequest of A. Henry Saranec, LL.B. 1947, of Midland, Texas, a lawyer and businessman.

Bette and Ralph Saul Scholarship Fund (2006) Established by a gift from Ralph S. Saul, LL.B. 1951 and his wife Bette, for Yale Law School students.

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.

Gerald Schulsinger Loan Fund (1970) Gift from Gerald Schulsinger, LL.B. 1954.

Donald E. Scott '73 Scholarship Fund (2006) Established by a gift from Donald E. Scott, J.D. 1973.

Joan Keyes Scott Memorial (1987) Established by gifts from Robert C. L. Scott, other family members, and friends, in memory of Joan Keyes Scott, LL.B. 1942; for women students.

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. Hooper, 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.

Spencer Victor Silverthorne, Jr., Memorial Scholarship Fund (1963) A gift in memory of Spencer V. Silverthorne, Jr., LL.B. 1942.

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.

Walter T. Skallerup, Jr., Memorial Fund (1988) Established by gifts from his family and classmates in memory of Walter T. Skallerup, Jr., LL.B. 1947, general counsel of the Navy and former chairman of the Yale Law School Fund, to assist graduates in public interest careers.

J. Joseph Smith Memorial Fund (1984) Established by former law clerks, classmates, relatives, and friends in memory of J. Joseph Smith, B.A. 1925, LL.B. 1927, Senior Judge of the U.S. Court of Appeals for the Second Circuit.

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.

Senator Arlen Specter '56 Scholarship (2007) For talented and deserving students at Yale Law School.

Benjamin F. Stapleton, Jr. Scholarship (1994) Established in memory of his father, Benjamin F. Stapleton, Jr., LL.B. 1942, by Benjamin F. Stapleton III, LL.B. 1969. To support scholarship awards to students from the Rocky Mountain States.

Neal Steinman Scholarship Fund (1995) Created through the generosity of family, friends, and members of the Philadelphia law firm of Blank, Rome, Comisky & McCauley, to memorialize Neal Steinman, J.D. 1971, an adviser to governments and their underserved constituencies. Preference is given to first-generation professionals.

Roy H. Steyer Memorial Scholarship Fund (1997) Established in memory of Roy H. Steyer, LL.B. 1941, by family, friends, and members of the law firm of Sullivan & Cromwell. For needy students, with a preference to representatives of minority groups.

Gregory Stone Scholarship (2007) Established by a gift from Gregory P. Stone, J.D. 1977, in honor of his thirtieth reunion, for scholarships in the Law School.

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.

Thomas Walter Swan Scholarship (1958) Gift in honor of Thomas W. Swan, B.A., LL.B., M.A., LL.D., dean from 1916 to 1927, from the May Treat Morrison Foundation of San Francisco, California.

Jack B. Tate Memorial Fund (1968) Established by his friends in memory of Jack B. Tate, LL.B. 1926, M.A. Hon. 1954, associate dean and professor of law from 1954 to 1968. Augmented substantially in 1997 by a bequest from Peter S. Kramaric, LL.B. 1960.

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.

Townsend Trust Association (Corbey Court) Scholarship (1936) Gift from Richard C. Hunt, LL.B. 1908.

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.

Walker/Abbott Fund (2004) Established by a gift from the estate of Elizabeth C. Abbott in honor of her first and second husbands, Roy C. Abbott, B.A. 1922, and John D. Walker, B.A. 1922, LL.B. 1924, for scholarships in Yale College and Yale Law School.

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.

William Welling Werntz Scholarship Fund (1967) Established by family and friends in memory of William Welling Werntz, B.A. 1929, LL.B. 1931. Preference given to those students interested in the area of legal accounting.

Wilmot F. Wheeler Memorial Fund (1963) A gift in memory of Wilmot F. Wheeler, LL.B. 1903, from the trustees of the Wilmot F. Wheeler Foundation, Inc., of Connecticut, Mrs. Wilmot F. Wheeler, Wilmot F. Wheeler, Jr., B.A. 1945, and Halsted W. Wheeler, B.E. 1949. To be used as determined annually by the dean for needy students or for the acquisition of books for the law library.

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.

Joseph E. Willis Memorial Scholarship Fund (1994) Established by John C. Taylor, 3rd, LL.B. 1950, in memory of his grandfather Joseph E. Willis.

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.

Eugene M. Zuckert Class of 1937 Scholarship (1998) Gift from Eugene M. Zuckert, LL.B. 1937.

Library Endowments

Sherman Baldwin Memorial (1943) A gift in honor of Sherman Baldwin, LL.B. 1922, from John A. Hooper, LL.B. 1891.

Simeon E. Baldwin Memorial (1942) A gift in memory of Professor Simeon E. Baldwin, B.A. 1861, from John A. Hooper, LL.B. 1891.

Albert H. Barclay Memorial (1942) A gift in memory of Albert H. Barclay, LL.B. 1895, from John A. Hooper, LL.B. 1891.

Judah Philip Benjamin (1925) A gift in memory of Judah Philip Benjamin, Yale College Class of 1829, from "A New York Lawyer."

Charles Raymond Bentley Memorial (1940) A gift in memory of Charles Raymond Bentley, B.A. 1910, from Janet E. (Mrs. C. R.) Bentley.

Edwin F. Blair Memorial (1943) A gift in honor of Edwin F. Blair, LL.B. 1928, from John A. Hooper, LL.B. 1891.

Gary and Brian Bookman Literature and Arts Journal Fund (1993) An endowment to underwrite subscriptions to nonlegal periodicals and newspapers, established by Robert Bookman, J.D. 1972, in honor of his sons.

Robert E. Brooks Memorial Fund (1989) Gifts in honor of Robert E. Brooks, Reference Librarian 1960–89, from friends and colleagues, for the purchase of books on civil rights and black history.

Edward Grant Buckland Memorial (1942) A gift in memory of Professor Edward Grant Buckland, LL.B. 1889, from John A. Hooper, LL.B. 1891.

Edward Field Burr Memorial Fund (1987) Gifts in memory of Edward Field Burr from family, friends, and Law School graduates, for library acquisitions.

John D. Calhoun Memorial (1963) Gifts in honor of John D. Calhoun, LL.B. 1949, from members of the Class of 1949 and friends.

Arthur W. Chambers Memorial (1943) A gift in honor of Arthur W. Chambers, LL.B. 1909, from John A. Hooper, LL.B. 1891.

Charles E. Clark Memorial (1942) A gift in honor of Dean Charles E. Clark, LL.B. 1913, from John A. Hooper, LL.B. 1891.

Alan P. Colodny Memorial Fund (1982) A gift in honor of Alan P. Colodny, LL.B. 1957, from friends and relatives.

Arthur L. Corbin, Jr., Memorial (1943) A gift in honor of Arthur L. Corbin, Jr., LL.B. 1926, from John A. Hooper, LL.B. 1891.

Sidney W. Davidson Memorial (1943) A gift in honor of Sidney W. Davidson, LL.B. 1918, from John A. Hooper, LL.B. 1891.

Arthur Hobson Dean Purchase Fund in International Law (1963) Gifts in honor of Arthur Hobson Dean, partner in the law firm of Sullivan and Cromwell of New York City, from members of the firm, John C. Jaqua, Jr., LL.B. 1943; George C. Kern, Jr., LL.B. 1952; John R. Raben, LL.B. 1939; Vincent A. Rodriguez, LL.B. 1944; Roy H. Steyer, LL.B. 1941; Stuart W. Thayer, LL.B. 1951.

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.

George H. Dession Memorial (1983) A bequest of Anna M. Dession in memory of her husband, George H. Dession, LL.B. 1930, a member of the faculty between 1931 and 1955.

Elizabeth K. Dollard Fund (1982) A gift from Elizabeth K. Dollard, LL.B. 1939, for the purchase of books for faculty research.

Ralph Gregory Elliot Fund (1986) A gift from Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, for the purchase of books on American constitutional law and constitutional history.

William Dean Embree Memorial (1943) A gift in honor of William Dean Embree, LL.B. 1905, from John A. Hooper, LL.B. 1891.

Energy Law Fund (1986) A gift from an anonymous donor for the purchase of books related to energy law in the western American states.

James E. English (1873) Gifts from James E. English, M.A. Hon. 1873.

Wilton H. Fair (1979) A gift from Wilton H. Fair, L.G. 1953.

Edwin E. Ferguson Fund (1981) A gift from Edwin E. Ferguson, J.S.D. 1937, for the purchase of books for the library.

Robert B. Fiske Memorial (1943) A gift in honor of Robert B. Fiske, LL.B. 1926, from John A. Hooper, LL.B. 1891.

Macklin Fleming (1979) A gift from Macklin Fleming, LL.B. 1937.

Ford Motor Company (1965) A gift for the acquisition of books for the foreign and international collection in the law library.

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.

Charles E. Frohman Memorial (1984) A gift from an anonymous donor in memory of Charles E. Frohman, LL.B. 1926, for the purchase of books for the Ohio Collection.

Harold N. Gast Memorial (1985) A bequest of Harold N. Gast, LL.B. 1933.

Horace W. Goldsmith Foundation (1984) A gift from the Horace W. Goldsmith Foundation.

Max F. Goldstein Memorial (1985) A gift in memory of Max F. Goldstein, LL.B. 1909, from Elliott Goldstein, LL.B. 1939.

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

Jacob P. Goodhart Memorial (1941) A gift in memory of Jacob P. Goodhart, LL.B. 1887, from Clara S. (Mrs. J. P.) Goodhart.

Ashbel G. Gulliver Memorial (1942) A gift in honor of Professor Ashbel G. Gulliver, LL.B. 1922, from John A. Hooper, LL.B. 1891.

William B. Gumbart Memorial (1943) A gift in honor of William B. Gumbart, LL.B. 1915, from John A. Hooper, LL.B. 1891.

W. Averell Harriman Fund (1963) A gift from W. Averell Harriman, B.A. 1913, LL.D. 1964, for the purchase of books on the subject of international law.

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. Hooper, LL.B. 1891.

John A. Hooper (1940) A gift from John A. Hooper, LL.B. 1891.

Richard C. Hunt Memorial (1943) A gift in memory of Richard C. Hunt, LL.B. 1908, from John A. Hooper, LL.B. 1891.

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

Judge David H. Jacobs Memorial Book Fund (1999) Gifts in memory of David H. Jacobs, LL.B. 1934, from family, friends, and classmates.

Fleming James, Jr., Memorial Fund (1982) A gift in honor of Fleming James, Jr., B.A. 1925, LL.B. 1928, from friends and classmates.

Victor S. Johnson, Jr. Fund (1978) A gift from the V. S. Johnson, Jr. Charitable Trust (Victor S. Johnson, Jr., J.D. 1941) for acquisitions.

Betty A. and David A. Jones Fund (1981) A grant to the Law School for the support of the law library; a gift from David A. Jones, LL.B. 1960, and Mrs. Jones.

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.

Lomax B. Lamb, Jr., Memorial (1981) A bequest from Lomax B. Lamb, Jr., LL.B. 1942.

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.

Mary Quan Lee Memorial Fund (1996) A gift in memory of Mary Quan Lee, from her children, Carol F. Lee, J.D. 1981, and Ronald D. Lee, J.D. 1985.

James H. Lehmann (1982) A gift in memory of James H. Lehmann, LL.B. 1980, from Cravath, Swaine, & Moore, for new books for the Yale law library.

Arthur L. Liman Fund (1982) A gift in honor of Arthur L. Liman, LL.B. 1957.

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

Louis Loss '37 Book Fund (2001) A gift from the estate of Professor Emeritus Louis Loss, LL.B. 1937, of the Harvard law faculty, for acquisitions in the field of securities regulation.

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.

Myres S. McDougal (1976) A gift in honor of Myres S. McDougal, J.S.D. 1931, from Victor S. Johnson, Jr., LL.B. 1941.

William Walter Meyer Fund (1984) A bequest of William Walter Meyer, M.A. 1912, LL.B. 1915.

Justice Sherman Minton Library Fund (1963) A gift in honor of Justice Sherman Minton, LL.M. 1916, from Victor S. Johnson, Jr., LL.B. 1941.

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.

Arthur E. Palmer, Jr., Memorial (1943) A gift in honor of Arthur E. Palmer, Jr., LL.B. 1935, from John A. Hooper, LL.B. 1891.

Neil Peck and Thomas S. Nichols (1985) An anonymous gift in honor of Neil Peck, LL.B. 1962, and Thomas S. Nichols, LL.B. 1962, for the purchase of books for the energy law collection.

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

Edward J. Phelps Memorial (1942) A gift in memory of Professor Edward J. Phelps, M.A. Hon. 1881, from John A. Hooper, 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.

A. Leo and Edna C. Ricci (1982) A gift from A. Leo Ricci, J.D. 1928, for new books.

William C. Robinson Memorial (1942) A gift in memory of William C. Robinson, M.A. Hon. 1881, from John A. Hooper, LL.B. 1891.

James Grafton Rogers Memorial (1943) A gift in honor of Professor James Grafton Rogers, B.A. 1905, M.A. Hon. 1931, from John A. Hooper, LL.B. 1891.

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.

Harry Shulman Library Fund (1963) Gifts in memory of Harry Shulman, M.A. Hon. 1937, member of the faculty between 1930 and 1955, and dean of the Law School from 1954 to 1955.

Earnest C. Simpson Memorial (1943) A gift in memory of Earnest C. Simpson, LL.B. 1899, from John A. Hooper, LL.B. 1891.

Mollie (“Max”) Singerman Memorial (1996) A gift in memory of Mollie Singerman directed by Ernest Rubenstein, LL.B. 1953, trustee of the Mollie Singerman testamentary trust, for the purchase of books.

James R. Stewart Memorial (1943) A gift in honor of James R. Stewart, LL.B. 1934, from John A. Hooper, LL.B. 1891.

Louis T. Stone Memorial (1984) A gift in memory of Louis T. Stone, LL.B. 1940, by the American Society of Composers, Authors, and Publishers and the judges of its 1982 Nathan Burkan Memorial Competition.

Thomas W. Swan Memorial (1942) A gift in honor of Dean Thomas W. Swan, B.A. 1900, from John A. Hooper, LL.B. 1891.

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

Charles P. Taft (1943) A gift in honor of Charles P. Taft, LL.B. 1921, from John A. Hooper, LL.B. 1891.

Charles Phelps Taft Memorial (1985) A gift in memory of Charles Phelps Taft, LL.B. 1921, from Peter R. Taft, LL.B. 1961, for the purchase of books for the municipal law and local government collection.

Charles J. Tanenbaum Fund (1992) A gift from Charles J. Tanenbaum, LL.B. 1937, to support exhibits from the rare book and manuscript collection.

Auguste Rhu Taylor (1983) A bequest from Auguste Rhu Taylor, LL.B. 1937, for books.

Julius J. Teller (1983) A bequest from Julius J. Teller, LL.B. 1941.

Thomas D. Thacher Memorial (1943) A gift in memory of Thomas D. Thacher, LL.D. 1930, from John A. Hooper, LL.B. 1891.

William K. Townsend Memorial (1942) A gift in memory of Professor William K. Townsend, B.A. 1871, from John A. Hooper, LL.B. 1891.

Joseph and Anne N. Trachtman Fund (1993) A bequest of Joseph Trachtman, LL.B. 1926, and his wife, Anne N. Trachtman, to support library acquisitions in honor of Dean Thomas W. Swan.

Harrison Freeman Turnbull Memorial (1981) A gift in memory of Harrison Freeman Turnbull, LL.B. 1931, from his partners at Wiggin & Dana.

Gordon Bradford Tweedy Memorial (1985) A gift in memory of Gordon Bradford Tweedy, LL.B. 1932, from Mary J. (Mrs. G. B.) Tweedy, for the purchase of books for the international law collection.

Francis Wayland Memorial (1943) A gift in memory of Dean Francis Wayland, M.A. 1881, from John A. Hooper, LL.B. 1891.

Albert S. Wheeler (1906) A bequest from Albert S. Wheeler.

John M. Woolsey (1927) A gift from John M. Woolsey, B.A. 1898.

Yale Law School Fund Parents Program (1989) Gifts from Yale Law School parents for the purchase of student texts and reference works for the library.

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.

Marvin A. Chirelstein Colloquium (2007) Established by a gift from Mark S. Campisano, J.D. 1980, to support a colloquium to be administered through the Center for the Study of Corporate 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.

Curtis-Wizner Fellowship Fund (2009) Established by gifts from Yale Law School alumni on celebrating Forty Years of Clinical Education at Yale Law School. The fund honors the program's founders, Dennis E. Curtis, LL.B. 1966, Clinical Professor Emeritus of Law and Professorial Lecturer in Law, and Stephen Wizner, William O. Douglas Clinical Professor of Law and Supervising Attorney. To support the activities of the fellowship.

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/alumna, 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.

Heyman Federal Public Interest Fellowship Fund (1996) Established by a gift from the Samuel J. and Ronnie F. Heyman Philanthropic Fund. To provide support for recent Yale Law School graduates to work closely with high-level leaders in the Federal government for one year, either through an existing position or through a “special assistantship.”

Kronman-Postol Lectureship (2004) Established by a gift from Sidney S. Postol, A.B. 1939, in honor of Anthony T. Kronman, M.Phil. 1970, Ph.D. 1972, J.D. 1975, dean of the Yale Law School from 1994 to 2004, and Sterling Professor of Law, to support lectures related to law and the humanities.

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.

Christopher Magorian Fund for Environmental Law and Policy (1989) Established by family, classmates, friends, and the law firm for which he worked, in memory of Christopher C. Magorian, J.D. 1985. The fund supports lectures, colloquia, and other scholarly presentations in the field of environmental law and policy.

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.

Judge Jon O. Newman Lectureship (2008) Established by former law clerks and friends of Judge Jon O. Newman '56 on the occasion of his 50th Yale Law School reunion. The purpose of the fund is to support an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States.

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.

Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest (1989) A fund established by the law firm of Fried, Frank, Harris, Shriver & Jacobson in honor of Robert H. Preiskel, LL.B. 1948, and Leon Silverman, LL.B. 1948, to sponsor lectures and other events celebrating private lawyers' contributions to the public interest.

John R. Raben/Sullivan & Cromwell Fund for Corporate Law Studies (1975) Established in memory of John R. Raben, LL.B. 1939, by a gift from the law firm of Sullivan & Cromwell and augmented by his friends to support the study and teaching of corporate law-related issues. 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 Emerging Scholars Fund (1996) Established by a gift from Belle Ribicoff, wife of Irving S. Ribicoff, LL.B. 1939, to support the teaching and research activities associated with the Ribicoff Emerging Scholars Fellowship.

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.

J. Skelly Wright Fund for Teaching (1989) Given by Mrs. Helen Wright, former law clerks, and friends, to honor the life and career of James Skelly Wright, LL.D. Hon. 1961, an eminent and courageous judge on the U.S. District Court for the Eastern District of Louisiana (1948 to 1962) and the U.S. Court of Appeals for the District of Columbia Circuit (1962 to 1987) The Wright Fund brings to the Yale Law School visiting teachers to inspire students with the ideal of public service.

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.

Vivien Wei-Ying U Fund for Human Rights (1998) Established by a gift from Vivien Wei-Ying and Hoi Sang U, B.A. 1968, for the support of a Senior Fellow at the Schell Center.

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

Payson R. Wolff Lectureship in Law and Music (1997) Given by G.T.R. & B. Foundation and the Martin Gang Foundation in memory of Payson R. Wolff, J.D. 1954, a member of the Los Angeles law firm of Gang, Tyre, Ramer & Brown, and a defining figure in the field of music and the law.

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.

Burton H. Brody Prize in Constitutional Law (1998) A gift from Burton H. Brody, B.S. 1945, J.D. 1950, for the student who, in the estimation of the Law School, shall write the best paper on a subject to be selected by the dean on the extent of the protection of privacy afforded by the U.S. Constitution.

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 a 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.

Jerome Sayles Hess Prize for International Law (2005) Established by a bequest of Harriett Peloubet Hess, widow of Jerome Sayles Hess, B.A. 1903, to be awarded annually to a student who demonstrates excellence in the area of international 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*.

Quintin Johnstone Prize in Real Property Law (2006) Established by the CATIC Foundation, to be awarded at Yale Law School annually to a second- or third-year student in recognition of excellence in the area of real property law.

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.

Khosla Memorial Fund for Human Dignity (1995) Established by Dinesh Khosla, LL.M. 1977, J.S.D. 1981, to provide an annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.

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.

John M. Olin Prize (1984) A gift from the John M. Olin Foundation for the best student essay on law, economics, and public policy during the academic year.

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.

Clifford L. Porter Prize (1980) Cahill Gordon & Reindel in memory of Clifford L. Porter. Awarded annually for outstanding student performance in taxation.

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.

William K. S. Wang Prize (1998) A gift from William K. S. Wang, J.D. 1971, to recognize superior performance in the introductory course in corporate law.

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

Edward R. Becker '57 Judicial Fellowship Program (2007) Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957. The program supports funding for Yale Law School students working during the summer in the Philadelphia area on public interest initiatives or serving local, state, or federal judges or court systems on judicial administration projects.

Tom and Andi Bernstein Fund for Human Rights (2008) Established by Tom Bernstein, B.A. 1974, J.D. 1977, and his wife Andi, to further the study and advancement of human rights scholarship and activism at Yale Law School.

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.

Jonathan E. Colby '71 Fund for Globalization (2007) Established by a gift from Jonathan E. Colby, J.D. 1971, to support globalization initiatives at the Law School.

Arthur Bliss Dayton Fund (1970) Bequest of Arthur Bliss Dayton, Ph.B. 1911.

EMIKA Fund for Public Service Initiatives (2008) Established by a gift from Meridee A. Moore, J.D. 1983, to support public service initiatives at Yale Law School, including Summer Public Interest Fellowships, postgraduate public interest fellowships and public service clinical opportunities, with a preference for supporting students and projects that relate to the intersection of social justice, law, and trade.

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 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.

Sol and Lillian Goldman Family, Advocacy for Children and Youth Clinic Fund (2008) Established by a gift from the Sol Goldman Charitable Trust, to support the activities of the clinic.

Joel I. Greenberg Residential Facilities Fund (2008) Established by a gift from Joel I. Greenberg, J.D. 1973, to support the new Law School residential space at 100 Tower Parkway. Annual income from the fund will support general maintenance, improvements, and student life in the building.

Arthur Groman Trial Advocacy Fund (1994) Established by Arthur Groman, LL.B. 1939, and Occidental Petroleum, Inc., his client for over forty years, to enhance the teaching of litigation skills at Yale Law School. The fund supports distinguished practitioners and judges in teaching and mentoring.

Lewis Gruber Memorial Fund (1972) Bequest of Lewis Gruber.

Geoffrey Gund Program in Legal Writing (1990) Established by a gift from Geoffrey Gund, LL.B. 1972, to support a program in legal writing.

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 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 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.

Knight Law and Media Scholars Program (2007) Established by a grant from the John S. and James L. Knight Foundation to train legal journalists and media lawyers.

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.

Lizabeth Moody and Alan Buchmann Fund (2007) Established by a gift from Lizabeth Moody, LL.B. 1959, for the study of law and religion.

Charles M. Nathan 1965 Fund for the Study of Corporate and Commercial Law at Yale Law School (2006) Established by Charles M. Nathan, LL.B. 1965, to support the study of corporate and commercial law at Yale Law School.

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.

Charles Hitchcock Sherrill Fund (1937) Gift from John A. Hooper, LL.B. 1891, in honor of Charles H. Sherrill, B.A. 1899.

Sterling Law Fellowship (1929) A bequest from John W. Sterling, B.A. 1864.

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.

Thomas Thacher Fund (1923) Gift in honor of Thomas Thacher, B.A. 1871, from his son, Judge Thomas D. Thacher, B.A. 1904, Sarah McC. G. Thacher, and daughter-in-law, Eunice B. B. Thacher.

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.

Bert W. Wasserman Workshop in Law and Finance (2007) Established by a gift from Craig Wasserman, B.A. 1982, M.A. 1982, J.D. 1986, in honor of his father, to support a series of corporate law workshops administered through the Center for the Study of Corporate Law at Yale Law School.

Weil, Gotshal & Manges Corporate Law Roundtable Series at Yale Law School (2005) Established by a gift from the law firm of Weil, Gotshal & Manges to support roundtable discussions on various issues of corporate law.

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 Yale Law Journal Fund (1926) Contributions from editors and former editors for the benefit of *The Yale Law Journal*.

The Work of Yale University

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

Yale College Est. 1701. 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; tel., 203.432.9300; e-mail, student.questions@yale.edu; Web site, www.yale.edu/admit

Graduate School of Arts and Sciences Est. 1847. 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 Est. 1813. 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.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). 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 School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 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 School of Public Health (est. 1915), 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 Est. 1822. 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; tel., 203.432.5360; fax, 203.432.7475; e-mail, divinity.admissions@yale.edu; Web site, www.yale.edu/divinity. Online application, <https://apply.divinity.yale.edu/apply>

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu

Graduate Programs: Master of Laws (LL.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; tel., 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu

School of Art Est. 1869. 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 School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, artschool.info@yale.edu; Web site, <http://art.yale.edu>

School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.music.yale.edu

School of Forestry & Environmental Studies Est. 1900. 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, 195 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu>

School of Architecture Est. 1916. 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; tel., 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu>

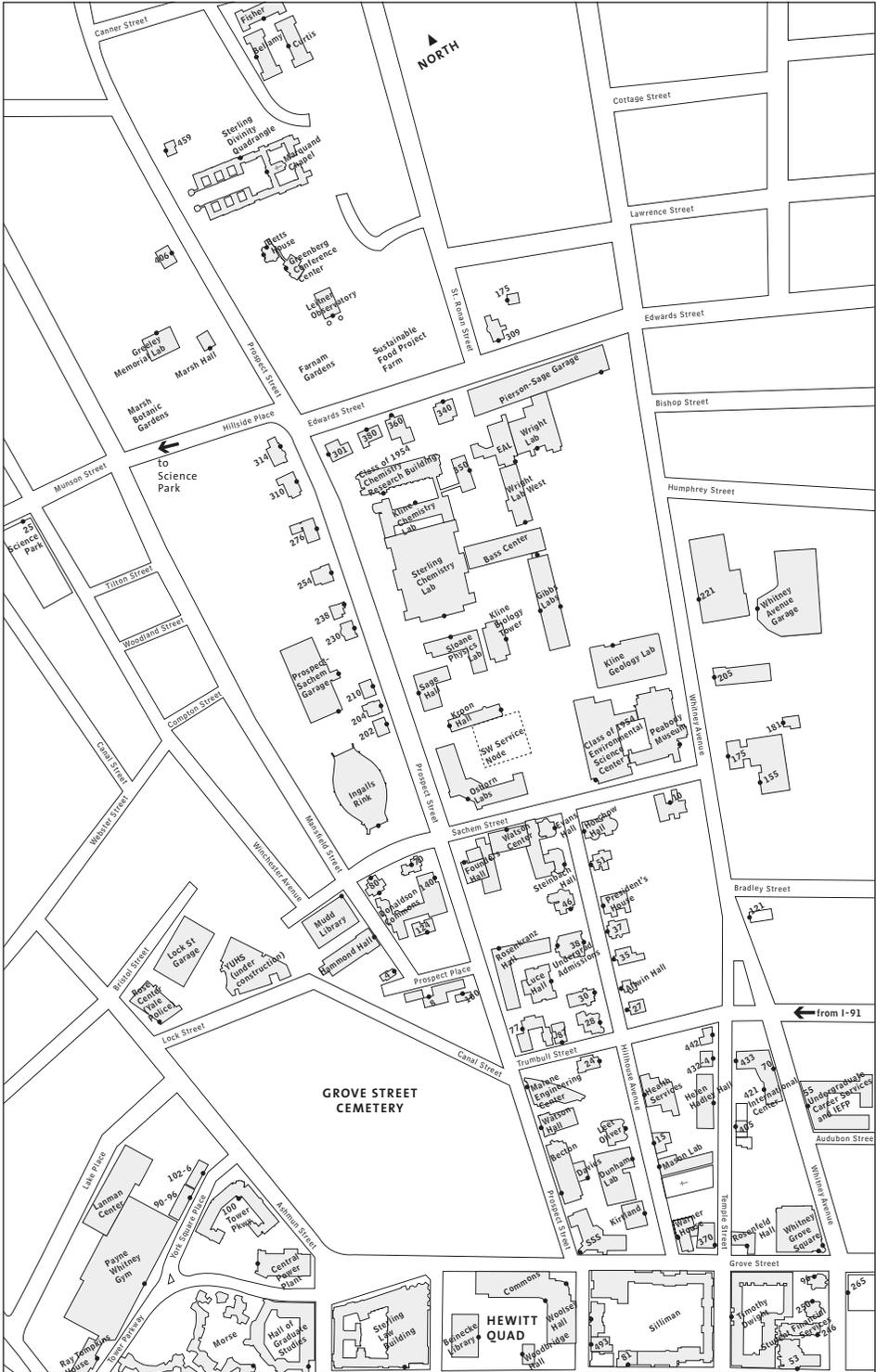
School of Drama Est. 1955. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, ysd.admissions@yale.edu; Web site, www.drama.yale.edu

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.).

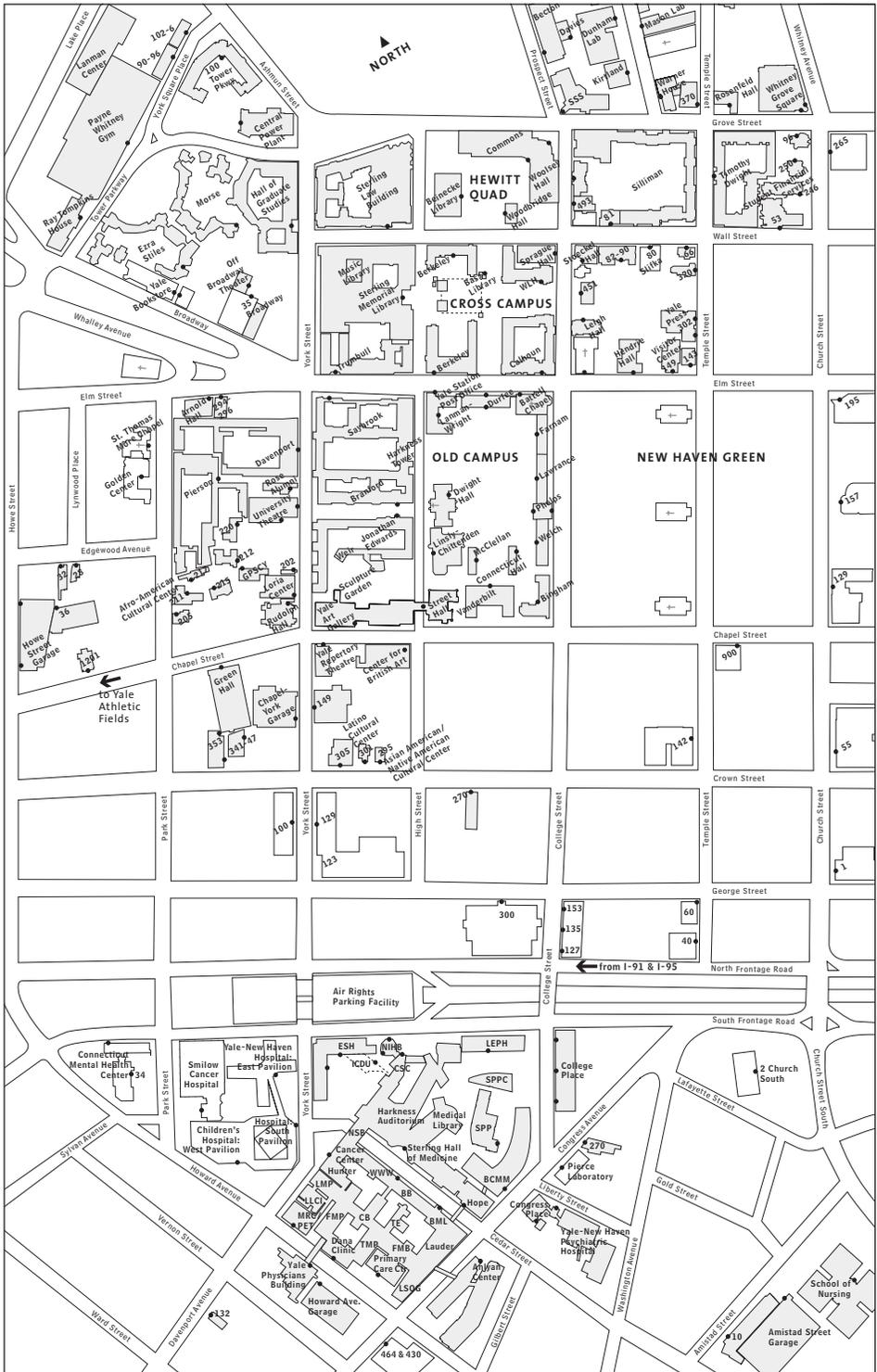
For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu>

YALE UNIVERSITY CAMPUS NORTH



Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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 or gender identity or expression.

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 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. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. 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.

Admissions (J.D.)	203.432.4995
Alumni Affairs	203.432.1690
Building Services	203.432.4980
Business Office	203.432.8582
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

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